

BRISBANE GIRLS GRAMMAR SCHOOL

Gazette

Issue 1, 2022
Volume 39



Stewardship and Sustainability

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On the cover

Throughout the year, Brisbane Girls Grammar School students attend the Outdoor Education Program at the School's Marrapatta Memorial Outdoor Education Centre in the Mary Valley. Outdoor education is an important element of the curriculum, providing opportunities to expand girls' learning, independence, and life skills. It is a unique experience that synergises learning from the Main Campus into real world scenarios.

Students participate in the carefully considered program progressively through Years 7, 8 and 9, with senior students able to strengthen their leadership skills by volunteering as camp seniors to assist younger students. In Term 1 this year, several Year 8 classes attended the program, experiencing the bountiful opportunities that Marrapatta offers.

Shown on the cover is Lauren Brown (8G), meeting one of the newest additions to the Marrapatta family.



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From the Principal

Unwavering optimism for the future

Ms Jacinda Euler
Principal

Where to start? Once again, it has been a year like no other—a delayed start to Term 1 due to the pandemic, followed by flooding, more pandemic disruption, and now finally, a tentative window of peace as we enter the second half of 2022. Yet, despite the continued need for adjustment, the grit, resilience, and optimism shown by our students, our teachers, and our families, has been inspiring.



This issue of *Gazette* explores the strategic priority of Stewardship and Sustainability—an apt theme for a year that has already brought concerns for the planet to our very doorstep, and that has reminded us once again of the importance of leading in a manner where resources are optimised for the benefit of our students today, while also strengthening the foundations for a sustainable and confident future.

To achieve this two-pronged goal, we have implemented tangible, and actionable practices to ensure success:

- knowing that the lifeblood of our School is our educators; our teachers model expertise in their field and exhibit the highest levels of professionalism
- understanding that the finances of the School are essential to our maintenance and growth—we seek in our fiscal management to be transparent, sustainable, and appropriate, striking a balance between ensuring that there is surplus to address future investment, while meeting the immediate needs of today
- ensuring that our facilities are not only well-maintained, but that they also support effective and innovative teaching and learning
- reviewing organisational processes and practices that we have in place that underpin all that is learned, and all that we teach at the School.

Systematically reviewed and refined, these processes and practices ensure that the learning environment at Girls Grammar is vibrant, our teachers are supported, and the BGGGS culture flourishes.

Exploring stories of Stewardship and Sustainability in this edition of *Gazette*, acknowledgment of the vital role that people play in outcomes for the School, and most importantly, for our students, is reflected on by Dr Bruce Addison, Deputy Principal (Academic) (page 6).

The history behind our Grammar Goes Green events (page 4), and the impacts that these contributions have had not only on the landscape of the School, but also on the students themselves, is a fitting illustration of how closely intertwined the concepts of sustainability and stewardship can be.

This edition also highlights the important contributions that notable alumnae, Emeritus Professor Helene Marsh AO (page 28), and Dr Melissa Cowlshaw (page 30), have made to the environment of Queensland and our precious marine life.

While the uncertainty and constant change we have experienced in 2022 so far has at times made us weary, I hope that the examples of courage, compassion, and kindness that have surrounded us in the BGGGS community, help to sustain you—that in amongst the many and varied challenges, we are also experiencing some of the best in people, coming together to solve issues collectively and looking to the future with unwavering optimism. ■

above Principal, Ms Jacinda Euler

From the Head Girls

Blooming with the Blue in 2022

Gigi Souyave-Murphy (12W)
and Isabel Stephens (12M)
Head Girls

After nearly three years of adapting to changes and inevitable disruptions brought on by the pandemic, our sisterhood is stronger than ever as we return, together, to a sense of normality.

This year, as the School's Head Girls, we want to make an impact and lead with enthusiasm and positivity, representing all members of our community—from the girls who are about to finish their final year at Brisbane Girls Grammar School, to those who walked through the white picket fence for the very first time this year ... and everyone in between.

At the end of last year, the 2022 Student Council went on a three-day camp to participate in character strength and leadership activities. On this camp we decided on the three main focuses for the year ahead—spirit, inclusivity and growth.

We want each girl to feel the School spirit throughout every memorable moment of the year. While we know COVID is still prolific in the community, and events and milestones may change as we saw with The Interhouse Cross Country Carnival, we will, as always, adapt and show the Grammar resilience we all share and soak up the moments we can enjoy.

Throughout the year, we hope to foster an environment where every student feels included and valued in a meaningful way. We encourage every girl to get involved within the community, and to embrace new connections.

And last, but most importantly, we want our entire community to accomplish growth. With the past two years being punctuated by the pandemic, it is so important that we stay positive while extending and improving ourselves as students, athletes, artists, musicians, and, as people.

With these three focuses in mind, we determined the School motto for 2022 to be *Bloom with the Blue*.

Establishing a motto each year is a tradition at the School—it is an important phrase the Student Council creates to inspire the direction of the year. With the focus of spirit, inclusivity and growth in mind, we believe this motto encompasses our goals as the School's leaders and addresses all members of our community.

We look forward to what the rest of this year holds as Girls Grammar's Head Girls and wish our community happiness and success for 2022. ■



above Gigi Souyave-Murphy (12W)
and Isabel Stephens (12M)

How Grammar Went Greener

Student-led sustainable outcomes for today and tomorrow

Mrs Chris Woodford
Science Teacher



Speaking at International Youth Day in 2021, UN Secretary-General, António Guterres, said wisely:

Young people are on the frontlines of the struggle to build a better future for all. The COVID-19 pandemic has highlighted the dire need for the kind of transformational change they seek—and young people must be full partners in that effort. ►



above left GECO students with Director of Service, Ms Lynne Mungomery and Junior Science and Mathematics Teacher, Ms Caitlin Simic at a GGG event in Victoria Park in May 2022

above right Students planting the green wall outside the Beanland Memorial Library



It is clear that our girls, now and into the future, will have an important role to play in actionable sustainability within the School, the local community and globally. At BGGGS this was acknowledged many years ago, and was formally established with the addition of the Grammar Environmental and Conservation Organisation (GECO) as a co-curricular student service group. Importantly, the focus of this organisation has always been to *do* things and *create* change—however small or large these steps have been—and not just discuss the ways in which we *could* have an impact. Students from all Year levels are welcome to join—with weekly meetings to discuss current issues, new suggestions for improvement at the School and fundraising for selected environmentally focused organisations. Students of the group have a keen sense of social and environmental responsibility, and understand that small, individual steps can lead to real, large-scale change. Ms Kathryn Zealand (2008) was the leader of GECO in 2008, and reflected insightfully in her final report:

It is not courage on the battlefield that we will need, rather the courage to change. Our generation has the challenge to develop an environmentally sustainable society and culture, and personally, I look forward to seeing how our society will adapt and grow during these exciting times.

In the same year that Ms Zealand made this bold, and what has ended up being, very accurate statement, GECO also evolved to encompass a new, School-wide event—Grammar Goes Green (GGG). The Service Captains of 2008, Tess Evans (2008) and Elspeth McConaghy (2008), organised to assist the community

group Save Our Waterways Now (SOWN) in revegetating and stabilising a local creek in nearby Newmarket. More than 50 senior students helped to plant trees in what became the first GGG initiative. The event was a success with SOWN reporting that the BGGGS students were the most efficient tree planters they had ever seen! Following this, further GGG events were organised at other local sites, always with enthusiastic support from the GECO group and their peers. When it was determined that BGGGS would acquire the sporting fields in Fig Tree Pocket, GGG events transitioned to assist the Cubberla Whitton Catchment Network in clearing and planting along the banks of Cubberla Creek, which flows alongside these fields.

In 2015, the GGG events started the task of working on our own BGGGS property, Rangakarra, and the outcomes of the numerous Saturday sessions since, can be seen today. Thanks to an army of volunteers over the years, a forest of large trees, shrubs and grasses line the creek and welcome those entering the fields at the front fence. We appreciate all those who have contributed to these environmental measures and hope that they are proud of their accomplishments. Many students have commented over the years that they are looking forward to being able to share this legacy with their children and grandchildren in the years to come.

In 2021, with the GGG tradition now well established, the decision was made to expand the reach, with an event held at each of our three campuses, Spring Hill, Rangakarra and Marrapatta each year. The tangible outcomes from these initiatives, which, are on display every day, are proof that our girls will be part of a sustainable and confident future. ■

above left Annabel King (12L) and Simran Mackrani (12H) displaying the stickers that were designed and implemented by the GECO group to ensure rubbish is placed into the correct bins at the School
above right Usha Thakur (10W) at the Victoria Park GGG event in May 2022

Looms and Weavers

Teaching and the creation of knowledge and wisdom

Dr Bruce Addison
Deputy Principal (Academic)

It has been said that ‘teachers are the stewards of our children’s future’ (Hoyer 2006). They teach our children to read and write, to calculate and question, to work with others, and to think for themselves. This philosophy is embraced by BGGGS, where our strategic priority of ‘Stewardship and Sustainability’ acknowledges, among buildings, financial management, information systems and processes, the vital role that people play in outcomes for the School—and most importantly, for our students.

I must admit that when I sat down to write this article many potential themes emerged. Slow learning was one. Trust, another. Deconstructing the simplistic analysis associated with national and international benchmarking was tempting. These themes are important to me but this time I wanted to write on a topic that is fundamental to my daily work. To me the magically affective space existing between teacher, student and learning is something worthy to explore, recognise and celebrate. Educational theorist Max van Manen has done much work in this field. To him, the relational space existing between teacher and student forms the essence of his concept of pedagogy. For van Manen, a pedagogical relationship requires a teacher to possess:

... a sense of vocation, moral fibre, a loving and caring disposition, a sense of responsibility, intuition, a passion for knowledge, tactful sensitivity, humour, vitality and hope, maturity, an ability to be self-critical and interpretative intelligence (1991, p. 256).

Some scholars refer to this as pedagogical love (Hatt, 2005). Learning is a slow process. It needs relationship, trust and commitment for it to grow and develop into something meaningful and transformative. It is in such a space that rich, robust and genuine life-long learning emerges, a concept of learning so important to the continued development of our civil society.

In the midst of my musing the thoughts of one of my educational heroes, Parker Palmer, resonated deeply. His writing always nourishes me particularly when issues such as benchmarking and negative media commentary spike. After all, what we do year in and year out in our classrooms transcends transient political comment and expediency. Palmer has written much about the affective space I alluded to earlier. He notes ‘... good teaching is akin to weaving a fabric of connectedness between student, teacher and subject. The teacher is the loom on which the fabric is woven’ (2007, p. 11). ▶



Some educational theorists would disagree passionately about his depiction of the teacher as ‘loom’. It sits very comfortably with me, as a ‘loom’ is a conduit of creative endeavour. After all, nothing can be more creative and sustaining than learning. If the teacher is the ‘loom’, who then are the weavers? Without doubt, it is a combination of the student, the learning process as well as the home. The creation of a fabric of teaching and learning is impossible without the creative teacher-student relationship.

It requires a cultivation of the profound simpatico through which teachers and students ‘see, think and wonder’ (Ritchhart & Church, 2020) in order to create knowledge. Knowledge acquisition is so very different from information retrieval or simplistic

conclusion based on information bombardment and self-fulfilling feedback loops. The former requires great skill and patience while the latter is transitory and disposable. In today’s world, knowledge and information are so often conflated—they should not be!

Accumulated knowledge, and its journeyman wisdom, takes many years to acquire. So often, it starts with storytelling and the ability to decipher meaning from fable and metaphor. This happens in the home from early childhood and is hopefully explored at school with growing levels of nuance and sophistication. It requires time and skill for themes to connect and wonder to weave its magic. It takes patience and perseverance to foster an intelligent desire to discern in the face of misinformation and propaganda.

The word ‘post-truth’ describes the white noise of opinion bombardment well. If there is such a thing as ‘post-truth’, let alone a word, the creation of knowledge and a populace capable of understanding reason from rhetoric could not be more important. If the teacher is the ‘loom’ facilitating such a creative endeavour, then what a privileged position we have as teachers.

May the creative endeavour of thoughtful knowledge acquisition, founded on the powerfully affective space existing between teacher, student and subject, inform our concept of a broad-based liberal education for many years. Our planet and all living things deserve nothing less. A few years ago, I wrote a series of reflections based on Parker Palmer’s writing. Below is one entitled: The Fabric of Teaching. ■

The Fabric of Teaching

*May the fabric of our teaching
embrace every student with warmth.*

*May its ‘cut’ be generous and its ‘feel’ safe
in the knowledge of truth, care and trust.*

*May it enwrap young minds with tenderness and generosity,
enabling knowledge to flourish individually.*

*May its fibres comfort and support,
filling our community with a
truthful and sustaining understanding.*

*May we who teach entrust the spirit of learning to
guide and support us as we
nurture all those in our care.*

—
Written as a reflection based on The Fabric of Teacher
in Parker Palmer’s ‘The Courage to Teach’.

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Moving with the Times

Ms Jo Duffy
Director of Sport

Founded over 110 years ago, QGSSSA is a pioneer of women's sports



Weekend television is now filled with viewing options for all types of elite women's sport—from Super Netball and Big Bash Cricket, to every type of 'football' imaginable. The profile of, and interest in women's professional sports in Australia, has exploded in recent years. A survey conducted by the Commonwealth Bank in 2018 revealed a 48 per cent increase in interest in women's sport—with 53 per cent of Australians now watching broadcasts or attending live women's sporting events (Mitchell 2019). ►



above left BGGs students at the QGSSSA march in 1936
above right The 2022 BGGs Open Cricket team with coach, Mr Christian Moffat



Since the earliest days of the School, physical activity and competition has been valued and entrenched in a Girls Grammar education. In 1908, decades before women’s sporting teams became more commonplace, the Queensland Girls Secondary Schools Sports Association (QGSSSA) was founded. Member schools included Brisbane Girls Grammar School, Somerville House and St Margaret’s Anglican Girls School—schools whose Principals were looking to formalise interschool sporting competitions (“History – QGSSSA”, 2018). Since the formation of the QGSSSA, the association has been attuned to the sporting interests of the girls, and open to organisational change. While traditional Ball Games and Lifesaving are no longer offered by QGSSSA, popular sporting additions have been added including Rhythmic Gymnastics, Badminton, Football, Touch, and Basketball.

The most recent sport to be added to the QGSSSA fixtures is Australian Football which was trialled in Term 4, 2021. The ‘Come and Try’ days for junior BGGGS girls were held at both our Rangakarra sporting fields in Fig Tree Pocket, and at the Everton Wolves Football Club. Initially, many believed this to be the first foray for Girls Grammar into Australian Football; however, newspaper reports from decades earlier confirm that about 30 Grammar girls attended a coaching session on the school oval in the 1980s. According to the article, the ‘girls were shown films about the rules of the game before they were taken for practical instruction in kicking, marking,

and handballing’ by a club coach. Following Australian Football’s introduction for junior students last year, a large team of senior BGGGS girls debuted the sport in a friendly competition at the Springfield Central Sports Complex and Metricon Stadium in Term 1. Despite some weather-related disruptions, our team finished the season on top of the table, and are keen to add tackling to their skills repertoire in 2023.

Even though girls’ interest has changed over the more than 110 years of QGSSSA, many of the association’s traditional sports have thrived at BGGGS. The 2022 Softball season has seen the School enter one Open, and two Senior teams. When the competition was cancelled due to Brisbane’s February weather event, BGGGS was the leader in both divisions. The Association’s confirmation of both teams’ premierships, due to the unprecedented circumstances, guarantees both teams their place in our history as our girls continue to embrace the unique spirit and game-day tension of the Softball diamond.

The popularity of Volleyball at Girls Grammar has also doubled in the past decade—blossoming from five teams in 2011, to eleven teams in 2022. Despite the overlap of the winter QGSSSA Netball, Tennis, Hockey, and Volleyball seasons with the Brisbane Schoolgirls Rowing Association (BSRA) regatta schedule, the School continues to fill every winter fixture team and take opportunities in other schools’ winter sports draws, wherever possible. ►

above left BGGGS winners of the QGSSSA Cup in 1916
above right BGGGS vs St Margaret’s in Netball in 1979



The QGSSSA ‘core’ sports of Athletics, Cross Country, and Swimming have remained almost unchanged for decades with the exceptions of this being the addition of the 3000 m and triple jump to the Athletics Championship in the 1990s and the inclusion of the 12 Years events when schools welcomed Year 7. This year, a wonderful initiative led by the QGSSSA Board and Executive Officer, saw Athletes with Disabilities (AWD) introduced to the 2022 QGSSSA Swimming Carnival. Athletes from St Aidan’s Anglican Girls School and St Hilda’s School competed in the pool, much to the delight of the packed Chandler grandstands.

A more equalised access to sports and high-level facilities has emerged across Queensland. In an initiative introduced a decade ago with the Brisbane Roar, the Queensland Academy of Sport—the Brisbane Roar’s feeder team, continue to use our playing fields—ensuring that some of Brisbane’s emerging talent have access to the carpet-like grass of Rangakarra.

With women’s sports in Australia expanding every year, we can trust that Grammar girls will continue to carry the torch. They will be engaged and competitive whatever the sporting offerings, well into the future. ■

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top left BGGs student in 1989 playing Hockey at Downey Park
top right BGGs students Rowing on the Brisbane River in 2021
middle right Ysee Nicholas (7B) competes in the Cross Country Meet
bottom right BGGs Open Softball team

Respecting our Environment

Small steps can lead to big change
for our precious planet

By Evangelina Stutz (11L)



The quality of the environment reflects everyone whose actions affect it. We are responsible for protecting the environment, whether it's by recycling, conserving, or restoring. The Grammar Environmental and Conservation Organisation (GECO) is a student service club at BGGS that attends to concerns in our own School environment, as well as being involved in national and global conservation issues. I have been a member now for several years and joining was one of the best things that has happened to me—helping me to gain insight into what is going on in the world, and giving me a sense of accomplishment when taking action to better the environment.

Some of our most beneficial initiatives have been the advocacy for the installation of solar panels on the Research Learning Centre (RLC) to save on the energy that the School uses and swapping the use of balloons on Open Day with re-usable ribbons.

GECO has taught me to appreciate the environment that I used to take for granted. This year, the group members are developing another recycling initiative, involving the collection of used pens, and we also plan to sell more native Australian plants, with all proceeds going to the Australian Marine Conservation Society. We are also taking steps to improve the sustainability of our surroundings, by promoting environmental stewardship throughout the wider community. If people ask, I tell them that GECO is the place to go to understand the true beauty of our world, and how we can do the little things to help restore it. ■



above Cara Battaglia (11H) and Evangelina Stutz (11L), GECO Captains for 2022

left Co-captain Evangelina Stutz (11L) presenting to the GECO group



Building Bots

Robotics teaches more than technology—
collaboration and strategy are equally as important

Angelica Ng (9B)

The Robotics Club at BGGGS participates in the annual State and National *FIRST Tech Challenge (FTC)* each year. This involves club members using prototype engineering and coding skills most Tuesday and Thursday afternoons along with students from Brisbane Grammar School. Last year, my team and I participated in the State of Origin Clash, and out of the 12 Queensland state teams competing, we finished third in the heats and made it through to the state final—finishing in third place overall. Participating in these competitions has allowed us to socialise with other schools and get to know other students that we may meet in future competitions.

In addition to the competition side of the club, we also have holiday build sessions, most recently in September 2021 at Grace Lutheran College in Rothwell. During the Spring school holidays, my teammates and I attended the FTC Robotics Captains and Coaches Day, and spent the day collaborating with like-minded peers, strategising, and developing a game plan for the upcoming FTC Robotics Competition. The international release of the competition brief was in September 2021, so we spent a full day designing and modifying the robot we had built over the last few months. The day provided us with an opportunity to collaborate with students from other schools across the state and gain insight from experienced coaches and umpires of the competition. We concluded the event with a greater sense of confidence in our game strategy and a clear vision for the future of our robot.

I joined the Robotics Club because I have had an interest in this technology since primary school, participating in different competitions during these years. I want to continue having fun and socialising with a diverse number of teams in this space. ■



left The BGGGS Junior Robotics team, Isabella Wang (8L), Julia Wang (8W), Imogen Dingle (8W) and Angelica Ng (9B) (absent: Aliyah Woodford (8L)). The team placed third at the FIRST Tech Challenge Robotics State of Origin competition last year.

Generating Generosity

Beddown is selected as the School Charity for 2022

Isabel Shorrock-Browne (12R)
and Simran Mackrani (12H)
2022 Service Captains

Across Australia, more than 8000 people sleep on the streets every night—on benches, under bridges, anywhere they can lay their head. Brisbane-based charity, Beddown, aims to provide these vulnerable Australians with a clean, comfortable, and secure bed, as well as a range of complimentary laundry, clothing, and personal hygiene services to restore their health and dignity. At night, Beddown repurposes car parks into pop-up accommodation where all are welcome.



Heading into 2022 as Service Captains, we had a clear idea of who we hoped to support. We wanted to partner with an Australian-based charity which provided services in our local community. Despite the importance of monetary donations, we wanted to support an organisation that would truly inspire our students to *Generate Generosity*—the Service motto that we have developed for this year—and connect in a meaningful way. We believe this personal connection is best achieved when students can be involved in a variety of ways—clothing drives, linen drives, and much more.

We are looking forward to establishing an authentic connection to Beddown throughout the course of 2022. Our partnership was born from a mutual desire to create change in our local community—to support those who are most vulnerable and provide them with the dignity they deserve. With homelessness already a persistent issue in Brisbane, the recent devastation brought on by

the February weather event has only extended its reach. Those who were already experiencing homelessness were most exposed to the floods, while for many, the disaster was a tipping point into homelessness. Hundreds lost their homes, their livelihoods, and their possessions. We hope that through supporting Beddown, we will be able to provide much-needed relief to these vulnerable Australians.

We have already had a successful start to the year, with fundraising through Student Council initiatives, including the selling of badges, stickers, and face paint on Galentine's Day and Blue Day, and have been thrilled by the generous support. We want to use these events to remind our community that generosity is free. We are all capable of it, and the world certainly needs more of it. When faced with adversity, and an incredibly challenging world, it is acts of service that will ground and unite us. ■

above Isabel Shorrock-Browne (12R) and Simran Mackrani (12H) with Director of Service, Ms Lynne Mungomery

Repertoire that Resonates

Celebrating and championing women composers

Ms Laurinda Davidson
Director of Instrumental Music (Acting)

As music educators, we are charged with the responsibility of cultivating concert experiences and selecting repertoire. The repertoire we choose should teach, challenge, and inspire our students and ourselves, and be reflective of our curriculum. It can focus on specific musical concepts, a glimpse into a different place or time, or even a celebration of an important event. Music selection has the power to both resonate with students, as well as challenge them to learn more about themselves and others.

At Girls Grammar, we like to look at each concert as a curated musical journey, providing quality and memorable experiences for our audience, but most of all, our student performers. As we search for repertoire in preparation for the annual International Women's Day Concert, each year we realise that despite the diverse musical upbringings we have all had, women composers remain underrepresented worldwide. We love our classic composers: Bach; Mozart; Holst; and Beethoven. We love their pieces and feel privileged to perform them, but how are they enriching our students' imaginations and integrity as the young women of the future?

Initiated by the Instrumental Music Staff of Girls Grammar in 2018, the International Women's Day Concert has become our way of championing women composers—teaching the next generation that we want our women artists to be heard and empowered to use their creative voice. We want their identities and experiences embedded in the music that we perform. By commissioning women composers each year to write a piece for our students to perform, we are leading the way in providing equal opportunities to women artists, and actively campaigning for greater equality and diversity across all genres of composing and song writing. ►



No country can ever truly flourish if it stifles the potential of its women and deprives itself of the contributions of half of its citizens.

— Michelle Obama

above Scout Sommerfeld (10L), Jaimee Jessop (9R), Trish Chow (11H), Sophia Caposecco (11H) and Melissa Bucknill (11W) performing with Symphonic Winds



Wind of Life, by Dr Jodie Blackshaw, is this year's commissioned piece for our Symphonic Wind Band, lower strings and harp. Dr Blackshaw was inspired by the personality and writings of Australian Impressionist, Ms Alice J Muskett (1869–1936), who as a 26-year-old woman, boarded a ship from Sydney to Paris in 1895 and endured the unjust treatment of women artists during this time. With poor light, limited resources, and only a few moments of her Master teacher's time, she nonetheless, savoured her time abroad. A single vibrant lady, Ms Muskett was considered generous to emerging female artists in Sydney—sharing her knowledge freely and willingly.

Ms Muskett captured the essence of life as a female artist in the following poem which expresses the need for balance, company, and the strong desire to give of herself, as it is through this giving, she can find happiness and realise her art:

*Wind of Life
Blow thou mightily
That so at length
I can succour all who have need of me*

*O Sun of Love!
With thy radiancy
Warm my heart
Until each part
Is filled with love for humanity*

*O Wind and Sun!
Of thy charity Breathe and shine
In this heart of mine
Make me that which I fain would be!*

Published in Sydney Mail, October 10, 1905

The artists' courage and quiet determination served as a source of inspiration for Dr Blackshaw when writing her composition for BGGs—'I hope this small work celebrating her (Ms Muskett's) remarkable life raises awareness about the often 'forgotten' pioneers of the Australian art-world and presents a moment to say thank you, Alice Jane Muskett, for your courage'.

The responsibility to inform and create a sustained trend is held by those of us in positions of influence. As educators we can inspire our students to take part in the discourse surrounding gender equality, and one of the ways we can do so, is to celebrate and promote the BGGs International Women's Day Concert.

Women in music are brilliant, creative, brave, and resilient. Women in music are composers, conductors, singers, or musicologists. Women in music are our students. ■



top left Holly Xu (90), Allie Na (9H) and Zina Kim (7M) in the Symphony Orchestra

top right Chamber Singers

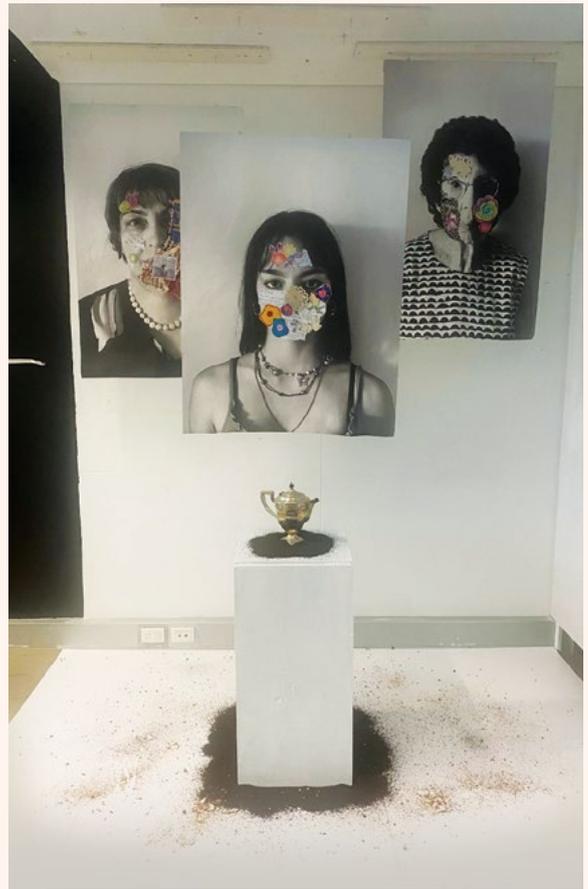
bottom left Alyssa Godhino (10B)

bottom right Madison Beltrame (11L)

FROM THE STUDENTS
VISUAL ART



Motifs of Urban Life by Elizabeth Wong (10H)



Om Eem Hreem by Hadley Perrie (12R)



Tea Party by Lexi Meade (9H)



Still Life by Amy Jiang (8M)



Still Life by Elizabeth Burke (80)



Still Life by Erica Shin (8W)

An Ever-evolving Conversation

BGGGS podcast, *Illumine*, is capturing and elevating more voices within and beyond our School community

It has been impossible not to notice the explosion of the podcast medium in recent years. For many of us, this once dark-horse media platform has become a part of our daily routines—a trusted source for news, politics and finance updates, interest, and hobby pursuits, and of course, true crime indulgences. The evolution of podcasts from a fringe internet platform to a multi-billion-dollar industry, has been swift, yet it remains one of the most inclusive, and diverse mainstream mediums.

Since launching in early 2020, the BGGGS podcast, *Illumine*, has evolved from one flagship series to include three additional subseries—ensuring that more voices are heard, and perspectives shared within our own community and beyond. Hosted by Principal, Ms Jacinda Euler, episodes include topical discussions with teachers and Student Care staff, students and alumnae.

Recent guest, Head of Literature, Miss Meghan Parry, reflected on her time in the studio discussing the writing process, and the idea of ‘failing forward’ noting that, ‘hearing voices and ideas that both challenge and support your own, in equal measure, helps you to become a more critical thinker and a better learner overall’. She continued, ‘The great beauty of the podcast is that it isn’t a stagnant artefact or just a moment in time, rather it’s an opening

of a conversation that can be listened to and engaged with in different ways, by lots of different people, long after the recording has occurred’.

BGGGS student, Madison Danalis (12W), was a guest on an episode about World Environment Day. Appearing alongside several of her GECO group members, Madison reflected that podcasts provide an excellent way for people to discover new ideas and consider different opinions. Being behind the microphone herself offered a brand new perspective—‘Instead of consuming and reflecting on other’s thoughts, I relished the opportunity to share some of my own. It reminded me that listening, and speaking are two sides of the same coin—they are equally important, and we must foster our ability to do both’. ▶



top right Miss Meghan Parry, Head of Literature
above left Professor Deborah Terry AO, Vice-Chancellor and President of The University of Queensland

From the Students

This iteration launched in 2021, when we handed over the mic to the students of Girls Grammar to share their insights and views about topics most relevant to today's adolescents. A chance for our students to speak directly to their classmates and the wider community, a variety of topical discussions have already been had, including our students' experience of remote learning, and a candid discussion about social media and the role that these platforms play in their daily lives.



For the Parents

Intended to directly address the concerns and challenges that parents in our community face, this series taps into the expertise of BGGGS educators and healthcare professionals. Since launching in late 2021, the series has discussed strategies for managing stress and anxiety, explored how perceived 'negative' emotions such as anxiety and fear can be re-channelled for growth, and advised parents on how to help their daughters balance co-curricular activities with their academic studies, to ensure that they are getting the most out of their secondary school days, while not feeling overwhelmed.



Grammar Women

In early 2022 we introduced a series featuring notable Girls Grammar alumnae. These thoughtful discussions aim to shine the spotlight on what these inspiring women have achieved since graduating from BGGGS, explore the experiences that helped to set them on their path to success and reflect on their time as a Girls Grammar student.



top right BGGGS students, Zoe McElwaine (9G) and Emily Ryan (11E) discussing sports at BGGGS

above left In the studio with Principal, Ms Jacinda Euler, and Ms Sophie Mynott, Deputy Principal, (Co-curriculum)

above right Grammar Woman and Olympic Water Polo Player, Abby Andrews (2017), reflects on her time at BGGGS

More listening

Still to come on *Illuminate* this year is an exciting line-up of noteworthy guests and experts in education and adolescent health and wellbeing. New episodes are published regularly during Term time, so please support *Illuminate* by subscribing, wherever you access your podcasts. ■

School Life



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- 1 Dr Melissa Cowlshaw (1998) addresses students at the Foundation Day Assembly
- 2 Year 12 students, Amber Lu (12E) and Isharna Seneviratne (12R), with their senior badges
- 3 Evelyn Ma (11R), Angeline Hsu (11G), Grace Paschkewitz (11O) and Jacqueline Hii (11R), viewing past issues of Gazette
- 4 Sophia Isbel (7H), Layla Cheng (7H) and Harper Smith (7H) at the Foundation Day Morning Tea
- 5 Blue Day celebrations on campus
- 6 Blue Day celebrations on campus
- 7 Year 7 student learning how to use the Bunsen burner



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- 8 The 2022 Student Council Morning Tea
- 9 Students showing their support for the International Women's Day theme of 'Break the Bias'
- 10 Members of the Student Council attended a Leadership Breakfast with BGS
- 11 Students enjoying the Choral Concert at Roma Street Parklands
- 12 At the Artist in Residence Workshop
- 13 Ella Coxon (12W), Gigi Souyave-Murphy (12W), Emma Blucher (12W), Lexi Zacharyga (120) on the first day back at School for 2022
- 14 Celebrating Galentine's Day at the School
- 15 Year 12 student, Elise Truong (12B), shares journal passages of her secondary school life, which she has been documenting ever since she started at BGGs in 2017
- 16 Ines McKeddie (7G) indoor rockclimbing in the McCrae Grassie Sports Centre



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- 17 Year 7 class receiving their 'Thrive on Five' Welcome Pack
- 18 Members of the OGA with Mrs Pauline Harvey-Short AM at the OGA Foundation Day morning tea
- 19 Claudia Parr (12G) at the Gibson House Party
- 20 Year 7 and Year 12 buddy program on first day of 2022
- 21 Choral performances at the International Women's Day Concert
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- 23 Year 8 students on camp at Marrapatta Memorial Outdoor Education Centre
- 24 Robotics Club students
- 25 Scenes from the Strings at the Old Museum Concert



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- 26 Year 12 cohort mothers at the 2022 Autumn Luncheon
- 27 Celebrating Foundation Day
- 28 Jessica Allinson (7B) and Akithra Samarakkody (7B) at the Beanland House Party
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- 30 Sofia Mazzotta (8W), Sienna Santoro (8W), Deepika Bogahawatta (8W), Anne Barnes (8W) and Melba Bucknill (8W) at the Woolcock House Party
- 31 Kate Rockett (8A) playing Touch Football
- 32 Coco Garton (11B) playing the newest QGSSSA sport, Australian Football
- 33 Tiarn O'Donnell (12H), Ella Munro (12E) and Ms Sophie Mynott, Deputy Principal (Co-curriculum), celebrating the BGGGS Open Team's placing of equal top of the table in the inaugural QGSSSA Australian Football competition
- 34 Swimming Captains, Niamh Bedggood (12O) and Hannah Bigby (12G) at the QGSSSA Swimming Championships
- 35 Trials for QGSSSA swimming held at Brisbane Aquatic Centre in Chandler
- 36 Cricket Captains, Charlotte Banney (12L) and Alice Barker (12R)



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Travelling Far and Wide

Understanding the impact that education has on healthcare and disease prevention

By Ella Sinclair (12G)

Médecins Sans Frontières (MSF), sometimes rendered in English as ‘Doctors Without Borders’, is an international medical non-governmental organisation of French origin that is best known for its projects in conflict zones and in countries affected by endemic diseases.

The BGGGS Doctors Without Borders (DWB) service group is for students who are interested in biological/medical sciences and humanitarian aid. The group is dedicated to the important work that the MSF organisation undertakes, and I have been a member since I was in Year 10, and now also serve as a Student Leader for the group. My interest in both the logistics of how the MSF organisation works, and the medical areas that they focus on, is the reason I joined the group initially, and why I have expanded my involvement in it.

Centred on current work that MSF is undertaking, information about this is presented and discussed at each of our fortnightly meetings. Learning from the work of this international humanitarian aid organisation has helped me to understand many perspectives, and to think critically about issues facing people in different areas around the globe.

During the meetings, our group of Year 10, 11 and 12 students engage with stimulus materials of MSF’s current work, and construct responses to posed open-ended questions which may include, ‘Why would a particular disease be a concern in this area?’, ‘What are some of the barriers to MSF’s assistance here?’, and ‘What might MSF be doing to assist people in this region and why?’.

In addition to examining the aid delivered by MSF to thousands of people around the world, we also have opportunities to learn about specific diseases—how they spread, and what control or prevention measures are critical for MSF to be involved in.

The important role of education has been a topic of focus within our meetings—particularly around healthcare and disease prevention. Having access to such a broad education has made me eager to help others, and to learn more about our planet, healthcare, and the accessibility of education on a global scale.

One of the most popular service groups at BGGGS, in recent years guest speakers from MSF have attended meetings, and the group has fundraised for the organisation through an annual bake stall. But my favourite part of being involved in the group is learning about situations people around the world are facing, how MSF administers aid, and the importance of education in disease prevention and treatment. ■

Evolutionary Creativity

Drama's genetic makeup

Mr Ben Dervish-Ali
Drama Teacher & Coordinator
of Drama Productions

Evolution isn't solely reserved for humans and their ability to adapt to the environment around them. If I told you that a play text was a living, breathing organism capable of evolving too, would you believe such personification? I assure you, audience, the concept is not as alien as it may seem ...



Drama. Full of adaptations, interpretations, contemporisations, and recontextualisations—a rich ecosystem of ideas that offers ideal conditions for perpetual renewal. A Petrie dish of ideas, if you will, battling one another for survival—not unlike Charles Darwin's studies of natural selection.

If we delve deeper into this theoretical connection between Drama and Darwin's glorious findings, we begin to understand the mechanism of evolutionary creativity. The moment a play text is created, there is an instantaneous combustion of present-day factors allowing that text to develop a living, breathing personality, conscience, and opinion; and, as each day passes, more factors become part of its influential sphere. Here, the play text achieves a state of natural selection; it flourishes, learns, and becomes energised by the interaction of sociological, philosophical, political, and cultural contexts of the precise time at which it is performed.

This evolutionary mindset is the thematic focus of Co-curricular Drama, 2022—a year that is part of an era in what can, undeniably, be labelled as tumultuously disconcerting, yet inspiringly hopeful. BGGGS Drama's response to the pandemic-infused times is to revisit classic texts through their evolved lenses. Questions will be raised. Answers will be unearthed.

The Senior Drama Production explored those irreversible mistakes and eternal guilt in *Abigail's Coven*—the untold story from Arthur Miller's 1953 play, *The Crucible*. Audiences can celebrate connection, through the guise of the unlikeliest bond of all, in the Year 7/8 production of *Charlotte's Web* (first published in 1952). The Drama Studio will reflect upon pivotal past events and experiment with personalising them through a Verbatim Theatre piece that studies how each student's world is shaped by those historical (yet paradoxically futuristic) influences. These key selections are but a few of the rich texts upon which the BGGGS Drama catalogue will embark this year. ■

above Senior students rehearsing for *Abigail's Coven*

In Their Words

Ms Melinda Egan
Dean of Students

The joy of seeing the
'whole student'

I always enjoyed school, and had a particular love for literature. Growing up on a rural property near Rockhampton as one of four girls, there was always time to read. It provided both comfort and insight into myself and the world around me.



At school, I had two teachers who were really influential in my life. My Year 7 teacher and my Year 8 English teacher, who both had a gift for capturing the spirit of a child—encouraging us to think about the world deeply, and feel joy from learning. I still vividly remember some of their lessons, and in particular, my Year 8 English teacher expanding my world with literature, and really encouraging me to ‘read widely’—which I haven’t stopped since.

I suppose, subconsciously, I was drawn to the impact that a great teacher could have in someone’s life. It led me to pursue a career in education, and I have now been teaching for almost 30 years.

My roles have been varied, from Head of English, Head of Library, Assistant Principal (Teaching and Learning), Deputy Principal (Students), and now, as of this year, Dean of Students at Brisbane Girls Grammar School.

A day as Dean of Students at BGGGS is full and involves talking to a lot of people—Heads of House, senior leaders, parents, and of course, students. Student matters are connected to every aspect of the School, from the classroom to the outdoors at Marrapatta, and everything in between. Communication and connecting with people are central to my role—consulting on matters that arise, it can be quite reactive, but a key part of my position is also strategic vision, so I balance between this and the day-to-day needs of the School.

What I love about my career is that I’ve had the opportunity to explore both the academic and pastoral aspect of learning, and it’s very fulfilling. It allows me to

understand the ‘whole picture’ of a student—you don’t just see them with the lens of academics, you see their growth as a young woman. Having two daughters, who have recently completed the process themselves, it’s very *real* to me.

My work is also very rewarding. On any single day I could be helping a student set goals for the term ahead or overcome a friendship issue. Witnessing their learning about situations and themselves, and their individual growth is the big joy for me.

Another joy of working at an all-girls school is seeing the students having fun—they are engaged in the moment, they have excitement, enthusiasm and energy about what they are doing and it’s lovely to see them really *enjoying* each other’s company. I love teaching girls. As a mentor to young women and a mother of daughters, I want to support our girls in achieving their goals and ensuring they overcome any barriers they may perceive. I want to be their advocate for pursuing whatever their interest might be, and having their voice heard.

Our life choices shape who we become, and our environment has a significant influence on how we manage challenges and take opportunities. When life does not follow a predictable path, we can choose to embrace this and be better for it. Even though it can be daunting, our girls are encouraged to try new things, see a challenge and work through it, and imagine the next adventure. Here at the School, our girls are surrounded by people who champion them, and I am fortunate to witness this every day. ■

above Ms Melinda Egan with students



For the Love of the Game

From BGGGS to Turkey, my love of chess knows no bounds

By Rachel Watkins (12R)

Recently, a love of chess has boomed around the world, not only because of the Netflix blockbuster, *The Queen's Gambit* (which incidentally refers to one of the oldest opening moves in chess, and dates back to the 15th century), or because COVID health regulations have given people more time to seek entertainment at home, but I think, purely and simply, because of the realisation that chess is an amazing game.

My own chess journey started when I was young, with my father teaching me the basics of the game. In primary school, I started playing regularly in tournaments, and my passion for the game grew.

Throughout my years at BGGGS, my appreciation and love of the game has continued, and culminated in my invitation to represent Australia in the 2019 International Chess Federation (FIDE) World Youth U-16 Chess Olympiad which was held in Turkey. More than 25 countries sent teams to the ten-day competition—representing different cultures, languages and backgrounds—all with a common bond and passion for the game of chess. Although communication with competitors could be difficult due to language barriers, we all managed to connect, respect, and celebrate each other as our overriding love of chess was universal. Without a doubt, it was one of the best experiences of my life so far.

The BGGGS Chess Club has had its own share of successes, winning the Queensland Interschool Girls Chess Championship in 2018, then coming second in the National Championship held in Adelaide late the same year. More recently in 2021, we tied in first place in the Queensland Interschool Girls Chess Championship, but were awarded runner-up on countback.

There are so many benefits I have gained from chess, which apply to all aspects of my life: focus; concentration; problem-solving; confidence; and the ability to remain calm under pressure.

While chess is still very male dominated, I am hoping that this will change in the future. I encourage any BGGGS student who wants to play chess, even if they have little or no experience, to come along to Chess Club where we play in a fun, relaxed environment with others who share our interest. ■



Grammar Woman: Q&A

Emeritus Professor Helene Marsh
(Gould, 1962) AO



A renowned environmental scientist, with a particular passion for conservation and studying dugong population ecology, Helene is a Professorial Fellow at James Cook University, a Fellow of the Royal Zoological Society, a Fellow of the Queensland Academy of Arts and Science, and a Fellow of both the Australian Academies of Science and Technological Sciences and Engineering.

As part of her important work for environmental conservation, Helene has received international and national awards for her research, and is the Chair for the Threatened and Migratory Species, and Threatened Ecological Communities Mission for the National Environmental Science Program. She currently also Chairs the National Threatened Species Scientific Committee, and is a Vice-President and Secretary of Biological Sciences at the Australian Academy of Science. ►



In this photo taken in 1984 Professor Marsh (left) is preparing to rescue one of the dugongs stranded by a storm surge associated with Cyclone Kathy in the Gulf of Carpentaria. The animals were stranded up to nine kilometres from the coast and behind stands of mangroves up to three metres high. Tropical cyclones are predicted to become less frequent but more intense as climate change progresses, increasing the likelihood of such stranding events.

Image credit: Colin Limpus.

What sparked your passion for science, particularly marine conservation science, and what made you decide to pursue a career in the field?

—
I originally planned to study medicine upon graduation from Girls Grammar but changed my mind due to my mother believing that the course was too long for a girl—that’s how people thought back in those days! I then considered psychology and by the end of my first year, I had done well, but knew I did not want to be a psychologist. I then switched to study zoology and became very interested in marine biology after completing some very interesting field work. There was a lot of opportunity at The University of Queensland.

After becoming a mother, I was invited to complete some work about dugongs because some technical skills I had were relevant, and it was impossible to do without getting interested in conservation. At that time, conservation science and biology were only just getting off the ground—people were not as concerned about the status of the environment then, as they are now.

A particular focus of your research has been dugong population ecology—why is this an important area of research?

—
Dugongs are culturally very important to Australian Indigenous people. Australia is the dugong capital of the world, and that tension between cultural conservation and environmental conservation has always fascinated me.

Before I started working in this area, a colleague was describing the study he was starting on basic population biology in dugongs. He asked me if I would help in a very part-time way—I had a toddler and another on the way—and it became another career accident. I was really interested in this field, and it still fascinates me now—many years later.

I have always been very interested in history as well as science which I think

is why I am interested in the history of dugongs, and the cultural significance, as well as the ecology.

Throughout your career, what changes have you seen to marine conservation?

—
The biggest change I have witnessed is the climate crisis and the appreciation that stationarity is dead. We used to think if the environment was ‘looked after’ then things would be okay. However, we now understand that there is global climate change happening, and at a local scale, looking after the environment is not going to be enough.

Another change I have seen goes back to the importance of human dimensions. Biophysical science, used to be the most important element to know. Now, you must also understand the human dimensions and the context as well. That leads to working in cross disciplinary teams, and with people who have very different values. Increasingly, we talk about ‘co-design with key stakeholders’—quite different from the way things used to be discussed.

What important work are you currently engaged in?

—
My role as Chair of the Threatened Species Scientific Committee is a very scientific role—using scientific criteria, we make recommendations to the government about species and ecology committees that are threatened. If the government agrees with our findings, they are listed as matters of environmental significance with the goal of becoming protected species.

Another role I currently hold, which is more focused on environmental policies, is as Vice President and Secretary of Biological Sciences for the Australian Academy of Science. I am also Chair of the Threatened and Migratory Species, and the Threatened Ecological Communities Initiative across the National Environmental Science Program. This program is in

four hubs, and my position involves making connections across the hubs—building those cross-disciplinary connections to allow change to happen.

Finally, I’m also very interested in our World Heritage, and the convention that was developed in the 1970s. It is incredibly hard to change an international convention, so instead we are thinking about how these operational guidelines can be adapted to address climate change.

Throughout your career you have supervised more than 60 PhD students, and 21 Master’s degree candidates to successful completions. Why are you passionate about assisting other scientists to further their education?

—
I believe that there is nothing more important than investing in the future and training the next generation. There are many ways to do this, and I get the most gratification out of working in a more personalised way with a team of supervisors and an individual student.

The students I have had the privilege of working with over the years have taught me a lot, and I am still learning from them. One of my current students is a Torres Strait Islander and I am hoping that when he gets his PhD, he will be a leader in Torres Strait issues management. He has taught me so much about his culture, and challenges facing the local communities, and it is fascinating.

We understand that you loved science at Brisbane Girls Grammar School—how important was this education in launching your career as a scientist?

—
The most important lesson I learned at Girls Grammar was that if they want to, women can do anything. It was part of the School’s ethos, and still is today. While it was very different when I was at school, BGGGS has always valued academic performance and encouraged women to pursue their goals. ■

A Life of Learning

Using science to ensure a sustainable future for our oceans and planet

'I have seen sharks so big I couldn't see where they ended as they came up from the depths off our continental shelf, and I've got lost in the most vivid array of colours I have ever seen amongst schools of vibrant reef fish.'



From a young age, Dr Melissa Cowlishaw (1998) loved the ocean. Speaking at the School's Foundation Day Assembly, where staff, students, and guests celebrated 147 years of Girls Grammar, Dr Cowlishaw shared first-hand accounts on the devastating impact climate change has had on marine life.

'Since leaving school, I have walked on country with our First Nations people, they have shared their stories with me and given me the opportunity to view the beauty of their connection to country. I've had the privilege of waking up each morning to some of the world's most amazing landscapes, getting up close with spectacular marine life. I have lived on coral cays that are important turtle nesting areas, and home to more than 30 different species of seabirds—at one point I couldn't sleep unless there was a mutton bird wailing under my hut. I have witnessed the wonder of coral spawning—and smacked headfirst into a large male loggerhead turtle because the water was so thick with coral spawn that I couldn't see.

'But I have also witnessed some truly heart-breaking environmental decline. I have performed necropsies on starved turtles and dolphins—their bodies riddled with disease, man-made chemicals, and plastics. I have witnessed bays full of coral turn to rubble as a result of high intensity cyclones and seen the complete devastation that resulted from the successive mass coral bleaching events that occurred several years ago.'

Dr Cowlishaw said it was BGGGS that taught her leadership and accountability. She said much of her career has been about the 'application of science and knowledge to develop public policy, designed to build the resilience of the Great Barrier Reef to the mounting pressures associated with a rapidly warming climate'.

'I personally aspire for a career where I can support others to apply science in an honest and sincere way—to harness the collective good to ensure a sustainable future'.

As part of Dr Cowlishaw's Foundation Day Address, she encouraged students to ground themselves in their values.

'It was my time at Girls Grammar that sparked my love of learning, and I remain enthusiastic about learning to this day,' she said.

'I believe it is important for us all to have a growth mindset. I try to take time out to reflect and check my own biases. I remember, here at Girls Grammar, the teachers were always getting us to challenge our thinking, to be curious about the world and its drivers. They were right. I encourage you all to seek out opportunities to collaborate with others to identify and solve problems, overcome barriers, and deliver sustainable outcomes.' ■

For the Love of Literature

More than a book club, the Libellum Society is a meeting of the minds

Camille Cahill (12G) and Leia Kirkham (12B)

Originally named the ‘Girls Grammar Reading Group’, the Libellum Society has a student membership across all year levels, with the group meeting weekly to preview the new fiction purchased by the Beanland Memorial Library and review other publications. The club also promotes and organises writers festivals, book launches, literary exhibitions, writing and book trailer competitions, and creative literary events.

Leia Kirkham and Camille Cahill have been members of the Libellum Society since 2017, and at different times, have been elected captains. Each in their final year at Girls Grammar, they reflected back on what the Libellum Society has added to their BGGGS experience.



Camille

I joined the Libellum Society in Year 7 and have been a member ever since because I’ve always felt like it’s more than a book club—it’s a community of friends. Being involved in the group has developed my love for writing and given me a support group that I know I can always rely on. Last year I decided to also nominate for the role of captain of the group and was thrilled to take on the position. In this role I was able to connect more with so many of the younger students—learning about their ideas, what they found exciting about books and why they liked coming to our meetings. In addition to the leadership experience I gained, the best part of being captain of the Libellum Society was feeling so much joy radiating off every member whenever we did a big event—I loved hearing members get excited to sign up for baking stalls or plan what favourite book character they were going to dress up as.

Now in my final year, I can’t believe how quickly my time at BGGGS has flown. I take comfort knowing that when I leave, I will continue to keep in touch with everyone in the Libellum Society—I want to know how they will shape the club in their own way and lead a new generation of book lovers. It doesn’t matter what stage of your Grammar journey, the Libellum Society, is always a welcoming place for new people.



Leia

In Year 7, I enthusiastically joined the Libellum Society due to my enjoyment of books and interest in being able to read the latest texts purchased by the library. I stayed on because of the fun discussions about books with the other members, and connection through our shared passion for reading.

My favourite Libellum Society activity is ‘Books 2 Devour’, which is the club’s annual book-themed, cake-decorating competition. The event encourages all students to join in the fun and submit their book-themed cakes for display.

The Libellum Society also raises funds for The Indigenous Literacy Foundation, which works to provide books and literacy programs to Indigenous Australian children and young people—an important part of club activities for all members.

The group is valuable to me because of the friendships that I have forged with girls outside of my Year level whom I would not have otherwise known, but who are like minded. I have many fond memories of our group events—literary treasure hunts; book-themed trivia competitions; visiting authors; book club meetings with Brisbane Grammar School; and our creative ‘Welcome Year 7’ event held in Term 1. I will miss the Libellum Society when I graduate, but I hope that I will stay in touch. ■

The Warmth of a Welcome

Mothers Group is a valuable thread in the BGGGS community

Ms Kat Henley
President of the Mothers Group



Mothers Group at BGGGS is a wonderful collective of mothers who actively support the students, other parents, and the wider School community through a variety of initiatives throughout the year. These range from flagship events such as hosting the Autumn Lunch and Year level dinners, to supporting various music and sporting events throughout the year. The most important responsibility of the group though, is helping to ensure that parents feel connected and engaged as they enter and traverse through their years as BGGGS parents.

One of the greatest gifts I was given when I became the Mothers Group President was a warm welcome from former President, Mrs Julie Norris. The warmth and welcome she extended to me is something that I was so grateful for, and an ethos that I too have adopted—ensuring new members and families feel valued and connected to our community, as I myself, have been in the past.

One of my aspirations has been to continue to ensure that the Mothers Group has an inclusive approach within the group as well. As busy mothers ourselves, we understand that life can be complex and time hard to find, and thus the group requires no commitment from our members. Whether you can contribute at every event, or at one, the group is always grateful for the support offered by the School community.

Bound into the BGGGS philosophy are ‘acts of service’, and I believe witnessing parents contributing helps embed this into our daughters’ approach to life. As our girls gain independence, and our lives get busier, it is often difficult to find ways to contribute meaningfully. As a parent of older adolescents, who are nearing the end of their schooling life, I hope that my own girls recognise the importance of creating networks and giving back to society—understanding how lucky we are to be part of the strong and united, BGGGS community. ■



top right Ms Kat Henley
bottom left & right BGGGS mothers at the 2022 Autumn Luncheon

Custodians of Our Future

The enduring legacy of gifts in Wills to BGGS

Ms Georgina Anthonisz
Director of Development
& Alumnae Relations



It genuinely takes a long-term perspective to build a strong and sustainable community—striving to meet today’s needs, while also ensuring adequate structures and resources will be available for future generations to flourish. It requires each of us to look beyond the horizon, to consider—and to care—about a future we will not see ourselves.

At Girls Grammar, we are fortunate to have a special group of supporters who recognise the significance of the education and opportunities they have experienced in their lives, and have made a commitment to support future generations through a gift in their Will to the School. For many people, a gift in their Will is the most powerful and enduring philanthropic contribution they will ever make. This unique form of giving supports the School to plan with optimism for the education of girls and young women in the century ahead. Ultimately, it is an investment in the continual progress of learning, discovery and knowledge.

Those who choose to include a gift in their Will are recognised during their lifetime, if they wish, with membership of the Sophia Beanland Circle—named in honour of Miss Sophia Beanland, fourth Lady Principal of Brisbane Girls Grammar School (1882 to 1889).

Originally from Bradford, England, Miss Beanland proved to be a progressive visionary during her tenure, leading significant advances in the School’s approach to teaching, as well as improvements to facilities including the construction of the iconic Main Building. An advocate for gender equality, the value of education and the belief that every student has potential,

Miss Beanland bequeathed her estate to Brisbane Girls Grammar School when she died in England in 1925, to ensure the sustained advancement of women.

Of course, much has changed for girls and women in the century since Miss Beanland passed away, but we should not take this progress for granted. The foresight and generosity of her, and other bequestors, has strengthened the foundations of our School for the benefit of all Grammar girls, and we are proud to acknowledge the pivotal role our current Sophia Beanland Circle members play as custodians of the School’s future. ■

Sophia Beanland Circle

Including a gift (bequest) in your Will is a powerful and inspiring way to leave a lasting gift that will help enrich the lives of future generations of women. After making provisions for your family and other beneficiaries, it is a chance to support girls’ education at Brisbane Girls Grammar School.

If you would like more information about making a gift to Brisbane Girls Grammar School, please contact Director of Development & Alumnae Relations, Ms Georgina Anthonisz, for a confidential discussion on +61 7 3332 1383 or email development@bggs.qld.edu.au.

Awards and Achievements

Congratulations to the following alumnae and students who have been recognised by independent organisations for their accomplishments across many and varied fields.

Students

Grace Paschkewitz (11O) and **Tara Bashirzadeh (2021)** received the 2021 Australian Defence Force Future Innovators Award recognising their achievements in STEM subjects.

Tung-Hi Ma (11H) and **Grace Phua (2021)** received the 2021 Australian Defence Force Long Tan Youth Leadership and Teamwork Award, which recognises students who demonstrate leadership and teamwork in service of their school and community.

Grammar Women

Dr Margaret Kay (Hawes, 1977) was made a Member (AM) in the General Division of the Order of Australia for her significant service to medicine, medical education, and migrant health.

Professor Barbara Leggett (1974) was made a Member (AM) in the General Division of the Order of Australia for her significant service to gastroenterology and hepatology, and to medical research.

Ms Norma Mason (Atkinson, 1965) was made a Member (AM) in the General Division of the Order of Australia for significant service to local government and the community.

Mrs Jan Blackford (Henley, 1958) was awarded a Medal (OAM) for service to the arts, and the community of Brisbane.



BRISBANE GIRLS GRAMMAR SCHOOL

OPEN DAY

FRIDAY 29 JULY 2022
4 PM TO 8 PM

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Nil sine labore LIVES ENRICHED BY LEARNING



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