



BRISBANE GIRLS GRAMMAR SCHOOL

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BRISBANE GIRLS  
GRAMMAR SCHOOL  
ANNUAL REVIEW  
2017

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A *Leader* IN  
EXCEPTIONAL SCHOLARSHIP



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# From the Chair

MS ELIZABETH JAMESON  
CHAIR OF THE BOARD OF TRUSTEES



The many and varied experiences and events at Girls Grammar in 2017 highlighted the achievements of our girls and our staff, and equally the innovations and traditions of the School.

This is the basis of our optimism for the future, and the reason for our unwavering commitment to creating a better world through the education of our girls.

To this end, the Board of Trustees was pleased to see many projects realised during 2017 that reflect perfectly the provision of the broad, liberal education for which Girls Grammar is renowned. The School also continued to plan for the new system of senior assessment in Queensland—the Queensland Certificate of Education—to be introduced in 2019.

The individual achievements of girls at a School such as ours are as diverse as they are impressive, as you will read in this Annual Review. For the Board of Trustees, our responsibility lies in ensuring the School provides the best resources and facilities to support our girls to achieve, no matter the realm, in alignment with the Brisbane Girls Grammar School *Strategic Design 2016-2019*.

In 2017, milestones reached in accordance with our *Strategic Design* included the launch of the Dorothy Hill Observatory, an extraordinary learning asset that will provide students with learning opportunities across Science, Mathematics, Information Technology, Visual Art, and beyond. The School also announced its Education Partnership with Queensland Symphony Orchestra, which will afford girls who demonstrate particularly strong musical talent the opportunity to be mentored by, and perform with, some of Australia's finest musicians.

The Grammar Women Series continued to stimulate important conversations about women in positions of leadership, and gender equality in the workforce. Sharing stories of women who have broken traditional

barriers to achieve success in typically male-dominated industries, *Inspiring Grammar Women—Be Bold For Change*, encouraged attendees to strive for change in their own fields. A panel of prominent career directors discussed their experience of the boardroom at *Grammar Women in the Boardroom: A Conversation for Change*, providing advice for the next generation of women leaders.

The spirit of philanthropy remains strong at Girls Grammar and the generosity of our donors continues to sustain and strengthen the Girls Grammar experience, uniting our community in its shared vision for excellence and innovation in education. I thank those members of our community, including many past and present parents, students and staff, and friends of the School who supported Girls Grammar in 2017.

The awarding of the inaugural Brisbane Girls Grammar School Bursary was a very proud moment for the Trustees, and our School community. Awarded to a Year 7 2018 student, the bursary will provide the life-changing potential of a Girls Grammar education to even more girls who meet the criteria for a Grammar girl—curious, principled, adventurous, balanced and a leader—but who otherwise would not have the means to attend our School.

As always, we are thankful to the Principal for her strong leadership, to staff for their continued commitment, and to parents for entrusting the education of their daughters to the School. On behalf of the Board of Trustees, I thank you for your ongoing support of Brisbane Girls Grammar School.

# From the Principal

MS JACINDA EULER  
PRINCIPAL



The Brisbane Girls Grammar School *Annual Review 2017* highlights the extraordinary achievements of students, honours the outstanding expertise and dedication of staff, and outlines significant milestones reached by the School in pursuit of its Aspiration—*To be a leader in exceptional scholarship.*

For more than 143 years, Brisbane Girls Grammar School has provided an exemplary broad, liberal education for girls; our position as Queensland's leading girls' school brings with it the privileged responsibility of preparing our students for full and rewarding lives beyond formal schooling.

We do this within, but also importantly, beyond the classroom setting. Experiential learning—on the sporting field or stage, in a laboratory, or even overseas attending 'space camp' in the USA or supporting developing communities in Tanzania—is an integral part of a Girls Grammar education. These opportunities, many of which are detailed in this publication, strengthen our students' existing talent and abilities, but also promote exploration of new areas of interest and discovery of a sense of self—reinforcing the power of education in creating minds alert to, and equipped for, the enrichment and advancement of society.

The School's environment of excellence continues to strengthen and deepen across all aspects of academic, cultural and sporting endeavours. Our academic achievements are evident not merely, though importantly, in external assessment such as NAPLAN and in the OP results. I am proud to report that in 2017, 100 per cent of Year 12 students attained an OP score, and 99.6 per cent were offered a Bachelor's Degree place. The School also maintained its record of consistently outstanding NAPLAN results.

In October 2017, the School launched the Dorothy Hill Observatory, providing girls access to unique learning experiences across the curriculum. Honouring past student and pioneering scientist, Professor Dorothy Hill (1907 to 1997), the observatory will also enable girls to contribute to professional astronomical projects and academic research.

Toward the end of 2017, the School announced an Education Partnership with Queensland Symphony Orchestra which is led by Music Director, Alondra de la Parra, an inspiring and internationally renowned conductor.

The School also celebrated the 30th anniversary of the establishment of Marrapatta Memorial Outdoor Education Centre. Unique to a girls' school in Queensland, our Outdoor Education campus and programmes continue to provide an enriching curriculum that encourages girls to connect and belong, inspiring in them the confidence to know that they can achieve, no matter the sphere.

2018 will be a year of significant preparation. We will continue to plan for our future, underpinned by the next iteration of our *Strategic Design*, which will ensure the School is sustained and in a strong position to continue to provide the educational platform for young women to contribute confidently to their world with wisdom, imagination and integrity. Part of this important work will include progressing the 25-Year Master Plan for our Spring Hill Campus, and continuing to identify and deliver the facilities required across all three campuses—Spring Hill, Marrapatta and Rangakarra.

We will also finalise preparations for the introduction of the Australian Tertiary Admissions Rank, the new system of senior assessment in 2019. Some of the most important work the School has undertaken in decades, planning for the new system has included ensuring our new curriculum, and assessment, will serve our students well. I have every confidence that we will be well-prepared for the exciting new chapter for education in Queensland.

As ever, we remain committed to a broad, liberal education for girls—one that holds all students deeply engaged in thorough and inspiring learning, and ensures the widest possible options beyond secondary schooling.

While there remain great challenges for so many in the world, education is the most powerful way to build a good and just society, and we are determined to ensure that our girls and young women are prepared to lead the way.

# Board of Trustees

BRISBANE GIRLS GRAMMAR SCHOOL



**Brisbane Girls Grammar School's Board of Trustees comprises seven Trustees, each of whom bring extensive experience, knowledge and skills to their role of guiding the School to ensure the continued delivery of the broad, liberal education for which Girls Grammar is renowned.**

## **MR ANDREW KING**

Trustee since 2014

Mr King possesses more than thirty years' experience in the Australian corporate real estate market and holds specialist skills in negotiating, building high-performance teams and businesses, funds management and development.

Mr King is presently on the Boards of Urban Futures Brisbane and Queensland Investment Corporation. He is a current parent.

## **MS ANN HARRAP**

(Head Girl, 1984)  
BA/LLB (2B Hons),  
Grad Dip Foreign Affairs  
and Trade

Trustee since 2014

Ms Harrap was the first female Australian High Commissioner to South Africa and was previously Deputy High Commissioner to Papua New Guinea. She served as a diplomat for twenty years and holds extensive executive management experience with large, culturally diverse teams, including in Africa and Papua New Guinea. Ms Harrap is an Adjunct Associate Professor in the School of Political Science and International Studies at The University of Queensland.

## **MR TONY YOUNG**

BBus (Acct), FCA, CPA,  
FTIA, GAICD

**CHAIR OF THE FINANCE,  
AUDIT, RISK AND  
RESOURCE COMMITTEE**

Trustee since 2006

Mr Young is a Business Services Partner with BDO—one of the largest professional services firms in Queensland—specialising in expert business, taxation and accountancy advice.

He has more than thirty years' experience as a Chartered Accountant, providing assistance to a diverse selection of clients with a focus on significant family-owned enterprises across a range of industries.



**MS ELIZABETH JAMESON**  
(Head Girl, 1982) BA/LLB  
(Hons1), LSDA, FAICD

**CHAIR**

Trustee since 1994

Chair since 2006

Ms Jameson brings her background as a corporate/commercial lawyer to her role as Managing Director of Board Matters, the specialist governance consultancy she founded in 2002. Ms Jameson has served on the boards of many community and for-profit organisations since 1991; her current directorships include RACQ, Queensland Theatre Company, the John Villiers Trust and the Board of Management of Queensland Police Service.

**EMERITUS PROFESSOR  
DR MARY MAHONEY AO**  
MBBS, GDipClinEd,  
HonMDQld, FRACGP,  
MRACMA, FAIM, FAMA,  
MAICD

**DEPUTY CHAIR**

Trustee since 2006

Dr Mahoney is a General Practitioner, and was the first female Deputy Chancellor of The University of Queensland. She served for twenty-five years as State Director of the Royal Australian College of General Practitioners (RACGP) Training and has had a long involvement in educational and advisory bodies and boards. Professor Mahoney was honoured as an Officer of the Order of Australia in 2006 in recognition of her extensive contributions to medicine.

**PROFESSOR ADAM  
SHOEMAKER**  
BA Hons, PHD

Trustee since 2014

Professor Shoemaker is Vice Chancellor and President of Southern Cross University. He has previously held the roles of Academic Provost at Griffith University, Deputy Vice Chancellor of Monash University and Dean of Arts at Australian National University. Professor Shoemaker is a member of the Queensland Curriculum and Assessment Authority (QCAA), which oversees Queensland's Overall Position (OP) system, its involvement in NAPLAN and the development of the National Curriculum.

**MS JULIE McKAY (2000)**  
Fellow in Ethical Leadership,  
EMBA, MPP, BBusMan, BA

Trustee since 2017

Ms McKay is a Partner and Chief Diversity and Inclusion Officer at PwC (PriceWaterhouseCoopers), and also serves as Gender Advisor to the Chief of the Australian Defence Force.

Ms McKay has previously held the role of Executive Director of the Australian National Committee for UN Women, during which time she was announced as the Young Australian of the Year (2013).



# The School

For more than 143 years, Brisbane Girls Grammar School has been a leader in the education of young women. The School's success and longevity are testament to its strong leadership, commitment to providing a broad, liberal education, and support of the Girls Grammar community, who value the finest traditions and aspirations in education.



# Identity and history

On 15 March 1875, six years before women were admitted to universities in Sydney and Melbourne, Brisbane Girls Grammar School was established—initially as a branch of Brisbane Grammar School—to provide girls the same educational opportunities as their brothers.

The School opened in a two-storey house, located on George Street, catering for fifty students under the leadership of Lady Principal, Mrs Janet O'Connor. Within six months, the School outgrew these premises, and relocated to Wickham Terrace.

In 1882, the decision was made to separate from Brisbane Grammar School and operate independently under the Grammar Schools Act. Two years later, in 1884, the School relocated to its current site on Gregory Terrace.

The original Main Building still stands proudly in Spring Hill, symbolising Girls Grammar's unique heritage, its role in the development of education for girls in Australia and its unwavering commitment to establishing the educational foundation for young women to contribute confidently to their world with wisdom, imagination and integrity.



## Historical timeline

1875—Brisbane Girls Grammar School is established in a two-storey house on George Street.

1877—Sir Charles Lilley is appointed Chair of the Board of Trustees; Sarah Cargill is appointed Lady Principal.

1878—Mary Mackinlay is appointed Lady Principal.

1882—Sophia Beanland is appointed Lady Principal; Girls Grammar separates from Brisbane Grammar School.

1884—the School relocates to what remains its current Main Campus on Gregory Terrace.

1887—Sir Samuel Walker Griffith is appointed Chair of the Board of Trustees.

1889—Charlotte Pells is appointed Lady Principal.

1896—Eliza Fewings is appointed Lady Principal.

1899—The Old Girls Association is established.

1900—Milisent Wilkinson is appointed Lady Principal.

1904—Sir Hugh Nelson becomes Chair of the Board of Trustees, succeeded by John Laskey Woolcock in 1906.

1913—Mary Atkinson Williams is appointed Headmistress, succeeded by Jane Walker in 1914; the first *School Magazine* is published.

1915—Margaret Annie Mackay is appointed Headmistress; the West Wing opens as a single-storey building, housing an art room and three classrooms.

1925—Kathleen Lilley is appointed Headmistress; the first School uniform is introduced.

1952—Louise Crooks is appointed Headmistress; John England is appointed Chair of the Board of Trustees; the Parents and Friends Association is established.

1958—The Kathleen Lilley Library is opened.

1964—Year 8 students commence secondary schooling, known as Form II; the House system is introduced.

1968—Yvonne Bain becomes the first woman Trustee.

1971—Nancy Shaw is appointed Headmistress.

1975—The School celebrates its centenary.

1976—Dr August Shaw Gerhmann is appointed Chair of the Board of Trustees.

1977—Judith Hancock is appointed Principal.

1977—The Fathers Group is established.

1986—The Gerhmann Theatre is built.

1987—Dr McCrae Grassie is appointed Chair of the Board of Trustees; the Marrapatta Memorial Outdoor Education Centre is opened at Imbil.

1995—The McCrae Grassie Sports Centre is opened.

1996—Dr Cherrell Hirst is appointed Chair of the Board of Trustees.

2000—The School song, *Nile Sine Labore*, is written.

2002—Dr Amanda Bell is appointed Principal; the Boarding House is closed.

2007—Ms Elizabeth Jameson is appointed Chair of the Board of Trustees; the Cherrell Hirst Creative Learning Centre is opened.

2013—Ms Jacinda Euler is appointed Principal; the School unveils its newly acquired 13-hectare site in Fig Tree Pocket, the Rangakarra Recreational and Environmental Education Centre.

2015—Year 7 is introduced to the School and the five-storey Research Learning Centre, home to more than 55 000 resources, is opened.

2017—The Dorothy Hill Observatory commences operation at the School's Marrapatta campus.

# Aspiration and Intent



## Aspiration

To be a leader in exceptional scholarship

## Intent

Proud of our Grammar tradition, we are a secondary school that establishes the educational foundation for young women to contribute confidently to their world with wisdom, imagination and integrity.

## Our Guiding Principles

- Systematic curiosity in teaching, learning and research
- Judicious and ethical action
- Life-wide learning
- Stewardship and sustainability
- Purposeful community engagement

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## A Grammar girl is

**Curious**—Thrives in a vibrant environment that fosters deep and inquisitive learning

**Principled**—Engages ethically and purposefully with the world

**Adventurous**—Embraces the unexpected, following her dreams without fear

**Balanced**—Seeks diverse experiences and different perspectives

**A leader**—Who inspires contribution to a greater purpose

# Highlights—2017



- The School's 2017 academic results reflect its longstanding reputation as Queensland's leading girls' school.
- One hundred per cent of Year 12 2017 students were OP eligible and 97 per cent of students who applied for tertiary studies received a placement offer.
- The Year 12 2017 cohort exceeded all Queensland state averages for Queensland Core Skills Test results and OP scores: 74.5 per cent received an A or B grade in the QCS Test; 19.42 per cent received an OP 1 to 2; 45.87 per cent received an OP 1 to 5; and 96.69 per cent of Year 12 students achieved an OP 1 to 15.
- The School continued to prepare for the introduction of the Australian Tertiary Admission Rank, the new system of senior assessment, in 2019.
- Girls Grammar was the only girls' school in Queensland to be named one of Australia's most innovative schools in 2017; the School was honoured for its achievements in attracting and retaining students' interest in science.
- The School announced an Education Partnership with Queensland Symphony Orchestra, providing girls who demonstrate strong musical talent the opportunity to be mentored by, and perform with, some of Australia's finest musicians.
- The Dorothy Hill Observatory was officially launched, honouring past student and pioneering scientist, Professor Dorothy Hill (1907 to 1997; BGGs, 1924). This world-class facility will provide unique learning opportunities for students across the curriculum and enable girls to contribute to professional astronomical projects and academic research.
- The School announced the inaugural recipient of the Brisbane Girls Grammar School Bursary, to commence Year 7 in 2018.
- The School celebrated 30 years since the establishment of the Marrapatta Memorial Outdoor Education Centre. Unique to a girls' school in Queensland, Marrapatta continues to provide an enriching outdoor education programme.
- The Grammar Women series stimulated important conversations about women in positions of leadership, and gender equality in the workforce.

# Dorothy Hill Observatory ignites wonder and awe

Coinciding with World Space Week (4 to 10 October 2017), the School launched the Dorothy Hill Observatory—an extraordinary learning asset comprising a remotely operated observatory and telescopes—extending opportunities to foster students’ real-world scientific skills while deepening their inherent interest in the study of science.

The construction of a state-of-the-art observatory, named after pioneering scientist and past student, Professor Dorothy Hill (1907 to 1997), reflects the School’s commitment to the study of science as part of its broad, liberal education. The observatory will support the School in nurturing girls’ curiosity across an engaging and challenging Science curriculum designed to prepare students for life beyond the classroom.

The observatory pays tribute to Professor Hill—the first female to graduate with a gold medal from The University of Queensland, the first female professor at an Australian university and the first female President of the Australian Academy of Science.

‘Professor Hill argued that “the need to be a pioneer is particularly apparent for women”; her extraordinary achievements are testament to this belief, and serve as an inspiration for Grammar girls who will use the observatory to undertake research using their own primary data, and potentially publish research to support professional astronomical projects,’ Principal, Ms Jacinda Euler said.

Equipped with three robotic telescopes—which can be manipulated remotely from anywhere in the world—the observatory provides students with access to equipment used by professional astronomers.

Students will select astronomical targets to discover and explore areas of the night sky that appear ‘empty’ to the naked eye, but are actually teeming with astronomic activity.

Girls Grammar students are highly engaged with science; more than ninety per cent of the Year 12 2017 cohort studied one or more science subjects.



‘The observatory will be used in ways not yet imagined, opening the intrigue of the night sky and deep space to all students, honouring the legacy of Professor Hill and advancing her ambition to deepen the impact of women as scientists, innovators and leaders.’

Principal, Ms Jacinda Euler

The Dorothy Hill Observatory located at the School’s Marrapatta Memorial Outdoor Education Centre outside Imbil, near Gympie.

Image courtesy of Dr David Trappett.

# Performance

The performance of Brisbane Girls Grammar School is measured in myriad ways: academic results and achievements; exceptional scholarship; co-curriculum accomplishments; a commitment to student care; leadership; the ways in which the School gives back to its community; and the judicious management of School resources.

The following reports provide an insight into the performance of the School during 2017.





# Fostering exceptional scholarship

MRS ANNA OWEN  
DEPUTY PRINCIPAL



In 2017, Girls Grammar's commitment to fostering exceptional scholarship underpinned our approach to planning for the new system of senior assessment, and was also recognised externally with the School announced as one of Australia's most innovative.

Scientific knowledge has been one of the cornerstones of a broad, liberal education throughout the School's 143-year history, and innovation in how we teach it, and our record of attracting and retaining science students was formally recognised in 2017—Girls Grammar was named by *The Educator* as one of Australia's forty most innovative Schools.

This recognition is testament to the School's dedicated, specialist science teachers and programmes, both within and beyond the classroom, that embed deep learning by inspiring curiosity and a passion for new discoveries in science. As you will read in this publication, one such example of experiential learning opportunities afforded Grammar girls as part of curriculum learning is the launch of the Dorothy Hill Observatory, located at the Marrapatta Memorial Outdoor Education Centre.

The true impact of such an extraordinary resource as this can only be realised through a thoughtful approach to how it is embedded into the curriculum across all Year levels. The observatory provides myriad opportunities to extend our girls' inherent interest in science, from identifying and researching deep sky objects and extended experimental investigations, to contributing to professional astronomical projects and developing partnerships with universities and industry to equip them to be effective in 21st century scientific workplaces.

Reinforcing the expertise of Girls Grammar teachers, staff worked with the Queensland Curriculum and Assessment Authority (QCAA) to support the development of and planning for the introduction of the new system of senior assessment—the Queensland Certificate of Education—ensuring Year 11 2019 students, the first students to complete their senior years under the new model, are prepared for its introduction. The new assessment framework will use a combination of school-based and external assessment, implement processes that strengthen the quality and comparability of school-based assessment, and introduce the Australian Tertiary Admission Rank as the new pathway for entry into tertiary courses, replacing the current system of the QCS Test and OP Score.

While supporting QCAA, the School also worked to ensure our curriculum provides girls with access to the broad, liberal education for which the School is renowned, and aligns with changes to be implemented under the new system. This collaborative process involved key Academic Staff across each Faculty, the Dean of Curriculum and Scholarship, the Dean of Studies and Learning Analytics, the Dean of Academic Administration, and Executive Staff. We also continue to meet students and their families to discuss each girl's academic journey through the School. These opportunities are an important way of partnering with Girls Grammar families to support students in performing to their academic potential, particularly as they progress into their senior years, and move beyond the picket fence to contribute confidently to their world.



# Tertiary Placements

Brisbane Girls Grammar School remains one of the few schools in Queensland whose entire Year 12 cohort is OP eligible. The School congratulates the 2017 Year 12 cohort on their excellent results.

## 2017 Tertiary Offers

All Year 12 2017 students who submitted a tertiary application received at least one offer.

OFFERS	PER CENT OF GIRLS GRAMMAR COHORT
Tertiary Places Offered	99.58%
Bachelor Degree	98.34%

OP RESULT	PER CENT OF GIRLS GRAMMAR COHORT	PER CENT OF STATE COHORT
1	7.85%	2.77%
1-2	19.42%	6.95%
1-5	45.87%	22.13%
1-15	96.69%	82.31%
1-20	100%	98.38%

## Year 12 2017 Queensland Core Skills Test results

OP RESULT	PER CENT OF GIRLS GRAMMAR COHORT	PER CENT OF STATE COHORT
A	43.60%	17.80%
B	30.90%	27.30%
C	22.50%	34.10%
D	3.00%	20.40%
E	0%	0.30%

## Australian National Assessment Program—Literacy and Numeracy (NAPLAN) 2017 results

The Australian National Assessment Program—Literacy and Numeracy (NAPLAN) is standardised testing for all Australian students in Years 3, 5, 7 and 9. The achievements of Year 7 and Year 9 Grammar girls are recorded below.

### NAPLAN results

	YEAR 7	YEAR 9
Reading	617	640
Writing	582	623
Spelling	613	639
Grammar and Punctuation	639	646
Numeracy	625	667

### Percentage of Girls Grammar students at or above the national minimum standard

	YEAR 7	YEAR 9
Reading	100	100
Writing	100	99
Spelling	100	100
Grammar and Punctuation	100	100
Numeracy	100	100

# Girls Grammar one of Australia's most innovative schools

Brisbane Girls Grammar School was named one of Australia's forty most innovative schools in 2017.

Awarded by *The Educator* magazine, Girls Grammar received a 2017 Innovative Schools award in recognition of its record of attracting and retaining students' interest in science as part of an overall commitment to preparing students for life beyond the classroom.

Being recognised as one of Australia's most innovative schools is testament to the School's dedicated, specialist science teachers and out-of-classroom programmes that embed deep learning by inspiring curiosity and a passion for new discoveries in science.

In 2017, a small group of Year 11 students worked alongside biomedical professionals at Brisbane's Translational Research Institute on real-world research projects. It is a robust environment for expanding and deepening students' theoretical and experimental research, while producing work that may contribute to medical advances.

Grammar girls again attended 'Space Camp'—the astronaut programme incorporates curriculum subjects such as maths, science and technology, but importantly also helps students develop skills that remain with them for years to come.

The School also unveiled the Dorothy Hill Observatory, which will have a transformative impact on teaching and learning by opening up the intrigue and seemingly infinite possibility of deep space to all students. The telescopes and observatory will have applications in Physics, Mathematics, ICT and Visual Art, as well as in other subjects, increasing opportunities for Girls Grammar to partner with other schools, universities, and scientific and commercial organisations.

The study of science thrives at Girls Grammar. In 2016, more than 90 per cent of the year 12 cohort studied at least one science subject. More than 40 per cent of that group are now undertaking science-based university degrees.



# Developing Resilient Adolescents

MRS ANNE INGRAM  
DEPUTY PRINCIPAL (STUDENTS)



The book *Wonder*, written by R. J. Palacio, and most recently adapted to film, is a favourite of mine. On the outside, this is a book about a boy with a craniofacial difference and his struggles to fit in at school and to achieve social acceptance, but in its heart and soul, the themes of kindness, compassion, tolerance and courage are what make *Wonder* resonate with such a wide audience.

Since its publication in 2012, *Wonder* has been embraced by teachers and students, and at Girls Grammar, the study of this novel is an integral part of the Year 8 English curriculum and the Ethics programme. It is a perfect book for educators; it provides a vehicle for discussions about topics including kindness, bullying, embracing difference, overcoming challenges and friendship. *Wonder* presents to its reader a shining jewel of a story that encourages each one of us to do better and to be better in how we treat others in life. At the very core of this story is the concept of personal resilience—by all members of Auggie Pullman’s family—including his parents, his sibling and, most importantly, himself. *Wonder* reminds us of the importance of resilience in the face of obstacles and the key role it plays in allowing us to achieve personal greatness.

Howard and Johnson (1999) define resilience as ‘... the inherent and nurtured capacity of individuals to deal with life’s stresses in ways that enable them to lead healthy and fulfilled lives.’ Adolescent psychologist, Andrew Fuller, is an expert in child, adolescent and family psychology, and consults to communities and schools about the promotion of resilience. He provides a more accessible definition for youth, describing resilience as ‘the happy knack of being able to bungy jump through the pitfalls of life’. Whenever ‘tough stuff’ happens, resilience is the ability to rise above and rebound from adversity (Fuller, 2012). Resilience refers to one’s ability to successfully manage life and to successfully adapt to change and stressful events in healthy and constructive ways. In simple terms, it is our ability

to survive and ‘bounce-back’ from life’s experiences—both the advantageous and more challenging, traumatic experiences.

Young people have always required effective coping skills to allow them to navigate their path towards independence. However, the modern world—ever-increasing in its chaotic and uncertain style—seems to be more challenging than ever before, and it appears that many young people have fewer resources to deal with adversity than in previous generations. Resilience education acknowledges that some people have certain ‘protective factors’ built in. These factors promote wellbeing and can either be qualities that are inherent in the individual (personal strengths such as optimism, bravery, humour and curiosity), or their environment.

Resilience education aims to strengthen the existing qualities of the adolescent and improve the environmental factors they are exposed to, to assist them to be able to make positive decisions across a range of key areas such as negotiating friendship groups, managing conflict and maintaining appropriate online profiles. How resilience is developed and promoted is an area of intense research and debate (Dent, 2017). Research into resilience often focuses on risk and protective factors. Risk factors are particular characteristics or circumstances that, if present, increase the likelihood that an individual, when exposed to stress, will develop an emotional or behavioural problem (Keogh & Weisner, 1993).

Longitudinal studies in this area have revealed that as the number of risk factors in a person’s life increase, the chance of a positive emotional outcome decreases.



Cumulative risk leads to poorer outcomes with respect to emotional resilience. Reducing the number of risk factors, even by one, has been found to have a significant impact on the individual's level of functioning (Gilligan, 2000).

In the shift towards a strength-based approach, research has broadened to consider protective factors that have a profound impact on resilience and can serve to ameliorate the adverse effects of risk factors. Psychological outcomes are now understood to be determined by the interplay of risk factors and protective factors. Protective factors are described as attributes of the individual and their environment that temper the effect of the individual's susceptibility to stress (Carbonell, Reinherz & Giaconia, 1998).

It is clear that there is no single pathway to resilience, however, research has identified a range of protective factors that impact on outcomes for at-risk adolescents. Characteristics of the individual found to promote resilience include high levels of persistence, approachability and well-developed social skills. Environmental factors that have been shown to lead to a positive outcome include family stability and support, sound peer relationships, community involvement and a sense of connectedness to family and friends. At Girls Grammar, the role of the House system, Outdoor Education Programme, Co-curriculum Programme, and the School's Mindfulness Framework cannot be underestimated in working together to support each girl's holistic development.

Young people develop resilience through the use of specific education and intervention programmes that focus on the promotion of social skills and problem-solving. In the past two decades, a range of intervention programmes for youth have been developed around the world to reduce risk factors while simultaneously promoting protective factors and individual strengths.

Working from a strength base to develop a positive outcome is ultimately more respectful of the young person. A sound example of one such model is the evidenced-based Resourceful Adolescent Programme (RAP), designed and written by Queensland University of Technology, and currently used as a key learning tool in the Year 7 Ethics programme.

The RAP was developed to build resilience and promote positive mental health in teenagers. It aims to increase the psychological resilience or resourcefulness of young people, drawing from research into successful treatments for adolescent depression, and known psychosocial risk and protective factors at the individual, family and school level.

By nurturing and strengthening the individual protective factors of our students and ensuring we continue to provide a range of positive environmental factors, both at school and home, we increase the opportunity to develop their resilience and provide them with a greater chance of bouncing back when they are faced with future challenges.

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# School-wide pedagogy and slow learning: counter-culturalism in an era of disruption

DR BRUCE ADDISON  
DEAN OF CURRICULUM AND SCHOLARSHIP



I recently read an article by distinguished Australian demographer and commentator Bernard Salt. He predicted that Gen Z, the current age group between four and 18 years of age, would have at least 15 different jobs or careers during their lives. If this becomes a reality, it has the potential to create many challenges and likewise, many unforeseeable opportunities.

This will mean that educators charged with preparing our young people for the future must confront the scale of this uncertainty and its inevitable disequilibrium with strategic insight, realism and great skill. The unfamiliar space of the 'unknown unknown', will become the territory on which our educational practice is founded. There are a number of 'knowns' to consider. We know our population is ageing. We know artificial intelligence will soon corrode the jobs of the skilled as well as the unskilled. We know the givens of today will soon be the anachronistic expectations of yesterday. We know nuanced agility will serve us well. We know the expectations associated with meaningful work, as well as the notion of comfortable wellbeing, will need significant revision. All of this is extremely challenging, if not confronting, and has the potential to corrode our social compact.

What kind of education do we want for our young people given what lies ahead? What types of thinking best suits such an environment? Our approach has been to view these emergent issues through a number of counter-cultural lenses. At the same time, we have acknowledged that our rich heritage has much to offer as we endeavour to discern the best possible approach for the students in our care. In this regard, curriculum leadership requires the foresight of both the Captains Cook and Kirk!

It would be very easy to have simply developed a pedagogic approach based on the imminent introduction of the internal-external assessment model. This would have been pragmatic but would have represented disappointing short-termism. Instead, we have spent the last eighteen months developing a school wide pedagogy model with intellectual agility at its core. We believe that such agility is essential when traversing the demands of the new senior syllabi, as well as the depth of creative and independent thought necessary to survive and thrive in the disrupted world of tomorrow.

The first component of our school wide pedagogy model is the promotion of formative assessment practice and noticing learning. This is especially the case for our foundational Year 7 curriculum. Such an approach rests on trusting our teachers to devise classroom experiences in which they can observe and notice student learning outside of the constraints of formal assessment. This in itself runs counter intuitively to a world in which leagues tables and a fixation with measurement drives so much educational policy and practice.

Recently retired Director, Centre for Professional Practice, Dr Kay Kimber, quoted Daniel Bazerman (2014) of the Kennedy and Harvard Business Schools, who argued that understanding what was happening 'when we fail to notice' is 'crucial to understanding

how we can learn to pay attention to what we're missing'. Moreover, Mason (2002) concluded that experts were sensitised to notice things that novices overlooked or did not realise should have happened or indeed had happened. We trust our teachers to notice and observe and to identify this powerful learning when called upon. It runs counter to the prevailing culture that positions quantitative measures as paramount.

Another important component of our school wide pedagogy is the thinking underlying Robert Marzano's *New Taxonomy of Educational Objectives*. The cognitive verbs associated with this taxonomy underscore all of the new syllabi recently developed by the Queensland Curriculum and Assessment Authority. We are positioning our teaching practice to embed these cognitive verbs purposefully and meaningfully into our everyday classroom experience, especially in Years 10 to 12. This builds significantly on building on the common curriculum elements capital developed during the Queensland Core Skills (QCS) Test era.

The central pillar of our school wide pedagogy is the *Cultures of Thinking* methodology emanating from decades of research by Harvard University's Project Zero team. This approach is designed to deepen students' critical and creative thought through the repositioning and deepening of classroom practice.

There are eight cultural forces at the heart of this approach: *expectations; opportunities; time; modelling; language; environment; interactions; and routines*. Such an approach relies on a concept of spaciousness in which students are encouraged and taught how to distil and create knowledge. It is not easy to achieve in a crowded curriculum. We must unclutter the curriculum if we are to produce the citizens of tomorrow, capable of discerning fact from fiction in this era of supposed 'fake news'.

Slow learning and reflection represent partial answers to the herculean challenges that lay ahead. Noticing learning as well as active and precise cognition, in the context of a culture of thinking, is one way we can gift this generation with the wisdom, imagination, integrity and confidence to meet the challenges of tomorrow.

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## Academic Highlights

- Katherine Zambelli (11W) won one of two Goethe scholarships awarded in Queensland during 2017.
- Alicia Harasty (11M) was selected for the 2017-2018 UQ Young Scholars Program.
- Minna Atherton (12B) was awarded the prestigious Georgina Hope Rinehart Swimming Excellence Scholarship to study at Bond University in 2018.
- Rebecca Haley (11M) and Anna Withers (11L) have been recommended for nomination for the 2017 State Library of Queensland Mittelheuser Internship Program
- Jessica McLeod (10M) and Anna Hammett (10B) will represent the School at the QUT Future Leaders Programme in 2018/19.
- Lucia Pafumi (10H) and Elizabeth Prins (12B) were awarded the Long Tan Youth Leadership and Teamwork Award.



Katherine Zambelli (11W)

# Beyond the classroom

MISS ELLENA PAPAS  
DEAN OF CO-CURRICULUM



Girls Grammar's commitment to a broad, liberal education is reflected in various ways, including our extensive co-curricular programme through which girls are offered myriad life-wide learning opportunities.

In 2017, almost 98 per cent of students participated in the School's co-curricular programme, which seeks to develop the capacity for students to learn and grow from authentic opportunities and experiences beyond the classroom, and cater to the assorted talents and passions that lie within our diverse student population.

Grammar girls engage in numerous creative arts pursuits, including instrumental and vocal music ensembles, drama productions, dance classes and art workshops.

In 2017, the Instrumental Music Programme's thirty-two choirs, bands and orchestras presented numerous breathtaking performances at the School, and at external community events including the ANZAC Nurses' Vigil, Centaur Service, the Order of Australia School Service Awards and various AVEO community events. Our ensembles were awarded five gold, and one silver at the Queensland Youth Music Awards, and twenty students represented Girls Grammar in Canberra at the Australian Combined Schools Music Festival. Testament to the reputation of our musical performances, both the Cathedral Concert and *Let's Dance* Gala Concert were truly enchanting (and sold-out) events. In 2018, our commitment to music will afford Grammar girls the opportunity to be mentored by some of Australia's finest musicians through an Education Partnership with Queensland Symphony Orchestra.

The Senior Drama cast presented incredibly powerful individual and ensemble performances to captivate their audiences in the newly-commissioned work, *Spontaneous Human Combustion*. Twenty students collaborated with award-winning playwright, Daniel Evans, to deliver this production which has since been picked up by publishing house, Playlab, and is due for publication in 2018. The Junior Drama

casts also performed two works: *The Lost Property Rules* (Years 7 and 8) by Matthew Ryan; and Kate Mulvany's *Masquerade* (Years 9 and 10). Grammar Dance performed for enthusiastic audiences in Terms III and IV.

In the Queensland Debating Union (QDU) Competition, thirteen of our fifteen debating teams successfully progressed to the finals, with six of those teams heralding from the Year 8 cohort. In the Brisbane Girls Debating Competition, our Year 11.1 and 12.1 teams reached the grand final; the Year 12 team won the competition. Additionally, our Year 12 debaters successfully defended their 2016 QDU Women's Championships Trophy at The University of Queensland. The future of debating certainly seems promising, as sixteen highly enthusiastic Year 7 teams experienced debating for the first time this year in the Tri-Schools Competition. Girls Grammar was also represented at the Australian Individual Debating and Public Speaking Competition and the International Young Physicists' Tournament, both hosted at the School, and further afield at the International Junior Science Olympiad in Singapore. Other Brisbane-based competitive endeavours included the Science and Engineering Challenge, Maths Competitions, Science Olympiads, Da Vinci Decathlon, Young Entrepreneur events and Opti-MINDS Creative Sustainability Challenge.

The 2017 sports motto, *All Blue, All In*, promoted values of participation, commitment and comradery. The School continued to offer eighteen competitive, and three non-competitive sports and this year, Girls Grammar celebrated thirty-two QGSSSA premierships and second place in Cross Country. Our Badminton and Artistic Gymnastics programmes in particular continue to develop, with increased pennants won during the year.

Girls Grammar's rowers, water polo players and volleyball players competed at state and national levels, and we proudly recognised the thirty-one Queensland and ten Australian sporting representatives from our student body at the 100-year celebrations of the School's Sportswomen of Excellence evening.

Throughout 2017, more than two hundred students availed themselves of travel opportunities to expand their horizons and broaden their experiences. The Northern Hemisphere Summer School Programme offered students the opportunity to study for a month at Oxford, Cambridge or Colorado Universities, L'Academie de Paris or Oxbridge New York College. In June 2017, a group of thirty-two Grammar girls travelled to Space Camp at the US Space and Rocket Centre in Alabama, immersing themselves in astronaut or pilot training. Since 1992, the School's participation in Space Camp has seen more than 350 Grammar girls attend this intensive hands-on learning programme, which culminates in either a challenging extended-duration simulated space mission or—with their newly acquired aeronautics and survival skills—the planning and execution of a simulated rescue mission.

Closer to home, students participated in the Sydney Drama Tour, receiving expert tuition from some of Australia's tutors at NIDA, attended rowing and volleyball camps, and completed Duke of Edinburgh training and expeditions at Marrapatta and Fraser Island.

Through participation in service activities, students are encouraged to create a meaningful link between school life and the wider community. These opportunities have continued to be well supported by students and staff, with more than \$83 000 raised by students for those in need during 2017.

Fifty-six Year 10 and 11 students worked together in teams to complete treks and community projects in Tanzania as part of the Antipodeans Abroad programme.

Our students also continued to: support the Kirsten Jack Memorial Leukaemia Committee, established in 1978; assist women experiencing homelessness in Brisbane by supporting the Second Chance Committee; prepare food and beverages for people experiencing marginalisation or homelessness via the Ecumenical Coffee Brigade; and in our twenty-first year of participation in Jump Rope for Heart, our Year 7 2017 students brought our total donations to more than \$150 000 for the Heart Foundation.

These are just a snapshot of the many co-curricular activities in which our girls participated throughout 2017. It was certainly a busy, productive and successful year for all involved. Thank you to Girls Grammar staff who continue to give generously of their time to contribute to the co-curricular programme and in doing so provide our girls opportunities to explore their passions, develop their skills and abilities, and give back to our community in meaningful ways.



# Highlights

## Sport

- Freya Martin (12M), Georgia Petersen (11R), Makenzie Durbridge (11H), Sophie Gerber (10R) and Kirsten Viljoen (10E) were selected to represent Toowong Rowing Club at the 2017 National Rowing Championships.
- Lucy Stevens (12H), Charlotte Petfield (12B) and Aimee Boulton (11E) were selected in the Queensland School State Team to compete at the 2017 National Rowing Championships.
- Ashleigh Hockings (12W) was selected in the Queensland Youth State Team to compete at the 2017 National Rowing Championships.
- Portia Bennett (12W) was selected in the Queensland Open Women's State Team (Women's Lightweight Squad) to compete at the 2017 National Rowing Championships.
- Sally Finch (11H) was selected in the Australian Indoor Netball 16 and Under Girls Team to travel to Johannesburg as part of the 2017 World Indoor Netball Association (WINA) Junior World Series.
- Chloe Charles (8H) was selected to play for Australia at the Inline Hockey Oceania Championships in New Zealand.
- Elizabeth Moss (10E) secured third place in the under 16 girls High Jump at the Australian Athletics Championships in Sydney.
- Elizabeth Moss (10E) achieved the qualifying benchmark in the high jump for the Commonwealth Youth Games after placing second in the Open Division at the Queensland Club Championships.
- Maia Martin (11B) represented Queensland in the Australian Karate Federation National Championships and Australia (as Junior Team Captain) at the World Championships in Wakayama City, Japan.
- Lauren Hastie (11B) competed for the Australian Fencing Team (sabre) at the SEA PAC championships in Manila, Philippines.
- Rebecca Hayley (11M) was selected for the Australian Team to compete in High Jump at the 2017 Commonwealth Youth Games in the Bahamas.
- Eliza King (11E) was named in the World Junior Australian swim team to compete at the World Junior Championships in Indianapolis, USA. She won bronze in the 4x100m mixed freestyle relay for Australia. Eliza swam a personal best in the 100m freestyle, making the semifinal and placing tenth overall in the world.
- Abbey Anstey-Walsh (10E), Madeline Clark (10E) and Paris Comiskey (10B) represented Girls Grammar at the Queensland Snowsports Championships. The team placed first in female ALPINE - Division 2 (Year 9 to 10). Abbey received gold in the female ALPINE - Division 2 (Year 9 to 10) and female SKIER CROSS - Division 2 events.
- Tallulah Paul (9O) and Lily Awyzio (12M) were named in the Queensland Indoor Cricket 14 and under, and 21 and under teams respectively, to play in National Championships.
- Sally Finch (11H) competed as Wing Defence in the Australian Under 16 Indoor Netball Team at the Junior World Series in Johannesburg, South Africa; the Australian team defeated South Africa in the finals 55 to 40, and Sally was named Player of the Match.
- Katie Ward (7G) competed in the National Under 15 and Youth Championships for weightlifting and was awarded a silver medal in the female 58kg category; as a result, Katie also competed in the Queensland All Schools Championships. At this event, she lifted 26kg for Snatch and 43kg for Clean and Jerk (a new personal best).
- Millie Hunt (7O) won team Gold at the National Cross Country Championships, Silver in the 10 to 12 Composite Relay team and was named the Girls Queensland Captain of 10 to 12 years.
- Charlotte Mitchell (11R) represented the Queensland Under 16 Schoolgirls Hockey team and her older sister, Grace Mitchell (12R), represented the Queensland Under 19 Schoolgirls Hockey team. Both girls travelled to New Zealand to participate in the Pan-Pacific Games.
- Chloe Charles (8H) was selected in the Queensland Under 14 Ice Hockey team to contest the National Titles in Perth.
- Abby Andrews (12W), Girls Grammar Water Polo Captain, represented the Australian 'Born 2000' squad in Europe.



Eliza King (11E)



Abby Andrews (12W)

- Abby Andrews (12W) was selected to attend the Australian Senior Women's National Water Polo Team (Stingers) training camp.
- Georgia De Stefani (10W), Jasmin Riksen (11L), Chelsea Warat (10R) and Sabine Hatzipetrou (8M) competed for Queensland in the Under 15 teams at the Sydney Youth Water Polo Festival.
- Freya Horton (8H) was selected in the Under 13 Queensland Hockey Team, competing in the National Hockey Titles in Perth.
- Elisabeth Chua (11M) represented Australia at the Oceania Fencing Cadets Championships in New Caledonia. Elisabeth won bronze at the championships and will compete in the Cadet Epee Europe Tour with the Australian Fencing Cadet Team in 2018.
- At the 2017 State Short Course Swimming Championships, Catherine Mcleod (11E) won both the 200m backstroke and the 50m backstroke, Sarah Mcleod (9E) came fourth in the 100m backstroke and third in the 50m backstroke and Niamh Bedggood (7O) won the 100m breaststroke and 50m breaststroke, came second in the 200m Individual Medley and third in the 100m Individual Medley.
- Josephine Dooley (12G) and Lily Awyzio (12M) played in the Queensland Rookie Challenge (cricket), a competition consisting of four teams comprising the best female cricketers under 18 years of age from across Queensland. Lily was awarded Player of the Challenge.
- Josephine Dooley (12G) and Lily Awyzio (12M) were selected to represent Queensland in the Under 18 National Carnival in Hobart; Josephine captained the team.
- Josephine Dooley (12G) was named in the Governor General's XI Cricket Team to play a warm-up match against the England Women's team.
- Josephine Dooley (12G) received a full contract with the Queensland Fire Women's Cricket Team.
- Lily Awyzio (12M), Girls Grammar Cricket Captain, represented the Under 21 Queensland Indoor team at the National Championships
- Tallulah Paul (9O) represented Queensland in the Junior National Indoor Cricket Championships and was selected in the Australian Junior All-Star team.
- Emelia Phillips (11G) won first place as Junior Dressage Champion in the National Pony Club Australia Championships in Toowoomba.
- Minna Atherton (12B) competed in Adelaide at the Hancock Prospecting Australian Short Course Swimming Championships where she won gold in the 50m Backstroke—bettering the Australian All-Comers 50m backstroke record with a time of 26.23 seconds—and silver in the 100m Backstroke.
- Chloe Williams (12R) and Mia Williams (10R) competed at the Ice Skating State Championships.
- In Omagari, Japan, Maia Martin (11B) was awarded her second dan Black belt. Maia then travelled to Sydney, where she competed in the Australian Championships for the Australian Karate Federation and made the quarter finals for Queensland. She will continue to represent Queensland and Australia and has been chosen to compete in the Australian Gojukai Championships, the All Japan Championships in Akita, Japan and the World games in Hong Kong.

# Highlights

## Music

- A String Quartet comprising of Eilish Chopra (8W), Sophie Shan (8E), Caitlin Mikli (8H) and Samantha Atherton (8L) were invited by the Governor of Queensland, His Excellency, The Honourable Paul de Jersey AC, to provide music at a dinner on Monday 10 April 2017 for New Zealand and Australia Chief Justices at Government House Queensland.
- Fiona Qiu (12R) was named as the winner of the R.T. Jefferies Bursary.
- Fiona Qiu (12R) was selected into the Australian Youth Orchestra for the 2018 Season and Tours.

## Clubs and activities

- Isabel Nolan (12B) was selected as the captain of the 2017 Queensland Debating Team.
- Isabel Nolan (12B) and Lucinda Duke (12H) competed in the Pre-Australs Schools Day debating tournament where they placed first in the Grand Final.
- Isabel Nolan (12B) was selected in the Australian Schools Debating Team and competed in the World Schools Debating Championships in Bali; Isabel was ranked sixth in the World from a field of more than 200 at the event.
- Isabel Nolan (12B), Abirami Somasundaram (12M) and Ellen Wilson (12L) successfully defended their 2016 Queensland Debating Union's Women's Championship Trophy, with Isabel Nolan named Speaker of the Championship.
- Sophie Watkins (10R) and Bridgette Watkins (9R) represented Australia in the Under 16 World Youth Chess Olympiad in Ahmedabad, India.
- Ellen Gardner (12E), Hillary Bui ((12E) and Eesha Bajra (12R) were entered into the Under 23 Division of the International Sumi-E (brush painting) Calligraphy Competition held in Tokyo. All three girls were shortlisted and their works displayed as part of the exhibition held at the National Art Centre in Tokyo in June. Ellen Gardner was awarded first prize.

## Service

- Abirami Somasundaram (12M) received the 2017 Secondary Schools Citizenship Award from The Order of Australia Association, Queensland Branch (12 awarded).
- Alice Dunn (12E) and Abigail Ashford (12R) received certificates in the Secondary Schools Citizenship Award from the Order of Australia Association, Queensland Branch.



Isabel Nolan (12B)

# Girls Grammar establishes an Education Partnership with Queensland Symphony Orchestra

Music has been embedded into a Girls Grammar education since the very beginning; the School's first Music Master, Mr R.T. Jeffries, was appointed in the School's Foundation Year (1875).

In 2017, more than 900 Grammar girls participated in a musical ensemble. The School's *Let's Dance* Gala Concert (pictured below), again a sold-out event, enchanted its audience with an extraordinary performance of music written for, or inspired by, dance.

At the Annual Speech Day and Distribution of Prizes, the School announced an Education Partnership with Queensland Symphony Orchestra.

**This partnership will afford girls who demonstrate particularly strong musical talent the opportunity to be mentored by, and perform with, some of Australia's finest musicians in a real-world setting.**

The School has a history of students pursuing music. Internationally renowned composer

Cathy Milliken (1973), a former Director of the Education Programme of the Berliner Philharmoniker, was awarded the Australian Art Music Composition Award in 2016. Opera singer, Tarita Botsman (1988), entered the Queensland Conservatorium to study voice after graduating from Girls Grammar, and pursued further study at the Guild Hall School of Music in London. Francesca Hiew (2004) attended the Australian National Academy of Music, and commenced with the Australian String Quartet in 2016. Louise Cottone (2001) was First Violin at Queensland Symphony Orchestra between 2007 and 2012.

The Education Partnership will bring together Girls Grammar and QSO, united in history not only by a commitment to music, but by R.T. Jeffries. When Girls Grammar's first Music Master, whose legacy lives on at the School today, arrived in Brisbane in 1871, his passion for sharing the exhilaration of live symphonic music was the beginning of Queensland's orchestral history, and platform from which QSO was established.



# The Grammar Sisterhood: the 2017 Year 12 Leadership Experience

MRS PAULINE HARVEY-SHORT  
DEAN OF SCHOOL



The 2017 Year 12 leadership journey began in 2016 with the Year 11 Marrapatta Retreat for the incoming Student Council. This weekend followed Year 11 stand-down and aimed to provide an environment that promoted bonding, relaxation and the creation of shared visions as the student leaders of the School.

There is never a convenient time in the busy life of a Grammar girl; however, the Student Council found the energy on the last weekend of the 2017 Academic Year to throw themselves into problem-solving and trust activities before returning to Brisbane with fresh insights for the year ahead.

The Year 12 year began with the traditional Student Council Conference, during which time the 2017 motto was decided as *Out of the Blue*.

During this process, which included presentations from Principal, Ms Jacinda Euler, and Board of Trustee member, Ms Ann Harrap (Head Girl, 1984), the girls genuinely embodied John Kotter's theory of management versus leadership. Kotter suggests that management is about coping with complexity and good leadership is about coping with change. Each new pairing of Head Girls introduces change; a new motto reflects this change in a visible way, setting the tone for the year ahead. The underpinning goals for *Out of the Blue* were diversity, gratitude and teamwork. These goals were regularly referred to in full-school assemblies and incorporated into the Student Council's organisation.

With the celebration of diversity, the council incorporated Pride Day into Diversity Day and produced a colourful canvas on which was embedded an equal sign; the canvas was unveiled on assembly by Ms Euler. Equality was foremost in the minds of the Year 12s when the cohort participated in the Gender Respect Project with Brisbane Grammar School (BGS). The BGS committee pitched their concept to our Student Council, and after discussion it was decided

that the Years 11 and 12 cohorts would join other Brisbane girls' schools in expressing their feelings, thoughts and views about boys, relationships and behaviour on post-it notes. These notes were then turned into an installation which was showcased in the Lilley Centre at Brisbane Grammar School's Open Day. The installation was a positive opportunity for honest views to be shared and hopefully create a step towards better understanding.

Diversity within our population was celebrated frequently with performances, exhibitions and competitions which enhanced the sisterhood and understanding within the School community. In the Year 12 survey, one Year 12 student encapsulated the essence of the benefit of this celebration:

I have enjoyed the strong sense of sisterhood that really developed and matured throughout our final year. I have such a deep respect for the girls I have shared my schooling experience with and I love how supportive everyone has been. This support is ultimately what has encouraged a love of learning. This support has also taught me the importance of individuality if you want to succeed—the way we have supported each other in our individual strengths and successes whether it be academic, creative or service related, has been amazing.

The Year 12s embraced mindfulness and the many opportunities to develop effective skills in its practice. The leadership shown by the Student Council specifically, and the Year 12 cohort generally, was evident in the first full-school assembly mindfulness session.



Gratitude was demonstrated throughout the year in many ways, including fundraising efforts for a range of charities, particularly the School charity, the Romero Centre, which supports refugee families in Brisbane. The sentiment and hopes written by Year 12s on hand-made origami white blouses for ‘50 Days to Go’, spoke of heart-felt gratitude for the education they received and a desire to make the most of their remaining time at the School.

The Head Girls, like so many before them, modelled genuine teamwork and brought a ‘joie de vivre’ to their role which was contagious. From ‘Permission to Play’ balls gifted to the Year 7s by the School Sports Captains, to the Year 12 scrapbook created for the time capsule to celebrate 30 years of Marrapatta, the Head Girls and Student Council, supported by the Year 12 cohort, lived and breathed their goals and motto.

For me, the greatest evidence of the achievement of the 2017 Student Council goals was found in the statements of students as they prepared to leave the School. One such statement shared the most important life lesson a student had learned during her time at Girls Grammar:

That everyone is valuable, different and talented. We are all special and will make a difference in the world.

REFERENCES

Brisbane Girls Grammar School Year 12 Exit Survey 2017.  
 Kotter, John P. “What Leaders really do” Harvard Business Review May/June 1990 pp 103-111.

# Finance

FINANCE		
KEY AREAS	DETAILS OF MEASUREMENT	PERFORMANCE
Income and expenditure within Board approved budget	Actual results remain within budget	The year-end financial results were favourable and were in line with the Board-approved annual budget
Cash fund balance positive	General fund balance remains adequate to fund day-to-day expenses	This target was met
Debtors levels reasonable	Debtors > 90 days < 5 per cent of fees billed	This target was met
Healthy balance sheet	Working capital ratio of 1:1	This target was met
Legislation	Compliance with tax legislation or changes in legislation affecting the School	This target was met

In accordance with the *Strategic Design 2016 - 2019*, the School's financial management must deliver appropriate, sustainable, transparent and empowering fiscal management that balances the surplus requirement for future reinvestment with immediate educational programme priorities.

Annual Financial Statements (Annexure B) for 2017 highlight the School's strong financial position. The annual operating surplus of \$2.148M (2016: \$2.591M) was delivered within budget expectations of the Board of Trustees.

ANNUAL OPERATING RESULT 2013–2017

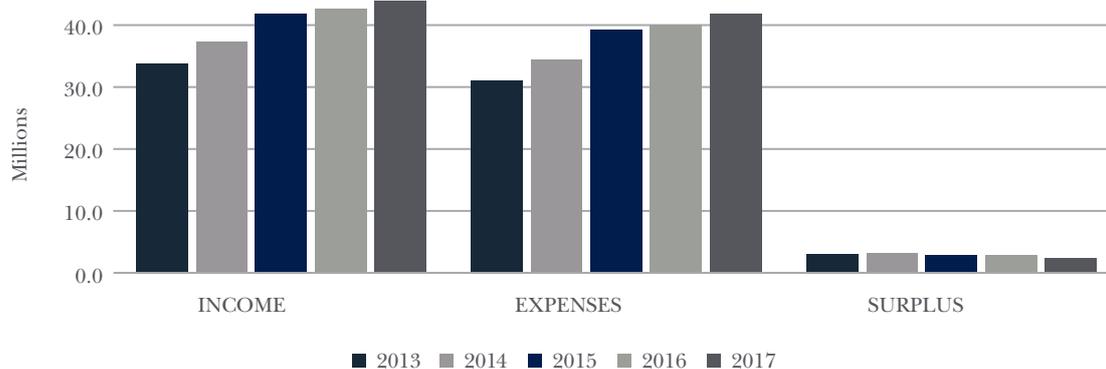


Figure 1. Annual Operating Result 2013-2017

The School has generated consistent and reasonable surpluses each year, which are used by the School to fund payments on capital loans, capital expenses and to provide for future capital projects and ensure long-term sustainability.

The main revenue source of the School is tuition fees, comprising 73% of total revenue (2016: 72%) as demonstrated in Figure 2. State and Commonwealth Government Funding remained constant at 20%. The Board has been working over many years to bring tuition fees to a level that ensures ongoing sustainability for the School while still being at an acceptable level for families. Accordingly, the 2017 fee increase of 3.5% was the lowest in many years for the third year in a row, following the 2016 increase of 3.8% and the 2015 increase of 3.9%. Overall revenue growth in 2017 was in line with fee and grant increases.

The main expenditure areas of the School are employee expenses, comprising 64% of total expenses (2016: 63%). The remainder of the key expenditure areas are set out in Figure 3 below:

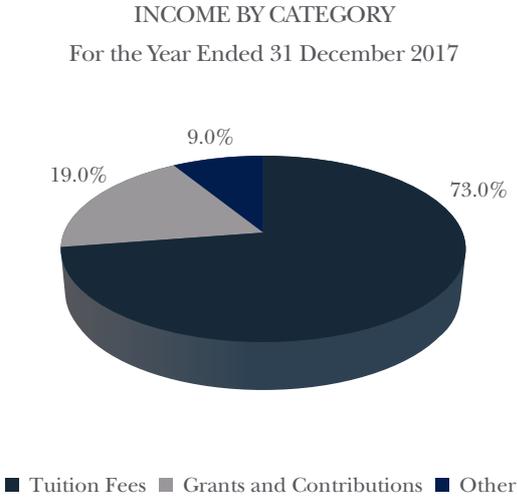


Figure 2. Income by Category

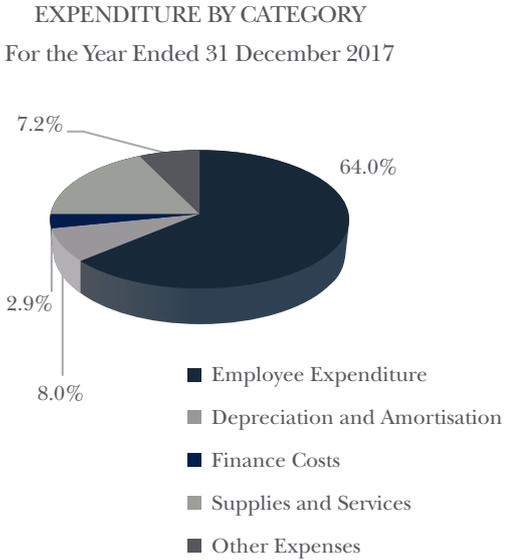


Figure 3. Expenditure by Category

Expenditure increases in 2017 were primarily driven by increased employee expenses, in line with the agreed terms and conditions of employment of the School’s employees through its Enterprise Bargaining Agreement. The School’s reported figures reflect a review of its provision for Long Service Leave for employees. The effect of this review was an increase in employee expenses for 2017 of approximately \$380 000 and a reclassification of the provision to comply with the correction published in the Queensland Treasury Financial Reporting Requirements. A re-statement of \$1.39M from non-current to current liabilities for 2017 and associated comparatives is reflected in the financial statements.

Capital expenses for 2017 were focused on the construction and delivery of the Dorothy Hill Observatory, and improvements to the School’s surrounding landscape, including the construction of the new deck in the Year 12 area and the fig tree forecourt adjacent to the Resource Learning Centre.

**Monitoring of financial performance and effectiveness**

Management and the Board of Trustees, with support from the Finance, Audit, Risk and Resources Committee, continually monitor the School’s financial performance and effectiveness. This is undertaken through monthly financial reporting, a robust budget process and annual review of the School’s 10-Year strategic forecasting.

**GOVERNMENT ASSISTANCE**

The School acknowledges the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2017 included:

- Recurrent State and Commonwealth Government Grants, including Indigenous assistance:
  - Commonwealth Grants—\$5 202 237
  - State Government Grants—\$2 798 932
- Funding from the Queensland Government for VET Co-ordination, special education and students with a disability—\$10 525
- Queensland State Endowment Grant provided to Grammar Schools in Queensland to assist with the additional cost of complying with State Government legislation for Statutory Bodies—\$21 500
- Queensland Government Great Teachers = Great Results Initiative (renamed Non-State School Teaching Capability 2015)—\$169 690



# Community

Girls Grammar is supported by a strong and purposefully engaged community of parents, alumnae and friends who value the finest traditions and aspirations in education. The School is grateful for their generous support.



# In the philanthropic spirit

The tradition of philanthropy at Brisbane Girls Grammar School continued throughout 2017, as evidenced by each and every name listed below, and by others who chose to remain anonymous.

In total, the School received \$255 280 in gifts from 193 donors. The names of current and former students, parents, staff and Board of Trustee members are included in this list. Whether directed towards the Building, Library or Bursary Fund, or granted through the Australian Independent Schools USA Foundation or the Australian Sports Foundation, every gift makes a difference in the lives of Grammar girls now and in the future.

The School and the Board of Trustees are exceptionally proud of the heritage, tradition and values of the Girls Grammar and very grateful for the School community's generous support to continue to provide an exemplary broad, liberal education for girls.

## Donors

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Dr P and Mrs J Burke	M & E Giles	A & C MacMillan	Mrs Jasjeet Sihota
Dr P & Dr C Campbell	S & M Girdis	Emeritus Professor	N Smith & A Walters
N & M Carter	M Grassie	Dr Mary Mahoney AO	Dr Carol Sorensen
Centaur Memorial Fund for Nurses	J Grassle	Mr J & Mrs M Mangos	Kay Stewart
Mr Y Chen & Ms X Wan	Green Options P/L	Mr S McCullough & Ms T Davern	Mr J & Mrs L Stock
M Cilento & W Crowther-Cilento	Mr P Griffin & Ms S Schleicher	C McDonald & J McDonnell	Mr T & Mrs M Tavoularis
F Clark	Mr P Haley & Ms M Daly	Mr G & Mrs B McEntee	P & G Telford
Mr B & Mrs M Clark	Ms J Hammer AM	S McGarry	The Stan and Maureen Duke Foundation
L & S Di Clemente	Mr A & Mrs S Harper	Ms J McKay	L Thornquist
C Cominos	A Harrap	M McMurdo	T Varghese & L Kurian
Comiskey Family	J & K Heilig	P & M Mitchell	P & M Vujovic
Conias Family	J Hennessey	C Mittelheuser	K Walker
Mr TG & Mrs TC Cory	L & K Hinckfuss	Mr S & Mrs L Morton	L Walker
M & B Coulter	C Hirst	J Nevard	A & S Ward
A Dale	C & A Hockings	Nicklin Medical Services	F Williams
L Davies	J & M Hockings	C Noonan	Mrs Y Xiao
Mrs M Dearlove	Mrs J Hopkins	A Obermair	J & S Yates
Mrs Joy Dempsey	S & T Horton	C & H Orr	Mr A Young
P & J Desouza	B & H Hunter	Mr M & Mrs J Pafumi	Dr J Young & Mr M Curtis
Dr & Mrs Donnelly	A Ingram	M Palm	Dr M Zelich
Mr R & Mrs K Douglas	Kevin & Kim Jaffar	M Peel	S Zhang & C Shi
	E Jameson		

# Grammar Women

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‘There is a certain security in having the Girls Grammar connection—safety in the knowledge of having lifelong friends to encourage, challenge and inspire through life’s journey’

(Isabeau Williams, 2009).

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More than 20 000 students have graduated from Brisbane Girls Grammar School. Our diverse group of Grammar Women contributes confidently to their world—both near and far. We recognise the following accomplishments of our alumnae during 2017.

- Emma Gibbon (2012) was selected for the Women’s Wales Football Squad (Senior) to play in the Cyprus Cup International Competition, and to Arsenal Football Club reserves.
- Chelsea Edmonds (2011) and Gillian Angliss (2012) were named as Top 100 Future Leaders of Australia; Chelsea subsequently went on to win the Deloitte Software Engineering Award.
- Hilda Reid (1943) was awarded a Medal (OAM) of the Order of Australia in the General Division in the 2017 Australia Day honours list for her service to golf and the community.
- Laura Fenlon (2007) was named the first Australian winner of the prestigious Krieg Cortical Kudos Scholar Award for neuroscience.
- Kate Jeremy (2012) was offered a place at Oxford for an MPhil in Greek and Roman history.
- Ellodie Ruffin (2013), Bridget Leeson-Smith (2014) and Gabi Palm (2015) were all selected into the Australian Water Polo squad in preparation for the 2020 Olympic Games in Tokyo.
- Lydia Gandhi (2016) was awarded the Queensland Department of Education and Training’s TJ Ryan Memorial Medal and Scholarship for 2017.
- Isabella Lin (2013) topped her class at University of California, Berkley and was awarded the Edward M Blount Award in the Division of Genetics, Genomics and Development. Isabella was accepted into, and awarded a full tuition scholarship (plus stipend) for, the MD/PhD Program at the University of Southern California.
- Noela O’Donnell (Mason, 1959) was awarded a Member (AM) in the General Division of the Order of Australia for her significant service to women in rural and regional areas of Queensland, to medical research fundraising and to the community.
- Elizabeth Chai (2016) received a 2017 Monash University Engineering Scholarship.
- Carrie Lester (1998) won her fourth Ironman title in France, posting a time of 9:27:53.
- Shiye Su (2015) received a Shapiro Prize for Academic Excellence at the end of her first year at Princeton University (awarded to approximately 40 of 1500 first year students).
- Debbie Handley-Cummins BEM (1972) was inducted into The Sport Australia Hall of Fame in Melbourne.
- Bridget Leeson-Smith (2014) was selected in the Australian Senior Women’s National Water Polo Team (Stingers).
- Lucy Stirling (2010) was invited to speak at the ACHPER Women in Sport event following her success at the Oceania Sport Climbing Championships in New Caledonia where she placed first, second and third respectively in the three disciplines of lead, boulder and speed.

## Staff

Girls Grammar staff have contributed to the broad, liberal education for which the School is renowned for more than 143 years.

This exemplary education is delivered by teachers who model intellectual passion, professional engagement, pedagogical expertise and curiosity in a learning environment that fosters exceptional scholarship.





# Brisbane Girls Grammar School Staff

## Executive Staff

### Principal

Ms Jacinda Euler  
BA, GDipEd, MEdSt, MACE,  
MACEL, MAICD

### Chief Financial Officer and Secretary to the Board

Ms Rachel Fraser  
BCom, GradDip Adv Acctg, CA,  
GAICD

### Deputy Principal

Mrs Anna Owen  
BSc, PGDipEd, MSc(ScEd),  
MACE, MAICD

### Deputy Principal (Students)

Mrs Anne Ingram  
BSc, DipEd, AMusA

### Dean of Academic Administration

Miss Tennille Cummings  
BSc, GDipEd, MEd(Leadership  
and Mgt), MACEL

### Dean of Co-curriculum

Miss Ellena Papas  
BEd(GE), BMus, Cert Res.Care,  
MACE, AFAIM

### Dean of Curriculum and Scholarship

Dr Bruce Addison  
BA, BBus(Econ), BEdSt, PhD,  
DipEd, MACE, FACEL, AFAIM

### Dean of School

Mrs Pauline Harvey-Short  
BHMS, DipT(PE), MPhil,  
FACHPER, FRLSS

### Dean of Studies and Learning Analytics

Mr James Keogh  
DipTeach, BEd, MEd, Mace, MAIP

### Director of Communications and Engagement

Dr Belinda Burns  
BA, BBus (PublicRelations), MA,  
PhD

### Director of Finance

Mr Brent Durham  
BBus (Acc), CPA, MBA

## Director of Human Resources

Ms Dianne Firman  
MODSHRM, BA(Psyc),  
DipTeaching, GradDipOrgPsyc,  
PGDipBehavioural Science, Dip  
Counselling

## Director of Information Technology

Mr Kent Walker  
DipIT, BIT, MCSE

## Facilities Manager

Mr Aaron Bowden  
Dip(Project Mgmt), DipBus  
(Frontline Mgmt), Cert IV  
Building and Construction,  
Cert IV WHS, FSA, QBCC Licence  
No 1264810

## Directors

### Centre for Professional Practice

Dr Kay Kimber  
BA, CertT,  
GradDipMedia(AFTRS), MEd,  
PhD, MACE

### Creative Arts

Mr Andrew Pennay  
BA, BEd

### Cross Faculty Initiatives

Dr Ann Farley  
BEd, GradDipResT, DipT,  
MSc(Dist), PhD, MACE

### English

Mr Stephen Woods  
BA (Hons), MA, GradDipTeach

### Health and Physical Education

Mr Stephen Fogarty  
BEd, MACHPER

### Humanities

Miss Alison Dare  
BA(Hons), DipEd, MA

### Information Services

Mrs Kristine Cooke  
BA, DipEd, GradDipResT,  
MEd(TeachLib)

### Instrumental Music

Mr Owen Clarke  
FRSM, ATCL, BMus, BA,  
GDipArts, GDipTeach (Terms 1-2)

Mr Paul Holley OAM  
BAMus, GrdDipEd (Acting  
Director) (Term 3-)

## International Studies

Ms Susan Garson  
BA, BEd, MEdStud

## Marrapatta Memorial

### Outdoor Education

Mr James McIntosh  
BEd, GradDipOutEd, MEdSt

## Mathematics

Dr Peter Jenkins  
BSc(HonsI), PhD, GradDipEd

## Science

Dr Sally Stephens  
BSc, MScEd(Dist), GradDipT,  
GradDipCommComp, EdD

## Service

Mrs Lynne Mungomery  
BHMS(Ed), Cert IV Training and  
Assessment

## Sport

Ms Sally Northcroft  
BSc MSc

## Technologies

Mr Brendon Thomas  
CertFineArts, BEd,  
PGradCertOEd, MEd, Cert IV  
Training and Assessment

## Heads of House

### Associate Dean (Academic Care)

Ms Sarah Frew  
BA, BEd, MEdSt (Leadership)

### Associate Dean (Students)

Mrs Emma Lowry  
BBus, BIntSt, BEd,  
MEd(Leadership and Mgt)

### Beanland

Ms Rachael Christopherson  
BA, DipEd

### England

Ms Alysia Stark  
BAppSc(HMSEd), Cert IV  
Training and Assessment

### Gibson

Mrs Hazel Boltman  
HDE(Physical Science)

### Griffith

Ms Jan O'Sullivan  
BA, DipEd, MACE

**Hirschfeld**

Mrs Alice Dabelstein  
BEd

**Lilley**

Mrs Sybil Edwards  
BA, DipT

**Mackay**

Ms Ruth Jans  
BA, BEd

**O'Connor**

Ms Sarah Boyle  
BA, BEd(GE), GradCertRE  
Ms Yonnie McDonnell, BA, Grad  
Dip Ed (Acting Terms 1 to 4)

**Woolcock**

Mrs Violet Ross  
BA, GradDipEd

**Heads of Department/  
Subject****Academic Support**

Mrs Alison Carmichael  
BEd, MEdSt, DipSpEd,  
GradDipEdSt, COGE

**Accounting**

Mrs Phillipa Greig  
BBus, BEd, DipT (Sec),  
AssocDipSecStudies

**Biology**

Ms Tracey Monteith  
BSc(Hons), DipEd  
Mrs Prue Morgan, BAgSc, DipEd  
(Acting Term 4)

**Chemistry**

Mrs Jacqueline Ross  
BSc(Hons), GradDipT

**Chinese**

Mrs Paula Quinn  
PGDipED, BA, BA(Hons),  
MAppLing

**Co-curricular Drama**

Mr Brad Jennings  
BEd, BA (Drama)

**Curriculum Music**

Ms Adele Cummings  
BA, GradDipEd

**Drama**

Mrs Katrina Riveros  
BA (Drama) GradDipEd

**Economics**

Mrs Amanda Barnes  
BA, GradDipEd(Sec)

**English Curriculum Development**

Ms Jo Genders  
BEd(Hons)

**English Years 7 to 8**

Mrs Julie Smith  
BA(Hons) (Eng), CertEd

**English Years 9 to 10**

Mr Richard Laur  
BEd(PG), BA(Hons), MEd

**French**

Mrs Annabelle Ritchie  
BA, GradDipEd, MEd  
(International Ed), Cert IV  
Training and Assessment, Cert I in  
Spanish (Term 1)

Ms Lorraine Thornquist  
BA, DipEd, MA, Cert III Tourism,  
GradCertMuseumSt  
(Terms 2 to 4)

**Geography**

Mr Jeffrey Wheatley  
BEcon, DipEd

**Geography Years 7 to 8**

Ms Yonnie McDonnell  
BA, Grad Dip Ed

**German**

Mrs Izabela Minuzzo  
Licencjat Magistra

**History**

Ms Julie Hennessey  
BA MEd DipEd

**History Years 7 to 8**

Dr Rashna Taraporewalla  
BA(Hons), PhD, GrDipEd

**Health and Physical Education**

Ms Jane Martel  
BAppSc(HMSEd)

**Japanese**

Ms Jennifer Fukushima  
BA(AsianSt), GrDipEd(Sec)

**Latin**

Mr Nicholas Hollier  
BA (Hons), GradDip Divinity

**Manager of eLearning**

Mr Shane Skillen  
BEd, CertIVEng, DipMultiMedia

**Mathematics A and General Maths**

Mrs Judith Muller  
DipEd, BSc, Gr DipCompEd,  
DipBus(FrontlineMgmt)

**Mathematics B and Mathematics  
Methods**

Ms Gay Barnett  
BA, DipEd

**Mathematics Curriculum  
Development**

Ms Catrin Huxtable  
BSc (Hons), PGCE

**Mathematics Years 7 to 8**

Mrs Patricia Greenland  
BSc, GradDipEd

**Physics**

Mr Alan Allinson  
BSc(Hons), PostGradCertEd

**Science Years 7 to 10**

Mrs Monica Urry  
BSc, BEd

**Science 21**

Mrs Sacha Cross  
BAppSC(HMS)/BEd(Sec)

**Student Credentials Coordinator**

Mrs Elaine Serisier  
BEd (Hons)

**Study of Religion**

Mrs Narelle Waverley-Smith  
BA(Hons), BEd(Sec)

**Visual Art**

Mr Donald Pincott  
BEdSt, BA, MEd, MLI,  
DipSecT(Art), MACE

**Special Project—NAPLAN**

Mr Andrew Lanning  
BEd(Sec), BSc

**Special Project—Numeracy in  
Science**

Miss Gerri Bernard  
BSc(Physics), MSc(MatSciEng),  
GrDipEd(Senior Yrs)

**Special Project— Technologies  
Years 7 to 9**

Ms Emanuelle Jones  
BA(Hons), PGCE

## Brisbane Girls Grammar School Staff

### Academic Staff

Ms Sharon Anderson  
BADipEd

Mrs Sanae Asada-Leone  
BA, GradDipEd

Ms Stefanie Bailey  
BSc/BEEd

Mrs Joanna Belich  
BA, LLB(Hons), DipEd

Ms Jacqueline Boyd  
BEEd, DipT, MACE

Dr Ruth Burnett  
BEcon, Dip T, MEd, EdD

Ms Anne Byrne  
BSc, BEdSt, MEd, DipEd

Mrs Sally Callie  
BEEd

Ms Nadine Cameron  
BSc, GradDipEd

Mrs Penelope Calos  
BA, BEdSt, GDipEd (Term 3)

Ms Kate Child  
BEEd (Physical Ed), PG Outdoor  
Env Ed

Ms Emma Churchland  
BFA(Drama), DipEd (Sec)

Mrs Catherine Clemot  
BEEd, GradCertRE

Ms Kara Coughlan  
BSc, PostGradDipEd

Mr Anthony Cupitt  
BEEd(Sec)(GE), BA(Hons),  
MA(Philosophy)

Mrs Sally Downes  
BA, DipEd

Ms Kirsten Eadie  
BEEd, GCCI,  
MEd(LeadershipMgmt)

Mrs Stephanie Eaton  
BMus(Perf), BMus(Cond),  
GradDipEd(Sec), AdvDipMus  
(Accomp), LMusA, AKC

Ms Anna Flourentzou  
BA, BEEd

Mrs Romy Fritz  
BA, GradDipEd

Mrs Malgorzata Golawska-Loye  
MagisterBEEd

Mrs Louisa Harvey  
BEEd, BA, CertIV TESOL

Mrs Rebecca Haskmann  
BA, MA, GradDipEd

Mr Larry Hickey  
BEEd(Sec)(GE),BA

Ms Abigail Hills  
BVA GDipEd

Ms Hollie Hollie  
(VisArt), BEEd(Sec)

Mrs Justine Horton  
BA, GradDipEd

Mr Gideon Huppert  
BA, Grad Dip Ed, MEd (TESOL),  
Cert IV Training and Assessment

Ms Rita Jajjo  
BA, GradDipTeach

Dr Paula Johnson  
BA(HonsI), PhD, GradDipEd

Miss Stephanie Johnson  
BAppSc(HMS), BEEd(Sec)

Ms Carmen Keating  
MBiomedE, BMechE (Hons),  
GradDipEd

Miss Jessica Kempe  
BSc, GradDipEd

Mrs Kate Kildey  
BEEd(Sec)(HonsI) MLI, MACE

Mrs Clare Kiolle  
BA, CertT

Ms Kate Kregenbrink  
BEEd

Mrs Carolyn Lansdown  
BA(OutEd), GradDipEd

Mr Daniel Larkin  
BA, BEEd

Mrs Catherine Lay  
BSc, GrCertA BEEd(SEC)(GE)

Mr Timothy Lehmann  
MEdSt, BEEd, BCom(Hons), BA,  
BMus, GCertMidYrs, GCert Autism  
Studies

Ms Natasha Littler  
BA/BEEd

Ms Jenna Luiten  
BSpSc, MSc, GDipEd

Ms Amy Mackay  
BSc, BEEd(Sec), (GE)

Ms Tracey Maclean  
BA (Hons), GradDipEd  
GrDipTESOL

Mrs Ameer Magee  
BSc GradDipEd

Miss Gabby Mann  
BEEd

Mr Paul Martineau  
BA, BEEd

Mrs Lee Mazzaglia  
BEEd, DipT

Mrs Kate McCarthy  
BHMS, BAppSc (Ed)

Miss Kayley McCorley  
BHlthSportsandPhysEd

Ms Raelene McDonell  
BE (Civil), GradDipEd (Terms 1 to 3)

Mr Elliot McGarry  
BEEd(Sec)

Mr Michael McGrath  
BMus(Hons)/BEEd(Sec) BMus

Mrs Carol McIntosh  
BEEd, GradDipOutEd, MA

Ms Bronwyn McKean  
BA, DipEd, CertFineArts

Ms Susan Miles  
BEEd, MEd(TeachLib)

Mrs Valerie Miller  
BA, GDipEd, MA,  
GradDipTheatreStudies,  
GradCertRE

Dr Thomas Mollee  
BSc(Hons), PhD Mathematics,  
GrDipEd(Sec) (Term 4)

Mrs Chris Moore,  
BA, DipEd, MACE (Term 4)

Ms Susan Morrison  
BEEd (Sc)

Mrs Joanne Nisbett  
BEEd

Miss Brittany Nunan  
BExandHealthSc GrDipEd

(Senior Yrs) (Terms 2, 4)

Mrs Anna O’Gorman  
BSc(Hons), DipEd

Miss Meghan Parry  
BA/BEEd(Sec)

Ms Suzanne Peck  
BA, GradDipEd

Dr Zhi (Sam)Peng  
BA, MA, MIB (Hons), PhD,  
GradDipEd

Ms Deborah Perz  
BSc, BEd

Mr Michael Ramsay  
BTeach, GradDipOutEd

Ms Cathy Rees  
DipT, GradCertHlthSc. (WomHlth)

Mrs Morag Roberts  
BA(Hons), ProfGradDipEd(Eng)

Miss Jessica Smith  
BOutEd, GDipEd

Ms Nisha Swanston  
BSc(Hons)Multimedia  
DesandTech,ProfGradCertEd  
(DesandTech)

Ms Belinda Upton  
BSc, BEd

Mr Steven Van der Ros  
BEEd (Sec) (Hons), BIT, Cert IV  
Training and Assessment

Mrs Prue Morgan  
BAGSc, DipEd

Mrs Jennifer Winter  
BA, MEd, HDE(Maths)

Mrs Christine Woodford  
BSc, DipEd

## **Instrumental Music Staff**

### **Faculty Director**

Mr Owen Clarke  
FRSM, ATCL, BMus, BA, GDipArts,  
GDipTeach (Terms 1 to 2)

Mr Paul Holley OAM  
BAMus, GrdDipEd (Acting  
Director, Term 3-)

### **Coordinator of Bands**

Ms Laurinda Davidson  
BAMus, GDipMusSt

### **Coordinator of Choral Programme**

Mr Paul Holley OAM  
BAMus, GrdDipEd

### **Coordinator of Strings**

Mr Michael Patterson  
BMus(Hons), MPhil  
GradDipLearningandTeach(Sec),  
LMusA, AMusA

### **Band Director, Percussion Teacher**

Mr Jacob Cavanough  
BMus

### **Band Director, Woodwind Teacher**

Miss Jessica Garvey  
BMus, GrDipEd(Sec)

### **Band Director, Brass Teacher**

Mr Michael McGrath  
BMus(Hons)/BEEd(Sec) BMus

### **Band Director, Woodwind Teacher**

Miss Ashleigh Porter  
BMus, GDipEd

### **Accompanist, Piano Teacher**

Ms Anne-Maree Eyles  
MEd (School Leadership),  
GradCertEdMgmt, GradDipEd,  
BMus, AMusA

### **Accompanist, Piano Teacher**

Ms Sherelle Eyles  
MMus(RCM), ARCM (GradDip),  
BMus, LMusA, AMusA

### **Accompanist, Piano Teacher**

Ms Kylie Los  
MMus, BMus

### **Accompanist, Piano Teacher**

Ms Kathryn Sander  
Dip Mus (Creative Arts), B Mus  
(Perf – Accompaniment and  
Chamber Music), A Mus A

### **Accompanist, Piano Teacher**

Ms Cara Tran  
BMus(Hons)

### **Choral Director, Voice Teacher**

Ms Clare Finlayson  
BMus, BEEd(Sec)

### **Choral Director, Voice Teacher**

Dr Gary Holley  
BMusEd, MMus(MusEd),  
MMusSt(VocalPed), DMA, A.Mus.A

### **Double Bass and Cello Teacher**

Mrs Connie Garrett-Benson  
BMus, GradDipEd

### **Flute, Oboe and Bassoon Teacher**

Mrs Anne MacAskill Auld,  
BMus(MusEd)

### **Guitar Teacher**

Mr Ian Weston  
BJS (Dist), MMusSt

### **Strings Director, Cello Teacher**

Mrs Helen Sharp  
BMus, GradDipMus

### **Strings Director, Upper Strings Teacher**

Mr Jonathan Zorzetto  
BMus/BEEd

### **Strings Director, Upper Strings Teacher**

Ms Josephine Pollicina,  
BMus(Hons), MPhil

## **Language Tutors (Native Speakers)**

### **French**

Ms Corrinne Scruby  
BA, DipEd

### **Japanese**

Ms Aya Topp  
BAEd

### **German**

Mrs Martina Todd  
BCom, GradDip Adv Acctg, CA,  
GAICD

### **Chinese**

Ms Julie Zhu  
BA, MA(AppLing), GradDipEd  
(Terms 1 to 2)  
Ms Jennifer Yu (Term 3-)

# Brisbane Girls Grammar School Staff

## Specialist Staff

### Post-Secondary Planning

Mrs Wanda Hayes  
BSc(Psych), DipEd, DipSchCouns,  
FCDA

### School Psychologist and Student Counselling Coordinator

Mrs Jody Forbes  
BA(Hons)

### School Psychologist

Miss Chrystal Gray  
BPsych SC(HONS),  
MPsych(Clinical) (Term 1)

Mrs Tara McLachlan  
BPsychSc, MPsychClin, MAPS

### School Psychologist

Dr Alix Vann  
BPsySc(Hons), DPsychClin

### School Nurse

Mrs Louise Lockyer  
BNurs

Mrs Deb Conn  
RN

Mrs Carolyn Hann  
RN

Ms Kristin Kavanagh  
RN

Mrs Susan Micallef  
BNurs

Mrs Anna Pilcher  
(Midwifery)

## Professional Staff

### Academic Administration Manager

Mrs Sue Martin  
DipHSc(Couns)

### Academic Administration Officer

Miss Nicola Gunn  
BInfTech

### Academic Administration Officer

Mrs Sandra Philps  
DipBusAdmin (Terms 1 to 2)

Ms Helen Mengel (Term 3-)

### Administrative Assistant—ASC

Mrs Jennifer Stafford

### Administrative Assistant—ASC

Ms Gillian McHarg

### Administrative Assistant— Development

Ms Anne Costello  
BComms (Terms 1 to 2)

Ms Rebecca Phillips (Terms 3 to 4)

### Administration Assistant—Facilities

Mrs Melanie Bishop  
Cert IV Bus, Cert IV Training and  
Assessment

### Administrative Assistant—IT

Mrs Wendy Bradley

### Administrative Assistant—IT

Ms Jodie Oldfield

### Administrative Assistant—Music

Mrs Elizabeth Worth

### Administrative Assistant—Sport

Mrs Cherie Beaumont  
BBusMan

Mrs Wendy Porter

BBus (Terms 1 to 4)

### Administration Officer—Student Reception

Mrs Tracey Bilton

### Administration Officer—Student Reception

Ms Jennifer Smith (Terms 1 to 2)

### Assistant Facilities Manager

Mr Andrew Supple  
DipMn, DipBusAdmin

### Assistant Financial Accountant

Mrs Mischa Antoun (Terms 1 to 3)

Miss Monica Djaja

BAcc, MCom (Term 4-)

### Carpenter

Mr Robert Vogler

### Communications Manager

Mrs Veena Herron  
BJourn, BCommun(Hons)(Term 3-)

### Community Relations and Events Manager

Ms Antonia Swindells  
DipEvents

### Database Administrator

Mrs Linda Sutton  
BInfoTech, Cert IV Training and  
Assessment (Terms 1 to 3)

### Development Officer

Mrs Claire Tynan  
BComm (Terms 2 to 3)

### Digital Communications Officer

Ms Katie Trappett  
BBus, BInfoTech

### Enrolments Manager

Mrs Suzanne Hancock BTech(FET),  
MLitt (Terms 1 to 3)

Mrs Julie Drew

PGDipLitEd, BEd (Term 4-)

### Enrolments Officer

Mrs Melinda Winton

### Events Officer

Ms Xenia Aitken-Smith  
BBA, MBus

Mrs Sasha Lloyd (Term 3-)

### Executive Assistant to the Principal

Ms Lara Parker

### Facilities Officer

Mr Aaron Woulfe

### Facilities Support Officer

Mrs Leonie Doran

### Facilities Support Officer— Ground and Events

Mr John Summers

### Finance Manager

Ms Hannah Myatt, BCom (Acc), CPA

### Finance Officer

Mrs Linda Krey (Terms 1 to 3)

### Horticulturist

Mr Ben McCann

### Human Resources Manager

Mrs Brigitte Bickham

### Information Systems Manager

Mr Robert Simmons  
DipComputerStudies, CNE, MCSE

### IT Helpdesk Support Officer

Mr Craig Hohrmann

### IT Helpdesk Support Officer

Mrs Allison Luque

### IT Senior Desktop Support Technician

Mr Dane Culley  
Cert IV IT (Networking),  
BBiotech

### IT Services Manager

Mr Breck Felsman  
BInfoTech, MCSE

**Laboratory Technician**

Dr Carla Atkinson  
BSc (Joint Honours), MSc, PhD

**Laboratory Technician**

Mrs Alison Wind  
BEnvSc(Hons) (Term 1)

Ms Emily Grundgeiger  
BAppSc (Terms 2-)

**Laboratory Technician**

Mr Anthony Lumsden  
BSc(Hons)

**Librarian—Special Collections**

Mrs Jenny Davis  
BA(Hons), GradDipArts

**Library Technician**

Mrs Janet Tripp  
DipLibInfoStudies, BInfSt

**Library Assistant**

Ms Tilly Askey

**Library Assistant**

Mrs Carrie MacLaren

**Manager of Collections**

Ms Lorraine Thornquist  
BA, DipEd, MA, Cert III Tourism,  
GradCertMuseumSt

**Payroll Officer**

Mrs Sharon Rose

**Personal Assistant to Chief****Financial Officer**

Ms Kirsti Moyle

**Personal Assistant to Deputy****Principals**

Ms Sally Condon

**Receptionist**

Ms Helen Mengel (Terms 1 to 2)

Mrs Rachael Quinn (Terms 3-)

**Reference Librarian**

Ms Helen Demack  
BA, GradDipLibSc

**Repairs and Maintenance Officer**

Mr Robert Hetherington

**Risk and Compliance Officer**

Mr Daniel Mitchell  
BBus(Intl), GradDipAppFin

**Security Officer**

Mr Terry Brown

**Senior Communications Officer**

Ms Sara Merry  
BBusMan/BA, GradDipEd  
(Terms 1 to 2)

Ms Elizabeth Stafford  
BBsComn (Terms 1 to 4)

**Sports Manager**

Mr Barry Creatorex  
BSportStudies(Admin),  
GradDipOutEd, MALeisure.Mgt.  
MSSA

**Stores Officer**

Mr Phillip Hopkins

**Team Leader, Grounds and Events**

Mr Ray Goodrich

**Technical Support AV Specialist**

Mr David Joncheff

**Technical Support AV Specialist**

Ms Maxine McCabe  
BMus, MCommun

**Web Systems Administrator**

Ms Maryam Nemati  
MInfTech,  
BAAppMath(CommpSci)

**Cleaner**

Ms Kerry Clutterbuck (Marrapatta)

**Maintenance Officer**

Mr Peter Ward (Marrapatta)



# Addresses

Girls Grammar formally farewells and celebrates the achievements of Year 12 at its annual Valedictory Dinner. The following day, at Annual Speech Day and Distribution of Prizes, the School celebrates the academic and co-curricular achievements of Grammar girls across all Year levels.

# The Lasso of Truth

Thursday 16 November 2017

MS ELIZABETH JAMESON  
CHAIR, BOARD OF TRUSTEES

Ms Elizabeth Jameson, Chair of the Board of Trustees, delivered the following address at the School's Speech Day and Annual Distribution of Prizes 2017.

Special guest, Dr Sandra Peter, Principal, Ms Jacinda Euler, Mr Trevor Evans MP, Mr Andrew Laming MP, Councillor Vicki Howard, Past Chair of the Board of Trustees, Dr Cherrell Hirst, President of the P&F Association, Dr Fiona Harden, President of the Old Girls Association, Mrs Julie Caton, my fellow trustees, staff, parents, families, friends and students.

I thank Maroochy Barambah, of the Turrbal-Gubbi Gubbi people, for her moving Welcome to Country and, on behalf of the Girls Grammar community, pay my respects to the Jagera and Turrbal Peoples, the traditional custodians of this place where we gather, and their elders past and present, as I welcome you to Speech Day.

Speech Day is a Girls Grammar institution. It is moving, celebratory and uplifting but also, well, quite long! It calls on all of your greatest super-powers of concentration and stamina.

I know this for a fact because I myself have honed these super-powers over the past many years. So in the name of Wonder Woman, let us summon up those Amazonian super powers from deep inside, and begin the celebrations.

Given what is ahead I will contain my remarks on behalf of the Board of Trustees and we will provide a detailed written report on the 'past year in review' over the coming weeks. I give my personal thanks to the Board—who I would mention was joined this year by our newest Trustee, Ms Julie Mackay—as it enters the last year of its current 4-year term full of dedication and commitment to the School and our girls.

Suffice to say by way of annual overview then, for today's purposes, that the School has continued this year to strive actively for, and achieve, that to which we aspire for our young women—to make the world a better place through the education of our young women.

We are grateful for the efforts of the many who share this goal; to those who apply their educational super powers (our academic staff), administrative super powers (our professional staff) and the tenacious 'support and guidance' super powers (our support

groups like the 'Grammar Women' of the Old Girls Association, P&F Association, and other parent support groups and our families).

With these efforts of the many, it is pleasing also to confirm that today we will be awarding the very first of the new student bursaries that I announced at our 2016 Speech Day. The Board is committed to growing the bursary fund over the coming years to the point where it is hoped that there will be an annual award of the Brisbane Girls Grammar School Bursary—at least one girl in each year—in addition to the recipients of the Maria Sulima Bursary.

This bursary program represents one small step forward for womankind, but is one giant leap for each young woman who joins the Girls Grammar community.

What does it really mean to join this community? I heard it put superbly this year by one of our Grammar Women, Margaret Vallance (Lady Lilley Gold Medallist, 1959) when she observed at an event at the School that she is always stunned to see how much change to the School campus there has been over the years. Insightfully, however, she said that what really strikes her when she meets the wonderful young Grammar girls at the School today is that 'what changes around here is more the physical than the spiritual; what stays the same is more the spiritual than the physical.' The buildings change but the Grammar girl spirit remains much the same.

Which, of course takes us back to Wonder Woman! Having grown up on steady diet of 1970s and 80s television and the first TV version of Wonder Woman, superhero comics and films have not typically been my 'thing'. Patty Jenkins' brilliantly directed *Wonder Woman*, starring Gal Gadot, however changed that for me forever this year. In a showdown between old and new Wonder Woman, Gal Gadot well might have said to Lynda Carter 'Those aren't Bracelets of Submission, THESE are Bracelets of Submission!'. The 2017 version of *Wonder Woman* bears almost no resemblance to the 1970s version having changed out of sight (and definitely for the better) with two significant exceptions: the *hair* and the *spirit* are surprisingly the same.

Our 2017 super hero sets out with determination on the somewhat daunting quest to find and vanquish the God of War himself, Ares (decoded, to end WWI). She is undaunted even when finally confronting her immortal enemy Ares she declares:

I am Diana of Themyscira, daughter of Hippolyta, Queen of the Amazons ... in the name of all that it is good ... your wrath upon this world ... is OVER!

Sometimes, you could be forgiven for mistakenly thinking that Girls Grammar is actually a modern-day real-world Themyscira—the ‘Hogwarts’ of Female Super-Hero Super Powers for the real world!

You may even think so today, as we celebrate and witness some of the extraordinary academic, sporting, musical, school service and other achievements of our students. I thought so this year several times, as I marvelled at the acting super powers of our senior drama students in *Spontaneous Human Combustion* and the musical super powers exhibited at the 2017 Gala Concert: the breathtaking speed, dexterity and finesse of the smokin’ violin and the crystalline notes of ‘Tiny Dancer’ are still playing in my head. These are, of course, but a few examples.

In truth, these are wondrous talents and abilities to behold, but they are not true super powers. *True* super powers make for a better life and a better world; these are powers we may *all* possess and yet are so desperately searching for in our political, community and corporate leaders today. These super powers are no secret. They are written in letters two feet tall on the wall of the Cherrell Hirst Creative Learning Centre: Wisdom, Imagination and Integrity. They are the true super powers.

Role models of these real world super powers surround us. We might take inspiration from blended real/mythical characters like the one at the heart of *Spontaneous Human Combustion*, Joan of Arc. Founded in more recent historical reality, we might look to some of our Grammar Women ‘super heroes’ like past student, and Lady Lilley Gold Medallist, Professor Dorothy Hill (1907 to 1997; BGGGS, 1924) whose name we conferred this year on our new world-class observatory at Marrapatta. But of even more immediate meaning to today’s Grammar girls, we need look no further than some of our own living treasure super heroes, like some who we farewell with great sadness and much gratitude this year—Dr Kay Kimber (after a mere 37 years) and Mrs Pauline Harvey-Short (a nose ahead at 41 years in the School) as well as Mr Barry Greatorex (23 years).

**Wisdom** is not in fact something we can or do ‘teach’ but it is something our girls can and do ‘learn’ from the many experiences that shape their lives. Wisdom is marked by the acceptance that there is no single truth—as Socrates said ‘the only true wisdom is knowing you know nothing’—but that searching for your truth is one of the most important things you can do. However, this doesn’t come easily—even

Wonder Woman, aided by her Lasso of Truth opens the film with the statement that, ‘I used to want to save this world’—but takes much time and bitter experience to gain sufficient wisdom to confide in the viewer by the end that she no longer sees it as that simple. In the real world, Professor Dorothy Hill’s life personified the pursuit of this quality.

**Imagination** is the bedrock of a better world. It is a mindset and a belief that anything is possible, including some things that no-one else has ever thought possible before. Few in history could have been accused of having more of an imagination—or inspiring more imagination in others—than Joan of Arc who believed that she, as a girl, could fight and defeat adult male forces of what she believed to be domination and oppression. One can only imagine the same of Professor Dorothy Hill as she rose to the top of the then almost purely male field of science.

**Integrity** is the most important and elusive of all of the super powers. It is real world kryptonite for many modern-day fallen super heroes; when found to be lacking in integrity, the illusion of their greatness is shattered and they are revealed to be regular fallible humans. What is integrity? Wikipedia (the source of all wisdom) will tell you that it is the quality of honesty, uprightness, virtue, decency, truthfulness. It is quite simply being a good person. Those who possess it can move mountains, repel the circling sharks and deflect the most powerful lightning bolt attacks on their character. Not having met either of them, I cannot speak to the integrity of Joan of Arc or Professor Hill. But having not only known, but had the benefit of being taught by both of Dr Kimber and Mrs Harvey-Short, and then coming to know them and Mr Greatorex, over the years in my role as Trustee and Chair, I can confidently assert that these are people who embody all three of these super powers and while they will be missed from the School, they have each doubtless left their indelible mark on the School. We wish them all the very best.

To our departing Year 12 students, my heartfelt congratulations on what you have achieved during your time at Girls Grammar, and I hope that it is only the beginning of your quest for true wisdom. Armed with the questioning minds that we hope to have fostered in you all, you are armed with something more powerful than the Bracelets of Submission and the Lasso of Truth combined. Your quest now is to go forth and vanquish the powers that would deny us all a better world.

You are daughters of Girls Grammar, and in the name of all that is good in this world—your quest has only just begun!

# Principal's Address

Thursday 16 November 2017

PRINCIPAL'S ADDRESS  
MS JACINDA EULER

Ms Jacinda Euler, Principal, delivered the following address at the School's Speech Day and Annual Distribution of Prizes 2017.

Ms Elizabeth Jameson, Chair of the Board; Trustees—past and present; Honoured Guests; Dr Fiona Harden, President of the P&F Association; Mrs Julie Caton, President of the Old Girls Association; staff; parents; girls; and most particularly today, our prize-winners and Year 12 students.

In a series of essays entitled *Confessions*, the great Russian novelist Leo Tolstoy wrote of a sense of despair he found himself in after reaching the pinnacle of his career. He wrote:

Without remembering where I had been put into it, I found myself in a boat that had set off from some unknown shore. The direction to the opposite shore was shown to me, my oars put in inexperienced hands, and I was left alone.

I rowed as best I could and moved forwards, but the further I rowed towards the centre of the stream, the faster the current became that was carrying me away from my object, and I kept meeting more oarsmen like myself, who were being carried away by the current.

There were lone oarsmen who continued to row: there were some who had discarded their oars; there were large rowing boats and enormous ships full of people, some struggling with the current, others abandoning themselves to it.

And as I looked at the flow of those drifting downstream I found that the more I rowed, the more I forgot the directions that had been given to me.

Tolstoy wrote this essay in the late 1870s. He describes being swept along by a tide that he cannot control.

What is the tide that we find ourselves in today?

Tolstoy's words seem remarkably contemporary, for in many ways they have a certain resonance with the prevailing tide of our own dominant culture. They capture the challenges that we all face when trying to grapple with the currents of disruption and change, in a culture which, increasingly, seems to mitigate against truth, where nothing seems certain.

Sometimes it seems that everything in our world is negotiable. Everyone's opinion equally valid. We hear constantly of 'fake news', 'alternative facts'. And when someone speaks plainly, it can cause quite a scandal.

We could perhaps be forgiven for thinking, it's too hard to make sense of things. It could be tempting to stop thinking.

And some have even claimed that we are living in a time when we are 'Post Truth'.

Well, what rubbish!

There are truths in this world. And Truth is important.

In Roman mythology, Veritas was the Goddess of Truth, believed to lurk hidden in the bottom of a well because she was so elusive.

Truth tends to be associated with factual statements. Yet no truths—not even mathematical truths—can be considered secure for all time. And aren't there truths that are not always easy to quantify?

One of the challenges that comes with modern technology is that we have so much information, such wonderful sharing of information it should—you would think—be easier than ever to divine the truth.

And yet, the new digital media has actually ushered in a chaotic state of affairs.

Tolstoy's fast flowing tide parallels the immediacy of our current media environment where no sooner have we digested one event then we are trying to grapple with the next.

*The Economist* last week asked the question: 'Does social media threaten democracy' arguing that Facebook, Google and Twitter were supposed to 'save politics as good information drove out prejudice and falsehood. It was supposed to help wisdom and truth rise to the surface ...', and yet, *The Economist* goes on, 'Everyone who has scrolled through Facebook knows how, instead of imparting wisdom, the system dishes out compulsive stuff that tends to reinforce people's biases'.

With such propaganda and spin, algorithms designed to manipulate us ... it's getting harder and harder to know what truth is.

Churches, institutions of authority, Schools once interpreted everything for us. Told us what to think. Told you what to believe in, what the meaning of a poem was, what was a poem worth reading.

As a School, we don't tell our girls what to think, I hope, so much as teach them how to think—how to assess the

truth of statements and make sense of the world, how to think for themselves.

In History we ask:

- Who is the author? Their audience and purpose?
- What might be their motivation?

In Science, we teach the scientific method and ask:

- Can this theory be tested? Where's the evidence? Can it be replicated?

In our learning, the pursuit of truth—the struggle of trying to uncover it—drives our curiosity and challenges us to constantly ask questions, to explore things more deeply. To become better students.

One Academic Director reflected in an email to me recently that:

Our personal relationships and society as a whole would be so much better off if we placed a higher value on truth—we've definitely become a society that values what makes us feel good, over what is actually true. That said, at School, I'm always impressed by how much students love and respond to genuine honest feedback—I feel like it's such an important part of becoming a successful and productive member of society. Those adults that cannot cope with honesty will quickly stop receiving it, as those around them will learn that interactions with these people are only possible when they hear things that re-inforce what they already think is true.

And as astrophysicist Neil Tyson (1958–) said earlier this year: 'I dream of a world where the truth is what shapes people's politics, rather than politics shaping what people think is true'.

But truth is not certainty. They are often confused.

In our search for truth we have to become comfortable with *uncertainty*, *not* knowing—it is no wonder that the Goddess Veritas was considered so elusive—and this can be hard in times of great change.

It would be natural to desire a retreat in to the comfort of certitude, of ready-made meaning. Yet to return to comments from *The Economist*: '... whatever Keats said, truth is not beauty so much as it is hard work—especially when you disagree with it'.

Politics does tend to prey upon our desire for certainty and with the populism of our times—snappy slogans, simple answers—it seems there are many who would rather know than think.

As W.H. Auden wrote, 'The state of enchantment is one of certainty ... when enchanted, we neither believe nor doubt nor deny: we know, even if, as in the case of a false enchantment, our knowledge is self-deception'.

So, the search for truth moves us forward. We identify problems to be solved, and those solutions advance us even if the destination—the shore—is unknown. And it's not always easy because essential to this search of course is doubt, taking risks and failure.

A recent PwC report, *Education will be the engine room of*

*Australia's future prosperity*, reminded us of what we have long known ... the goal of education 'is not simply to impart learning but to ensure that students have the skills they need to be able to find solutions to complex social and environmental problems ... higher-order thinking skills, social intelligence, confidence, the ability to work with diverse groups of people and a love of learning'. That sounds just like Girls Grammar. 'Education, then ...' the report continues, 'is rightly seen as a foundation of a good society'.

With increasing investment in education, however, and demands for greater accountability and high expectations about return on that investment, there has been ever greater emphasis on international testing, leagues' tables and funding. The government and media, naturally, have a great interest and are driving the agenda. We, as educators, need to ensure that we have a strong, clear voice in this debate and discussion; to provide context—not defensively, but in providing the whole truth—for we know that education is a sophisticated and deeply nuanced endeavour.

The academic traditions of this great School provide an anchor in the fast flowing tide that we can all become swept up in, while 21st century approaches to teaching and learning keep us flexible and agile.

Embedded in our School's curriculum are: creativity and imagination; mindfulness; critical thinking; and the living example of a broad, liberal education with its cutting edge science, reflective Philosophy of Learning, and the fundamental importance of the Humanities and Creative Arts.

At Girls Grammar we combine intellectual rigour and emotional fortitude, understanding that truth is a disposition, a stance, not just a set of facts.

For, as French Novelist and Nobel Prize Winner Albert Camus once declared: 'Only one thing on earth seems to be a greater good than justice—that is, if not truth itself, the pursuit of truth'.

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

We are particularly proud, today, of our Year 12 girls who are leaving us. So, to return to Tolstoy, floundering in his boat in the stream, of uncertain waters: 'And as I looked at the flow of those drifting downstream I found that the more I rowed, the more I forgot the directions that had been given to me'.

I hope that as you set off in to the world you don't forget the directions our School has given you, your bearings.

And as you seek out your true purpose, take the gift of your Girls Grammar education, make the most of it for the betterment of our world, and take the spirit of the Goddess Veritas with you.

We need your hope and optimism in times of uncertainty.

It has been an extraordinary year. I am deeply thankful to our Trustees for their stewardship, indebted to our staff for their sheer brilliance, grateful for the loyalty and support of our families and community, and exceedingly proud of our girls.

# The Occasional Address

Thursday 16 November 2017

DR SANDRA PETER  
DIRECTOR, SYDNEY BUSINESS INSIGHTS  
THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL

The School was honoured to welcome Dr Sandra Peter, Director, Sydney Business Insights, The University of Sydney Business School to present the following Occasional Address at the School's Speech Day and Annual Distribution of Prizes 2017.

Chair of the Board of Trustees, Ms Elizabeth Jameson, Principal, Ms Jacinda Euler, distinguished guests, staff, proud parents and above all, girls.

Thank you for sharing this special day with me, and for reminding me of what high school exam time feels like. I've been nervous for a month now, I've procrastinated, I've been cramming all week, and I made cheat sheets.

I've asked myself what I should talk about. Self-examination ensued. Be inspirational! Talk about your childhood and leaving Europe, about going to Antarctica and how it forever changes how you see the world (and how you see toilets) ... tell them about your PhDs ... tell them what you've learned from appearing on *Q&A* (do not give up your glasses). None of this seemed particularly inspirational, just confusing. Panic ensued.

As I was contemplating soon having to sit in your Principal's Office, it occurred to me that I remember a lot of things from my school years, but my high school graduation speech is not one of them. This has given me great comfort that I am in no danger of irreparably altering the course of your lives.

So what is it that I can talk about better than others?

What I have to offer is perspective, ideas and ways to think about the world, especially about the future. At the moment I am a researcher and an educator but that is not my job. My job is to think about the future and to help others consider how they might navigate their way there. It happens that I am currently doing that through my work with Sydney Business Insights, teaching and researching at The University of Sydney.

We live in a moment of great transformations and tremendous challenges: our future, your future is one of robotics and artificial intelligence (no, they are not coming to kill us); of bio and nano technology; of autonomous vehicles (they're not coming yet); drones

(they're here); augmented and virtual reality; smart cities; fake news; the gig economy; and profound demographic and social change. Your future is one of increasing pressure on environmental resources and you will be living with climate change.

We will work differently, learn differently, socialise differently. We will be living longer in a different world.

So today I want to tell you three things to help you live more wisely in this future.

## 1. Look beneath the surface.

Let me take you back to 1894, not long after this great School was founded.

Imagine London in 1894: the world's largest city, a hectic, densely populated city, and the commercial centre of the world. Just about everything relies on horses. London has more than ten thousand horse-drawn cabs and several thousand buses, each needing 12 horses. And, so London is home to tens of thousands of horses, each of them consuming the produce of five acres of land per day. Each horse produced between eight to 15 kilograms of manure per day. It piled high in the streets. This was a problem. Even more. This was a crisis. The great horse manure crisis of 1894.

This was true of all great cities, around the world. New York, Sydney.

One writer in the *Times of London* predicted, 'In 50 years, every street in London will be buried under nine feet of manure.' They weren't. In less than 20 years the manure was gone. Why? The car came along. In 1886, Carl Benz had patented his Motorwagen and in 1894 he began production of his first series. Footnote to history: it was his wife, Bertha, who financed Benz's development. According to modern law, Bertha would have

therefore received the patent rights, but married women were not allowed to apply for patents at the time.

Nobel Prize winning physicist Nils Bohr—and I will come back to physics soon—once said ‘Prediction is very difficult, especially about the future.’

We are rubbish at predictions.

Even the smart physicists who gave the Internet to the world thought it would be a space for high art and culture to flourish. They did not foresee the rise of cat videos.

But there is a more important lesson here: the story of manure is often told as a story of innovation, to reassure us that human ingenuity will prevail. And indeed it might. This misses however a bigger point. The Great Horse Manure Crisis of 1894 is a story of big fundamental forces at play. This is not a story about reliance on horses. Romans after all had horses and no crises.

This is a story of population growth. In 1800, the world’s population stood at barely one billion. But with the industrial revolution everything changed, and in little more than a hundred years, the population doubled. Over the next 25 years our world’s population will reach nine billion. This, by the way, is not a prediction. It has already happened.

This is also a story of urbanisation, of people moving to the city. London’s population grew from just more than a million people in 1800 to close to seven million at the turn of that century. The world’s population moved to the city, and today more than half the world’s population lives in cities; about 1.5 million people join cities every week.

Huge forces at play shaped that world and a future few were willing to examine in depth. The challenges we face today are similarly complex and so we must look beneath the surface. We must look beyond a single event or outcome and examine the complexity below.

Automation and machine learning is a story of polarisation and social inequality as much as one of technological progress and industry disruption. The apps we use every day on our phones are as much about a handful of companies deciding what we read, what we listen to and what we watch as it is about a change in the trust we place in these technologies, allowing them not only to do our bidding but increasingly decide for us.

The world is complex, look beyond the surface. The irony of this story should also not be lost on you. Should we have stopped to ask ourselves: is the car really a good solution to a pollution problem?

Which brings me to my second insight.

## 2. Ask good questions.

I got this one from my parents, and it has been a habit, a tool, a weapon to tackle everything from relationships, to my career, to how I think about the future. As the daughter of physics professors, there are physics stories I grew up with: Galileo; Newton; Einstein; and Marie Curie. There is one story that has served me well. It’s about an immigrant child, Israel Rabbi, who also went on to win a Nobel Prize (he gave us MRI). Rabbi gives credit to his mother, who every day when he came home from school, instead of asking him what he had learned, asked him ‘Izzy, did you ask any good questions today?’

The questions are much harder than the answers (I’m not just saying that because I always get to ask the questions). Fall in love with asking good questions. Ask why, question assumptions, think about the ‘so what’.

We live in a time of uncertainty, ambiguity as well as tremendous promise. Robots and algorithms seem to be getting better at building cars, driving them, writing articles, managing funds, diagnosing diseases ... and we ain’t seen nothing yet.

When you ask the right questions, you change what people do. The CEO of Patagonia, an outdoor clothing company, asked some good questions as he grew his company. First came what can we do to be more sustainable? Like other socially responsible companies, Patagonia committed to using clean water and sustainable cotton and paying fair wages in their manufacturing process. But if you’re in the business of selling clothes, isn’t that actually a bit hypocritical? So then they asked should we really be encouraging people to buy stuff they don’t really need? And Patagonia took a stance on consumerism (think before you buy) and started their ‘Do not buy this jacket’ campaign—complete with an ad in *The New York Times* on Black Friday—repair your old one, sell it on eBay and only if you truly need it, buy a new one.

The world you will live in will be different in many ways. Ask good questions.

Let me end with my third insight.

## 3. Help others.

There is an often misquoted episode from Star Trek: *The City on The Edge of Forever*. Captain Kirk says the three most beautiful words in the world. And they are not the awe inducing ‘I love you’. They are ‘Let me help’ (and to be fair it’s Edith Keeler who says them to Kirk first; again behind every great man there is a woman). I grew up with Star Trek and Doctor Who and there are profound lessons in network television.

‘Let me help’ is probably my most important insight for you for your future. Say it and live it.

These three words also embody the two most important lessons I learned in my schooling. Attending an American high school in Kansas City you learn to use 'I'. I can do anything but also I take responsibility for my thinking, for my questions, for my actions. You own it. An equally important lesson I learned my first day at university in the Netherlands. I was told: You have the responsibility to bring other people with you. It was my responsibility to do the readings, prepare, speak up, contribute and build class conversations not only for my own betterment, but because the learning, the educational experience of my classmates depended on it. Depended on me.

That is incidentally also the most important leadership lesson. We mostly hear the leadership stories of Steve Jobs and Sheryl Sandberg, Elon Musk, Malala or the Pope. You do not need life or world-changing challenges, or billion dollar ideas or companies to lead. Leadership is crafted in the small moments of the everyday. Asking someone, 'What do you think' and helping them with the answer, asking someone, 'Are you ok?' and then lending a hand.

And make no mistake, *you* will also fail. It's one of the few certainties that there will be times, moments when you will fail. Ninety per cent of start-ups fail, 99 per cent of patents never make money (it took the zipper 80 years to be successful and that was a good idea!) and 95 per cent of new products bomb.

So 'Let me help' also because failure will require you to be resilient. And as important as it is for you to be strong independent, optimistic, young women ... resilience is not only about you. Resilience also comes from your environment and the people around you. Think about some of the most resilient people in the world—refugees (and make no mistake they are resilient)—who will have left everything behind,

risked their lives, and crossed borders. But, take away their friends, their network, community, and lock them up ... and their resilience goes away.

We are resilient and can face the future because when it gets tough people help us. You are incredibly lucky to have this environment: you have loving parents, friends (look around you), teachers, mentors ... you have attended one of the best schools in this country, which is one of the best places to live in the world (trust me, I've had a good look around before settling here). You sit here today because of the hard work you've put in (and well done you!), as much as because of what the people and the institutions in your life have afforded you. You have a responsibility to extend that to other people.

Thank you for agreeing to share this very special occasion with me.

Oh yes, and a PS. The secret to happiness: exercise and having a SHORT daily commute.



Dr Sandra Peter with Principal, Ms Jacinda Euler

# Head Girls' Address

Thursday 16 November 2017

LUCINDA DUKE (12H) AND ELIZABETH PRINS (12B)

In their last formal address as Head Girls 2017, Lucinda Duke and Elizabeth Prins addressed the School community at the Annual Speech Day and Distribution of Prizes 2017.

Good afternoon Principal, Ms Euler; Chair of the Board of Trustees, Ms Elizabeth Jameson; members of the Board of Trustees; guest speaker, Dr Sandra Peter; distinguished guests; family and friends of the School; staff and ladies.

We would firstly like to thank Dr Sandra Peter for delivering the Occasional Address today. It has been so enlightening to hear from you as an innovator and researcher and as someone who continues to educate and inspire others. Thank you for joining us today and for sharing your perspective, wisdom, and, of course, vast experience.

When we considered and reflected upon 2017, our initial thoughts were simply how much we have enjoyed ourselves. How much we will cherish the bonds, experiences, and opportunities we've been so fortunate to have had, but then when we thought a little deeper and a little harder, we asked ourselves, did we have the year we set out to have? In short, no. It was an experience we never could have imagined, but that's what made it so incredible—it was a year *Out of the Blue*.

While our 2017 motto was certainly our greatest asset when it came to wordplay, we chose the phrase *Out of the Blue* for many reasons. Its development was a process, certainly, as a council we spent more than two hours deliberating and workshoping. In fact, Mrs Harvey-Short believed we took longer than any year she has seen previously. But that did not frighten us, instead, we took it in our stride. The lengthy deliberation was a representation of us as a Student Council, and while some might say it shows that we don't always go for the most streamlined process, we believe it exemplifies the thoughtfulness and the care with which the Student Council approached every task this year.

We spent those hours thinking about the kind of year we wanted to have, the kind of leaders we wanted to be, and the kind of community of which we wanted to be a part. We hoped to celebrate our diversity in the *Blue*, embrace gratitude towards what comes out of the *Blue*, and promote teamwork as a school community,

as Grammar sisters, as the *Blue*. We did also want this year to be different, to be special, and to be a little bit surprising. We truly wanted this year to be *Out of the Blue*, and we know for us, it has been.

Something that we attempted to reiterate at every possible opportunity was the fact that our motto had a foundation of three main goals: diversity; gratitude; and teamwork.

With Diversity Day and Pride Day we celebrated the individuality of every Grammar girl. We hoped to appreciate this individuality even more by spending time with as many girls as possible. We made it our mission to visit every House Group in the School. After many emails and forward planning, this simple but effective goal was achieved, and we still regard it as one of our most special accomplishments. Hearing from girls across all grades allowed us to connect with students individually and to encourage involvement from all girls.

We aimed to exercise gratitude in our wider school community by attending as many fixtures and performances as we could and fostering relationships across cohorts. Creating dialogue was much easier than we had anticipated thanks to the revolutionary implementation of two suggestion boxes. These suggestion boxes yielded many things including gratitude for student engagement. Finally, teamwork was evident every day. With Interhouse events, QGSSSA sporting events, Blue Days, ensemble performances, productions, service groups ... not a day went by without witnessing girls working together in the *Blue*.

However, very quickly, we saw a shift in our goals. Instead of hoping to see tangible outcomes, we aimed to influence the atmosphere and the environment of the School. We decided that the most important part of a legacy was building a culture, and for us a culture of diversity, gratitude, and teamwork. We are so happy to say that we believe we achieved this goal. It has been a gradual shift but every day we saw more and more girls striving to do their best as a part of the *Blue*.

Throughout this whole year, we've spoken about lasts: our last first day; our last Blue Day; and our last classes. It didn't matter whether you cheered or cried at each of these final occasions, what mattered was that it was a milestone that was significant to you. So now, with one final day of School left, we stand here on our last Speech Day, put our School stockings on for the last time, sing the School song for the very last time.

But these 'lasts' don't just apply to every Year 12 girl; they apply to all of the very special staff members leaving Brisbane Girls Grammar School this year, although perhaps they might not have all put on stockings this morning. No one knows better than us, the students, the important role teachers play in our education, and in our lives. It is truly a career of service, and so we say thank you for your wisdom, hard work, and of course, patience. Whether you're hanging up the chalk, or moving on to another adventure, we know your time at Girls Grammar will stay with you, in the same way your influence will stay with us all. Thank you.

In particular, we say goodbye to a very special lady: our mentor, confidante, sounding board, and second mother, Mrs Harvey-Short. We cannot thank you enough for your constant support and care over the past year; we have loved every meeting, every email, every walkway exchange. You truly are an extraordinary woman and we are so grateful to have spent this time with you, particularly in your final year out of fifty. Thank you.

As Head Girls, and as a part of the Student Council, we strove to make this year amazing, but every initiative would not have been possible without the constant, unwavering support of our Principal, Ms Euler. Despite having to deal with all the demands of leading and maintaining an exceptional school such as ours, Ms Euler has not only always had the time for every idea, opinion and proposal, big and small, but she has considered them carefully, and given us her feedback and perspective thoughtfully. So, thank you Ms Euler, certainly for your time, but most importantly, for your support, your wisdom and your kindness.

We began 2017 nervously having to follow 2016 Head Girls, Sarah and Lili, whom we admired so greatly. #Blunity was not an easy thing to follow but we are still so happy to see its impact in all areas of Girls Grammar life. It's this continued impact that proves the lasting impact a cohort can have on the environment of a school. Hopefully, as we leave the grounds as Grammar women, we have not only contributed, but contributed positively and meaningfully to a School that means so much, to so many. And certainly, a great deal to both of us.

This year is now ending with us feeling confident within ourselves and extremely happy and proud with all we have achieved as a School community. We wish the same to the class of 2018, a group of girls who still have so much ahead of them, because, as you all will learn, Girls Grammar never stops. This is a school that provides not only an education, but a framework for learning in all areas of life. If not for a Girls Grammar education, we would never have been able to study Latin for five years. If not for a Girls Grammar education, we all would never truly understand the inner workings of the tranguia and other outdoor equipment.

In our last address as Head Girls to the Brisbane Girls Grammar School community, we encourage you all to be grateful and appreciate how lucky we are. We are lucky to have such phenomenal teachers, such a caring environment, but, above all, we are so lucky to be surrounded by such great young women. There is a Girls Grammar spirit that sets every one of you apart and we have had the best time with you during the past five years. We are very sad to be leaving, however we know, once a Grammar girl, always a Grammar girl.

Every girl graduating today has more than likely spent a little or a lot of time reflecting on her time at Girls Grammar. While there have been many aspects and many people that have made our time so extraordinary, what we thought about most is what Girls Grammar time gives you. If you choose to embrace it, Girls Grammar time gives you the power of being a teenage girl and being proud of yourself. And we don't just mean being proud of yourself for getting a good grade or winning a sporting competition, but rather being proud of who you are, the choices you make, and the values you hold.

Perhaps you don't feel that way right now, and we probably didn't always feel that way ourselves, but being a Grammar girl means there is potential that you will, because we spend five or six years in an environment that not only teaches you to be independent, thoughtful and confident, but tells us that we deserve to be all of those things and more. We are given the opportunity and tools to thrive, to be someone we are proud to be. A rare feeling that is every young woman's right.

So we say thank you, thank you to every girl, to every teacher and member of staff, to this school community. Thank you for giving us one of the most special and memorable years of our life, for allowing us every opportunity to grow, to learn and to have fun and, most importantly, for shaping us to be young women proud to walk out of our school gates tomorrow for the final time.

Thank you for a year, *Out of the Blue*.

# Valedictory Address

Wednesday 15 November 2017

LIEUTENANT NATALIE DAVIES (2006),  
ROYAL AUSTRALIAN NAVY PILOT

At the School's annual Valedictory Dinner, past student, Lieutenant Natalie Davies (2006), shared her insights into the traits of a Grammar girl that have inspired her during her time in the Australian Defence Force.

I am extremely grateful to Ms Euler and Mrs Harvey-Short for inviting me here, and very humbled to share your Valedictory Dinner with you, especially because I was unable to attend my own.

I graduated from Girls Grammar in 2006, but I was already off and had started my career before school had officially come to an end.

The selection process for a military pilot lasts two weeks, and I sat this selection over the week of my graduation from Girls Grammar, and the subsequent 'Schoolies Week'. I missed two iconic weeks that I'd been looking forward to for my entire school life. I had so many people tell me I was making the wrong decision to miss this rite of passage. However, to be honest, I do not regret my decision at all. I know I wouldn't be where I am today if I had listened to the opinions of others.

I have had an extremely rewarding 11-year career in the military so far. I have an undergraduate degree in Physics and a Master's in Business from UNSW; I have flown more than 1000 hours and been an aircraft captain on two aeroplanes and two helicopters. I have seen active service in Afghanistan with the US Army and am currently part of the short-notice humanitarian aid response helicopter crew for the Australian Defence Force. I have also represented the Australian Age Group Team in triathlon in both Olympic distance racing and Ironman challenges.

What I have realised is that I wouldn't be where I am today without the lessons and skills that I learned in my formative years at Girls Grammar.

The very prestigious Grammar Sports Brooch award celebrates its centenary in 2017 and I was the recipient of this honour in 2005. Throughout my five years at the School, I was involved in Water Polo, Swimming, Athletics, Cross Country, Netball

and Touch Football. I also supported other sports, especially Volleyball and Rowing, if someone was needed due to absence or injury.

Sport was a very big part of Girls Grammar life for me and gave me many opportunities to learn and grow as an individual. This not only included being a member of some very successful sporting teams, but also being asked to fill in at late notice in a Rowing Quad for Head of the River in Year 12. I had never rowed before.

The faith in me from my coaches and my team mates allowed me to 'have a go' and enjoy the experience. Having the honour of fulfilling leadership roles as team captains throughout my five years as well as both Swimming Captain and Sports Captain in Year 12 allowed me to learn what was expected of a leader first hand in conjunction with seeing other styles of leadership as a member of the team.

I've learned that being a Grammar girl is a privilege that very few women in this world get to have. I am so proud of my Girls Grammar heritage and education, and realise that there are fundamental traits and beliefs I learned here that when you go out into the world, you begin to realise other people just don't have.

Tonight, I'm going to talk to you about the three Grammar Girl traits I think have been the most important in my journey:

**Grammar Girls are confident**

**Grammar girls are resilient**

**Grammar girls believe anything is possible.**

## 1. Grammar Girls are confident

At Girls Grammar I was surrounded by strong female role models as a standard. These were in the form of head girls, house captains, music and fine arts captains, the prefect committee, sports captains; the list goes on. These girls in the leadership positions of the School do an amazing job because they have the education and knowledge in their area of expertise that gives them the confidence to stand up and lead. Working now in a male dominated environment as one of only five female pilots in our whole Navy, I realise how important this was.

I deployed to Afghanistan in 2013/2014 for seven months with the US Army. I remember walking off the C-17 aircraft in the South of Afghanistan in my body armour, helmet, rifle in one hand and pistol on my hip. I was terrified. I had no idea what to expect, I knew no one and I was going to have to get through these seven months on my own. I was working as the Aviation Planner in the US-led joint headquarters and was in charge of more than 200 helicopters throughout the south and west of Afghanistan. I helped develop plans and allocated aviation assets for deliberate operations, which are air assault missions designed to hit strategic targets, as well as co-ordinating logistic air movements of people and equipment around the country.

The true test of my confidence in being able to step outside my comfort zone, noting that I was in a war torn country, was actually in the form of a planning meeting.

I was deployed with three US Generals and an accompanying team, to an outlying Afghanistan National Army Base by road armoured vehicles to meet with some of the Afghanistan Generals about the plans for the country's upcoming first democratic election. I was sent as the aviation subject matter expert.

I was, however, the only female in that meeting (and considering the culture difference, that was significant). I was by far the lowest ranking officer with the least experience, being the only one not to have done multiple tours to Afghanistan.

It was a fascinating meeting. When we entered the room with Afghanistan Army Officers, I had some of the Afghan men shake my hand; some didn't. Some thanked me for wearing a scarf over my hair. I didn't speak much Dari or Pashtu at all; all our communications were through our translator. It was very, very intimidating.

I think it was the fact that I had worked hard at my job and the planning for this election and had the requisite background knowledge which gave me the confidence to overcome my fear of standing up in that meeting. I was able to brief both the US and Afghan Generals on the short- and long-term plans for how the US and Afghan aviation assets were

going to achieve moving all the ballots and security forces around the country for the election.

I feel that this meeting was instrumental in my gaining even more confidence in a professional capacity, and believing that my opinion and knowledge were worth sharing, as well as making a difference and being vital to the capability we were providing.

## 2. Grammar girls are resilient

Resilience is always a trait that I've admired.

To me, resilience is a culmination of never giving up, being flexible, having discipline, rolling with the punches life throws at you and thinking on your feet. You can only do that with very clear, well defined goals to work towards.

Resilience also means that when you fail—and unfortunately that's a when, not an if—you have the strength of character to get back up and keep going.

On that, don't be afraid of failure. It's a part of life. It's how you deal with failure that defines you.

But sitting here in this room in the week of your graduation, you've already shown you embody elements of resilience and discipline. Whether it was sitting down and studying or practicing your instrument when you didn't really want to and could have been watching television instead, or getting up early to go to sports training, even when it's dark and cold through winter. You wouldn't be where you are now, had you not already demonstrated these qualities.

I have two stories about resilience, in two very different arenas. Firstly, is embracing the flexibility and working in an un-structured life.

As I said, I am currently a pilot on the crew of the short-notice response helicopter for humanitarian aid and disaster relief capability for the Australian Defence Force. But as a standard, I am on 48 hours' notice to move at all times. It is a satisfying job, as I have most recently returned from three weeks in Vanuatu assisting local communities who had evacuated from an active volcano. It truly is the most rewarding job I have done.

It's also one of the hardest.

The implications on being at short notice to move are significant. I always have a bag packed and ready to go in the car. It's hard to know what to pack, because you never know where you're going.

You can't plan a normal life. Things may happen, or they may not. You might go away or you might not. You can miss birthdays, anniversaries and weddings. For me, I learned how to manage this structure through a combination of what I learned at Girls Grammar and through my military training.

Whether it's shift work or otherwise, I now embrace my life structure by prioritisation, discipline and flexibility. I manage my time, ensuring what I do is purposeful and that my time is focused on quality over quantity.

The second area of resilience revolves around never giving up.

I was in the Cross Country team at Girls Grammar, and I must admit, I really didn't like running any more than 400 metres. As the time, Girls Grammar had a running coach, Mr Booth, and I still remember after a particular training session where I was struggling, he told me to never stop, even when I hurt. I had to have the courage and discipline to keep going and to never give up. I was never the best cross country runner; I did well and made the team but I was never going to win. However, he assured me that my part in the team made a difference, and to mentally push through no matter what.

In 2014 in Afghanistan, I had a goal that I wanted to run 10 kilometres without stopping. I achieved that goal after getting up every morning in the dark and running around the base, and decided to keep doing running training when I returned to Australia. I had a friend mention that I could try and run a marathon, but the hardest race to finish in the world was an Ironman Triathlon. I'd never heard of an Ironman Triathlon before. I was quickly informed it comprised a 3.8 kilometre ocean swim, 182.2 kilometre cycle, and a 42.2 kilometre marathon at the end. That sounded like a challenge!

Fast forward 12 months and I was standing on the start line of the Kona Ironman World Championships in Kona, Hawaii; my second Ironman Triathlon and third marathon.

The race, even though I was prepared, was the hardest and most challenging 15 hours of my life. The swim was completed in the Kona village harbour, followed by a cycle through extensive lava fields and rainforest, and finally, the marathon again traversed the lava fields. We experienced temperatures of more than 52 degrees on the day; even the roof of my mouth was sunburnt from the reflection off the road on the lava fields. We had head winds of over 30km/h on the cycle, and there were multiple times on the run where I didn't know how I'd get to the end. I saw so many people throughout both ironman events stop mid-race and not finish. But ironman is about not giving up.

No one could prepare me for the mental challenges that I came across throughout that day; things could be going really well, and then all of a sudden everything hurts and you can't imagine taking that next step. Then, 20 minutes later, the pain goes away and you can see the next turn up ahead and know you can make it.

It was the most incredible physical experience, and the adrenaline surge and feeling of euphoria when I crossed the finish line that night was indescribable. There were so many times I never thought I'd get there.

The race is all in your mind. It's about persevering when you are lacking motivation or believe it's not possible. Thank you Mr Booth!

And, that brings me to my last point.

### **3. Grammar girls believe anything is possible.**

Anything is possible. I have believed that from my days at Girls Grammar. You have the choice to do whatever you want to do, and you have the education behind you to do it. Never let anyone tell you that there is a limit to what you can achieve.

My journey started in Year 11 when I went to Space Camp (the US Space and Rocket Centre's residential programme in Alabama) with Dr Sally Stephens and jumped in a flight simulator for the first time. From that moment, I saw a path and career that was exciting and different to everything I'd ever seen before.

So seek out what you love and what you'd be proud of and make it your career. You can make this happen because your Girls Grammar education is an experience that goes far beyond the classroom. You've been exposed to an interconnected environment between academia, co-curricular activities and a sense of community which has allowed you to explore avenues and experiences broader than a purely academic outcome.

Don't be afraid of taking a leap and grabbing an opportunity if you see one, even if it is completely different to what everybody else is doing. Being different can be hard, and it can be scary at the time, but if it's like anything I've experienced—the people you meet, the places you go, the memories and experiences you can take away—the rewards are definitely worth it.







Brisbane Girls Grammar School  
Gregory Terrace  
Brisbane QLD 4000  
Australia

Telephone (+61) 7 3332 1300  
Facsimile (+61) 7 3832 6097  
Email [communications@bggs.qld.edu.au](mailto:communications@bggs.qld.edu.au)  
[bggs.qld.edu.au](http://bggs.qld.edu.au)

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