Reflection: (detail) stainless steel sculpture by Robert Clerc donated by the Old Girls Association, 2010.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair’s Welcome</td>
<td>3</td>
</tr>
<tr>
<td>Principal’s Introduction</td>
<td>4</td>
</tr>
<tr>
<td>General Report</td>
<td>6</td>
</tr>
<tr>
<td>Scholar in Residence</td>
<td>20</td>
</tr>
<tr>
<td>Staff Fellowship</td>
<td>22</td>
</tr>
<tr>
<td>Philanthropic Programmes</td>
<td>24</td>
</tr>
<tr>
<td>Highlights</td>
<td>26</td>
</tr>
<tr>
<td>Speech Day</td>
<td>30</td>
</tr>
<tr>
<td>Valedictory</td>
<td>42</td>
</tr>
<tr>
<td>Staff List</td>
<td>48</td>
</tr>
</tbody>
</table>

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Chair’s Welcome

I am delighted to introduce the 2010 Annual Review of Brisbane Girls Grammar School. This report covers the many activities, achievements and initiatives of our students and staff in the 135th year of the School’s life.

Our School’s success depends on a very simple formula: our commitment to educating teenage girls in the Grammar tradition of leadership, personal achievement and continuous learning.

Our dedication to providing a high-quality educational environment for young women is at the forefront of everything the Board does from providing exceptional learning environments, supporting academic endeavour and extensive co-curricular opportunities, to ensuring a staff of outstanding quality and commitment.

As Chair of the Board I have been extremely fortunate to have the support of six strong and dedicated fellow trustees who bring considerable skills, experience and a deep sense of responsibility to their governance role.

I would like to particularly pay tribute to the contribution of the two retiring trustees, Ms Else Shepherd and Ms Sally Pitkin. Else has served on the Board for eight years and Sally for four years — both have given consistently to the School of their time and expertise.

It is a privilege to be only the second woman — and member of the School’s alumni and life member of the Old Girls Association — to serve as Chair of the Board of Brisbane Girls Grammar School. From my perspective, this role has provided an opportunity to repay a debt of gratitude to the School that opened up so many opportunities to me as a student. But perhaps more importantly, to champion the cause of a liberal education for young women and to provide present and future students with every opportunity to succeed and contribute to the world in which they live.

There is little doubt that the next decade will be a critical one for the education sector. How effectively this School meets the challenges created by a rapidly changing world will be central to our continuing success.

I am confident that Brisbane Girls Grammar is well equipped to meet these challenges and to continue to provide its students — as it has done for its first 135 years — with access to the very best teaching and resources available, combined with the support of its strong and diverse community.

MS ELIZABETH JAMESON, CHAIR OF THE BOARD
Principal’s Introduction

There are landmarks and institutions in any society and city that survive the test of time. They represent a place’s history, stability and reliability; they provide comfort in times of unrest and insecurity. We know that in times of war and conflict it is easy to break a country’s spirit by destroying iconic buildings, social records, ancient monuments and natural wonders. We sometimes forget just how important the tangible features signifying a nation’s or a city’s cultural development and heritage are to a society’s identity and positive sense of belonging.

At the time of writing, Queensland is recovering from significant floods across much of the state — including its capital city of Brisbane — as well as recuperating from a major regional cyclone. Thousands have lost so much in such a short time: their homes, their belongings and in some tragic circumstances, their loved ones. It is at these times that people often look to what has actually remained standing, to cultural touchstones — both physical and metaphorical — to provide reassurance, hope and certainty.

Brisbane Girls Grammar School, one of the state’s first secondary schools established in 1875, and its 1884 gracious Gailey-designed Main Building on Gregory Terrace, could be seen as such a touchstone. Throughout the last one hundred and thirty five years it has consistently provided a quality and relevant education to thousands of young women. The School’s continuity and reliability have ensured a sense of stability and dependability for thousands of families, staff and students during times of both national and personal uncertainty — world wars, epidemics and natural disasters. The beginning of this year has been no different. After much joyous celebration at the School in 2010, the commencement of this year has been imbued with sadness, dislocation and disbelief; but encouragingly, also a sense of tremendous community spirit. A place with so much history, connectedness and empathy can respond to major challenges with optimism. The resilience and determination of a school such as Girls Grammar to operate ‘as usual’ in the face of widespread disruption, becomes an icon of stability for families struggling to resume daily routines and normality. This could not have occurred at this time in history without the many years of leadership, commitment and dedication of those integral to the School in the past, guaranteeing the well-developed social conscience we now see and experience as their legacy.
Therefore, to close the School’s one hundred and thirty fifth year with this Review at this time, demands a judicious reflection on the organisation’s responsibility to the society it serves — not just as a remarkable school, but as an important place that holds great meaning for so many and, in times of difficulty, gives a sense of surety. While we have acknowledged many people, organisational milestones and professional initiatives in this publication, we should also reflect on the larger state heritage this wonderful School is part of and has contributed to across three centuries. It is now our obligation, as custodians of such an important institution, to ensure we maintain a sense of empathy, awareness and responsibility to our community and our country to assure a bright future for the young women in our care.

DR AMANDA BELL
PRINCIPAL
As the School celebrated its 135th year, special activities were arranged to mark this impressive milestone. Foundation Day on 15 March saw not only the usual blue birthday cake but also the opening of the new Swimming Pool complex adjacent to the McCrae Grassie Sports Centre. A special Open Day at Marrapatta, our Memorial Outdoor Education campus near Imbil, held in June, saw the commissioning of a unique, complex structure — the Stamford Challenge High Ropes Course. Major surveys of present and future parents, staff and former students were undertaken by external consultants that showed genuine satisfaction with all elements of our organisation’s performance. The publication of the Spring Grammar Gazette that focused on our history — the juxtaposition of people and events that had shaped our identity and traditions — revealed our pride in past achievements and the verity of our motto, Nil sine labore. While all these achievements provided affirmation of the high quality of Brisbane Girls Grammar School, the Board of Trustees, the Principal and staff retained their primary focus — the education of the young women in their care.

Historically, schools have been conservative environments — the training grounds for the young for productive participation in the community. With industrialisation, education for the masses was essentially about basic literacy, numeracy and the transmission of knowledge — ‘facts’ to be learned and regurgitated at examination times. The best educational institutions certainly challenged these confining parameters but it was only after the shock of Sputnik that national governments seriously faced the shortcomings of educational curricula at all levels. While the ‘space race’ led to demands for a more innovative, creative work force to sustain the huge investments in technological development, funding limitations, political timidity and societal complacency meant that school curricula changed with glacial progression.

In recent decades, thoughtful educators have appreciated and warned of the ‘revolutionary’ impact on teaching and learning not only of digital technology but also global developments.

There are two major drivers of change — technology and demography. Technology — especially digital technology — is developing at a rate that most people cannot properly grasp … If you think about the impact in the last twenty years of relatively simple digital technologies on the work we do and how we do it — and the impact that these technologies have had on national economies — think of the changes that lie ahead. Add to this the impact of population growth. The world population has doubled in the past thirty years … These driving cultural and technological forces are producing profound shifts in the world economies and increasing diversity and complexity in our daily lives … these are times of unprecedented global change. We can identify trends for the future, but accurate predictions are almost impossible. (Robinson, 2009, pp. 19-20)

Within this context, while cherishing its traditions, the School aims to challenge the conventional boundaries that might limit imaginative approaches to the delivery of education within its domain. The year-long appointment of Professor Erica McWilliam, prominent Education Futurist, as part of our birthday celebration bears testament to the School’s desire to equip students and staff with the skills to thrive in a future of ambiguity, change and as yet unconceived possibilities. As a mentor to teachers, Professor McWilliam’s essential questions were, ‘What skills and qualities do you wish your graduates to have? Does your pedagogical practice within a ‘digitally enhanced environment’ (McWilliam, 2007, p. 7) produce these outcomes?’ Such deceptively simple questions generated extensive reflection within faculties and special project groups not only on teaching methodology but on matters of global relationships, sociology, philosophy and ethics.
Some educational commentators have adopted the term ‘metacurriculum’ to describe a ‘complex program of learning facilitation, skills training, and cognitive development that floats above academic content’ (Coughlin, 2010, p. 51). Within our School increasing focus is being placed on critical thinking, innovation, creativity, self-directed behaviour, both independent and collaborative research skills, authentic learning environments, ‘alternative’ modes of assessment together with understandings of the opportunities and responsibilities of global citizenship. A variety of strategies to enhance student learning have been planned and initiated — activities which will continue into 2011 and beyond.

The School continues to provide excellent opportunities for teacher professional development, both local and international, designed to engage and inspire passionate and imaginative practitioners. Key staff members have consistently been at the forefront of educational debate in the drafting of the Australian curriculum and a number have received recognition for superb professional practice at a state and national level. True to our Aspiration — ‘To be respected internationally as a leader in the education of young women and professional teaching practice’ — the Principal, Dr Amanda Bell, together with Professor McWilliam arranged an international conference at Brisbane Girls Grammar School of the senior staff with those of other leading girls’ schools — Raffles Girls’ School, Singapore; St Margaret’s College, New Zealand; MLC School, Sydney; and Abbotsleigh, Sydney — with the theme of Peer-ing at the Future. Such mentoring and collaborative opportunities have provided all the schools’ leaders with fresh vision and an affirmation of our global connectedness and interdependency.

Across any year, the School is proud to acknowledge the outstanding achievements of its students, whether they are academic, cultural, sporting or in the sphere of leadership or community service. In 2010, the results for our Year 12 student cohort in relation to the Queensland Core Skills Test and the

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<td>41.6%</td>
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Enriched by tradition, proud of its present performance and welcoming the opportunities and challenges of the future, the School looks forward to its 136th year with confidence, enthusiasm and imagination.

MISS FELICITY WILLIAMS
DEPUTY PRINCIPAL

REFERENCES:
Wisdom in a wiki world

Our current strategic design (2008–2011) says this: ‘Proud of our Grammar tradition, we are a secondary school that establishes the education foundation for young women to contribute confidently to their world with wisdom, imagination and integrity’. The 135th birthday of Brisbane Girls Grammar School featured a careful consideration and celebration of the School’s history, but we also focused on how to make the best decisions for the future. The beautiful anniversary edition of the Spring Grammar Gazette highlighted stories, photographs and records of a treasured heritage. At the same time, Professor Erica McWilliam worked in the School in the role of Education Futurist exploring with staff and students educational responses to be considered as the next iteration of the Brisbane Girls Grammar School Design. Wisdom, the future and the girls — themes certainly worth essaying.

In July, senior staff members were challenged by Professor McWilliam with the Peer-ing at the Future symposium, and in September, the Principal Dr Amanda Bell and I attended a conference in Vienna titled Imagine! Exploring Radical Visions for Tomorrow’s Schools. Professor McWilliam spoke to us about ‘useful ignorance’ and suggested we had to ‘unlearn learning’ (McWilliam, 2010). Why? So as not to imprison ourselves in the idea that a deeper and more transformational worldview is not worth the risk. At the Imagine! conference, Ian Yorston, the Head of Digital Strategy at Radley College in England, recommended that we bravely assimilate Google’s Mission Statement, which is to organise the world’s information and make it universally accessible (Cassells, Yorston, Osterwalder, Burgdorff & Worthington, 2010). Three thousand years after the Library of Alexandria endeavoured to make available all the knowledge of the world for scholars, Google and Wikipedia are getting there — if one is to believe the hype about their organic omniscience, which one probably shouldn’t. Sam Cassels, Design Advisor for ‘The Schools Programme’ at Architecture and Design Scotland, told us what we already knew — we don’t know; there are no certainties (Cassells, Yorston, Osterwalder, Burgdorff & Worthington, 2010). He likened our current educational situation to that of Christopher Columbus as noted in his journal in the middle of the Atlantic Ocean: ‘No sign of land. Sailed on’.
The unifying lesson from these contemplations is this: if our School is to remain vital and dynamic it must authentically adapt. Donald Markwell, Warden of Rhodes House at Oxford University and Brisbane Grammar Old Boy, has explained how. He gave this advice to the Rhodes Scholar Class of 2009:

One aspect of this country and this university that some people find hard to adjust to is that here one is less likely to receive endless praise, endless applause, than one is in some other universities and cultures … Listen carefully, seek to understand, empathise — don’t rush to judge … Two of the great if simple questions: ‘What, precisely do you mean?’ and ‘Why do you say this?’ … (Markwell, 2009, p. 6)

Note that these are human interactive strategies. For in a highly sophisticated way, we can now easily construct a reality and lose ourselves in information, appearance and distraction. We are able to choose what we want to accept as truth and construct our identity and experience according to whim. Yet we still yearn for concepts or principles which call us from our renovated minds of subjectivity, materialism and narcissism. We desire some measure of lived connection to objective truth — and what it is to be an ethical person. Google and Wikipedia can’t do this. We want to teach our students not what to think, but how to think.

The term ‘Pastoral Care’ or ‘Student Care’ seem no longer to represent adequately what this mission entails in the time in which we live. Students should not be seen as clinically malleable recipients of ‘care’ but as individuals capable of profound inward achievement, emphasising wisdom and understanding — of themselves and the world. Enter good old-fashioned ethics. Better, enter again. Wittgenstein (1980, p. 39) argued that ‘sometimes an expression has to be withdrawn from language and sent for cleaning … then it can be put back into circulation’. A holistic, ethical education expands humanity, facilitates self-understanding and develops relational capacity (Smith, 1999). By emphasising ethics over the ad hoc ghetto of pastoral or student care, then, we flag an intention to consciously develop a more strongly rigorous, disciplined thinking and understanding in a way that is simpatico with a vision of our students as potentially deeply thoughtful, imaginative human beings rather than quantifiable units in a didactic factory.

Planning for the future — the future history — of this School is intensely exciting and invigorating. We are very well-prepared. Certainly, there is much we cannot now know, particularly in relation to technological developments. But we do know that education is more than passing on the kind of knowledge and results that make Brisbane Girls Grammar School rank highly on the My School website, in league tables and in QGSSSA score sheets. Our educational practices should serve people, not systems. Einstein said ‘Not everything that counts can be counted, and not everything that can be counted counts’ (‘Collected Quotes’, n.d.). A journey towards greater wisdom, imagination and integrity cannot be counted or measured but at Brisbane Girls Grammar School it remains at the core of what we do.

MRS MARISE McCONAGHY
DEPUTY PRINCIPAL

REFERENCES:
In reviewing 2010, a slow recovery of the global economy, an extremely close federal election with education as one of the key policy areas, and the initial launch of the controversial My School website were the central issues. As in previous years, the economic crisis had minimal impact on Brisbane Girls Grammar School with 2010 showing healthy financial results aligned to budget predictions. The timeliness of receipts of tuition fee income remained comparatively consistent with only a small number of non-current debtor accounts remaining outstanding at year end. Returns on investments improved with a new investment strategy and higher interest rates. In addition, general donations were comparable with previous years and the School thanks our alumni, parents, support groups and the wider Girls Grammar community for their generous support of our Building, Library and Future Funds in 2010.

Educational policy initiatives at federal level have had a significant impact on the School with considerable staff hours expended reviewing and implementing legislative changes, providing data to several agencies in the drive to increase transparency, and planning and resourcing for the implementation of the Australian Curriculum. Educational initiatives funded through federal government programmes in 2010 included:

• Building the Education Revolution — the major component of the federal government’s response to the global financial crisis was a $16 billion plan to build school halls and other infrastructure. Brisbane Girls Grammar School received $200,000 ($100,000 was received in 2010), from the Building the Education Revolution programme. These funds were used to upgrade the facilities around the new pool and to paint the historic Main Building.

• Digital Education Revolution — a $2 billion plan to provide each Australian student in Years 9 to 12 with a laptop computer was implemented. Brisbane Girls Grammar School has been allocated $382,192 to fund infrastructure costs and $283,083 to fund computers.

• Australian Curriculum — the Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. Brisbane Girls Grammar School is in the process of redeveloping its curriculum to meet the requirements of the Australian Curriculum.

• My School — the My School website, which launched in January 2010, provides profiles of almost 10,000 Australian schools that can be searched by location, sector or name. Brisbane Girls Grammar School has assisted the Australian Curriculum, Assessment and Reporting Authority (ACARA) in providing information specifically required for the updated school profile, the financial summary and the Index of Community Socio-Educational Advantage (ICSEA) score. A large number of staff hours have been spent collating and reviewing the information required.

• Review of Funding for Schooling — on 15 April 2010, the then Minister for Education, the Hon Julia Gillard MP, announced a review of funding and regulation across the government and non-government schooling sectors, the first such review in Australia since 1973. The review will focus on the funding needs of students from all schools (government, Catholic and independent) and will consider funding provided by the Australian Government and state and territory governments, as well as other sources of school income. Brisbane Girls Grammar School has recorded the uncertainty of future funding formulas — the current socioeconomic status (SES) funding model expires at the end of 2013 — as a strategic risk and will continue to monitor the review outcomes.

Key highlights and focus areas for 2010

The School’s financial resources were utilised to achieve our Aspiration: ‘To be respected internationally as a leader in the education of young women and professional teaching practice’. A summary of the results within each of the key financial categories follows.

Sources of funding

Graph A details the main sources of income for the School:

• Tuition Fee Income — 67 per cent
• State and Commonwealth Government Funding — 21 per cent

Both these income categories rely on enrolment numbers. The School once again achieved full enrolment in 2010 and has strong enrolment lists for the future.

Major activities and cost structures to fund educational outcomes

Funding sources were deployed to ensure the School was adequately resourced to provide our students with an optimal,
purposeful and creative learning environment. The School’s operating expenses are illustrated in Graph B. Particulars of the core operating expenses are as follows:

- **Employee Benefit Expenses and Staff Costs** — staff costs accounted for 63 per cent of the School's total operational expenses, ensuring that Girls Grammar maintains its record for employing highly qualified staff who are the best in the sector.

- **Information and Communication Technology (ICT)** — technology remains a key focus for the School and accounted for five per cent of total expenses. The School is working towards a 1:1 student to computer ratio in 2011.

- **Tuition Costs** — these costs fund day-to-day student activities within and outside the classroom, including approved activities such as camps, co-curricular activities, excursions and visiting speakers. Tuition costs accounted for four per cent of total expenses.

- **Repairs and Maintenance** — the School is proud of its excellently maintained campus and has a rotational maintenance programme in place. Repairs and Maintenance accounted for five per cent of total expenses.

**Capital expenses**

The School has always ensured that capital developments are completed in a manner that attests to our pursuit of excellence. This has been clearly demonstrated with the award-winning Cherrell Hirst Creative Learning Centre (CLC), completed in 2007, and the swimming pool facility, completed in 2009. The School commenced an extensive renovation of G Block in 2010 that will transform classrooms into flexible learning spaces for twenty-first century pedagogical practices.

**Government assistance**

The School would like to acknowledge the contributions made by the Queensland Government and the Commonwealth Government in the form of grant allocations. The grants received and approved in 2010 included:

- Recurrent State and Commonwealth Government grants, including Indigenous assistance — $5,405,570
- Literacy, numeracy and special learning grants, including an ESL grant — $15,480
- Funding from the Queensland Government for VET Co-ordination and Career Enhancement — $4,645
- Queensland State Endowment grant provided to Grammar Schools in Queensland — $21,500
- ICT Infrastructure Capital Assistance used to fund a portion of the wireless extension — $25,000
- Commonwealth Government Building the Education Revolution School Pride Grant used to fund part of the green terrace of the new pool as well as painting of the historic Main Building — $100,000
- 2009 Queensland State Government School Community Development Programme partly funding the retractable shade cover over the new swimming pool — $30,000
- Commonwealth National Partnerships Centres of Excellence grant — $15,500
- The School has signed an agreement with the Commonwealth Government for ICT on cost funding amounting to $382,192 to be utilised to assist with additional information and communication technology on costs in reaching a 1:1 student to computer ratio. This funding will run from 2009–2013. Amount received in 2010 — $194,460.

Brisbane Girls Grammar School’s 135th year of operation was marked by many celebratory occasions. The School’s resilience in the face of economically and politically turbulent times is another mark of distinction and a testament to the dedication and support of staff, the Board of Trustees, students, alumni, parents, support groups and the wider Girls Grammar community.

MS COLETTE PRETORIUS
BUSINESS MANAGER
This year has proved to be a testing time for education and educators within Australia. Discussions and debate about education have been characterised by issues such as the Australian Curriculum, NAPLAN (National Assessment Program – Literacy and Numeracy) and the My School website. Any one of these topics is worthy of exploration in the context of a review of the year’s educational climate, but perhaps more important than an analysis of political imperatives and their value is a discussion of how a culture of learning can be fostered and furthered within such a paradigm.

As articulated in our Strategic Design, Brisbane Girls Grammar School aspires ‘to be respected internationally as a leader in the education of young women and professional teaching practice’. As such, the School is committed to providing the circumstances that allow excellent learning to occur. The maintenance of such circumstances requires diligent and consistent attention to relevant educational research which marries the latest sociological and scientific understandings of learning with specific school contexts. In the context of twenty-first century Australia, it is necessary to incorporate the recent national educational imperatives within a framework designed to facilitate excellent learning to ensure students are given every opportunity to experience success.

Quality learning results when students are engaged in the learning process in a way that allows them to develop natural curiosity, make meaningful intellectual progress and attain the attributes necessary for success in its broadest terms. Sir Ken Robinson speaks of a learning revolution where educational institutions are able to challenge the often firmly held ‘singular conception of ability’ and to ‘reconstitute a sense of ability and intelligence’ which embraces the diversity of human aptitudes and passions (2010). The capacity to do this rests with the ability to articulate and institute the conditions of a rigorous and differentiated learning environment. Robinson sees standardisation as the enemy of creativity and good learning. Given that a certain amount of standardisation is inevitable in national and state education systems, it is the responsibility of educators to ensure students are able to negotiate it in a way that furthers learning rather than inhibits it.
While the complexity of learning as a process defies attempts to define and categorise it, there are a number of factors which both research and practice suggest are fundamental in the quest to facilitate it. These relate to the following areas:

- engagement/connection
- understanding learning as a process
- academic resilience/mindset
- challenge/feedback/reflection.

The foundation of effective and enjoyable learning is student engagement. Engagement with the teacher, with the environment and with the process is critical for learning success. This assertion is based on the premise that learning is an affective and individual journey which requires a thoughtful and varied approach by educators and students alike. Fundamental to this journey is the connection established between the teacher and the student. This connection is founded on the teacher’s genuine commitment to and interest in the student and her learning, and the student’s belief that she is able to learn. Students need to understand they are a powerful element in the learning process and that they can make a difference in their own learning success. For a student to have this belief, they need to view learning as a process which is dynamic and often involves struggle and disappointment. Optimal learning requires students to have the academic resilience to cope with failure, confusion and anxiety, and to use it to progress.

An understanding of the learning process facilitates student engagement because it allows the development of the notion of expansive intelligence. Professor Carol Dweck of Stanford University has been involved in extensive research about the different levels of success experienced by students who view intelligence as ‘a quality that can be developed and expanded’ (Trei, 2007) as compared to those who see it as a fixed trait. She says that ‘people who believe in an expandable or growth theory of intelligence want to challenge themselves to increase their abilities, even if they fail at first’ (Dweck cited in Trei, 2007).

Dweck’s research, which involved an eight-week intervention in a New York City junior high school, revealed that ‘changing a key belief — a student’s self-theory about intelligence and motivation’ (Trei, 2007) made a difference to academic outcomes. The students who demonstrated high levels of resilience and, consequently, were highly motivated were those who ‘believed they could have an impact on their mind’ (Blackwell, Trzesniewski & Dweck, 2007). While there is much research still to be done in this area before it can be tendered as indisputable, this is an empowering notion for educators as, potentially, it provides much scope for developing the learning potential of students who have hitherto experienced limited success in their schooling.

The recent focus on the measurement of performance outcomes is potentially detrimental to the creation of an excellent learning environment which speaks to the diverse passions and energies of individuals, incorporating the aforementioned elements. Standardised testing — such as NAPLAN — needs to be viewed as part of the learning process rather than as an outcome which reveals an individual’s capacity. Indeed, testing such as this can provide valuable data to assist educators in their understanding of the learning needs of both individuals and whole cohorts, provided it is used appropriately and the students are given an understanding of both its value and its limitations. The notion that such testing is primarily a tool designed to provide a mechanism for the public evaluation of schools would seem to be in opposition to the quest for better learning. One of Australia’s leading educational commentators Dr Kevin Donnelly (2010) admitted
Ministers from around the country. At this stage, while history courses which were presented for approval to Education proposed contents of the core English, maths, science and the entire nation have been debated, as indeed have the agreement on it. The merits of having a single curriculum for in recent months as the time approaches for the states to reach effort to skew the data.

of test results or the compromising of test security in an priorities, there have been suggestions of the manipulation contrary to this. In the most extreme cases of flawed overemphasis on the importance of standardised testing is discover their passions, their talents or their purpose and an of education in a progressive society is to assist students to talents may be or if they have any to speak of’ (2010). A priority through their whole lives having no real sense of what their very poor use of our talents’ and that ‘very many people go opportunities to explore their talents. Ken Robinson spoke the associated thinking potentially dislocates students from another problem — not so much with national testing itself, but rather with the publication of results through mediums such as the My School website — is the potential for learning to become secondary to a school’s desire to ensure a creditable performance on a single testing instrument. The need for this can result in the eradication of core tenets of education, such as creativity and imagination. The loss of these elements and the associated thinking potentially dislocates students from opportunities to explore their talents. Ken Robinson spoke powerfully of this earlier in the year, lamenting that ‘we make very poor use of our talents’ and that ‘very many people go through their whole lives having no real sense of what their talents may be or if they have any to speak of’ (2010). A priority of education in a progressive society is to assist students to discover their passions, their talents or their purpose and an overemphasis on the importance of standardised testing is contrary to this. In the most extreme cases of flawed priorities, there have been suggestions of the manipulation of test results or the compromising of test security in an effort to skew the data.

The Australian Curriculum has been under significant scrutiny in recent months as the time approaches for the states to reach agreement on it. The merits of having a single curriculum for the entire nation have been debated, as indeed have the proposed contents of the core English, maths, science and history courses which were presented for approval to Education Ministers from around the country. At this stage, while agreement has been obtained for implementation by 2013, it is under the proviso that rewriting occurs by October 2011. So how does the standardisation of the curriculum sit with the principles of quality learning? The answer lies in the capacity for differentiation which is maintained both in terms of content and pedagogy. Racing through reams of content at the expense of student engagement and critical thought is clearly contrary to the aims of educators, yet expecting that there is a body of knowledge which an educated person should have would seem to be valid. As is often the case, it is a question of finding a balance between competing priorities.

As teachers of adolescent girls it behoves us to remember that we are teaching learning as much as we are teaching a specific discipline. It is fundamental to the success of a national curriculum for primary and secondary schools that this premise remains central. Students need to be challenged within the discipline they are studying so that they are intellectually stretched. In his book Teaching with the Brain in Mind, Eric Jensen (1998) discusses the importance of providing challenge for all students not just those who have been identified as ‘gifted’. He cites the work of William Greenough, who has twenty years’ experience in studying the effects of enrichment on the human brain, identifying that the two conditions necessary for ‘growing a better brain’ (Jensen, 1998, p. 32) are challenging learning experiences and consistent interactive feedback. In addition, creating opportunities for reflection within the curriculum improves the quality of learning (Victorian Curriculum and Assessment Authority, 2004). Jensen writes about the importance of having changes of tempo within a learning environment, noting that ‘teachers must allow students to have personal processing time after new learning for material to solidify’ (1998, p. 47). The complexity of effective pedagogical approaches required to assist students with their learning requires careful consideration by teachers, policy writers and political stakeholders to ensure that nothing is lost in this time of educational change in Australia.

Twenty-first century education has been characterised by an emphasis on quantification. Sometimes quality learning goes beyond attributes which are easily measured. As educators, it is imperative that we hold both strands together in a way that adds value to the experience of our students.

MS SAMANTHA BOLTON
ACTING DEAN OF CURRICULUM

REFERENCES:


Participation in the co-curriculum — in conjunction with the knowledge and skills acquired from the formal curriculum at Brisbane Girls Grammar School — can assist students to develop many of the skills required to challenge themselves in creative and imaginative ways, now and in the future. Studies consistently show that involvement in co-curricular activities helps to nurture and develop the individual, exposing them to lifelong skill sets such as teamwork and leadership development, thereby increasing confidence and resilience. Our students have numerous opportunities to become involved in the co-curriculum, with over one hundred activities on offer across a large range of interest areas.

The School acts as an excellent vehicle to promote regular physical exercise. The Women’s Sports Foundation has discovered that, in addition to having fun and getting fit, there are five other significant benefits for girls playing sport: girls who play sport do better at school; girls who play sport learn teamwork and goal-setting skills; sports have hidden health benefits such as improving fitness and maintaining a healthy weight, and girls who play sport are less likely to smoke; playing sport builds self-confidence; and exercise can help girls to deal with pressure, relieve stress and fight depression (Gavin, 2008). This year, the School offered students nineteen competitive sports and five non-competitive sporting activities. In 2010, Girls Grammar won the QGSSSA Cross Country competition for the seventeenth consecutive year, as well as winning the QGSSSA Athletics championship, to deliver a total of twenty-three QGSSSA premierships. Club Sport produced a further eight premierships, and twenty-eight sporting Blues were awarded throughout the year.

Participation in the arts provides students with a means for self-expression and development of self-esteem. The arts also teach students to not only think creatively, but to problem solve in flexible and imaginative ways. The School’s outstanding
Instrumental Music Department continues to produce fine music with great depth throughout the string, band and choral programmes. Particular highlights included the annual Cathedral Concert and the Gala Concert ‘Once Upon a Time’, which was held for the first time at The University of Queensland’s UQ Centre. To commemorate the 135th anniversary of the School, two works by Mr Timothy Davies were commissioned by the Music Department: *The School on the Hill* composed for the Big Band premiered at the Gala Concert, and a *Fanfare and Processional* was performed for the academic procession on Speech Day. A third piece, a choral work involving collaboration with a group of Music students, will be completed next year by Mr Paul Jarman. The 135th celebrations also brought two high-profile music concerts to the School: renowned violinist Mr Ian Cooper and talented a cappella group *The Idea of North*. These performances allowed the students to not only witness these musicians in concert, but to also perform alongside them in workshops.
The Junior Drama Production ‘The Miracle’ was performed in the Gehrmann Theatre in October and was a fine display of stagecraft with many students taking ownership of the creative process. This production marked a return to the Gehrmann Theatre for all Drama productions in 2011.

The Art Department continued its diverse offerings of art walks, workshops and cafés, with students and the extended Girls Grammar community afforded the opportunity to experience high-profile exhibitions such as ‘The 6th Asia Pacific Triennial of Contemporary Art’, the larger-than-life ‘Ron Mueck’ exhibition and the stunning ‘Valentino Retrospective’. This year provided a unique experience for a group of girls to increase their awareness of art in the public space through the collaborative design and painting of a traffic signal box in Spring Hill, our local community. Further afield, a digital art exchange was established with our affiliate school Maria-Wächtler-Gymnasium in Essen, Germany.

Many co-curricular offerings are inextricably linked to the curriculum, and a new initiative in 2010 saw a group of twenty students travel to Marrapatta in July for the inaugural ‘Mathapatta’ Camp, providing participants with in-depth problem solving and extension work. Two Brisbane Girls Grammar Year 12 students again represented Australia in the International Young Physicists’ Tournament and received a silver medal, and four Year 10 girls attended the very first Junior Young Physicists’ Tournament in Sydney.

Enrichment activities such as debating continue to provide rigorous critical thinking skills, engender emotional maturity, develop good listening skills and enhance conflict resolution capabilities.

McWilliam & Haukka (2008, p. 659) consider young people much more likely than their predecessors to be familiar with the latest technologies and, as the ‘experience’ generation, stimulation and simulation in the here-and-now are what...
Service clubs and interest groups continue to be well supported by the students. The United Nations Club further raised its profile in the community, and the School hosted the launch of UN Women, a new branch of the United Nations. The Second Chance Service Club extended its activities to include not only vital fundraising for homeless women, but this year connected with the organisation Othila’s Young Women’s Housing and Support Service to collaborate on a peer education art project that culminated in two ‘sister’ patchwork quilts made from individual patches contributed by each of the participants. This collaboration resulted in meaningful engagement with disadvantaged people in the community.

The Interact Club celebrated its fortieth anniversary this year and marked the occasion with a formal dinner attended by the Rotary District Governor, the Interact District Committee Chairman and the Rotarian Advisor to Girls Grammar.

The Antipodean programme is now an annual event offered to Year 12 students at the completion of their final year and the focus has shifted to South-East Asia. In December, forty-three intrepid girls, accompanied by six staff, challenged themselves by travelling to Cambodia to participate in three weeks of leadership, challenge and service activities. One hundred and thirty-six girls belong to the Duke of Edinburgh Award scheme, and this year three students achieved Gold Awards.

Over $77,000 was raised for charities throughout the year, with an emphasis on raising awareness in conjunction with the actual fund raising. Many local organisations were recipients of the School community’s largesse this year, ensuring Girls Grammar students have connections to their local community. This commitment to service sits alongside the multitude of co-curricular opportunities at the School.

In 2010, ninety-two per cent of all students were engaged in co-curricular activities, and the offerings are continually evolving owing to creative input from staff and students. The School continues to deliver a wide-ranging and relevant co-curriculum and remains committed to providing opportunities for the girls to expand their horizons and experiences internationally.

MRS JUDITH TUDBALL
DEAN OF CO-CURRICULUM

REFERENCES:
from http://kidshealth.org/teen/food_fitness/sports/girls_sports.html


1 Queensland Girls’ Secondary Schools Sports Association
2 The Blue is the highest sporting pocket awarded at Girls Grammar, it recognises students who reach state representation in either QGSSSA or club sport.
In the autumn edition of this year’s Grammar Gazette, I noted the fact that my role as Scholar in Residence in the School was unprecedented and also undefined, beyond a mutual agreement that I would be working alongside members of the School community to assist them in their professional learning and their planning for ‘over the horizon’ educational futures. I also noted in that same article that I approached the task of providing professional support by means of four strategies: a ‘bottom-up’ focus on student goal-setting; ‘top-down’ alignment of teaching practices with intended learning outcomes; building capacity in creative leadership; and brokering links with the higher education sector. I am pleased to be able to report that the pursuit of these strategies has contributed positively to the considerable momentum that has been building up this year towards ensuring a genuinely twenty-first century learning culture in every aspect of the education provided in the School.

My involvement early in the year in discussions with the Principal Dr Amanda Bell and m3architecture about the possibilities for the re-design of the general learning areas provided me with a strong sense of the trajectory that had already been set within the School towards an aesthetic that reflected the best of ‘place-based’ learning. The paper I wrote to inform those deliberations — ‘From School to Café and Back Again: Responding to the learning demands of the 21st Century’, is to be published early next year in the International Journal of Leadership in Education, and it contains an acknowledgement of the extent to which conversations and deliberations in the School have informed my thinking about the importance of aligning the aesthetics of the learning environment with its important educational functions.

It was evident to me, after a very short time indeed that a key means by which the quality of the School’s teaching is augmented and maintained is an explicit focus on staff learning and on staff leadership. The ‘high expectation, high support’ climate around capacity building in innovative teaching and creative leadership became evident to me not only through my participation in faculty planning meetings, but also through my involvement with the Creative Leadership Group. This Group consisted of twenty staff members from all areas of the School who actively engaged throughout the year in exploring ideas about educational leadership now and in the future. The group not only produced evidence-based research on their individual and collective ‘attentional economies’, but also engaged critically with the views of contemporary theorists about the nexus between leadership and educational futures.

Staff interest in self-directed professional learning was evident not only in the leadership group, but in the interest of many other staff members in scholarly trends on contemporary research. I very much enjoyed providing a programme of research round tables for staff seeking to learn more about methodological developments in educational research. Two members of staff have enrolled in higher degree research courses as a result, with more likely to follow.

I was fortunate to be invited to faculty meetings across the full range of disciplines and to maintain involvement with faculty planning around innovations both specific to individual faculties and school-wide. For example, discussions with the Mathematics Faculty mobilised a small staff team to audit current assessment items for their degree of alignment with desired graduate attributes. Discussions with the Differentiated Studies Faculty led to my working with a Year 8 English class to develop a set of individual goals for articulating and monitoring their learning and their performance goals in English. I was able to work closely with the International Studies Faculty on building student capacity in the area of learning diagnostics, including the development of a student audit tool for making student learning preferences more transparent to both staff and students. I liaised closely with the Creative Arts Faculty to assist them in reviewing their valued graduate attributes, so that ‘artistry...
plus’ emerged not simply as a new badge but a more explicit set of learning outcomes. I also had the privilege of building a link between staff in the area of Instrumental Music and the Deputy Director, Teaching and Learning at the Queensland Conservatorium, so that it was possible to share new developments in peer-to-peer assessment of musicianship.

Of particular importance, given my futurist orientation, was the time spent working alongside the staff in the area of design technology in the Technology Studies Faculty. It is clear that this domain of pedagogical practice is not only highly successful now in terms of the learning outcomes of the girls who have opted for this course of study, but that it will continue to be a vital hub for a new era in which e-teaching will be the dominant pedagogical mode school-wide. Moreover, new links have been forged between the Technology Studies Faculty and the Queensland University of Technology Creative Industries Faculty, and this augurs well for girls who are seeking to engage in this area in their future learning and earning.

I would like to conclude by commenting briefly on the wonderful experience that was the School’s Speech Day this year. It was a privilege to be part of an event in which gravitas and celebration were so elegantly woven together, and this is a tribute to everyone who is involved with the School. I must again, however, acknowledge the breadth and depth of Dr Amanda Bell’s commitment not just to the highest standards of education for the School but to the worldwide improvement of education, particularly the education of young women. My thanks, finally, to the Board of Trustees for their vision in making it possible for me to engage so closely, and with so much pleasure, in the on-going life and work of this very special place.

PROFESSOR ERICA McWILLIAM
EDUCATION FUTURIST

SCHOLAR IN RESIDENCE
Reflections on a fellow’s year

The concept of the Staff Fellowship is one of which the School can be proud. The unrestricted nature of the fellowship enhances its appeal and stimulates the professional imagination of the staff. For a teacher to be given the opportunity to combine a personal challenge and passion with academic rigour, primary research, independence, and flexible hours (unfamiliar ground for this profession) and, in doing so, produce an outcome for the School’s benefit is truly a treasured opportunity. Personally, this year has encompassed the most significant academic experience of my career and the research will contribute to the pursuit of a Master’s degree at The University of Queensland.

When I submitted the application for the Staff Fellowship, the stated objectives were to

- create an accurate and published history of Health, Physical Education and Sport within the School;
- apply original research and oral histories to expand on documentation;
- produce a teaching resource suitable for use in various subjects within the School;
- source original images not yet collected by the School;
- re-establish connections with old girls and past teaching staff of the School; and
- provide an historical reference for publications and presentations by captains, co-ordinators and faculty directors.

Evaluating these objectives is a rewarding experience in itself.

The history of Health, Physical Education and Sport is a significant one at Brisbane Girls Grammar School. As the oldest secondary girls’ grammar school in Queensland and one of the oldest girls’ schools in Australia, Girls Grammar has been the benchmark in many areas, including within this discipline. Classes in gymnastics and drill were a feature from the establishment of the School in 1875, emphasising the philosophy held by trustees and lady principals of ‘a sound mind in a sound body’. Competitive sports were encouraged as early as 1884 with prizes awarded to the successful athletes. The public recognition that women should be physically capable and be able to swim was a strong belief from 1890. The School led the way by appointing one of the first University of Queensland Physical Education graduates to a permanent teaching position. These achievements, together with our exemplar Senior Physical Education units, all testify to the significant contribution the School has made to Health, Physical Education and Sport for girls and validate a published history.

Primary research resulted in enhancing the School archive in the form of memorabilia, original works from past student authors, photographs and oral histories. These gifts of both
It is hard to find the appropriate superlatives to express adequately the fellowship experience. As expressed in the School’s Centre for Professional Practice’s Passion Series presentation on 24 November, it is important to understand that this fellowship opens to other staff the possibility of further extensive and significant research which can enhance the School, the profession and the individual. I hope that this innovative concept develops and grows and, with it, the School and the staff.

My lasting memories of the year include the freedom from the limitations of a daily teaching timetable; the wonderful women with whom I reconnected or met for the first time; the excitement of ‘the chase’; the wonder of discovery; the elation of success as well as the disappointment of failure; the amazing stories — happy and sad; the heavy responsibility of the document; and, most significantly, the generosity of the Principal and the School.

MRS PAULINE HARVEY-SHORT
STAFF FELLOW 2010
The strong tradition of philanthropic support for Brisbane Girls Grammar School continued this year, with $551,280.14 gifted by the School community. The generous contributions made by more than three hundred individuals, families and organisations are sincerely appreciated.

As in previous years, the P&F Association was a significant benefactor, gifting the funds required for the tri-level lift connecting the new swimming pool facility with the McCrae Grassie Sports Centre, improving equitable access and creating a sports hub within the School.

Support for the Building Fund was enhanced by the *Aere Perennius* programme, which was launched this year. The bronze plaques situated in the music forecourt of the Cherrell Hirst Creative Learning Centre are a special and tangible way for Girls Grammar families to commemorate their enduring connection to the School, and provide an inspirational domain for current and future girls.

The Future Fund, previously known as the Endowment Fund, also received very welcome support this year. Gifts made to the Future Fund are invested to provide a dependable income stream for the School’s financial future and ensure the long-term strength, stability and independence of Girls Grammar.

The School’s philanthropic initiatives are designed to benefit our girls. We gratefully acknowledge the ongoing support of our alumni, parents, grandparents, staff, and friends as we endeavour to provide the best possible educational environment for the young women of Brisbane Girls Grammar School, now and into the future.

### Philanthropic Programmes

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### DESIDERATA

**BENEFACTORS**

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The School community celebrated the 135th anniversary of the founding of Brisbane Girls Grammar School. While there have been significant advances in girls’ education since 1875 the values of a liberal education are still at the core of our contemporary philosophy.

The results of the stakeholder surveys conducted by an independent consultant were extraordinary in the consistency of the positive response across all groups — current parents, alumni, staff and enrolment families. Stakeholder groups recorded extremely high levels of overall satisfaction with the School indicating that the School is meeting the expectations of these groups. The findings reinforced the School’s reputation as a leading best practice secondary school and positioned it as an Australian benchmark school in the top five per cent of all rated schools.

Internationally renowned education futurist, Professor Erica McWilliam, was appointed to the staff for 2010. The insight and expertise of Professor McWilliam benefitted staff and students and improved our already rich learning environment.

The School was acknowledged for the fifth consecutive year as a national Employer of Choice for Women for its flexible, inclusive and progressive staff policies.

Year 9 NAPLAN results revealed a talented cohort and reflected the effectiveness of the whole school literacy and numeracy programme.

The School’s exceptional record of academic excellence was again demonstrated with the 2010 Year 12 students achieving outstanding results. The impressive results are testament to our high quality teaching and the positive learning culture inherent in the student body.

Australian Council for Educational Leaders (ACEL) conferred a Queensland Fellowship on the Director of Science, Dr Sally Stephens. Fellowship is awarded to educators whose contribution to the study and practice of education and leadership is outstanding.

The National Excellence in Teaching Awards (NEiTA) celebrate and acknowledge the achievements of inspirational and excellent teachers. Director of Instrumental Music, Mr Mark Sullivan, was among the twenty secondary school teachers from across Australia who received awards for leadership, dedication and excellence in teaching.
Music teacher, Ms Sarah McGarry, was one of sixteen finalists in the 2010 QCT Excellence in Teaching Awards. The awards were inaugurated in 2009 to recognise the achievements of inspirational Queensland teachers. Nominees were judged on teaching achievements, innovation, creativity and professional relationships within their school community.

Each year the School recognises three staff members who have made a significant contribution to the School: Award for Excellence in Education — Mrs Phillipa Greig, Head of Accounting; Award for Outstanding Contribution to the School — Ms Sandra Griffiths; Award for Professional Practice by a Recent Graduate — Ms Abby Hills, Humanities Faculty.

Bovis Lend Lease received an award in the category “Best Commercial Construction Project, $1m to $10m” at the 2010 Australian Institute of Building Professional Excellence in Building Awards for the Brisbane Girls Grammar School Swimming Pool project.

In July the School hosted the inaugural Peer-ing Symposium for five leading girls’ schools from Singapore, New Zealand and Australia.

Students’ fundraising efforts reached a collective total of $77,317.12 for a variety of charities and enhanced awareness for the work of organisations such as the Royal Children’s Hospital, Second Chance Program and Ecumenical Coffee Brigade.

Over three-hundred students participated in the magical fourteenth Gala Concert – Once Upon A Time. The young musicians and performers provided a wonderful evenings’ entertainment and a very professional production.

Talent and determination achieved individual and team wins for Grammar Fencers including first place in the National Fencing Competition and Queensland Fencing Association Competition.

A leader in women’s sport, the School won an incredible twenty-three Queensland Girls’ Secondary School Sporting Association (QGSSSA) premierships and eight club sport premierships. The Cross Country team won its seventeenth consecutive premiership.
Staff members presented papers at numerous national conferences and forums including ISQ’s Innovation Forum and Aspiring Women’s Conference.

Over twenty professionals representing industries as diverse as international relations, engineering and web design were present at the Careers Mentoring Breakfast held for senior students.

Each year, nearly every student in the School enters the Australian Mathematics Competition, a prestigious international problem solving contest now in its fourth decade. This year, two of our Year 8 girls achieved the highest honour in this competition, as part of the top 0.3 per cent of students in the country to win a prize.

The Cafés — Philosophy, Art and Literature — continued to attract strong interest from staff and students and the wider Grammar community. Education Futurist and scholar in residence for 2010, Professor Erica McWilliam, presented The Science of Pleasure to the second Philosophy Café of 2010.

Masterclasses for music students were conducted by internationally renowned virtuoso violinist Ian Cooper and Australian a cappella quartet The Idea of North.

Forty-three girls dedicated themselves to the Antipodeans challenge in Cambodia. Students helped create two new classrooms, drainage pipes, a brand new library and a generator for a local school in Sampov Loum in Kralanh — a small village in the north of rural Cambodia.

Ten students from Years 10 and 11 attended the prestigious Oxbridge Academic Programs — a unique four week summer school offering students the opportunity to study at Oxford University, Cambridge University or L’Academie de Paris. Study options included medical science, neuropsychology, creative writing and photography.

The launch of the United Nations Association of Australia’s (UNAA) Community Awards was hosted by the School’s United Nations Club.

The School’s very proud tradition of representative selection in debating continued with the selection of a Year 12 student in the Queensland Schools Team which went on to win the Australian Championships.

Over one-hundred Grammar girls have successfully participated in QUT’s Accounting in High Schools programme since its inception in 2001. The programme provides the opportunity for students to start their business degree while still in Year 12. A Brisbane Girls Grammar Year 12 student received the top mark over the entire QUT cohort in the first semester subject in 2010.
A team of three Year 12 Accounting students won the USQ/WHK Financial Analysis Challenge. The competition is an opportunity for accounting students to experience the practical application of financial analysis in the Year 12 curriculum and learn more about the type of work and advice provided by accounting professionals. Teams are required to prepare and present a financial analysis that would be suitable for submission to the CEO of a major organisation.

A year 11 Grammar girl was among the eight talented young Australian students awarded the Simpson Prize. The national competition is awarded to the most outstanding explorations of the ANZAC story, and honours John Simpson Kirkpatrick, famous for his bravery at Gallipoli in 1915.

Grammar girls are encouraged to extend and explore their interests and knowledge through their choice of co-curricular activities. Every student has the opportunity to involve herself in a variety of pursuits such as competitive and recreational sports, music ensembles, debating, public speaking and performing arts. Designed to complement and balance the curriculum these programmes encourage participation, team-work, self-confidence and creativity — 92.9 per cent of students were voluntarily involved in co-curricular activities in 2010.

Brisbane Girls Grammar’s Interact Club celebrated its 40th Anniversary; it is one of the School’s oldest service clubs. Interact is Rotary International’s service club for young people.

A strong contingent of 136 girls was involved in the Duke of Edinburgh’s Award. This international programme equips participants with the life skills to make a difference for themselves, their communities and the future. Students involved in the programme achieved three Gold Awards; one Silver Award and nine Bronze Awards.

Artforce is an initiative of Brisbane City Council providing public art works across Brisbane on traffic signal boxes. Four Grammar art students and their teacher designed and painted the signal box on the corner of Leichhardt and Boundary Streets, Spring Hill.

Two Year 11 students were named Queensland winners of the UNYA Hammarskjold Security Council Trophy.

The School continued the roll out of its current ICT strategy — to fund all infrastructure and systems internally without imposing a technology levy — and is on track to achieve a 1:1 student vs. computer ratio. A mixture of desktops, laptops, net books and tablets are available to meet teaching and learning needs on campus.

Two Grammar girls represented Australia at the International Young Physicists’ Tournament in Vienna.
Les Increvables: The Uncrushables

1875 was obviously a very good year for longevity. According to my research, 1875 was the birth year of French woman, Jeanne Louise Calment. One hundred and twenty-two years and 164 days after her birth, when she died, Madame Calment posthumously seized and still holds the record for the longest confirmed human life! Having myself only recently become a student of the ‘teach-yourself-conversational-French-in-the-car’ boxed CD set, I took delight in recently hearing a French expression which describes perfectly those who, like Madame Calment, belong to the formidable category of centenarian — ‘les increvables’, meaning ‘the uncrushables’!

Photographs of Madame Calment at the end of her life bear testament to the ravages that 122 and a half years of life wreaks on even the hardiest of human specimens. By contrast, our dear ‘old girl’ up on Gregory Terrace, also hailing from 1875, at the grand old age of 135, has never looked better or been stronger!

‘Proud of our Grammar tradition ...’

I hope that you have seen the beautiful 135th Anniversary commemorative edition of the Grammar Gazette. It tells so many fascinating stories about the founders and the development of our beloved School. Miss Elizabeth Hatton, who provided the excellent research and content, told me recently that she rightly took great pleasure in a new parent saying that, having read this publication, she now understands more fully our School Intent: ‘Proud of our Grammar tradition ...’. And proud indeed of this tradition we are.

One is almost afraid, in today’s world, to speak too boldly of holding fast to ‘traditions’. After all, this may connote that one is the sort of person who indulges in a bizarre form of ‘social networking’ which comprises speaking with friends in the same room or that one prefers to hold a real book, made of real paper, in one’s hands. Heaven forbid!

Please do not mistake my use of the word ‘tradition’ in this sinister and subversive manner; that is, in the manner of a misty-eyed, nostalgic flick back through the metaphorical pages of our truly lovely sepia-toned past.

We mean, rather, that we adhere steadfastly to the philosophical essence at the core of the original grammar schools established in mediaeval England with the express purpose of teaching Latin (and later Greek) grammar and vocabulary. In 2010 perhaps that doesn’t seem revolutionary; in those dark ages it most certainly was. The availability of a Latin education was the key to knowledge itself, enabling the
middle classes to access a proper education and chance for their children, given that Latin was the prevailing language of the fledgling professional, theology, academia and public political life.

A proud tradition of looking forward in education

The true ‘tradition’ of the grammar school then, is this radical one of providing a broad-based liberal education which looks forward not backward; one which pushes educational boundaries, challenging and even changing the status quo, not clinging thoughtlessly to prevailing ideals and practices.

This inheritance can be difficult. It endows us with a commitment to never quite rest on our laurels about our School’s many successes. Instead, we must constantly ask ourselves whether we offer the best opportunity in education for young women for the new world. Dr Bell’s focus as Principal is constantly on that question and her initiative in appointing Professor Erica McWilliam for 2010 as the inaugural Scholar in Residence is a superb testament to that fact.

Specifically then what does this inheritance mean for the priorities of the Board over the past year? First and foremost it means, as always, understanding that our School community demands that we are constantly looking forward and asking ‘so, what’s next?’

We started the year with a formal celebration of the opening of the new pool. This not only restored to our campus the long-standing curricular activities of lifesaving and swimming, as well as other co-curricular uses, but also finally saw the opening up of the green space in the heart of the School, bringing to fruition a long-held master-planning aspiration of the Board over the past decade. But this also heralded the inevitable immediate question from our School community: ‘so, what’s next?’

Introduction of Year 7

The major strategic focus for the Board this year has been on advancing our plans towards the next big step in the life of the School: the introduction of Year 7. The planning for the introduction of Year 7 began some five to six years ago, under Dr Cherrell Hirst’s leadership as Chair, when the Queensland Government announced the introduction of a formal prep year and altered state school entry ages. The Principal and Board, realising that from 2015 children will finish Queensland primary school on average six months older than at present, identified that our specialist focus on the education of teenage girls dictated a logical step to our intake year becoming Year 7. It was also our view that, in all likelihood, the state would do the same to align with the schooling ages in most of the other States and Territories of Australia.

As we predicted five to six years ago, the State Government finally announced this year that moving Year 7 into high school is indeed on their agenda. The State’s final decision is expected in December. Once again, the Board’s original decision to introduce Year 7 to the School was a case of looking forward and planning — well beyond what was then status quo — to what might be needed to enhance the educational offering at Brisbane Girls Grammar School.
SPEECH DAY ADDRESS

We are on track to commence Year 7 in 2015, and even to bring this forward to 2014 if necessary, once the Government announces its decision. Year 7 will bring an overall increase in the School’s population, as we endeavour to maintain approximately the present intake cohort and House system. Whilst our present facilities can, strictly, accommodate this planned increase, we are currently considering options for appropriate improvement of buildings and facilities, and resourcing support for staff.

G Block upgrade
The School’s ongoing educational facilities maintenance and upgrade programme also continues at a steady pace. The Board has just approved final plans for the upgrade of G Block. However, more than a simple paint-job facelift to old-style classrooms, this project promises to push the boundaries in the use of space for education in the twenty-first century, guided by the teaching and learning needs of staff and students. It is our hope and intent that this work will commence and be completed over the coming Christmas holiday period, subject only to the significant bureaucratic hurdles that must be cleared for a building project of this nature.

Strategy, stakeholders and continuous improvement
As if that is not a sufficiently full ‘dance card’ for the year, the Board also:

• Worked with the Principal on the process, which has begun and will continue in earnest in 2011, to develop a new strategic plan to guide the School from 2012 under Dr Bell’s continuing leadership.

• Reviewed the results of the Board-initiated stakeholder surveys conducted in 2010. Thanks to you, and hundreds of other current and enrolled parents, past students and staff, this provided an enormous amount of constructive feedback about the School which is now informing our planning and operations. As reported in more detail earlier this year, pleasingly, the surveys affirmed that the School is meeting and exceeding the expectations of the vast majority of respondents. We intend to repeat the exercise every two to three years in the future.

• In a similar vein to the now well-embedded process for performance reviews and professional development of the Principal and her staff, we conducted, for the first time, an externally-facilitated evaluation of the Board’s performance, and consequently have undertaken to implement some governance improvements. All of these processes are ultimately about striving to ensure the best educational offering possible within the School’s means.

But, ‘what’s next?’, I hear you cry!

A new Board
This coming Friday marks the expiry of the four-year term of office of the present Board. I would like to acknowledge each and every one of my fellow trustees for their tireless dedication to your School: Dr Mary Mahoney, Deputy Chair; Mr Tony Young, Chair of the Finance Committee; Ms Else Shepherd; Mr David Vann; Professor John Hay; and Ms Sally Pitkin.

However, with a new four-year term for the Board commencing on 20 November, we are unfortunately unable to announce the names of the new trustees as we await the formal appointments by the Governor-in-Council acting on advice from the Minister for Education. This is expected later this week. The School community will be advised as soon as the full details of the new Board are known, including the outcome of the new Board’s first meeting to elect its Chair from amongst its number.

Dr Bell and staff
What remains constant in the meantime, I am pleased to report, is the dedicated principalship of Dr Bell. Regarded as one of Australia’s leading secondary school leaders, we are extremely fortunate that Dr Bell is ours! Dr Bell has continued to be supported in 2010 by her two deputies, Miss Felicity Williams and Mrs Marise McConaghy and by the School’s many high quality staff, all of whom deserve our sincerest thanks and gratitude. I would also like to express the Board’s deep appreciation for the exceptional and professional support afforded to us by Board Secretary and Business Manager, Ms Colette Pretorius, particularly in relation to financial and other resource planning and implementation.

Parents, friends and girls
Almost finally, I would also like to acknowledge the ceaseless efforts of our parents and friends within the School. In this I refer to the formal organisation, the Parents & Friends Association, and each of its vital parent support groups, and also the other support groups — such as the Old Girls Association — and separately again, I refer to the many parents and the many friends of the School. Your efforts do not go unnoticed or unappreciated. The contributions, both tangible and intangible, that so many of you continue to make, including through the many voluntary hours that you put in with our girls to create the strong positive culture and life of this School, are greatly appreciated.

But truly finally, to the girls who are leaving us this year. I know a couple of things about how you are feeling, because I have been in this very position myself. I know that you are highly relieved and highly emotionally charged, excited and nervous about walking out through the white picket fence for the last time. I do not know other things. I do not know quite what it is to take that step in 2010, nor do I know whether we have done justice to the extraordinary array of talents, interests and abilities that reside within you. But we have certainly tried. I do hope, however, that for all of you we have created a fire in your belly to continue learning and exploring the deepest recesses of your own personal interests and abilities, and, perhaps most importantly of all, to make your own contribution to a better world for all.

In the spirit of Jeanne Louise Calment, I wish you the joy of meeting life’s challenges head on, and the power and spirit of les increvables, the uncrushables, well before your 122nd birthday and hopefully even, in the Grammar tradition, from the first moment you walk out our gates.

MS ELIZABETH JAMESON
Ms Elizabeth Jameson, Chair of the Board; Trustees; Professor Erica McWilliam; special guests; staff; parents and girls, welcome to the Brisbane Girls Grammar School Annual Speech Day and Distribution of Prizes for 2010 — in this the School’s 135th anniversary year and for the first time in this new venue.¹

In 1873 Sir Charles Lilley declared:
I believe that female education in this colony, indeed in every country in the world, has been seriously neglected. We know that so far as any real knowledge is concerned the great mass of women have been left in complete darkness ...
(cited in Grammar Gazette, 2010, p. 2)

Lilley’s observation signalled a milestone for girls’ education in this state with the foundation of Brisbane Girls Grammar two years later. Since then our School and many of our alumni have signified numerous important milestones along the way and many of these were captured in the recent 135th anniversary edition of the Grammar Gazette. While a milestone is literally a marker of distance travelled along a road from a starting point, historically they were also reassuring references for travellers to confirm they were on the right path.

What then might our 135 year milestone signify, and can we be sure we remain on the right path? We greatly value our heritage and the vision, dedication and achievements of those who have grown the School intellectually and literally to what it is today, and perhaps this consistency over time of purposeful reflection, incremental change, innovation and improvements are crucial factors in the School’s continued success.
2010 has been a year devoted to both celebration and self-scrutiny based on organisational and individual reflection and purposeful interrogation. The beautiful sculpture donated to the School by the Old Girls Association in October — titled Reflection — not only mirrors the new pool, but encapsulates this sense of timely contemplation.

Much of this year’s considered thinking and deliberation has been led by one of our more imaginative birthday gifts — the appointment of internationally renowned education innovator, Professor Erica McWilliam. Amongst numerous projects, Professor McWilliam has helped students to understand their own learning styles and goals; brokered relationships with universities to benefit staff and students; and has prompted teachers to contextualise what they value in their graduands and their individual teaching practice within our highly connected and technology-centric world. The developing results of her residency will place our School at the ground-breaking edge of teaching and learning and ultimately better prepare our young women for their twenty-first century futures — confirmation that we remain on the right educational path.

While looking to our students’ futures, we acknowledge our past and its influence on the present. The leadership and role modelling of women and their stories of contributions to Girls Grammar, the profession and society, frequently reflect the tenets which have been held in high regard in this place across three centuries. This is one of those stories of a woman whose life has been dedicated to the education of young women and to this School.2

Felicity Williams entered Brisbane Girls Grammar School in 1960. Reportedly a relatively quiet though determined student, she unsurprisingly prized academic scholarship particularly in English and history, and participated in School drama productions. At The University of Queensland she graduated with a Bachelor of Arts and soon thereafter began her career as a history teacher at Somerville House.

It was not long before her professionalism, management style, level of scholarship and interest in curriculum were rewarded with an appointment as Senior Mistress — possibly the youngest woman to be appointed to such a position in the Brisbane private school sector. Reportedly, throughout her twenty-one years there her addresses at daily assemblies produced students fully conversant with what constituted pride for the uniform, good manners, the need for academic rigour and the importance of ethics and social responsibility. Her droll wit and sometimes irreverent humour often challenged those who had taken it upon themselves to question the underlying wisdom of what was a fit and proper education for young women. Miss Williams is still known for her theatrical assembly asides today.

In 1988 Miss Williams re-joined the Girls Grammar community as Head of History. But once again, her wealth of experience and leadership aptitude made her the premier candidate when then principal, Judith Hancock, appointed her as deputy in 1991. Miss Williams has also made her mark in helping raise the status of female teachers, when early in her career she actively supported the Assistant Mistresses Association in its aspiration to achieve parity with male teachers in terms of pay and conditions of employment. In more recent times, she has taken great delight in preparing the School’s Equal Opportunity for Women submissions and our resultant continuing recognition as one of Australia’s leading girls’ schools in the Employer of Choice for Women Awards.

More recently, she has had responsibility for Marrapatta, the School’s Memorial Outdoor Education campus. We remain the only girls’ school in Queensland to own and operate such an
important experiential learning facility. Speech Day, however, is the one occasion that is indelibly associated with Miss Williams. The organisation of such an event is considerable and a task in which she takes great pride, as Speech Day showcases what this School values and has always valued: the School spirit inherent in the student body, the positive and unique community culture, and the recognition and rewarding of merit at a multiplicity of levels for young women.

I relate this selective story spanning half a century, because it is through the role modelling of key attributes and values embodied in women such as Felicity Williams, that we keep our traditions alive, inspire others and enrich our heritage for future generations. Miss Williams could easily have been a principal; in fact she has often assumed that role in an acting capacity. However, she elected to remain at Girls Grammar — a school which in her mind is simply the best there is. So in some respects it is with some sadness that at the end of this year Miss Williams will move on from her substantive role as the delegate Deputy Principal. However, she is the first to acknowledge the inevitability of change, and she still has much to offer at a crucial time in the strategic development of the School.

So, in recognition of her exemplary years of service and because she is such a unique and valued member of our education community, in 2011 she will assume the very special residency role of Deputy Principal Emerita — a mark of our respect and a title which undeniably honours her contributions to this School and to girls’ education. It is a position which has been created specifically for Miss Williams — the first in our School’s history. The Board, senior management and staff thank her on behalf of our extended community, past and present, and wish her a very satisfying, productive and rewarding year ahead in her residency. Please join with me in thanking Miss Williams for her contributions to the School thus far, as the Head Girls present her with a small token of our appreciation.

In 2011 we plan to investigate a new model of ‘place-based learning’; a concept which encompasses physical, virtual, formal, informal, systemic, social and cultural learning as an innovative twenty-first century curriculum design. We look to embed the importance of individual capacity for contribution to society through ‘optimal engagement’ as a fundamental part of our education process. This embraces matters of ethics and ethical behaviours, decision making, service, self awareness and the capacity for critical examination. And we look to acknowledge and utilise the profound influence the virtual world is playing in the design of all facets of life through a ‘connected society’ and the importance of equipping future generations to positively operate in this environment.

This is how we plan to sustain our educational momentum for the next five years — a blink of a moment in this School’s life — and to keep our minds and efforts on the relevance and quality of our work and our eyes on the future. I thank the Board of Trustees for their confidence in my staff and myself; to my executive team and colleagues — my admiration for what you do each day and my sincere thanks for your support. On behalf of the School I extend gratitude to our parents — for working with us to ensure your daughters are given the best opportunities to thrive both educationally and as well-balanced young people. I particularly thank the parents, friends and old girls who donate their time, energy, expertise and resources via committees and events throughout the year; your largesse is crucial to this place and always appreciated.

Last, but never least, to Year 12.

Your goals of ‘commitment, unity and pride’ have resonated throughout your leadership across so many endeavours this year. Coupled with the School’s focus on ‘challenge and imagination’, our 135th anniversary has been underpinned by all the qualities we would hope to influence your emerging adult lives. Brisbane Girls Grammar is a remarkable community with enviable traditions in academic achievement, school spirit, and co-curricular opportunities. As departing Year 12 students you should take tremendous pride in being part of this heritage and remember the women who have gone before you, the teachers who have influenced your lives thus far, and as you approach the next stage in your lives ensure you ‘Never Miss a Beat’.³

So, in 1873 Charles Lilley was concerned that the great mass of women had been left in complete educational darkness; this is not the case for you and it is not the case for the thousands of girls who have attended this great School over the last 135 years:

... Like the flame that burns the candle
The candle feeds the flame ...

[Play 135th anniversary School DVD featuring the song ‘You Make My Dreams Come True’ by Daryl Hall and John Oates.⁴]

This 135th anniversary video is a special pictorial record of the School and is very much of its time — visually portraying the vitality of its students, the ingenuity of its staff, the remarkable culture and a twenty-first century campus. I sincerely thank everyone involved for capturing the essence of Brisbane Girls Grammar in 2010. In Rose Kennedy’s words:

Life isn’t a matter of milestones but of moments.⁵

DR AMANDA BELL

NOTES:
1. Brisbane Convention & Exhibition Centre, South Bank, Brisbane
2. Research by Miss Elizabeth Hatton., Heritage Projects and Head of Woolcock House (Acting).
3. 2010 School motto.
4. DVD prepared by Mrs Kim Cohen, Head of Mackay House, and Mrs Loren Bridge, Director of Communications & Community Relations, with the assistance of the students and staff of Brisbane Girls Grammar School.

REFERENCES:
Occasional Address

Introduction

Professor Erica McWilliam is an internationally recognised scholar in the field of pedagogy, with a particular focus on professional workforce capacity-building in schools and universities. Her research and scholarship is well known for its focus on educational reform and its relationship to ‘over the horizon’ work futures in the context of the new knowledge economy.

After spending two decades as a teacher and educational researcher at the Queensland University of Technology, she was appointed to a professorship at the National Institute of Education in Singapore in December 2008. She is an Associate Fellow of the Australian Learning and Teaching Council and, in recognition of her valuable services to schooling and teacher education, was invited in 2009 to become a Fellow of the Australian College of Educators (ACE), having been the 2009 ACE Scholar on the Road. Her publication record is prolific, and it includes her latest sole-authored book, *The Creative Workforce: How to launch young people into high-flying futures*, with the UNSW Press.

Not content simply with writing and researching, Erica has developed a strong reputation as a public speaker on education for twenty-first century living, learning and earning. Her vibrant speaking style and her prolific publication record has enabled her to maintain a strong global profile as an innovator and pedagogical leader. She continues to be in demand as a thought leader for schools, universities and professional educational associations worldwide and, in this capacity, has been our Scholar in Residence for 2010. I would like to take this opportunity to thank Professor McWilliam for her intellectual wit, humour, commonsense, energy and inspiration across so many areas in the School this year — a most memorable birthday present!

Many will be familiar with Professor McWilliam’s unique turn of phrase and capacity to present ideas in new and evocative ways. What many may not know, is that perhaps her edginess and energy has been inherited from her mother, who attended Girls Grammar in the 1930s, and who is still as sharp as a tack and immensely proud of her daughter’s achievements and contributions to education.

Please join me in welcoming Professor Erica McWilliam.

DR AMANDA BELL
PRINCIPAL

NOTES:
Your future: The good news and the bad news

Given my role as an Education Futurist with the School this year, it would seem appropriate that I address the girls in general, and the Year 12s in particular, about what the future holds in store.

I wonder, girls — if you had a photo album that included pictures taken of yourself in the year 2030, would you look at it? Or would you rather not? Would you take a peck, and then be sorry later? Or would you be pleased to see how much like your mum you look when you are in your late thirties?

There is much I can’t predict about your individual futures, including how you will look in your thirties, but there are some things that I can tell you about the trends that are likely to impact on your futures because of the weight of evidence we now have about those trends.

In simple terms, there is good news and bad news about your future. You will get to experience the good with the bad, because they are flip-sides of the same coin. Let me explain.

There is good news for those of you who love your techno gadgets and what you can do with them. You’ll have more digital tools and the tools will be getting smarter. Data, sensors and semantic processing will increasingly be embedded into more things, people and places. It won’t look like the robotic world so often envisioned in fiction, but more like a seamlessly symmetrical choreography between groups of people and the spaces they occupy.

The bad news is that you will need to get smarter too. You will need to be more and more agile at techno-dancing. The things you have learned from your formal education will not be nearly enough to equip you for this constant re-connecting and re-learning. You will need to unlearn as much as you learn, and will have to reinvent yourself regularly as you confront the new global challenges of environmental socio-economic change. In other words, what counts as your talent and expertise will have a very short shelf-life. You will have to build new talents at the same time that you exploit the ones you have. This means that people who are ruthlessly curious about things they don’t yet know, and people who love their art as much as their algorithms — who can combine aesthetics and functionality in unprecedented ways — will be best equipped for living full and influential lives in the year 2030.

More good news coming your way is that new business models are making what was previously profitable now virtually free. The global marketplace is being changed by the diffusion of distributed lightweight infrastructure technologies, causing the resources of heavy infrastructure players to become unprofitable. This presents you with unique opportunities for commercial leadership — for imagining, devising and applying new tools, social practices and values in a global marketplace. Your ability to work well in a group or collective, alongside the sort of distinctively branded individualism that you all have as Grammar girls, will allow you to have a powerful impact on entrepreneurial and professional cultures. There will be unique opportunities to create fundamentally different management structures, and different forms of reward and recognition.

The bad news is that competition in a gendered market and a genuinely global market is getting more fierce as new players jostle for entry, particularly players from China and the subcontinent. You will still need to work harder and do better to compete with your male peers in the employability stakes, unfortunately. And you will not be able to rely forever on the security of living in ‘The Lucky Country’. We all know that Australia has come through recent tough economic times relatively unscathed, but being a global player means that you will need to negotiate a much bigger and more challenging landscape.
than your own backyard. This is as true of environmental sustainability as it is of economic stability. Strong academic qualifications, openness to other cultures and an ability to speak several languages will be employability assets, but even these capacities will be no guarantee of success.

More good news, however, is that *lifestyle technology will continue to get cheaper* for those living in Western countries. But the bad news is that we in the West now consume far too much of the earth’s resources — too much stuff is cluttering up our lives. Storage of furniture, cast-offs and household junk is already a multi-billion dollar industry and growing. So, too, is the security industry, because those who have are spending more and more money to protect their goods from those who have not. You are going to have to learn to live with fewer possessions if the world is to be more sustainable; and this is not going to be easy, given what marketers of goods and services already know about you and your patterns of consumption. We can add to this bad news the worrying trend that new energy efficient technologies seem to be encouraging us to use more, not less. It’s an energy efficient bulb so we can leave the lights on longer now! We need both more energy efficiency and more sustainable (that is, different) social habits.

Time to look for some more good news. And there is more — to do with our health and well-being. *Many human diseases are now being eradicated* by modern science. So many of the things that your ancestors have died of, and older Australians are dying of, will be eradicated in the next few decades. You are likely to live longer and healthier lives than any other human beings who have lived on this planet.

But there’s a catch — of course, there is. The bad news is that *we are fast producing new diseases or more cases of some diseases* related to our affluence and ageing, like morbid obesity and various forms of cancer. Moreover, longer lives mean that more of us will be suffering from dementia in our dotage and will need high levels of care from a society that is in retreat from welfare. Meanwhile, poverty and high mortality rates in Third World countries are making for an increasingly unstable and unethical world in which social inequality and hopelessness are perfect conditions for breeding tyranny and oppression.

So, what is the relevance of your education? The good news (or perhaps the not-so-good news for some!) is that *high levels of literacy and numeracy still matter and your school results still matter*. But even better news is that passion, kindness, curiosity and integrity — all the values that your School stands for beyond high academic standards — still matter, perhaps more so than ever. The greatest measure of your learning will be your readiness to demonstrate these values in, and on behalf of, a diverse and shrinking global community.

So in summary, then, your future will not be about endless progress, a triumphant and untroubled path towards sunny uplands of plenty and prosperity, but nor need it be about anxiety, disappointment, and descent into despair and deprivation. As with your present, it will involve both success and failure. What you learn from both will be the marker of your character, your wisdom, and your capacity to learn. My wish for you all is that, as you move through the future decades, you have all the pleasure — and the rigour — of a lifetime of learning. Then, and only then, your photo at age thirty-seven will be guaranteed to look like that of a genuinely powerful, fulfilled and delightful woman.

**PROFESSOR ERICA McWILLIAM**
**EDUCATION FUTURIST**
Professor McWilliam, Ms Jameson, Dr Bell, staff, parents, friends and the Grammar girls of 2010. This year, we have been privileged to have eminent educationalist and international scholar Professor McWilliam as our Scholar in Residence. We would like to thank Professor McWilliam for speaking to us today, and sharing her insight as an Education Futurist into the good and bad of what the future holds, and how that will impact on our lives and the direction of our School. It is clear to us that we must keep learning about new technologies, and maybe one day, in Girls Grammar’s future, teachers might even be telling students off for not using their iPhones in class.

Professor McWilliam, please accept these flowers as a small but heartfelt token of our appreciation.

Today, for the very last time, Julia and I stand before you as the Head Girls for 2010. This year has undoubtedly been one of celebration. 2010 has seen the School celebrate 135 years as an education pioneer, guiding young women to achieve their very best and enabling them to share the same opportunities as their male counterparts. On a shorter time scale, we celebrated our victory in the QGSSSA Cross Country for the seventeenth year in a row, and our victory in the QGSSSA Athletics for the first time in five years. And especially today, we celebrate the extraordinary achievements of all our girls in the fields of academics, sports, service and citizenship.

At the beginning of the academic year, twenty-six girls representing the Arts, Sports, Service and House aspects of the School gathered at Marrapatta, the School’s Memorial Outdoor Education Centre, to meet and plan for the year. The chosen motto ‘Never Miss a Beat’ encouraged each girl to approach every day with the tenacity to do as much as possible, to grasp every opportunity and, fundamentally, to never miss a beat. This year has not been without its fair share of humps and obstacles, but it has been enlightening and rewarding to watch all of you embrace this motto.
We also developed the three goals of 'Commitment, Unity and Pride', or CUP for short, to enable every Grammar girl to make the most of their year. We asked each girl to commit herself to something positive and worthwhile and remain committed, whether it was to a club, a sporting team, to support a friend or to her studies. We asked each girl to help us to unite the School in its many aspects — in sporting teams, in Houses, in Year levels and in the whole School. We asked each girl to take pride in our School by showing school spirit and respecting the School, the uniform, the staff and the other students. Girls, I think it’s safe to say that we achieved these goals this year through our fundraisers, Blue Days, dress-up days, Interhouse events, QG events and in so many of the little things that make up our everyday school life behind the white picket fence.

What is Brisbane Girls Grammar School? Is it an institution which pioneered the revolution in women's education in Queensland? Is it a multi-award-winning school with multi-award-winning buildings and multi-award-winning students? Or is simply the definition Wikipedia provides:

‘Brisbane Girls’ [sic] Grammar School, is an independent, secular, day school for girls, located in Spring Hill, an inner suburb of Brisbane, Queensland, Australia.’

Apart from being a dry and, geographically, rather specific fact, Wikipedia’s definition comes nowhere near answering our question. Brisbane Girls Grammar School is a kaleidoscope. Our School is a myriad of colours and shapes, and with each slight shift of the tube you see a whole new perspective. From one angle, you see our success in sport; the light changes, you see our extensive community service; turn the tube and you can see our amazing musicians, our successful scholars or our passionate school spirit.

When we began our education at Girls Grammar as the little fish in a big pond, we were staring down the top of the kaleidoscope. Everything was blurry, the colours were there waiting to form, but we needed guidance and time for the image to focus. As the years passed, we all made the journey through the Year levels — through the kaleidoscope that is Girls Grammar — and, though we have gone together, every
one of us has had her unique passage. Now as Year 12s, we have peered into this kaleidoscope from every angle, and seen every possible combination of colour and shape. So what do we do now? Do we lock the kaleidoscope away as a dusty old memory; or do we even throw it away?

Many school leavers will see the future as a scary place, but we Grammar girls — given the support of our home and school backgrounds — have been equipped to see our futures as places of infinite possibilities.

Now is when we need to reflect on Professor McWilliam’s advice. In her Occasional Address, she said that ‘strong academic qualifications, openness to other cultures and the ability to speak several languages will be employability assets, but even these will be no guarantee of success’ and that ‘what counts as [our] talent and expertise will have a very short shelf-life’ in this fast paced world. Professor McWilliam also said that the enduring values our ‘School stands for beyond high academic standards still matter’ and these are the values that define us. These are the values that form the distinctive identity that we all have as Grammar girls.

Our tenacity to ‘Never miss a Beat’, our Commitment, our Unity, our Pride, and more, equip us with an intuitive semaphore, a mechanism where we will look out for each other in ten, twenty, thirty years time. We are saying that you have what it takes to do what you want to do and whatever you pursue — as some of us become world leaders, doctors, mothers, lawyers or artists — you will always have these values to rely upon and to support you. This is what we take with us when we leave today.

In Year 8 we were told this old saying: ‘Once a Grammar girl, always a Grammar girl’. Our experiences at school and those to follow will look different to every one of us, each from our different angle, with our different personalities. But the School has shaped the kaleidoscope lens that we look through, giving us the flexibility and resilience to cope with unpredictable twists and each new combination.

There is no denying the pattern that we have seen through the kaleidoscope of this year has been nothing less than art. Good luck to the Year 12s for all future endeavours. Thank you for making 2010 a year to remember.

MICHELLE PHAM AND JULIA STEELE
It was with great pride and humility that I accepted the invitation to be this evening’s guest speaker. The Valedictory Dinner of Girls Grammar in its 135th anniversary year is such a momentous occasion.

I'd like to take this opportunity to acknowledge the graduates — the Year 12 girls — who in a few days will be finishing their schooling at Girls Grammar and moving into the great unknown: life after Brisbane Girls Grammar School. No doubt this has been a tough and challenging year. I'm sure there have been tears, sleepless nights and stress, worrying about the really important things — like what dress to wear to the formal, who to take, and how to rearrange your uniform on muck-up day — big questions. As opposed to OPs, studies, and university — minor details. I would also like to acknowledge the parents who, despite probably having many sleepless nights, have tirelessly provided emotional support.

When I was asked to deliver this address tonight, I thought, ‘Why me?’. I wasn’t dux or the best sports person. I was an average student who on occasion was renowned for being the joker, much to the dismay of my teachers. I was wondering what possible advice I might offer you, then I realised we may actually have a lot in common. I, too, have to get up early each day and iron my uniform. I get in trouble when I don’t wear my hat and, while there are no prefects on the gates checking uniforms, we have something worse — Military Police! Also, this year I have found myself studying intensely for my final General Practice exams — hopefully you have done better with study than I have. I have mastered the art of procrastination. I would have brain waves while trying to study the renal function of the glomerular filtration rate of an eighty year old that I needed to watch series one to three of Gossip Girl on DVD.

I must admit that, after all the silly things I did at school, I was actually very surprised that Girls Grammar asked me to come back tonight. I actually thought that the School would have deleted my record from ever existing.

Our final Speech Day was held at City Hall and I distinctly remember the words of the principal at the time, Mrs Judith Hancock: ‘You are no longer Grammar students and you are free to leave’. So I made a beeline to the fountain and decided to go a little wild in there — much to the disapproval of Miss Williams and other staff. I thought, ‘Wow that’s great, lots of fun’, but then I had the humiliation of having to walk twenty-five metres (or what seemed like twenty-five kilometres)
to our car with a see-through white top. And I'm not quite sure what was in that fountain water because the whole of Schoolies I had a weird fungal rash.

While doing many stupid things at school that I regret, upon reflection I have realised how much of a foundation it provided. It is a wonderful privilege to go to a school like this, and over the past fourteen years I’ve realised that. I’ve found that Girls Grammar gave me the opportunity to realise I could achieve anything I wanted to, without limitations. It developed in me an overwhelming sense of self-belief and that’s such a privilege. Throughout my work as a doctor, I’ve travelled extensively in Australia and overseas. I realise just how fortunate we are to have education for women; it’s a luxury that not many people have. Your education at Girls Grammar is more than just a standard curriculum; it’s more than just text books. It teaches you the values and the foundations that will lead you to a very successful career or whatever you want to do in the future. So tonight I plan to talk to you about a couple of values and themes that I developed from my years at Girls Grammar. And I’d like to relate them to that recent event I was involved in on Ashmore Reef.

Firstly I would like to talk about life long learning. I remember being exactly where the Year 12s are tonight and thinking, ‘Great that’s done, I’ve finished Year 12, finished my exams, it’s all smooth sailing from here’. It’s not; this is just the beginning and you will be learning for the rest of your life. Since leaving school I completed a science degree at UQ, and I did postgraduate medicine in which I was fortunate to get a scholarship to do a research project at Cambridge University. I’ve started GP training; I’ve started aviation and underwater medicine; and I’m currently completing two masters degrees. Yes, I have a HECS debt.

Throughout your time at Girls Grammar you’ve been given the tools and the mindset to continue learning — use this. You are never done and it’s more than academic learning; it’s about personal learning. It’s about a process of self-development, and I think you can only truly achieve this through regular self-reflection — to review yourself and determine whether you are the person you want to be. If you’re not, do something about it. You have the opportunity now to do anything you want to do. You may not get the grades that you want, or the OP that you want, but if you have the resilience and the motivation, you will get to where you want to be — and that’s my story.

Since finishing Girls Grammar, I have lived in three countries across the globe, in four states and two territories in Australia, and I’ve moved home nineteen times. In every place that I’ve lived, without fail the Grammar Gazette has managed to track me down. Without trying or conscientiously advising the School they have sent me a Gazette every year and — while
my theory that the secretary works for ASIO could be a little on the money — I have to admire the perseverance of the School, and I must admit I secretly enjoy reading it.

My next topic is perseverance. So, as I mentioned earlier, if there’s one thing that I’d like you to take away from tonight it’s don’t give up. I was an average student, as I said, and I remember talking to my career counsellor in Year 11 and telling her that I wanted to do medicine. She burst into laughter, paused, and said, ‘Oh you’re serious’. It was my dream to study medicine and I achieved it. For me, university was a challenging environment. It was different. At school you’re known — teachers know you — but university is very different. You’re a number. You’re not someone’s sister; you’re not someone’s daughter; you’re not a Grammar girl. I was S349516972. I can’t believe I actually remember that. University lecturers don’t care if you attend. It’s up to you if you want to achieve. You have no one else to hold responsible for your failures or successes other than yourself. You can’t blame the lecturers; you can’t blame your parents; you can only blame yourself. If you do well, you’ve got yourself to thank. I think that was a defining moment for me. I surprised myself and I actually did quite well at university. I graduated from science with a 6.9 GPA. I was on the Dean’s List for many years. I was fortunate to get accepted into Medical School, and I’m now working as a doctor for the Royal Australian Air Force.

One other topic that I’d like to talk about is camaraderie. I’ve seen such a huge amount of camaraderie tonight, so I don’t think it’s up to me to define camaraderie, but just to reflect on how lucky you are as a group to have the great friendships that you’ve got. When you go through a common experience, like Girls Grammar, it really bonds you through life. Some of the best friends I have are Grammar girls, and it’s because we shared such adverse times. One experience that springs to mind was my Duke of Edinburgh Silver Award expedition at Imbil. I was doing the orienteering section of it and someone decided to put me as navigator. Not a very good move. We left at around eight o’clock and we were due to return around five o’clock that afternoon. And I thought, ‘That’s too long to walk, how about we just go over the ridge, bush-bash down, go through the creek and then we can get onto that road’. It was a great idea. Unfortunately it wasn’t on the map and we got terribly lost. It was all fun and games until around eleven o’clock at night and we still hadn’t got back. So, it started off as laughter and there were a few tears at eleven thirty, and by midnight there was all out bawling. But we managed to find a saviour. Around midnight we saw in the distance — on this route in the middle of nowhere in Imbil — a car. I was a little disturbed when a guy with a bikie beard got out — and there was a ‘No Fat Chicks’ sign — but he agreed to make an exception for eight of us on the back of the ute. So we asked to go to the nearest place that had a phone, and that was, of course, the Imbil pub. I then had the joy of ringing the staff to ask them if they would collect us from the Imbil pub at one o’clock in the morning. That went down very well. Hopefully you never had that experience, but I’m sure you have had other shared experiences and great times that bond a group. It’s those communal things that will no doubt keep you friends with each other for many years to come.
My last topic, or value, is respect. I'm sure I don't need to tell you what respect is, but just some quick key points. Respect others. Respect yourself. Respect is not awarded; it is earned. And if all else fails and you can't get respect, then sit on a Bushmaster armoured vehicle with an automatic weapon behind you.

Now I'd like to talk about the recent experience that I was involved in on Ashmore Reef. I'm an Air Force doctor. I usually don't leave the Air Force bases. All very civilized. I was tasked (or, as I like to call it, given a pineapple) to go on Operation Resolute, which is a whole of government approach to border protection. I thought, 'This’ll be great; I'll do three months at sea; it's just going to be like Sea Patrol; I'll just hang out with the guys; this'll be great'. It wasn't quite like that. It was my first time at sea, and it was quite an interesting outcome.

So, just a little bit of background to the situation that I was involved in. I was tasked as the Medical Officer to provide medical support and assessment for refugees as they came in on illegal immigrant boats. The first boat that we came across had about forty-seven people onboard and it was very tiny and incredibly cramped. There's one toilet; it's the back of the boat, into the ocean. Sanitation was not good. I got onboard this boat around eleven o'clock at night and I did health checks until around six o'clock in the morning. I then got off the boat, and was heading back when the explosion happened.

I was about fifty metres away when the explosion happened. It was a surreal moment. I've worked in hospitals where I've seen trauma and motor vehicle accidents, but I've never actually witnessed such a horrific incident before. It was a significant blast wave. I actually got knocked back. I lost my hat and I still haven’t got it back. The horrific aspect was wondering what had happened to the people. I had some really good friends, Australian Defence Force friends, who were actually on the boat at the time of the explosion — as were the forty-seven people that I had spent all night treating. I was shocked and completely bewildered. I remember freezing for a moment and thinking, 'Goodness gracious, what's just happened here?'

In the end — I'm not quite sure how to explain it. Maybe it's those years of Girls Grammar, or everything else that's happened to me — you just go onto autopilot. And that's what I did. I had very limited equipment. Essentially, what I had with me was a backpack which would treat one seriously ill patient for three hours. I had about forty seriously ill patients, and it would take at least twelve hours to get to further care. It was an overwhelming situation. And I was the only medical person there. So all eyes were on me to tell them what to do. That's why I am talking about courage and perseverance and camaraderie, because I couldn’t have done what I did without the amazing teamwork of all the people involved. All the Navy guys — and they weren't much older than you, probably twenty and twenty-one — had no experience, and they were asking, 'Doc, what can I do? How can I help?'. They were so eager and willing to work together for a greater goal.

Most of the patients I saw had eighty to ninety per cent burns involving most of the body, including the airway which is quite a difficult medical management. Basically, I had to determine who was going to need immediate medical treatment in the next thirty seconds and who could wait, a kind of triage and sort and sift.
To give you an appreciation of the severe environment that we had to work in on that day, it was around thirty-four degrees — if anyone here has ever lived in the tropics or northern part of Australia, you’d know how humid it was. It was an incredibly small boat. The aluminium deck was about fifteen metres by ten metres, and there were fifty-seven casualties. It was hot. It was sweaty. Most of us had gone probably two or three days without any sleep. We were faced with an overwhelming situation.

And I guess that’s where it kicks in — all those values I was talking about. Everyone on that day gave 120 per cent.

What we did was start up a bit of a mass casualty situation where I had the priority ones with me, being the only medical person — no one else was trained. So we had to do everything we could with very limited equipment to try and save these people.

One guy had just finished Recruit training, and this was his first day at sea. He was quite overwhelmed with the situation. I asked him to just stay by the patient and see that he’s OK. And for twelve hours straight he held his hand and did not let go. He showed him such respect and courtesy that it was absolutely amazing. Although that was all he could do, it significantly impacted that patient’s experience.

It was all rather grim. As I said previously, I had very limited equipment, and four to six hours into it I was thinking, ‘Oh, goodness this is terrible’. I actually remember bringing all the guys together and saying, ‘Look, be prepared that we’re going to start losing people now; we’ve well and truly missed the golden hour when it comes to medicine and getting them into traditional care’. These guys were going to start seeing some deaths pretty quickly. It was around that time that the Orion plane started delivering some medical equipment to us.

And then, we saw in the distance the Front Puffin, an oil ship platform. We came alongside and one by one we got in a massive sort of crane and were transported onto the oil rig. I remember my colleague who was helping me was so afraid of heights, and I was saying, ‘Oh you’ll be fine’. But then when we saw about twenty fins underneath the water, we kind of got a little bit scared.

On the oil rig we started a triage and treatment station for mass casualties. We were lucky that we had a little more equipment and could start doing a little more definitive care — airway management and that sort of stuff. And this is what I find so touching about humanity: what the oil rig workers did on that day. This is a multi-million dollar company. They’re out for a profit, but they stopped absolutely everything to come to our aid. They gave up their beds, they gave up their food, they gave up their water to assist us on that day. So after we left — and it was a massive mess — they had to sleep on the floor because we’d basically cleaned them out.

Ten or eleven hours after the initial explosion and everyone’s getting tired, everyone’s getting exhausted. Some of the patients are becoming critically ill. And I was getting worried about them.

Then the helicopters arrived, and it was such a good feeling. I remember speaking to some of the doctors at the other end, and I was saying, ‘Look, how long are you going to be? I’m really worried about a couple of these guys’. They said, ‘Oh, about twenty minutes’. It was about three hours later that they actually did arrive. So the helicopters arrived and we managed to take each of these patients, one by one, back to Truscott Island Airfield Base where they were transported by Aero Medical Evacuation to a definitive hospital in Perth, Darwin or Brisbane.

Although this was a very brief account — and by no means goes into the full details — hopefully what you’ve learned from my story would be some of those key points I talked about: perseverance and never giving up. If I had for just one second thought, ‘This is all too hard’, and given up, the twenty-six people who were looking to me for direction would have given up as well. If I didn’t have the courage, or the crew or all the workers didn’t have the courage, none of us would have achieved what we did. The best news story out of all of this is that, while five people tragically lost their lives at the time of the explosion, no-one else died afterwards. This is due to every single person who was involved that day.

So, in conclusion, I want to say that it’s the journey that’s important. It’s not your OP marks. It’s not your final score at Year 12. You still have a whole life ahead of you. I know when I was where you are today, I thought that I had to have everything figured out by now. You don’t. Enjoy the journey. Enjoy the ride. See where life takes you and you’ll be pleasantly surprised.

I recall hearing the adage: ‘If you look back at your high school years, and you reflect that they were the most enjoyable and fun times of your life then your school has failed you’. High school is fun and enjoyable, but it’s so much more fun outside of high school.

DR JO DARBY CSC
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Dr Ann Farley, BEd, GradDipResT, DipT, MSc(Dist), PhD, MACE

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

Health Studies
Mr Stephen Woods, BA, MA, GradDipTeach (Sem 2)

Humanities (Acting)
Miss Alison Dare, BA(Hons), DipEd, MA

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

Instrumental Music
Mr Mark Sullivan, BMus, GradDipFet(Tertiary), DipArts (Inst)

International Studies
Ms Natalie Smith, BScJap, GradDipEd, GrDipHuman&SocSc

Marrapatta Memorial Outdoor Education Campus
Mr James McIntosh, BEd, GradDipOutEd, MEdSt

Mathematics
Mr Gregory Bland, BA, BEd, MACE

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

Science (Co-Director)
Ms Tracey Monteith, BSc(Hons), DipEd (Sem 2)

Sport
Mrs Chris Moore, BA, DipEd

Technology Studies (Co-Directors)
Mr Shane Skillen, BEd, CertEng, DipMultiMedia
Mr Brendon Thomas, CertFineArts, BEd, PgradCertOEd
HEADS OF HOUSE

Beanland
Mrs Lyn Chakravorty, BA, DipT, GradDipLibSc, MACE

England
Mrs Anne Ingram, BSc, DipEd, AMusA (Term I, II & IV)
Mrs Lynne Mungomery, BHMS(Ed) (Acting Term III)

Gibson
Ms Hazel Boltman, HDE(Physical Science)

Griffith
Ms Jan O’ Sullivan, BA, BA, DipEd, MACE

Hirschfeld
Mrs Anne Stubbington, BEd(Hons)Sussex, CertT, GradDipRes/ SupTeach

Lilley
Mrs Sybil Edwards, BA, DipT

Mackay
Mrs Kim Cohen, BSc, HDipEd (PG)

O’Connor (Acting)
Ms Louisa Harvey, BA, BEd

Woolcock (Acting)
Miss Elizabeth Hatton, BA, DipPhysEd

HEADS OF DEPARTMENT & OTHER POSITIONS OF ADDED RESPONSIBILITY

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

Ancient History
Miss Alison Dare, BA(Hons), DipEd, MA

Biology
Ms Tracey Monteith, BSc(Hons), DipEd

Chemistry
Mr Keith Treschman, BSc, BEdSt, BA, MEd, DipEd

Chinese
Mr Gideon Huppert, BA, DipEd, MEd (TESOL)

Drama
Mr David Armstrong, BEd, DipT (Sem I)
Ms Joanne Martin, BEd

Economics
Mrs Lyn Chakravorty, BA, DipT, GradDipLibSc, MACE

English – Junior
Ms Linda Thomas, BA, DipEd, CertEnglish

French
Ms Wendy Parkinson, CertEd, BEd, BA, MA, GradDip(FrancheComte)

Geography
Mr Jeffrey Wheatley, BEcon, DipEd

German
Mrs Debra Barker, BA, DipEd, BEdSt, MEd (TESOL)

Heritage Projects
Miss Elizabeth Hatton, BA, DipPhysEd

History
Ms Julie Hennessey, BA, MEd, DipEd

Japanese
Ms Natalie Smith, BScJap, GradDipEd, GrDipHuman&SocSc (Term I – III)
Mrs Emma Lowry, BBus/BA(IntSt), BEd

Latin
Mrs Marion Bryant, BA, BEd

Mathematics (Senior)
Mrs Jennifer Charles-Edwards, MSc, GradDipAPhys, GradDipT, MACE

Mathematics (Junior)
Mrs Jennifer Winter, BA, HDE(Maths)

Multi-strand Science
Mrs Anne Ingram, BSc, DipEd, AMusA (Term I, II & IV)
Mrs Monica Urry, BSc BEd (Acting Term III)

Music
Mr Andrew Penmay, BA, BEd

Physical Education (QSA)
Mr Stephen Fogarty, BEd

Physics
Mr Alan Allinson, BSc(Hons), PostGradCertEd

Student Credentials
Mr Peter Creese, BA, BEd

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

* Part-time
# On approved leave
STAFF LIST

ACADEMIC STAFF

Ms Sharon Anderson, BA, DipEd
*Mrs Amanda Barnes, BA, GrDipEd
Mrs Natalie Behl, BHMS, GradDipEd
Mrs Joanna Belich, BA, LLB(Hons), DipEd
Mr Richard Bowman, BSc, MEd, DipEd, MACE, MACEA, FAIM
Ms Sarah Boyle, BA, BEd(GE), GradCertRE
Miss Katri Browne, BlntTech, BEd
Ms Anne Byrne, BSc, BEdSt, MEd, DipEd
Mrs Alison Carmichael, BEd, MEdSt, DipSpEd, GradDipEdSt
Ms Rachel Christopherson, BA, DipEd
Mrs Catherine Clemot, BEd, GradCertRE
Mrs Anna Corbin, BEd(Hons)
*Mrs Alice Dabelstein, BEd
*Mrs Sally Downes, BA, DipEd
Ms Tammy Egstorf, BEd (Sem 1)
*Ms Marielle Fitzgerald, Licence Maitrise PGCE
Mrs Margaret Gibbs, BA, DipEd, GradDipChildren’s Lit (Term II – IV)
Mrs Malgorzata Golawska-Loye, MagisterBEd
Ms Margaret Gunn, GrDipHealthSc(HE), DipT, BBus(Acc)
#Ms Liza Hawley, BE, GradDipSecEd
Ms Abigail Hills, BAppSc(HMSEd)
Ms Hollie Hollie, (VisArt), BEd(Sec)
Dr Peter Jenkins, BSc(Hons), PhD, GradDipEd
Ms Kate Killey, BEd(Sec)(Hons), MLI, MACE
Mrs Clare Kiolle, BA, CertT
Mr Andrew Lanning, BEd(Sec), BSc
Mrs Carolyn Lansdown, BA(OutEd), GradDipEd
Mr Richard Laur, BEd(PG), BA(Hons), MEd
Ms Natasha Little, BA/BAEd
Ms Tracey Maclean BA(Hons), GradDipEd, GrDipTESOL
Miss Jane Martel, BAppSc(HMSEd)
Mr Paul Martineau, BA, BEd
Dr Natasha Mayne, BA(Hons), BEd, PhD
Ms Sarah McGarry, BMusEd, MMusSt, ACE
Ms Bronwyn McKean, BA, DipEd, CertFineArts
*Mrs Carol McIntosh, BEd, GradDipOutEd, MA
Ms Susan Morrison, BEd(Sc)
Mrs Judith Muller, DipEd, BSc, GrDipCompEd, DipBusFrontlineMgmt (Sem 2)
*Ms Peta Nakamura, BLL, BA, GradDipT (Term I - III)
Ms Kate Nind, BHMS, BAppSc(Ed)
Ms Deborah Perez, BSc, BEd
Mr Michael Ramsay, BTeach, GradDipOutEd
Mrs Patricia Rhodes, BA(Hons), DipT
#Mrs Katrina Rivers, BA (Drama), GradDipEd
*Mrs Nicole Robbins, BHMS(Ed)
#Mrs Jacqueline Rose-Diamond, BSc(Hons), GradDipT
# *Mrs Violet Ross, BA, GradDipEd
Ms Kiane Ryan, BCI (Drama), BEd (Sem 2)
*Mrs Elisabeth Sawyer, BSc, GradDipT
Ms Robyn Shenfield, BCI (Drama), BEd (Hons)
Ms Isabel Smith, BEd
Mrs Julie Smith, BA(Hons)Eng), CertEd
Ms Alyzia Stark, BAppSc(HMSEd)
Ms Linda Thomas, BA, DipEd, Cert English
Ms Anna Van Homrigh, BSc(Hons), DipEd
Mrs Prue Vize, BAgSc, DipEd
Mrs Karen West, BA/BEd
Mr Peter Willemsen, Doctorandus, GrCertEng, GrDipEd(Sec)
Mrs Christine Woodford, BSc, DipEd
Mr Peter Woods, BA, MScTeach
Mrs Jane Zealand, BScHon, PostGradCertEd

INSTRUMENTAL MUSIC STAFF

Accompanist/Piano
*Ms Kerry Nian, BMus(Hons), MMus, AMusA, LMusA
Accompanist/Piano
*Ms Sherelle Eyles, BMus(Hons), MMus(Lon), ARCM(PG), LMusA, AMusA
Accompanist/Piano
*Ms Kathryn Sander, DipCrtArts, DipMus, MusA
Bassoon
*Mrs Leesa Dean, BMus
Cello, Co-ordinator of Chamber Music
*Mrs Helen Sharp, BMus
Choral & Voice
*Mr Gary Holley, BMus(MusEd), MMus(MusEd), MMusSt, AMusA
Choral & Voice
*Paul Holley, BAmus, GrdDipEd
Choral & Voice
*Ms Kym Scott, BMus, AMusA
Co-ordinator of Band Programme & Brass
Mr Paul Kucharski, BA, MMus, GradDipL&T
Electric Guitar/Bass
*Mr Ian Weston, BJJS, MMusSt
Flute
*Mrs Anne Macaskill Auld, BMus(MusEd)
Oboe
*Ms Natasha Kalous, BMus(Hons), GradDipInstPer
Percussion
*Mr Jacob Cavanough, BMus
Saxophone
Mr Craig Dabelstein, BAmus, BMus, GradCertEdPub, GradDipL&T
Violin, Viola
*Mrs Andrea Messenger, BMus, GradDipMus
LANGUAGE TUTORS

**Chinese**
*Mr Xiapeng Wang*

**French**
*Ms Francoise Choquet, DEUG DipInstitutuer, GradCertEd (Term I – III)*

**German**
*Mr Richard Hamernik, BEd(Sec)*

**Japanese**
*Ms Akiko Hansen, BA, PostGradDip(Arts)*

PROFESSIONAL STAFF

**Accounts Clerk**
Mrs Faye Hogg
#Mrs Jan King

**Administrative Assistant**
Mrs Jennifer Stafford
Ms Gillian McHarg

**Administrative Assistant – Data Entry**
*Mrs Wendy Bradley*
*Ms Samantha Clark, BAsianStudies*

**Archivist**
*Mrs Elizabeth Wheeler, BA, DipEd, GradDipLib&InfoSc, MIMS, Cert IV Training and Assessment (Sem 1)*

**Communications Manager**
Ms Yvonne Sylvia, BA(Visual Arts) (Term I)
Ms Mary Bishop, BBus(Comm)

**Carpenter**
Mr Robert Vogler

**Database Manager**
*Mrs Wendy Carter*

**Desktop Support Technician**
Mr Dane Culley, Cert IV IT (Networking), BBiotech
Mr Brendon Moore, BInfTech

**Executive Assistant to the Principal**
Ms Danielle Guinea

**Enrolments Manager**
Mrs Machelle Flowers-Smith, DipT(Primary), GradDipAbIslander Ed, MEd, MEdSt(Guid), Cert IV Training

**Enrolments Secretary**
Ms Laurette Anderson

**Facilities Officer**
Mr Graeme Lakey

**Grounds**
Mr Douglas Grantley
Mr John Summers

**Housekeeper**
Mrs Leonie Doran

**Health Care Co-ordinator**
Mrs Carolyn Hann, SRN

**Information Systems Administrator**
* Mr Jason Turnbull, BA(Media)*

**Laboratory Assistant**
Ms Kylie Clarkson, BSc (Term I)
Mr David Wall, BMarineSt(Hons)
Ms Sarah Simpson, BSc(Hons)

**Leading Hand/Groundsperson**
Mr Ray Goodrich

**Library Technician**
Mrs Janet Tripp, DipLibInfoStudies

**Library Assistant**
Ms Tilly Askey

**Network/Systems Administrator (Acting)**
Mrs Rebecca Adamson, Bamm, DipMM, CNA

**Outdoor Education Assistant**
*Ms Virginia Mitchell*

**Payroll Officer**
Mrs Brigitte Bickham

**Personal Assistant to Deputy Principal and Business Manager**
Mrs Jane Inocco

**Philanthropic Programmes**
*Ms Michelle James, BA*

**Pool Operator**
*Mr Ravil Sharma*

**Productions & Media Technician**
Mr Laurence Yates, BAnim
Mr Frank Casablanca, DipMultimedia

**Project Officer (Finance)**
*Ms Toby Humble*

**Receptionist**
*Mrs Lisabeth Hickey*
*Ms Annie Lawrie*

**Reference Librarian and Special Collections**
Mrs Jenny Davis, BA(Hons), GradDipArts

**Secretary to Dean of Administration**
Ms Sandra Griffths, DipBusAdmin

**Secretary to Deans of Curriculum & Co-curriculum**
*Mrs Sue Martin, DipHSc(Couns)*

**Secretary to Deputy Principal & Heads of House**
Ms Jennifer Smith

**Secretary to Facilities & Property Manager**
Ms Kathryn Foster (Sem 1)
Mrs Melanie Ellis

**Security**
Mr Terry Brown

**Sports Officer & Workplace Health & Safety Officer**
Mr Barry Greatorex, BSportStudies(Admin), GradDipOutEd, MALeisure.Mgt.MSSA

**Stores Officer**
Mr Phillip Hopkins
Reflection (detail) stainless steel sculpture by Robert Clerc donated by the Old Girls Association, 2010.