



BRISBANE GIRLS GRAMMAR SCHOOL

# Impact of Giving

REPORT 2020

*Nil sine labore* LIVES ENRICHED BY LEARNING

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## A Significant and Meaningful Impact



The world presented us with a 'new normal' in 2020, and we each felt the impact of this in significant, and individual, ways. Our living rooms became our offices, we became our children's teachers, and our screens became the conduit to meaningful connection with others. There were moments, perhaps, when we embraced our isolation and moments when we yearned for easier, less complex times.

If nothing else, 2020 reminded us that care, authentic relationships and support for one another is critical to ensuring we remain connected as a united School community—we are stronger when we work together.

There was much to be proud of in 2020: the exceptional leadership of our Principal and staff as they diligently ensured Grammar girls continued to receive an excellent education, whether on campus or learning remotely; the patience, kindness and compassion of our BGGs families; and the joyful imagination and tenacity of our unstoppable students.

Grammar girls embraced new ways of learning and connecting, kept each other's spirits high, and made time to care for others in the broader community through service activities, such as the Notes of Hope initiative where Grammar girls sent more than 500 cards to those in the community who needed support during challenging times.

Girls Grammar has always provided the educational foundation for girls and young women to discover their purpose, to contribute to the world in meaningful ways, and this was demonstrated once again in 2020. The incredible support of our donors and volunteers has been gratefully received—your generosity helps our School to continue to deliver an outstanding education in a changing world, benefiting girls now and in the future.

On behalf of the Board of Trustees, thank you for your valued support of our School throughout the year.

**Ms Julie McKay (2000)**  
Chair of the Board of Trustees

## Our Indomitable Girls Grammar Spirit



2020 was certainly a year like no other—a year during which life for everyone changed.

While it would be easy to lament the year that 'wasn't'—the missed milestones, events, celebrations—that would do no justice to the many and varied successes of our School and its staff, students and alumnae, or the sense of purpose we all felt as we negotiated our way through.

Our students' creativity and adaptability united and strengthened the Girls Grammar sisterhood and Grammar girls developed great resilience and independence in their studies. This was reflected in the Year 12 2020 cohort's outstanding ATAR results—77.17 per cent attained a score of 90 or above (equivalent of OP 1-5) and all girls were eligible for an ATAR score. Our dedicated, expert teachers not only adapted their practice to a new system of senior assessment and remote learning but also supported our students in innovative and responsive ways.

In 2020, we also marked 145 years of Brisbane Girls Grammar School, acknowledging that which makes us unique—our steadfast approach to an excellent education for girls and young women, our strong traditions and contemporary outlook, and our indomitable spirit. BGGs has always demonstrated a great strength of community, even under the most difficult circumstances. In this regard, 2020 was no different and we were extremely grateful for the incredible generosity of our donors who supported the School's philanthropic priorities throughout the year.

As you review this report, I encourage you to reflect upon the many ways in which your contribution makes a difference to the students of Brisbane Girls Grammar School. The following pages contain affirming stories of what the spirit of philanthropy achieves when we all work together. Whether it is through a bursary or academic prize, contributing to a major building project, or perhaps giving your time to provide breakfast to girls after their rowing training, we deeply value your enthusiasm and support.

On behalf of our staff and students, I thank you sincerely for your investment in a Girls Grammar education in 2020 and beyond.

**Ms Jacinda Euler**  
Principal



'BGGs has always demonstrated a great strength of community, even under the most difficult circumstances.'

# 2020 Philanthropic Highlights



Giving often takes different forms and we are pleased to share some of these stories in this report. Your generosity is always greatly appreciated, whether you have supported Girls Grammar recently or in past years, or you plan to leave the School a gift in your will.

We began the year with a focus to successfully complete the *Exceptional Futures* fundraising campaign for the new Science Learning Centre (SLC), not yet knowing the disruption and uncertainty that lay ahead for us all. Gradually, as events were cancelled, borders shut and school campuses closed, we felt we should adjust our plans and expectations.

Our School community, however, remained committed to girls' education, in particular nurturing our students' scientific abilities to equip them for their futures in an uncertain world—the importance of which was clearly evident as the year unfolded. We were overwhelmed by support received during the year, as people participated in the *House Spirit* appeal to join the Wall of Thanks, which takes the form of the periodic table, in the SLC. It was a very special moment for staff and students when the new building was opened on the first day of Term 4, with construction completed more than three months ahead of schedule.

Thanks to the collective gifts of the Parents & Friends Association, Old Girls Association, Girls Grammar families, alumnae and staff, our campaign raised more than \$3 million in total—exceeding its original goal. This generosity has been inspiring to be part of and is testament to Girls Grammar's growing spirit of philanthropy.

Of course, the School's philanthropic priorities extend beyond buildings and infrastructure. Needs-based bursaries remain important to the continuing diversity and accessibility of our School. Bursaries provide life-changing opportunities for girls whose families could not otherwise afford a Brisbane Girls Grammar School education. We are very grateful to those donors who continued to contribute to the BGGGS Bursary Fund in 2020. Every gift brings us closer to supporting new bursary recipients throughout their schooling.

Thank you.

**Ms Georgina Anthonisz**  
Director of Development and Alumnae Relations

## Philanthropic Priorities

Brisbane Girls Grammar School's philanthropic priorities are focused on four pillars essential to the School's commitment to a broad, liberal education for girls.

### Bursaries

Girls Grammar fosters a climate of opportunity and has a rich history of educating girls from diverse backgrounds. Through bursaries, the School is committed to offering the life-changing experience of a Girls Grammar education to girls who may not otherwise be able to attend the School.

### Buildings

Providing inspirational teaching and learning spaces in all curriculum areas can support students to achieve their full potential. Girls Grammar will continue to invest in infrastructure projects to engage and challenge girls in interesting ways.

### Library

The Elizabeth Jameson Research Learning Centre houses a vast array of specialist resources to spark curiosity, imagination and discovery, and deepen knowledge.

### Sport

The School has a long tradition of encouraging students to train and perform to their highest potential in their chosen sport, ensuring girls have access to excellent sports facilities, equipment and programs for their physical and mental wellbeing.

 In 2020, more than **\$1.7m** received from 220 donors

 **\$3m** raised towards the Science Learning Centre between 2019 and 2020

 **More than 200** volunteers gave their time to support BGGGS activities

 The **Sophia Beanland Circle** for bequestors launched with seven founding members



# Building Exceptional Futures

‘To ensure our students excel in Science we must awaken and satisfy their natural curiosity. It’s vital that we provide them with a stimulating environment in which curiosity can flourish.’

—Dr Sally Stephens, Director of Science

Completed more than three months ahead of schedule, the School’s inspiring new Science Learning Centre (SLC) was opened to Grammar girls on the first day of Term 4.

On Tuesday 20 October 2020, His Excellency the Honourable Paul de Jersey AC, Governor of Queensland, officially opened the new building, which nurtures and develops Grammar girls’ scientific skills, and signifies an exciting next stage in Science education at the School.

The SLC has significantly increased the number of laboratories at BGGs, and offers dedicated floors and specialised equipment for each scientific discipline.



Ambitious projects such as these, much like exciting and ground-breaking discoveries, are tangible representations of the School’s commitment to the future of girls’ education.



It also provides five new general learning classrooms, a generous Health and Physical Education Undercroft, and a multi-function space that seats up to 600 guests.

Designed by m3architecture, the building is imbued with ‘teachable moments’ that allude to astronomical concepts, including the distinctive central void, which provides light and cooling functions, and is based on drawings of Einstein’s space-time continuum.

Ambitious projects such as these, much like exciting and ground-breaking discoveries, are tangible representations of the School’s commitment to the future of girls’ education. And, now, more than ever, the value this building represents to Grammar girls is apparent.

A project such as this would not be possible without the support of the Girls Grammar community. Thanks to the collective generosity of the

Parents & Friends Association, Girls Grammar families, alumnae and staff, the *Exceptional Futures* philanthropy campaign raised more than \$3 million in support for this project, surpassing the campaign’s goal.

The School sincerely thanks every supporter of this project for their commitment to girls’ education and for believing that their futures as tomorrow’s leaders and good citizens will begin here.

# Supporting our Women of the Future

‘At Girls Grammar, I was part of a vibrant community with diverse interests. The School fosters a well-rounded, civically conscious idea of excellence and I was fortunate to have many teachers who were invested in my learning. It is thanks to the generosity of others that I am a Grammar girl.’

—Shiye Su (2015)

Bursaries play a critical role in creating a diverse educational experience, providing financial support to deserving young women from a variety of cultures, backgrounds and communities who would not otherwise be able to attend Brisbane Girls Grammar School.

The Maria Sulima Bursary that Shiye Su (2015) received enabled her to complete her secondary schooling at Girls Grammar where she was awarded numerous prizes including the Lady Lilley Silver Medal for Proxime Accessit to the Dux of the School.

Since graduating from BGGGS, Shiye has finished a Physics degree at Princeton University in the United States.

For John Logan, the decision to support the BGGGS Bursary Fund was inspired by his family’s long association with Girls Grammar.

‘My mother’s parents were hardly well-off. They must have made considerable sacrifices to send my mother, Gloria, and then her sister, Wanda, to Girls Grammar.’

John’s mother Gloria graduated in 1944, returning to teach art at the School between 1950 and 1967—the Gloria Ida Logan Prize for Excellence in Creative Practice was established in 2002 in her memory.

John says ‘Gloria retained an enduring affection for Girls Grammar. How well I remember her observing that when you educate a girl, you educate the whole family.’



Gloria Logan (Levy, 1944)

‘I am sure she would be satisfied that my donation is being used to assist a promising young student to attend Girls Grammar.’

In recent years, BGGGS staff have also helped to increase the Bursary Fund, collectively contributing more than \$55 000 in donations.

Head of Mackay House and Grammar woman, Ms Ruth Jans (1995), draws on her own experience at the School.

‘I really enjoyed my years as a Grammar girl, although I never thought for a moment that I would end up teaching here!’

‘One of the true benefits of the education we offer at the School is that our graduates leave with an inherent belief in their agency when it comes to sitting down as an equal with their future colleagues, and in using their voice to contribute to discussions and decision making.’

‘For me personally, donating to the Bursary Fund is about giving the next generation of girls the opportunity to access an education where they can explore their own potential and broaden their horizons,’ she said.

To donate to the Bursary Fund, visit [bggs.qld.edu.au/community/giving/](http://bggs.qld.edu.au/community/giving/).



‘For me personally, donating to the Bursary Fund is about giving the next generation of girls the opportunity to access an education where they can explore their own potential and broaden their horizons.’

—Ms Ruth Jans (1995), Grammar woman and Head of Mackay House

Ms Ruth Jans and Grammar girls on International Women’s Day

# A Gift That Lasts More Than a Lifetime

Grammar woman, Mrs Ann Caston (Pressland, 1958), has dedicated her life to education. After leaving school, Ann enjoyed a decades-long career in teaching. As a founding member of the Sophia Beanland Circle, Ann has made an important decision to leave a gift to the School in her will—a lasting legacy that will benefit future Grammar girls.

**You have an abiding relationship with Girls Grammar, which began when you arrived as a student in 1955. What is at the heart of this enduring connection?**

I enjoyed my four years at Girls Grammar, which offered me many new, exciting experiences and lifelong friendships. It was where my love for languages began, and my interest in Chemistry was nurtured. The skills I gained at Girls Grammar have served me well as an educator.

**What are some of your favourite memories from Girls Grammar?**

I was a day girl at first but boarded during my senior years when my father was transferred to Dalby.

I remember clearly how I travelled to school each day before becoming a boarder. We lived in Wynnum so I left home before 7 am, travelled by bus to North Quay, walked down Queen Street to the trolley bus in Edward Street, bound for Gregory Terrace.

Although I knew no one when I arrived on that first day in January 1955, I soon enjoyed being with my classmates of IIIB. I think my teachers liked what I did and were always encouraging. My favourite subjects were French, Latin and Chemistry, all of which I studied at university and subsequently taught.

I can remember being curious about the background of Madame Stenders, a refugee from Europe whom I admired for her courage and commitment.

She provided opportunities to use our language outside the classroom, including the annual *Concours de Poesie* and a concert, *La Soirée des Ecoles*. One performance was an extract from Gounod's opera, *Mireille*, performed in French and in costume. I had a keen interest in music, especially piano.

When I was studying music for Senior, I was given the privilege of practising on Miss Crooks' grand piano at 6.30 in the morning. One of my musical highlights was conducting my form (VB and VIB) in the Interform Choral Competition for the R.T. Jefferies and Etheldreda Jefferies Bursary which we (Form VIB) won in 1958.

**What motivated you to become a teacher? And, tell us about your teaching career.**

Teaching was not my first choice but I was thrilled when I was offered the opportunity to become a secondary teacher after two years of study. The State Government realised there was an urgent need for qualified teachers in the many new state high schools being established around Queensland.

The first year was full-time study at The University of Queensland, followed by a year at Kelvin Grove Teachers' College where I gained a Certificate in Secondary Education. We were also expected to complete our tertiary studies while teaching. After a year teaching Chemistry, History and Music at Trinity Bay State High School in Cairns, in 1962 I was transferred to Harristown State High School in Toowoomba. I would drive from Toowoomba to Brisbane to attend evening lectures in French. I graduated with an Arts degree, majoring in French and Chemistry, in 1964.

I spent a short period studying in France, then in 1973 I moved to a school in Melbourne, teaching French, German and a beginners' class in Indonesian. I returned to Queensland in 1974 and worked at several schools, in particular Marist College, Ashgrove, where I spent 20 years as Head of French.



Ann Caston (Pressland, 1958) and Margaret Lauder (1956) in *Mireille*, 1958

Brisbane Girls Grammar School Boarders Form VI, 1958  
Helen Webster, Diane Miguel, Ann Pressland, Pamela Kleinschmidt, Tan Gwat Tjoe, Susan Williamson, Annette Bethens, Pam Muller, Janet Faulkner

Beyond the classroom, I was a member of the Modern Languages Teachers' Association and the Alliance Française. I have also been involved in developing the Senior Curriculum in French including as Chair of the State Review Panel from 1983 to 2005.

I found my teaching career to be incredibly rewarding, whether in the classroom or with cultural and sporting co-curricular activities. It has been a privilege to be influential in so many young lives and to have enjoyed the support of many wonderful colleagues.

**You were involved with moderating the QCS Test for many years. Tell us about that.**

I believe the Queensland Core Skills (QCS) Test was something special in the education sector—a set of external tests based on the common curriculum elements which, together with school-based subject specific assessment, was used to rank the achievement of students in their final year.

I was involved from the very beginning, from the introduction of the Short Response Paper in 1991 until the final QCS Test in 2019. Markers came from all over Queensland and the camaraderie engendered by everyone was unequalled. In the later years of the QCS Test, all marking was completed onsite at Brisbane Girls Grammar School and I always looked forward to that first week of the September school holidays—memories of my own Grammar days would come flooding back, even though the Main Campus is so different now.

**How many years have you been involved with the Old Girls Association?**

I have always been an active member of the Old Girls Association. I was a committee member in 1959 but my teaching appointments took me away from Brisbane until 1974. However, I kept in touch through my subscription and annual giving. I think it was about 15 years ago that I decided to nominate for the OGA Management Committee. It is a privilege to be connected with the School and with so many others who are passionate about girls' education.

**Why have you chosen to include a gift to Brisbane Girls Grammar School in your will?**

I believe that Girls Grammar continues to offer an exceptional education for girls and I would like to contribute to that purpose. I am very grateful for the sacrifice my parents made to send me to BGGGS and I am delighted, and encouraged, to see the opportunities that Grammar girls enjoy. One way I can help the School achieve its future projects is by including a gift to Brisbane Girls Grammar School in my will. That is something that I have been very happy to do.



Ann Caston

Girls Grammar in 1955—the year Ann Caston (Pressland, 1958) commenced at BGGGS

## Sophia Beanland Circle

For many people, a gift in their will is the most powerful and meaningful philanthropic contribution they will ever make. These gifts have a profound impact, by supporting bursary opportunities, excellent facilities for teaching and learning, and academic programs.

Those who elect to include Brisbane Girls Grammar School in their will are now recognised, if they wish, with membership of the Sophia Beanland Circle.

The Sophia Beanland Circle was inaugurated in 2020 and is named in honour of Miss Sophia Beanland, who was appointed Lady Principal of Brisbane Girls Grammar School in 1882. When Miss Beanland died in 1925, she bequeathed her estate to the School to ensure continued excellence in teaching and learning.

To discuss making a bequest to BGGGS, please contact Director of Development and Alumnae Relations, Ms Georgina Anthonisz, on 07 3332 1383, or download the School's Wills and Bequests brochure via: [bggs.qld.edu.au/community/giving/](http://bggs.qld.edu.au/community/giving/).

## Unique, Unusual and Useful

Gifts really do come in all shapes and sizes and the School was honoured to receive some very special treasures in 2020.

The BGGGS Fine Arts Collection was enhanced through several gifts of art and books. The family of late artist, Judy Cassab AO (1920-2015), donated two etchings and copies of the artist's diaries, extending the School's existing collection of Cassab artworks. Two donors also kindly provided a significant number of art books to the Beanland Memorial Library.

A current BGGGS family generously gifted nine works by photographer, Rose Simmonds (1877-1960). Emigrating from London, Rose Simmonds arrived in Brisbane around 1891. It appears she may have briefly attended BGGGS before she went on to study art at the Brisbane Technical College. She developed an interest in photography, later becoming the only female member of the Queensland Camera Club.

During her lifetime, Rose's works were selected for national photographic exhibitions and she was renowned for her technical skills, including her clever use of the bromoil process. Her photographs are held by several galleries, including the Queensland Art Gallery. Girls Grammar is pleased to be able to share Rose Simmonds' works and the unique story of her life with our students.



The School's Instrumental Music Department was delighted to accept the gift of an antique viola (pictured left) from a member of the Girls Grammar community. Made around 1900 by Geronimo Barnabetti in France, this beautiful instrument has a sweet, soaring tone and our promising viola students will have the opportunity to use it for practice and performance.

One alumna with an interest in environmental sustainability purchased specialist equipment for water monitoring at Marrapatta Memorial Outdoor Education Centre. This practical contribution supports the local environment in the Mary Valley and complements our students' continued efforts to champion initiatives and activities to implement more sustainable practices on all our campuses.

# The Cornerstone of our Community

Brisbane Girls Grammar School's Parent Support Groups are essential to our success, volunteering countless hours to support our students, teachers and families.

The Parents & Friends Association (P&F Association) represents a diligent collective of parents who work together to uphold a strong and vibrant community. As well as providing financial assistance towards a range of important projects to benefit students, volunteers give their energy and commitment to support the delivery of events and co-curricular activities. Every BGGGS parent is considered a member of the P&F Association and all are welcome to participate in some way.

The ingenuity and resourcefulness of our volunteers was visible in many ways throughout the year, whether supporting events delivered in new spaces, and in new formats, or through thoughtful gifts of thanks to our teachers. Volunteers also continued to assist with the smooth running of the P&F Uniform Shop.

In particular, the Mothers Group launched a new initiative—the Year 12 Picnic, held at Rangakarra Recreational and Environmental Education Centre at Fig Tree Pocket. Year 12 students and their families enjoyed a relaxing afternoon with a picnic on the sports fields, live music from the School's Contemporary Ensemble and some entertaining games organised by the Mothers and Fathers Groups. In a year of such uncertainty, it was a valuable moment simply to be together as a BGGGS community.

The School's Music Support Group provided assistance to the Instrumental Music Program, working tirelessly behind the scenes to prepare for virtual performances while raising funds to support the ongoing purchase of instruments.

The Water Polo Support Group offered practical support to students and staff, acting as team managers and scorekeepers throughout the season. The Water Polo Support Group plays an important role in welcoming incoming Year 7 students

and their families, as for many, water polo is one of their first opportunities to meet other members of the BGGGS community.

Despite a shortened rowing season, the Rowing Support Group continued to provide essential support to the School's Rowing Program—from organising early morning breakfasts after training to hands-on help at rowing regattas. Rowing families gathered at the annual Rowing River Social to raise funds to support the program and the evening was a fitting celebration of Girls Grammar's historic Head of the River win.

## Thank you to all our volunteers in 2020:

- P&F Association
- Mothers Group
- Fathers Group
- Music Support Group
- Rowing Support Group
- Water Polo Support Group



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# Staying Connected— The Grammar Women Network

We began 2020 optimistically, with a full calendar of events and reunions planned around Australia for Grammar women to gather and celebrate the enduring Girls Grammar sisterhood.

In January, Grammar women living in Melbourne enjoyed a wine tasting and relaxing long lunch at Parkside Winery in the heart of the Macedon Ranges, hosted by the President of the Old Girls Association, Mrs Julie Caton (Cleghorn, 1981), and Parkside's owner and Grammar woman, Mrs Jenny Ward (1981).



Later in the month, the OGA also held its popular Roll Call event for Grammar women who are mothers of current BGGs students. Held at Clovelly Estate in Brisbane, guests celebrated the start of the academic year and reminisced about their own experiences as Grammar girls.

In February, Principal, Ms Jacinda Euler, hosted drinks for 45 Sydney-based Grammar women at the beautiful home of Dr Marina-Portia Anthony (1995). It was wonderful to spend time with alumnae from a wide range of year groups, including women who graduated in 1958 through to members of the Class of 2009.



Back in Brisbane, the OGA welcomed more than 40 Grammar women to a networking drinks reception at Stokehouse Restaurant, where alumnae connected with other locally-based old girls.

We were pleased that the annual Foundation Day Afternoon Tea, incorporating the 60-Year Plus Reunion, could proceed in early March. Eighty Grammar women attended this delightful event, some accompanied by their granddaughters, who are current students. It was particularly special to have three alumnae from the Class of 1945 join us.



The OGA broke new ground in its 121-year history when it held its first ever virtual Annual General Meeting. Despite the challenges of lockdown, the OGA Committee remained determined to stay connected—to each other and the Grammar Women network. During the year, members of the Committee worked with the School's Development and Alumnae Relations team to phone Grammar women around the country to check in and keep in touch. While it was not possible to call everyone, there were some wonderful conversations with old girls, unearthing memories from years past. These stories remind us of the strength of our history and the strength of our character. A new alumnae newsletter, *Bishbar Blue*, was also launched which features the diverse stories and pathways of past students of all ages.

As the year ended, the School was grateful to be able to hold one of its most important annual events—the Valedictory Dinner. President of the OGA, Mrs Julie Caton (Cleghorn, 1981), joined staff and families to celebrate the Class of 2020's achievements and proudly presented students with their OGA badges—a symbol of their transition from Grammar girls to Grammar women.



We look forward to staying connected in 2021 and being able to offer, once more, many opportunities for Grammar women to enjoy each other's company in person.

Thank you.

# Thank You

The Board of Trustees and the Principal, on behalf of the School, thank members of the Girls Grammar community for their generous support in 2020 and in past years.

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Thank you also to those donors who have chosen to remain anonymous.

Thank you to the School's Support Groups for their important contribution and service throughout the year.

Parents & Friends Association	Music Support Group	Water Polo Support Group
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Acknowledgements correct as at February 2021.





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