

BRISBANE GIRLS GRAMMAR SCHOOL **2009**
2009 ANNUAL REPORT TO THE MINISTER FOR EDUCATION AND TRAINING



BRISBANE GIRLS GRAMMAR SCHOOL

© THE STATE OF QUEENSLAND
(BRISBANE GIRLS GRAMMAR SCHOOL) 2009

READER'S FEEDBACK AND INTERPRETATION REQUESTS

BRISBANE GIRLS GRAMMAR SCHOOL VALUES
YOUR FEEDBACK ON OUR ANNUAL REPORT.
PLEASE PROVIDE ANY FEEDBACK, INTERPRETER
REQUESTS OR SUGGESTIONS TO THE DIRECTOR,
COMMUNICATIONS AND COMMUNITY RELATIONS
AT THE UNDERNOTED ADDRESS.

PUBLIC AVAILABILITY

COPIES OF THIS REPORT ARE AVAILABLE ON
OUR WEBSITE AT WWW.BGGS.QLD.EDU.AU
AND FURTHER COPIES ARE AVAILABLE ON
REQUEST FROM:

BRISBANE GIRLS GRAMMAR SCHOOL
GREGORY TERRACE
BRISBANE QLD 4000
Tel: +61 7 3332 1300
Fax: +61 7 3332 6097
Email: admin@bggs.qld.edu.au

ACKNOWLEDGEMENTS

THIS REPORT REFLECTS THE COMBINED EFFORTS
OF MANY PEOPLE. A SPECIAL
ACKNOWLEDGEMENT IS MADE OF THE WORK OF
THE STAFF INVOLVED IN CONTRIBUTING AND
COORDINATING THE CONTENT.



2 March 2010

The Honourable Geoffrey Wilson MP
Minister for Education and Training
P O Box 15033
City East QLD 4002

Dear Minister

I am pleased to present the Annual Report 2009 for Brisbane Girls Grammar School.

I certify that this Annual Report complies with:

- The prescribed requirements of the *Financial Accountability Act 2009*, and the *Financial and Performance Management Standard 2009*, and
- The detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies, January 2010*.

A checklist outlining the annual reporting requirements can be accessed at
www.bggs.qld.edu.au

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Amanda Bell'.

Dr Amanda Bell
Principal

Gregory Terrace Brisbane 4000 Queensland Australia
Telephone 61 7 3332 1300 Facsimile 61 7 3832 6097
Email admin@bggs.qld.edu.au Website www.bggs.qld.edu.au
ABN 31 445 392 830

Table of Contents

A: BACKGROUND INFORMATION, ROLES AND MAIN FUNCTIONS OF THE SCHOOL	2	D: PERFORMANCE	11
INTRODUCTION	2	GOVERNANCE	11
ACT - GRAMMAR SCHOOLS ACT	2	EDUCATION	11
DATE SCHOOL ESTABLISHED	2	COMMUNITY	11
LOCATION OF BRISBANE GIRLS GRAMMAR SCHOOL	2	RESOURCES	12
NATURE AND RANGE OF SIGNIFICANT OPERATIONS	2	SIGNIFICANT PERFORMANCE OUTCOMES, 2009	13
B: MANAGEMENT AND GOVERNANCE STRUCTURES	5	E: GOVERNANCE – RISK MANAGEMENT AND ACCOUNTABILITY	16
ORGANISATIONAL STRUCTURE	5	COMMITTEE MONITORING RISK MANAGEMENT	16
COST OF BOARDS AND COMMITTEES	5	CHANGES IN THE LAW AND THE ECONOMIC CLIMATE	16
ROLES, FUNCTIONS, POWERS AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES	5	HUMAN RESOURCES	16
FINANCE AND AUDIT COMMITTEE	6	SIGNIFICANT STAFFING DEVELOPMENTS	16
C: STRATEGY AND GOALS	8	MANAGEMENT DEVELOPMENT	17
STRATEGIC PLAN – GOALS AND OUTPUTS 2008 - 2011	8	HEALTH AND SAFETY	17
STRATEGIC PLAN – GOALS AND OUTPUTS 2010	9	TRAVEL	18
		CONSULTANCIES	19
		RECORDS MANAGEMENT	19
		ANNEX A – ORGANISATIONAL STRUCTURE	20
		ANNEX B – ANNUAL FINANCIAL STATEMENTS	21
		ANNEX C – GLOSSARY	39
		ANNEX D – BRISBANE GIRLS GRAMMAR SCHOOL ANNUAL REPORT	42

A: Background Information, Roles and Main Functions of the School

INTRODUCTION

Brisbane Girls Grammar School is a secondary school for girls founded in 1875. The School is renowned for its innovative educational practices and consistent record of academic achievement. This report details our achievements, performance and financial position for the 2009 financial year. This report also provides information on our future strategies, community engagement and governance processes.

ACT - GRAMMAR SCHOOLS ACT

The School operates under the *Grammar Schools Act 1975* and the *Grammar Schools Regulations 2004*.

DATE SCHOOL ESTABLISHED

The *Grammar Schools Act 1860* provided for the establishment of Grammar Schools in Queensland. In 1875 the Brisbane Girls Grammar School (the School) was founded as a branch of the Brisbane Grammar School and in 1882 secured its independence from Brisbane Grammar School with the appointment of a separate Board of Trustees. The School has continued to function under the *Grammar Schools Act* as revised from time to time, and is available for young women who wish to enrol for secondary school studies.

LOCATION OF BRISBANE GIRLS GRAMMAR SCHOOL

The School operates two campuses as follows:

Brisbane Main Campus:

Gregory Terrace
BRISBANE QLD 4000
Phone: 07 3332 1300
Fax: 07 3832 6097
Email: admin@bggs.qld.edu.au or
admin@bggs.com
Website: www.bggs.qld.edu.au or
www.bggs.com

Outdoor Education Centre:

Marrapatta – The Memorial Outdoor Education Centre
Yabba Creek Road
IMBIL QLD 4570
Phone: 07 5484 5433
Fax: 07 5484 5403
Email: admin@bggs.qld.edu.au
admin@bggs.com
Website: www.bggs.qld.edu.au or
www.bggs.com

NATURE AND RANGE OF SIGNIFICANT OPERATIONS

Brisbane Girls Grammar School is non-selective in its enrolments in its in-take year, Year 8, and awards no academic scholarships. The results achieved by the students of Brisbane Girls Grammar flow directly from the impact of the quality of teaching, the School's culture and the positive nurturing of its students. The outcome of the education process at the School is the development of highly motivated girls, with a strong work ethic and clear values; in the words of the School's Intent, it develops "young women who contribute confidently to their world with wisdom, imagination and integrity".

Brisbane Girls Grammar School's Tuition Fee for 2009 was \$14,980 per student. The School operates on the basis of an all-encompassing fee structure unlike many schools which apply a base tuition fee with additional charges for a range of activities which our students routinely enjoy as part of their entitlement.

The inclusive curriculum and extensive co-curricular programme offers each girl the opportunity to express her individuality and achieve her ambitions. Grammar girls are encouraged to set themselves high standards, to be strong and resilient in their endeavour to realise their potential and to approach their world with wisdom, imagination and integrity.

Our School's success is based on a simple formula. We are committed essentially to continuing to do what we do extremely well – providing secondary education for adolescent girls in the grammar school tradition and providing the means to access tertiary education for those who wish to take that path.

DISTINCTIVE CURRICULUM OFFERINGS

With a background of distinguished academic achievement, Brisbane Girls Grammar School provides a broad-based holistic education that equips each young woman to meet her future with confidence. The extensive range of subjects offered at Brisbane Girls Grammar School, combined with our comprehensive co-curricular activities and well developed student care programmes, encourages each girl to realise her full potential. From Year 8, learning experiences are designed to excite our students, capturing their imagination, securing their academic success and building a life-long love of learning. Embedded extension activities, cross-curricular experiences and involvement in national and international competitions are just some of the strategies employed to stimulate positive and enjoyable outcomes for students beyond the daily core programmes. Brisbane Girls Grammar School is renowned for its innovative educational practices. The School offers a liberal education—an education that provides a basis for

continuous learning and one that encourages girls to engage in critical thought with a variety of thinking methodologies. Our fundamental goal underpinning this is to provide every young woman with the best intellectual platform from which to approach their future endeavours. The School's inclusive curriculum offers each student the opportunity to express her individuality, achieve her ambitions and be prepared to embark on a rewarding career path in her future.

AVAILABLE SUBJECTS

SENIOR SCHOOL: English, English Extension (Literature) – Year 12, French, German, Japanese, Chinese, Latin, Ancient History, Modern History, Geography, Economics, Mathematics A, Mathematics B, Mathematics C, Chemistry, Physics, Biological Science, Multi-Strand Science, Accounting, Information Technology Systems, Physical Education, Visual Art, Study of Religion, Drama, Music, Music Extension – Year 12, Health & Movement Studies

JUNIOR SCHOOL: English, French, German, Japanese, Chinese, Latin, Geography, Visual Art, Music, Drama, Health Science & Movement Studies, History, Social & Environmental Studies, Mathematics, Science, Computers

& Information Processing, Computer Studies – Year 8, Innovative Design – Year 9, Enterprise and Management – Year 10

OUTDOOR EDUCATION PROGRAMME

The School's Memorial Outdoor Education Centre, Marrapatta, was established to provide a range of experiences and challenge for our students. This centre is sited 175 km north of Brisbane in the Mary Valley. Outdoor Education is regarded as an integral part of the School's Junior Curriculum emphasising environmental awareness, knowledge of self, interpersonal skills, and physical challenge. The programme is a carefully considered sequential progression through Years 8, 9 and 10, encouraging students to firstly, manage themselves and secondly, to think and work interdependently with others.

Activities undertaken serve to focus on specific aspects of development; for example, an activity like canoeing necessitates communication and teamwork. Expeditioning has become a common theme throughout the three year levels. Students use multimodal transport to reach a destination. The learning comes from more than reaching the destination; importance is placed on the journey. Most activities (particularly the rope adventure activities) operate on a 'challenge by choice' philosophy

which enables students to set personal goals and encourages them to challenge their personal level of ability. The Centre is committed to providing innovative outdoor experiences to nurture the development of independent and spirited young women who make positive contributions to their communities.

STUDENT CARE PROGRAMME

At Brisbane Girls Grammar School we understand the importance of a strong and caring community in nurturing intellectual, emotional, spiritual and social growth in our young women. Growing in learning and life requires courage and an ability to take risks. Grammar girls are encouraged to set themselves high standards and to be strong and resilient in their endeavour to realise their potential. We strongly believe in the value of positive relationships as a powerful factor in supporting our students in their growth. Staff work together with parents to consider the learning and emotional needs of each girl, while providing a stimulating and challenging learning environment. Our student care programmes assist students to develop their sense of identity and purpose to prepare them for life after school. This careful, professional and individualised approach is rewarded by the

growth of confidence and self-belief in our young women. We expect our growing girls to develop inner discipline based on empathy and respect for others. Pastorally, we believe in fostering connectedness between people and ideas in a strong community with a shared purpose. Grammar girls are encouraged to question and to make things happen, both here at School and later in the wider community, where so many have become outstanding contributors both nationally and internationally. We have a tradition of nurturing imaginative and adventurous women who use mind and spirit to benefit the world they inhabit.

CO-CURRICULAR ACTIVITIES

At Brisbane Girls Grammar School we recognise that academic success needs to be balanced with a comprehensive co-curricular programme. Designed to complement the curriculum, these programmes encourage participation, team-work, self-esteem and creativity. Grammar girls are encouraged to extend and explore their knowledge and interest in particular areas through their choice of co-curricular activities. With over 100 co-curricular activities available all our students have the opportunity to be involved in a variety of pursuits including service groups, music ensembles, debating,

A: Background Information, Roles and Main Functions of the School

public speaking, performing arts and sport. The leadership roles assumed by girls in many of these activities contribute to academic success and significant personal development. This emphasis on involvement in the School and wider community builds leadership capabilities, commitment and understanding. Students are encouraged to take a global perspective and look beyond their immediate environment.

In order to promote a broad knowledge and understanding of the students in our care and to provide for positive student-staff interactions beyond the classroom context, all teaching staff are expected to participate in at least one co-curricular activity across a year.

The following table lists co-curricular activities which operate in the School.

ACTIVITIES, CLUBS AND COMMITTEES

Aerobics
Amani
Animal Protection Society
Anime Club
Artistic Gymnastics
Art Café
Art Walks
Art Workshops
Athene
Athletics
Badminton
Basketball
Calligraphy
Centre for Science Research
Chess
Choirs & Choral Ensembles
Cricket
Cross Country
Debating
Drama – The Felgates, Senior Production, Junior Production
Duke of Edinburgh

Ecoman
e-Sports
Equestrian
Fencing
Future Problem Solving
GECO
Grammar Dance
Gwen Harwood Society – Creative Writing
Health Promoting School Committee
History Competitions
Hockey
Instrumental Music Groups – String and Band
International Young Physicists' Tournament
Interact
IT Support
Karate
Kirsten Jack Memorial Leukaemia
Libellum – Reading Group
Literature Café
Maths Competitions
Multimedia Club
Netball
Oaktree

Optiminds
Philosophy Café
Public Speaking
Publication Team
QUT Accounting in Schools Programme
Rock Climbing
Rhythmic Gymnastics
Rowing
Sailing
Science Olympiads –
Biology, Chemistry and Physics
Second Chance
Service Activities (voluntary)
Soccer
Softball
Swimming
Tennis
Theatresports
Touch Football
UN Youth Association
Volleyball
Water Polo
Yoga

B: Management and Governance Structures

ORGANISATIONAL STRUCTURE

The School's organisational structure is outlined at Annex A. The Board of Trustees of Brisbane Girls Grammar School is constituted under the *Grammar School Act 1975* and is made up of seven Trustees, three of whom are elected by donors to the School and the remaining four appointed by the Minister of Education and Training. The Chair of the Board is appointed by the Board of Trustees from within the group.

The Board of Trustees is ultimately responsible for the governance of the School and oversees the management of the School with the Principal having responsibility for its day-to-day management and operations. The Board has a Finance and Audit Committee (FAC). The FAC acts as a review committee to the Board of Trustees and meets throughout the year to monitor the School's financial goals and other resource implications. The Senior Management and Board of Trustee appointments are as follows:

SENIOR MANAGEMENT APPOINTMENTS

- Principal - Dr A A Bell, BA, PhD, DipEd, FACE, FAIM
- Secretary to the Board of Trustees and Business Manager – Ms C Pretorius, BCOM (Hons), CIA, CA

SENIOR ACADEMIC APPOINTMENTS

- Deputy Principal - Miss F Williams, BA, BEdSt, MEd, ASDA, MACE, FAIM
- Deputy Principal - Mrs M McConaghy, BA, DipT, ASDA, MACE, AFAIM

BOARD OF TRUSTEES

The Board of Trustees comprises seven persons, each of whom serves for four years. The current Board of Trustees is in the final year of its four year term. Of the seven positions, four are nominated by the Minister of Education and Training and the remaining three appointments are filled from nominees (the Electors' positions) on the School's Roll of Electors. If more than three nominations for the Electors' positions are received, a poll to determine the three appointments is conducted by the Secretary to the Board of Trustees (The Returning Officer). The nominations process for Board elections will start in May 2010. The current Board appointments are as follows:

GOVERNMENT APPOINTMENTS (CURRENT)

- Professor John Hay, AC, BA(Hons), MA, PhD, LittD, DLitt, LLD, DU, FACE, FAHA, FAIM
- Adjunct Professor Mary Mahoney, AO, MB BS, G Dip Clin Ed, Hon MD Qld MRACMA, FRACGP, FAMA, FAIM – Deputy Chair
- Ms Else Shepherd, AM, BE(HonsElec), FTSE, HonFIEAust, CPEng, RPEQ, FAICD, GradDipMus, AMusA
- Mr David Vann, OAM

ELECTED REPRESENTATIVES (CURRENT)

- Ms Elizabeth Jameson, BA, LLB(Hons), LSDA, FAICD - Chair
- Ms Sally Pitkin, LLB, LLM, FAICD
- Mr Tony Young, BBus(Acct), FCA, CPA, FTIA.

FINANCE & AUDIT COMMITTEE

- Mr Tony Young, BBus(Acct), FCA, CPA, FTIA – Chair
- Ms Elizabeth Jameson, BA, LLB(Hons), LSDA, FAICD
- Adjunct Professor Mary Mahoney, AO, MB BS, G Dip Clin Ed, Hon MD Qld MRACMA, FRACGP, FAMA, FAIM
- Ms Sally Pitkin, LLB, LLM, FAICD

COST OF BOARDS AND COMMITTEES

Membership of the Board is a voluntary activity and there is no remuneration for this commitment.

ROLES, FUNCTIONS, POWERS AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES

The Board of Trustees of Brisbane Girls Grammar School is the School's governing body. It is accountable to the School's broad community of stakeholders for the good governance of the School. The School is a statutory body formed under the *Grammar Schools Act, 1975* and therefore the Board has direct accountability to the Minister of Education and Training in Queensland, as well as a responsibility to our past, present and future families.

The Board discharges its role primarily through the conduct of its regular meetings at least ten times a year, and through the regular meetings of the Board's Finance and Audit Committee, with additional meetings of the Board for specific purposes, such as strategy development, as necessary.

This Board Charter clarifies the role and functions of the Board of Trustees ('the Board') of Brisbane Girls Grammar School, in keeping with its overall responsibility under Section 14 of the *Grammar Schools Act, 1975* to:

B: Management and Governance Structures

- (a) supervise, maintain and control the conduct of the School for which the Board is constituted
- (b) erect, alter, add to, purchase or sell buildings used or to be used for or in connection with the School
- (c) effect general improvements to the premises used or to be used for or in connection with the School
- (d) provide in the School courses of instruction
- (e) make rules with respect to:
 - (i) fees and charges to be paid in relation to students enrolled or to be enrolled at the School
 - (ii) the management and control of the School
 - (iii) the discipline and conduct of students enrolled at the School.

The powers of the Board are contained in the Act and include the power to:

- Make by-laws about elections under the Act (Section 15A)
- Establish trust funds and to accept gifts and the like subject to certain conditions (Section 16)
- Establish investment common funds (Section 17)
- Appoint staff (Section 18)

- Establish a superannuation scheme (Section 19)
- Enter into financial arrangements (Division 2).

As the Board of Trustees is ultimately responsible for the governance of the School, the Board's role consists of the following major functions:

- (a) providing accountability to the School and wider communities
- (b) appointing and working with and through the Principal
- (c) influencing the School's strategic direction
- (d) developing and reviewing key governance policy
- (e) monitoring and supervising management and operations.

FINANCE AND AUDIT COMMITTEE

The Board has a Finance and Audit Committee (FAC). The FAC acts as a review committee to the Board of Trustees and meets approximately four times a year to monitor the School's financial goals and other resource implications. The FAC's responsibilities and roles as documented in the FAC charter can be summarised as follows:

FINANCIAL OVERSIGHT RESPONSIBILITIES

- Conduct reviews of quarterly financial reports including reviews of management reports analysing material variations to the budget estimates.
- Conduct a review (at least annually) of the effectiveness of the budgeting, forecasting and reporting processes used by management.
- Conduct reviews of the Annual Budget Estimates and where appropriate take action to correct adverse trends.
- Conduct reviews of the Annual (draft) Budget Estimates to:
 - Recommend the setting of annual School Tuition Fees for approval by the Board of Trustees; and
 - Ensure the framework of the Annual Budget Estimates financially supports the School's strategic development.
- If required by the Board, review contract proposals and provide recommendations to the Board as to the financial impact of the contract.
- Liaise with management concerning any matters that have a financial impact on the School's operations.

EXTERNAL AUDIT RESPONSIBILITIES

- Liaise with the external auditors concerning the audit plan.
- Determine that no management restrictions are being placed upon the external auditors.
- Evaluate the adequacy and effectiveness of the administrative, operating, and accounting policies through active communication with management and the external auditors.
- Evaluate the adequacy of the accounting control systems by reviewing written reports from the external auditors, and monitor management's responses and actions to correct any noted deficiencies.
- Require reports from management and external auditors of any significant proposed regulatory, accounting or reporting issue, to assess the potential impact upon the School's financial reporting process.
- Play a key role in the prevention, detection and investigation of fraud and irregularities.
- Conduct an exit interview with the external auditors.
- Review the annual financial statements with management and make recommendations for their acceptance to the Board of Trustees.

RISK MANAGEMENT AND COMPLIANCE RESPONSIBILITIES

The Finance and Audit Committee's Risk Management and Compliance responsibilities are limited to Finance, ICT (Information and Communications Technology) and Facilities and include the following:

- Liaison with the Principal and the Business Manager to ensure development and implementation of appropriate Operational and Financial Risk Management policies and procedures for Finance, ICT and Facilities, within the School's broader Risk Management Framework.
- Review all areas of significant operational and financial risk as set out in the Risk Management Policy for Finance, ICT and Facilities, and that the arrangements in place to contain those risks to levels acceptable to the Board.
- Oversee the development and monitoring of an internal compliance program for Finance, ICT and Facilities.
- Evaluate the adequacy of the control systems managing key risks for Finance, ICT and Facilities by reviewing written reports from the Business Manager and other compliance consultants, and monitor management's responses and actions to correct any noted deficiencies.
- Make recommendations to the Board in respect of key operational and financial risk and compliance issues arising in the course of the deliberations of the Committee.

C: Strategy and Goals

STRATEGIC PLAN – GOALS AND OUTPUTS 2008 - 2011

The School's Goals and Outputs have been documented in the School's strategic plan as follows:

THE BRISBANE GIRLS GRAMMAR SCHOOL DESIGN 2008-2011

OUR ASPIRATION

To be respected internationally as a leader in the education of young women and professional teaching practice.

OUR INTENT

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

GOVERNANCE

Brisbane Girls Grammar School is a statutory body responsible under the *Grammar Schools Act 1975* for the governance of the School and is ultimately responsible to the Minister of Education and Training in Queensland. The Act gives the Board of Trustees full authority to govern the School and its role consists of the following major functions:

- Providing accountability to the School and wider communities.
- Working with and through the Principal to achieve the School's aspirations.
- Influencing the School's strategic direction.
- Developing key governance policy.
- Monitoring and supervising management and operations.
- Stewardship of the School's resources.

EDUCATION

- Provide a range of formal educational experiences which will motivate and challenge all students across the spectrum of abilities and learning styles.
 - Encourage an excitement and joy in learning which will ignite enthusiasm to engage in education throughout life.
 - Encourage, acknowledge and celebrate excellence in student and staff performance across all academic, co-curricular and community programmes.
 - Strengthen relationships between students, staff and parents to optimise an environment where a positive sense of community is cultivated.
 - Provide experiences for students which will nurture an ethos of social responsibility.
- Provide a diverse range of co-curricular opportunities for individual enrichment and recreation.
 - Provide conditions and skills to optimise learning possibilities via new technologies.
 - Maintain an imaginative futures orientation in all educational planning.

COMMUNITY

- Continue to strengthen a philanthropic culture in the School community.
- Promote the School's work in the global context by encouraging contributions from staff and students of new initiatives and innovative programmes in education.

RESOURCES

- Recruit, develop, motivate and retain high quality staff.
- Maintain a leading edge in the financial and physical conditions of employment, entitlements and professional development for all staff.
- Provide high quality facilities with particular regard for the changing needs of students, staff and the School community.
- Provide quality ICT infrastructure and services to anticipate and support the School's academic and administrative endeavours.
- Ensure optimal standards exist for record management and customer support.
- Maintain, protect and enhance the School's financial and capital assets.
- Maintain and develop systems which enhance the School's capabilities to deliver its strategic goals, while allowing flexibility to respond to unexpected opportunities.

- Encourage sustainable design and practices by developing awareness and resource solutions that are environmentally responsible.

STRATEGIC PLAN – GOALS AND OUTPUTS 2010

The School has completed the second year in its 2008-2011 School Design. In addition to the strategic priorities identified in the strategic plan the School will be focusing on the following key goals for 2010.

GOVERNANCE

- Management of the Board of Trustees election process in compliance with legislation and relevant policy.
- Effective and comprehensive training and integration of the new Board of Trustees.
- Strategic planning day to commence planning for new School Design for 2012-2016.
- Reassessing current investment strategies ensuring that investment income is maximised.
- Annual review of Board of Trustees Governance Policies.
- Annual review of strategic risks and compliance processes.
- Completion of a formal external Board evaluation.

- Completion of Stakeholder surveys assessing overall satisfaction by community stakeholders of the School and also evaluating stakeholder expectations from the School.
- Further develop and review Business Continuity Plans.

EDUCATION

- Appointment of Scholar-in-Residence, an Education Futurist, to assist teaching staff to review and rework pedagogical practice across the School. This will be the major educational initiative for 2010.
- Extend the installation of wireless technology and the use of laptops and tablets for greater learning flexibility across the School.
- Focus on professional development for staff to facilitate the integration of new ICT technology into teaching-assisted by visiting scholar and designated ICT lead teachers.
- Continue to build the virtual learning environment for student use.
- Strengthening the Differentiated Studies Faculty to enhance personalised learning – especially in relation to Years 8 to 12 –

by increasing staffing and providing a new Faculty specific staff room.

- Provide a differentiated remedial course in Year 9 Mathematics on a trial basis.
- Students will enter The University of Queensland Enhanced Studies Programme in Chinese and Japanese. This involvement means that they will attend lectures at the university, sit university assessment and earn a GPA as well as one bonus rank for calculation towards tertiary entrance. They are involved in the programme for semester one only.
- Monitor developments in the move to the National Curriculum; encourage our staff to contribute to these developments.
- Careful analysis of NAPLAN data to inform future strategies for purposeful intervention re literacy and numeracy in Years 8 & 9.
- Make greater use of Marrapatta in leadership development, the development of positive relationships and resilience – as well as all outdoor education skills.
- Development of new high ropes course at Marrapatta that will enhance co-operative strategies.

- Extend the application of new telescope facility at Marrapatta.
- Pursue forward planning—resource and curricular—for Year 7 in-take in 2015 (or for 2014 if the Queensland government pursues this timing).
- Provide visiting speakers and sessions re CyberSafety across the School.
- Review and evaluate the alcohol and drug education programme available in the School through the agency of the Health Studies Faculty.
- Explore the possibility of greater focus on Philosophy and Ethics across the School.

COMMUNITY

- Continue to enhance the enrolments programme to provide a strong and stable future for the School; a reorganisation of the Enrolments department to maximise ‘customer’ service.
- Focus on extending community connections and engagement through the alumni programme and a range of opportunities and events aimed at engaging the extended Grammar community, such as the celebration of the School’s 135th birthday and the opening of our new aquatic facility.

C: Strategy and Goals

- Continuing development of the School's public website to create a more interactive environment and effective communication tool for all stakeholders.
- Further develop e-Communications for our stakeholders.
- Marrapatta Open Day as part of 135th birthday celebrations – assisted by the Fathers' Group.
- The Board of Trustees has commissioned a series of surveys of stakeholders – parents, staff, alumni and enrolments – that will provide insight into community perceptions and opinions concerning the School.
- Further improved current sustainability practices and strategies including new water saving systems, solar energy and waste reduction strategies.
- Progressive refurbishment of the historic 1884 Main Building allowing the relocation of professional offices for the School Counsellor and Psychologist and including external painting of the building and refurbishing of upstairs administration areas.
- Roll out of additional computers as funded through the digital education funding including extension of the tablet trials.
- Redevelopment plans for General Learning Area's in line with improvements to future educational practices.
- Streamline and extension of available online payment systems.
- Implement an archive scanning process to improve accessibility and durability of archive materials.
- Further improve electronic archiving and recordkeeping management systems.

RESOURCES

- Provide a range of professional development opportunities both in pedagogy and leadership to talented and career-oriented staff members.
- Establishment of a Professional Review Committee and implementation of approved and consulted recommendations of ways the School might recognise professional excellence.

D: Performance

The School uses an online strategic tool to manage and monitor the strategic plan on a continuous basis. All short term goals, long term goals and action plans are recorded on the tool and reviewed and followed up during regular senior management meetings and reporting is performed to the Board on a monthly basis through a detailed Key Performance Report.

The School undertakes an efficiency review as part of its Risk Management practices to ensure that processes implemented are efficient and effective. Best Practice procedures are considered as part of this assessment.

Finally the ultimate test of the efficiency of the School is the market's perception of the value and quality education that it provides in relation to the fees it sets. Brisbane Girls Grammar School, as a result of its fine reputation and achievements, enjoyed desired enrolment numbers in 2009.

GOVERNANCE

The Key Achievements for 2009 can be summarised as follows:

Significant activities undertaken by the Board of Trustees in 2009 included:

- Year end financial results were achieved within the approved annual budget.

- Reviewed the School's 10 Year Financial Forecast and approved a well balanced 2010 budget.
- Strategic planning day held to confirm the School's Strategic design and developed and approved the School's Value Proposition.
- Launched a continuous strategic review process using scenario planning methodology.
- Strengthened the School's reputation with key stakeholder groups and inclusion of support groups in strategic planning day.
- The completion of the new swimming pool under budget and within time.
- Monthly reviews of Risk and Compliance reports.
- Confirmed a refurbishment and construction programme for the next 10 years.
- Reviewed all Board Governance policies.
- Cyclical external compliance reviews implemented for high rated risks.
- Completed a review of legislation compared to policies and compliance.
- Progressed Business Continuity Planning processes.

EDUCATION

- Excellent academic results achieved in 2009.
- Establishment of a Differentiated Studies Faculty to strengthen teaching and support in classrooms with additional specialist staff who will cater for the educational needs of all students.
- Appointment of an e-Learning Coordinator to strengthen staff ICT skills and the identification of key staff in each faculty to act as ICT leaders and mentors.
- Adoption of *Moodle* as the basis of a Learning Management System supported by staff training across faculties.
- Trials of tablet and wireless technology that provide greater flexibility in pedagogy in preparation for a wide-scale roll-out in 2010.
- Renewal of focus on language across the curriculum in the light of NAPLAN test results.
- The Statistics Committee initiated the analysis of various data for different Year levels to provide longitudinal information on student performance.
- The role of Marrapatta (Memorial Outdoor Education Centre) was strengthened in leadership development – Camp Seniors, Duke of Edinburgh training.

- Installation of a telescope at Marrapatta funded by the Fathers' Group for astronomical studies.
- Workshops with professional Artists, Musicians and Scholars-in-Residence have been arranged and Masterclasses held with nationally and internationally renowned performers.

COMMUNITY

- Desired enrolments numbers maintained in 2009.
- Continued to enhance the enrolments programme to provide a strong and stable future for the School;
- The School experienced consistently high numbers of enrolment applications.
- Increased media exposure was experienced, strengthening the School's reputation as the secondary school of preference for girls.
- Focus on extending community connections and engagement through the alumni programme such as celebrations for the Old Girls' Association's 110th Anniversary and the organisation of a range of events such as interstate Alumni reunions aimed at engaging the extended Grammar community.

D: Performance

- Participation in a national research project aimed at providing the School with information on parents' perceptions and expectations that enabled Brisbane Girls Grammar to benchmark its performance against national results.
- Redevelopment of the School's public website to create a more interactive environment and effective communication tool for all stakeholders.
- Further development of e-Communications for our stakeholders e.g progress reports on building developments in the School.
- Parental participation welcomed in Community Weekend Art Walks and the Café Series – Art, Literature and Philosophy.
- The Service Programme has enhanced links to our community e.g. RCH, Second Chance Programme, Ecumenical Coffee Brigade as well as fund-raising for Victorian Bushfire relief and responding to international calls for monetary aid.
- The Fathers' Group assisted *Marrapatta* staff at the outdoor education campus in developing facilities for student use.

RESOURCES

QUALITY STAFF AND EMPLOYMENT CONDITIONS

- The School was named an Employer of Choice for Woman for the fourth time in 2009.
- An extensive Professional Development programme continued through 2009.
- Several academic staff members were acknowledged as leaders in their subject fields and have presented papers at various local and international conferences.
- A number of teaching staff were invited to contribute to ACARA deliberations re National Curriculum.
- Completion – on time and in budget – of an elevated swimming pool to support the Health Studies curriculum and the enhancement of student Life-Saving skills.
- Progressive refurbishment of the historic Main Building was continued with the demolition of old Boarding School kitchen for the Communications and Community Relations Department.
- Acted as a demonstration site for ICT operations – especially for visiting academics from overseas.
- Successful completion of the Brisbane Girls Grammar School Enterprise Agreement, 2009 – 2012.

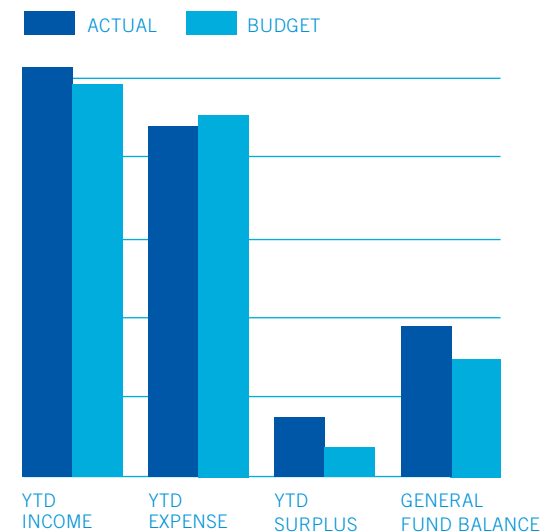
SUSTAINABLE RESOURCE SOLUTIONS

- The School's procurement policy recognised the significance of purchasing environmentally friendly products; an example is the School being one of the first to change over to green computers.
- The School actively recycles waste including printer toners, paper and cardboard.
- With the construction of the pool we installed water tanks to collect water off the Sports Centre for use in backwashing the pool, toilet flushing in the pool change rooms and watering the gardens.

STRONG FINANCIAL POSITION

- The year end financial results were favourable and were in line with the Board approved annual budget. Budget vs Actual Results can be seen in the graph.
- Annual Financial Statements for 2009 highlighted the School's strong financial position (a copy is attached under Annex B) and the audit report was issued without any qualification.
- Further financial analysis can be found in the Finance, Information Technologies and Facilities report under Annex D.

**BUDGET VS ACTUAL
FOR THE YEAR ENDED 31 DECEMBER 2009**



ICT INFRASTRUCTURE

The following key technology projects were also completed in 2009:

- photocopier upgrade
- server virtualisation
- email system upgrade
- server operating system upgrade
- SharePoint implementation
- Moodle Learning Management System implementation
- additional network storage implementation
- staff tablet PC trial
- wireless network expansion
- TASS process improvement.

The School has also co-hosted a *Moodle* Conference in 2009 acting as a demonstration site for ICT operations.

The new School Calendar and Events Management System is currently in testing phase and will be finalised in 2010.

QUALITY FACILITIES

The School is very proud of its excellently maintained campuses and has a rotational maintenance programme in place. The key projects performed in 2009 included:

- Main Building: new guttering
- East Wing: new guttering
- S Block classrooms: fit out of new classroom space
- ICT office: upgrade and reallocation
- Counsellor offices: upgrade and reallocation
- Main car park: repair
- Science car park: resurface
- Upper tennis courts: resurface
- Equipment: upgrade and replacement of wireless data projectors in classrooms

The School has always ensured that capital developments are completed in a manner that is testament to our pursuit of excellence. This has been clearly indicated with the Cherrell Hirst Creative Learning Centre (CLC) completed in 2007. In 2009 the new swimming pool complex was completed. The custom-designed heated pool is suspended above an all-weather multi-purpose area below. This new facility included a redesign of the landscaping in the centre of the School and provided for an extension of the green spaces.

A new four-wheel drive vehicle was also purchased in 2009 for the Memorial Outdoor Education Centre, Marrapatta, incorporating all the safety features needed by the Centre.

RECORDS MANAGEMENT

The School has reminded all staff of the importance of keeping accurate records in an acceptable format in accordance with IS40 and the School's internal record management policy. The School was unable to fully implement the records management policy as the draft Grammar School retention and disposal schedule has not yet been finalised and approved by State Archives.

RISK MANAGEMENT AND COMPLIANCE

A full review of all operational risk registers was performed during the year. In addition the School completed all compliance checklist and reported results to the Board of Trustees.

The Senior Management team also completed a Strategic Risk assessment and the results was confirmed by the Board of Trustees.

SIGNIFICANT PERFORMANCE OUTCOMES, 2009

These achievements/benchmarks are reported to the Board of Trustees on a monthly basis.

SCHOOL

- Awarded EOWA 2009 Employer of Choice for Women citation, March.

- Invited to be part of a special ISQ programme for principals from around the state, showcasing our ICT teaching initiatives and the Centre for Professional Practice, March.
- Invited to host a leading schools' conference designed by Prof Erica McWilliam (NIE, Singapore & QUT), July 2010.
- Won the Australia Council's Venice Biennale Schools Exhibition, November.

STAFF

Staff members have presented papers and participated in the following national conferences and forums:

- Principal invited to present at the national Aspiring Women Leaders' Conference, February.
- Principal invited to present at the ISQ Future Principals' Program, March.
- The Principal attended the Harvard Business School's Women's Leadership Forum, April.
- Principal presented on the Creative Learning Centre at the International Arts in Society Conference in Italy, July.
- School Psychologist presented at the Griffith University "Celebrating 40 years of teacher education: Looking back, looking forward" Conference, July.

D: Performance

- Creative Arts teacher presented a paper at the Australian Society of Music Educators' (ASME) XVII Conference in Tasmania, July.
- Principal invited to be part of the Science in Parliament programme by the Chief Scientist, August.
- Publication of the Head of Chemistry's article 'Solar Motion from Australia' in *teaching science*, Vol.55, No.4, December.

OTHER STAFF RECOGNITION

- Director of International Studies awarded The Order of Academic Palms, rank of Chevalier of the Academic Laurels, by the French Government, March.
- Principal's PhD conferred in absentia, May.
- Principal admitted as a Fellow of the Australian College of Educators (FACE), May.
- Principal appointed to the UTS Centre for Child and Youth Culture & Wellbeing, May.
- Head of Department - History invited to be an Honorary Research Advisor for the UQ School of History, Philosophy, Religion & Classics, March.
- Principal elected to the national Board of AHISA Ltd and appointed Chair of the Association's National Curriculum Committee, August.

- Head of Department - Accounting admitted as a Fellow of the Business Educators' Association Qld, August.
- Principal appointed Associate Editor for The International Journal of the Arts in Society, following on from the Venice Conference, August.
- Director, Mathematics was a finalist in the Qld College of Teachers' Excellence in teaching Awards, October.
- Director, Mathematics received a Highly Commended in the Australian Awards for Teaching Excellence, October.

STUDENTS

The 2009 Year 12 cohort received excellent results.

QUEENSLAND CORE SKILLS TEST RESULTS 2009

RESULT	BGGS	STATE
A	39.9%	15.6%
B	35.5%	27.8%
C	18.9%	34.8%
D	5.7%	21.0%
E	-	0.5%

OVERALL POSITION RESULTS 2009

RANGE	BGGS	STATE
1-2	16.8%	5.8%
1-7	54.3%	28.7%
1-13	84.9%	62.3%
1-17	95.3%	83.0%

QTAC OFFERS

OFFERS	% COHORT
DEGREE OR DIPLOMA	97.0
BACHELOR DEGREE	94.4
FIRST AND SECOND PREFERENCE	79.8
FIRST, SECOND OR THIRD PREFERENCE	89.9

Many of our students were chosen to participate in a range of state and national events.

- A Year 12 student was chosen as a SE QLD delegate for the Constitution Convention, Canberra, March.
- Two Year 11 students were selected to travel to BioTreach, Seattle USA, April.
- A Year 12 student was selected for the Qld QDU Debating team and appointed team captain together with being named Captain of the Australian Schools' Debating Team, July.
- The award of the Goethe-Institut academic exchange scholarship to Germany to a Year 12 student, July.

- Two Year 12 students selected as part of the Australian IYPT team competing in Tianjin, China, July.
- A Year 12 student honoured by an Order of Australia Association Citizenship Award, August.
- Team of thirty-two students from Years 9 and 10 won the State Final of the Science and Engineering Challenge held at the University of Queensland, August.
- Community Service Certificates awarded by the Order of Australia Association to Year 12 students.
- Three students (Years 8, 9 and 10) awarded prizes in the Australian Mathematics Competition, October.
- Two Year 12 students won the UNYA Hammarskjold Trophy and of the Evatt Trophy and went on to become national winners in November.
- A 2008 Year 12 student was awarded an Australian Student Prize by the Federal Government, November.
- Year 9 Volleyball team won the gold medal in the 15 Years Division 1 competition in Melbourne, December.
- One of our alumni (2001) was awarded a 2009 Rhodes Scholarship (Qld).

Year 9 NAPLAN results revealed a talented cohort and reflected the effectiveness of our whole school language policy.

YEAR 9 NAPLAN RESULTS 2008

	BGGS 2008	NATIONAL AVERAGE	SIMILAR SCHOOLS AVERAGE
READING	635	578	626
WRITING	638	569	622
SPELLING	630	577	615
GRAMMAR	659	569	624
NUMERACY	641	582	637

YEAR 9 NAPLAN RESULTS 2009

	BGGS 2009	NATIONAL AVERAGE	SIMILAR SCHOOLS AVERAGE
READING	643	580	626
WRITING	654	569	618
SPELLING	635	576	616
GRAMMAR	655	574	624
NUMERACY	651	589	643

2009 OUTCOMES OF THE CO-CURRICULAR PROGRAMME

STUDENT CO-CURRICULAR PARTICIPATION

	NUMBER OF PARTICIPANTS	% OF COHORT PARTICIPATING
YEAR 8	234	100
YEAR 9	220	94
YEAR 10	220	94
YEAR 11	227	97
YEAR 12	215	92
ALL YEAR LEVELS	1116	96

GENERAL ACTIVITIES

- 3 Debating Teams (10.1; 11.1; and Senior A) reached the QDU Debating Finals.
- Introduction of e-Sports to Co-curricular Programme.
- 1 Debating Blue; 3 IJSO Blues; and 2 IYPT Blues awarded.
- Duke of Edinburgh – 3 Gold Awards; 8 Silver Awards; 9 Bronze Awards (140 students in total).

MUSIC

- 814 student places in Music (592 students).
- AMEB Results: 11 AMusA Diplomas and 1 LMusA with Distinction awarded at the AMEB Diploma Ceremony at City Hall in March 2009. Several more students have achieved these awards throughout 2009 and will be presented with their Diplomas in early 2010.
- 38 students selected to participate in the Combined School Music Festival in Sydney.
- Cathedral Concert and Gala Concert standout performance highlights.
- Maintenance of excellent Choral Programme.
- Senior String Quartet performed in the Finals of the Queensland Performing Arts Trust State Chamber Music Competition.
- 3 Blues awarded for Music.

SERVICE

- Total of \$69,960.70 raised in 2009 for charity.
- A highlight in 2009 was the Student Council's emphasis on giving time to the Ecumenical Coffee Brigade (ECB) rather than simply giving money.
- World Vision highest banked Queensland secondary school for the 2009 40 Hour Challenge: \$15,667.80 raised.
- Year 11 initiative in arranging Africa Week with the Year 8 cohort to enable the sponsoring of another World Vision child.

SPORT

- 1651 Competitive Sporting Places.
- 27 QGSSSA Premierships.
- 5 Club Sport Premierships.
- 16th Consecutive QGSSSA Cross Country win – Premiers in every age division.
- QGSSSA Open Basketball equal Premiers – the season is noted for the Open team's win over Brisbane State High School, a 'powerhouse' team of QG/QLD Basketball that have rarely been beaten in the past 10 years.
- Cricket QGSSSA placings: 1st XI Div 1 Premiers, 2nd XI Div 2 3rd place and 3rd/4th XI both placed 5th. Best results to date in this sport.
- Fencing – competed at National Schools Championships in Melbourne: BGGS 'A' placed 2nd and BGGS 'B' placed 3rd.
- 4 QGSSSA Netball Premierships.
- Rhythmic Gymnastics Open Pairs and Open Group 1st Place at QGSSSA with students selected in state teams.

- Rowing – 1st VIII 3rd Place in Final at Head of the River.
- Tennis had most successful QGSSSA results in recent years: 8B, Year 9 and Senior A teams finished in 1st Place with three other teams in 2nd Place.
- Water Polo – two silver medals for U14s at State and National titles, plus MVP and Encouragement awards at two State titles.
- Volleyball – three players selected in Australian Youth Squad.
- 32 Sporting Blues awarded.

TRAVEL

- International Study Tours to: France - 16 students; Germany - 10 students; Japan - 15 students; Italy - 19 students; and U.S. Space Trip – 39 students.
- Inaugural Desert Colours Art Tour to Central Australia – 20 students.

NEW INITIATIVES

- e-Sports Club.
- United Nations Youth Association (UNYA) Club.
- ITS Support Lunchtime Sessions.
- Oaktree Seed Group (group formalised in 2009).

E: Governance

– Risk Management and Accountability

COMMITTEE MONITORING RISK MANAGEMENT

Risk Management is overseen by the Board of Trustees. The Business Manager is responsible for the day to day management of risks with the assistance of the School Compliance Officer. The School has a well developed risk management and compliance programme. Effective risk management is a key factor in sustainably safeguarding of the School's students, assets and staff, as well as its reputation.

The effective management of risks is an integral part of the day to day operations at the School, without causing the organisation to be risk averse. The elements of the risk management at the School include:

- A Risk Management Framework approved by the Board of Trustees.
- Fortnightly review of key risks by Senior Management.
- Annual review of risk registers.
- Annual self assessment of compliance with key controls in place to manage risks.
- Rotational external compliance reviews for high rated risks.

The School also implemented an electronic risk management tool in 2008 that assists with the online monitoring and review of risks and compliance.

A risk and compliance report is provided to the Board on a monthly basis.

CHANGES IN THE LAW AND THE ECONOMIC CLIMATE

CHANGES IN LAW

The major legislative changes during 2009 can be summarised as follows:

Financial Accountability Act 2009

Queensland's financial management legislation changed as follows during 2009:

- The Financial Accountability Act 2009 is an Act to provide for accountability in the financial management of state finances and to provide for the financial administration of Queensland departments and statutory bodies. It repeals the Financial Administration and Audit Act 1977.
- New subordinate legislation to the Financial Accountability Act 2009 consists of the Financial and Performance Management Standard 2009 and the Financial Accountability Regulation 2009.

The School has reviewed its financial practices to ensure compliance with the above mentioned changes in legislation.

Fair Work Australia

From 1 January 2010 there were several important changes in Australia's workplace laws that affect all employers and employees in the national workplace relations system. The changes include the introduction of new National Employment Standards (NES). The School completed a detailed review of the new workplace relation system requirements in 2009 and updated relevant policies and practices as required.

Fire Safety

Building Fire Safety Regulations 2008, was introduced in July, 2008 all buildings had until 1st July, 2009 to comply. The legislation has been introduced by the Queensland Fire & Rescue Service (QFRS) with the Department of Emergency Services. The School has completed an extensive review of fire safety and implemented required processes and signs.

ECONOMIC CLIMATE

The global financial crisis continued in 2009. The School has updated its risk profile to reflect the resulting changes to Australia's economy. Additional controls have been implemented to

monitor and reduce the School's credit risk. The School's credit exposure remains low. Income from investment did reduce during the year as result of the lower interest rates.

HUMAN RESOURCES

STAFF ESTABLISHMENT LEVELS AS AT 31 DECEMBER 2009 WERE AS FOLLOWS –

- Academic Staff 110.10 (FTE)
- Professional Staff 44.6 (FTE)

FULL-TIME STAFF RETENTION RATES AS AT 31 DECEMBER 2009 WERE AS FOLLOWS –

- Academic Staff 94.3%
- All staff 88.2%

SIGNIFICANT STAFFING DEVELOPMENTS

Consistent with the School's operational priorities emanating from the School Design 2008-2011, the following actions were taken:

- The School Management on behalf of the Board of Trustees continued a range of improvements in staff conditions (including improvements in salaries) effective from January 2009. A new Collective Agreement was finalised on 30 November 2009.

- A Workplace Consultative Committee which had been established as part of a previous Enterprise Bargaining Agreement will be reinstituted in 2010 to 'address issues as they arise and to advance specific matters arising from the agreement' with representatives from Senior Management (up to 3) and elected representatives from the Academic (2) and Professional (1) Staff. By the terms of the agreement, this group will be convened at least twice a year.
- A number of policies protect and enhance the working conditions of staff in the School; a number of Human Resource Policies have been updated in line with the National Employment Standards.
- All up-dated policies appear in either the Staff Handbook and/or on the School's intranet, GrammarNet and are introduced to new employees as part of their induction process. All Staff have e-mail/internet access to link to the intranet.

MANAGEMENT DEVELOPMENT

The Principal and Deputy Principal are Fellows of the Australian Institute of Management (FAIM) and the Deputy Principal (Students) is an Associate Fellow (AFAIM), and utilise the resources of AIM.

The Principal is a Fellow and both Deputy Principals are members of the Australian College of Educators.

The Principal is also a member of:

- The International Journal of the Arts in Society (Associate Editor).
- National Board of AHISA Ltd and appointed Chair of the Association's National Curriculum Committee.
- Fellow of the Australian College of Educators (FACE).
- UTS Centre for Child and Youth Culture & Wellbeing Board.
- Association of Heads of Independent Schools of Australia (AHISA).
- Alliance of Girls Schools, Australasia.
- Independent Schools Qld (ISQ).
- Independent Schools Council of Australia (ISCA).
- Queensland Art Gallery and Gallery of Modern Art Board.
- Art Association of Australia and NZ (AAANZ).
- Association of Women Educators (AWE).
- The Grammar Schools of Queensland Association, Inc (GSA).
- Queensland Girls Secondary Schools Sports Association (QGSSSA).
- Brisbane Schools Rowing Association (BSRA).

Regular fortnightly meetings are held with Senior Executive Management; Deputies and Deans meet weekly; middle management meets on a two-weekly cycle throughout the year i.e. Directors' Committee and Curriculum Committee. Heads of House meet weekly. All these meetings have both a strategic as well as a procedural function; minutes are retained from each meeting.

Other significant operational committees include: Sports Management, Workplace Health and Safety Advisory Group, Travel Committee, Special Needs Committee, TASS Committee and Statistics Committee.

A number of staff are undertaking higher degrees, for example Doctorates and Masters Degrees with leadership components. The Principal was conferred with a PhD in 2009.

Other management training activities in which middle and senior management have participated, as part of school-funded professional development, include:

- Administration & Marketing: 12 courses/conferences – total attendance of 19
- Information Technology: 9 courses/conferences – total attendance of 11
- Pedagogy: 21 courses/conferences – total attendance of 29
- Pastoral Care: 9 courses/conferences – total attendance of 24

- Workplace Health & Safety: 4 courses/conferences – total attendance of 5
- Women's Leadership: 3 workshops – total attendance 5

HEALTH AND SAFETY

The Brisbane Girls Grammar School aims to provide staff, students, voluntary workers and visitors to the School with a safe and healthy workplace. In addition to observing the requirements of the Workplace Health and Safety Act, the School's policy is enacted by adherence to the following procedures:

- The School has two qualified Workplace Health and Safety Officers on staff and ensures their WHSO accreditation is current. One other staff member is an accredited Rehabilitation Officer.
- A comprehensive Workplace Health and Safety Manual covering all aspects of the School's operations is annually updated. As well, a separate manual is maintained for the Memorial Outdoor Education Centre – Marrapatta.
- The School undertook an external review of Health and Safety in 2009. Recommendations from the report were of a minor nature and have been implemented.

E: Governance – Risk Management and Accountability

TRAVEL

Details of overseas travel undertaken by staff during the year are as follows:

OVERSEAS TRAVEL				
NAME OF OFFICER AND POSITION	DESTINATION	REASON FOR TRAVEL	BGGS COST	CONTRIBUTION FROM OTHER AGENCIES OR SOURCES
Ms T Monteith, Science Teacher	KOREA	Accompanied Students attending the International Junior Science Olympiad – December 2008	2 576	NIL
Mr A Allinson, HOD Physics	CHINA	Attendance at the International Young Physicists Tournament	NIL	NIL
Ms H Hollie, Art Teacher Ms N Smith, LOTE Teacher	JAPAN	Accompanied Students on visit to Affiliate School	NIL	NIL
Ms C Keogh, Science Teacher	USA	US International Young Physicists Tournament	NIL	NIL
Ms W Parkinson, HOD French Ms K West, Mathematics Teacher	FRANCE	Accompanied Students on Study Tour	NIL	NIL
Mrs D Barker, HOD German Ms M Urry, Science Teacher	GERMANY	Accompanied Students on Study Tour	NIL	NIL
Miss A Dare, HOH O'Connor Mrs Marion Bryant, HOD Latin	ITALY	Accompanied Students on Study Tour	NIL	NIL
Ms C Woodford, Science Teacher	USA	BioTrech	NIL	NIL
Dr S Stephens, Director Science Faculty Ms T Monteith, HOD Biology Mr D Wall, Lab Assistant Mrs C Hann, Nurse	USA	Space Trip	NIL	NIL
Dr A Bell, Principal	USA FRANCE GERMANY	Women's Leadership Forum, Harvard Business School Official visit to Affiliate School Official visit to Affiliate School	24 019	NIL
Dr A Bell, Principal	ITALY	4th International Conference – Arts in Society; presented conference paper	9 902	NIL

CONSULTANCIES

Information regarding the agencies expenditure on consultancies is as follows:

• HUMAN RESOURCE MANAGEMENT	\$65,900
• INFORMATION /TECHNOLOGY (SECURITY)	\$77,347
• PROFESSIONAL / TECHNICAL	\$27,470
• BUSINESS CONTINUITY MANAGEMENT	\$13,995
TOTAL EXPENDITURE ON CONSULTANCIES	\$184,712

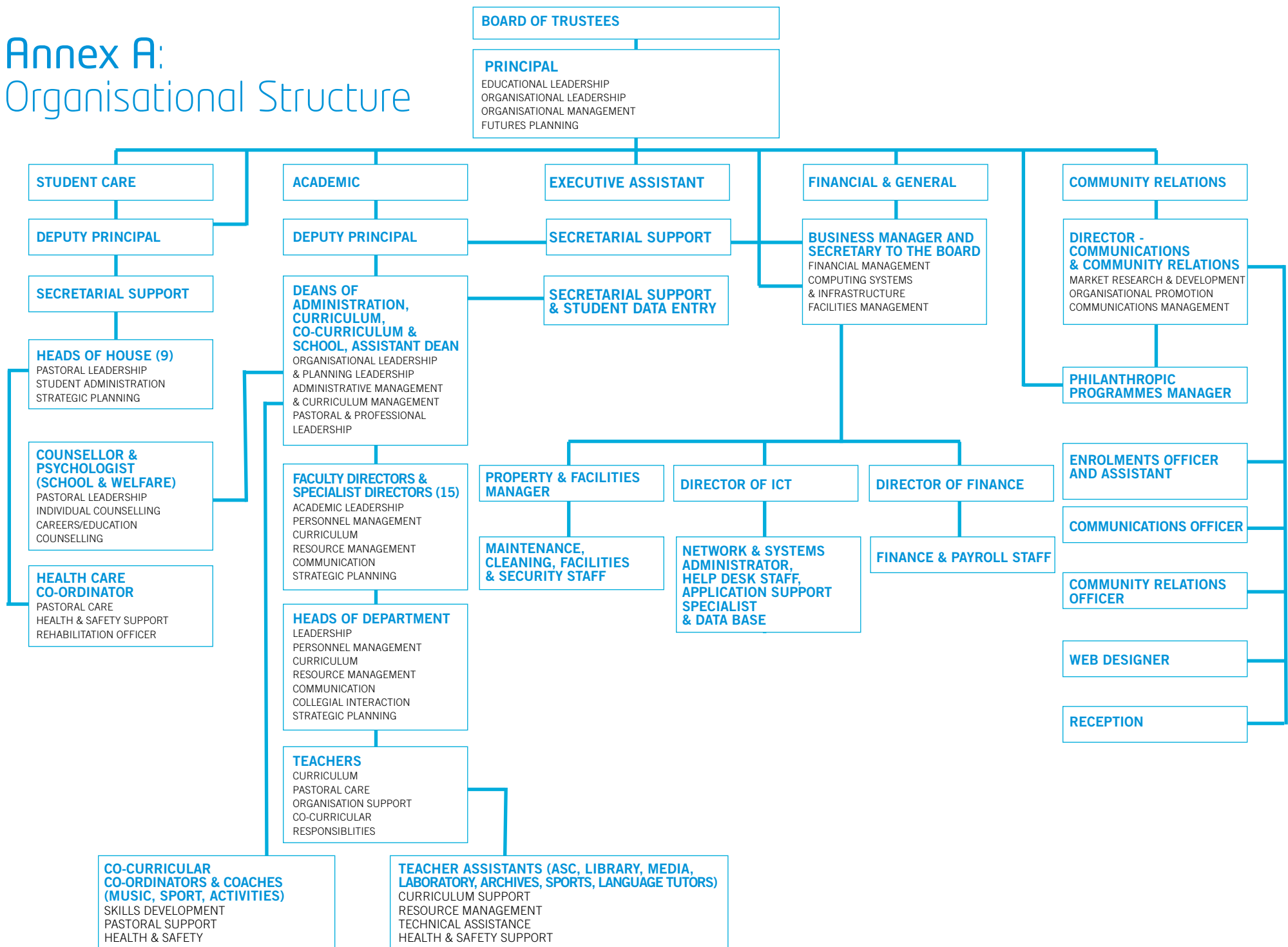
RECORDS MANAGEMENT

The School has implemented a Records Management Policy and records are currently managed through the use of network folders aligned with the School's Business Classification Scheme. The computer software packages utilised by the School are as follows:

Meridian is used for the management of the payroll and TASS is used for the management of student administration and finance processes.

The systems are currently used to report on Financial and Operating Performance to the Board of Trustees on a monthly basis. A 10 year Financial Plan quantifying and supporting the School's Strategic Design is reviewed and approved by the Board of Trustees on an annual basis. This plan is then translated into an approved annual budget that is utilised to monitor performance on a monthly basis.

Annex A: Organisational Structure



Annex B: Annual Financial Statements

**BOARD OF TRUSTEES OF THE BRISBANE GIRLS GRAMMAR SCHOOL
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009**

Contents

STATEMENT OF COMPREHENSIVE INCOME

STATEMENT OF FINANCIAL POSITION

STATEMENT OF CHANGES IN EQUITY

STATEMENT OF CASH FLOWS

NOTES TO THE FINANCIAL STATEMENTS

CERTIFICATE OF THE BOARD OF TRUSTEES OF THE BRISBANE GIRLS GRAMMAR SCHOOL

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2009

	NOTE	2009 \$	2008 \$
REVENUE	2	26,708,416	26,424,574
EXPENSES			
EMPLOYEE BENEFITS EXPENSE		14,340,051	13,273,962
DEPRECIATION AND AMORTISATION EXPENSES	4	1,134,980	1,014,375
FINANCE COSTS		1,268,259	1,299,149
OTHER EXPENSES		6,163,789	5,911,218
	3	22,907,079	21,498,704
SURPLUS		3,801,337	4,925,870

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2009

	NOTE	2009 \$	2008 \$
ASSETS			
CURRENT ASSETS			
CASH AND CASH EQUIVALENTS	5	15,418,898	15,661,565
TRADE AND OTHER RECEIVABLES	6	180,669	208,225
OTHER CURRENT ASSETS	7	276,004	305,026
TOTAL CURRENT ASSETS		15,875,571	16,174,816
NON-CURRENT ASSETS			
PROPERTY, PLANT AND EQUIPMENT	8	64,114,033	57,991,681
INTANGIBLE ASSETS	9	163,703	126,928
FINANCIAL ASSETS	10	10,304	—
TOTAL NON-CURRENT ASSETS		64,288,040	58,118,609
TOTAL ASSETS		80,163,611	74,293,425
LIABILITIES			
CURRENT LIABILITIES			
TRADE AND OTHER PAYABLES	11	874,403	1,085,687
FINANCIAL LIABILITIES	12	1,876,766	1,733,117
SHORT-TERM PROVISIONS	13	397,559	567,871
OTHER CURRENT LIABILITIES	14	845,631	838,788
TOTAL CURRENT LIABILITIES		3,994,359	4,225,463
NON-CURRENT LIABILITIES			
FINANCIAL LIABILITIES	12	22,965,757	20,958,782
LONG-TERM PROVISIONS	13	1,108,634	834,951
TOTAL NON-CURRENT LIABILITIES		24,074,391	21,793,733
TOTAL LIABILITIES		28,068,750	26,019,196
NET ASSETS		52,094,861	48,274,229
EQUITY			
RETAINED EARNINGS		36,388,020	32,586,683
RESERVES		14,657,269	14,657,269
TRUST FUNDS	15	1,049,572	1,030,277
TOTAL EQUITY		52,094,861	48,274,229

The accompanying notes form part of these financial statements

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2009

	NOTE	2009 \$	2008 \$
RETAINED EARNINGS			
BALANCE AT THE BEGINNING OF THE YEAR		32,586,683	27,660,813
SURPLUS		3,801,337	4,925,870
TRANSFERS FROM RESERVES		—	—
BALANCE AT THE END OF THE YEAR		36,388,020	32,586,683
RESERVES			
ASSET REVALUATION RESERVE			
BALANCE AT THE BEGINNING OF THE YEAR		14,657,269	15,332,050
REVALUATION INCREMENTS/(DECREMENTS)		—	(674,781)
BALANCE AT THE END OF THE YEAR		14,657,269	14,657,269
TOTAL RESERVES		14,657,269	14,657,269

Asset revaluation reserve records the revaluations of the School's land and buildings.

TRUST FUNDS

BALANCE AT THE BEGINNING OF THE YEAR		1,030,277	926,927
OPERATING SURPLUS/(DEFICIT)	15	19,295	103,350
BALANCE AT THE END OF THE YEAR		1,049,572	1,030,277

The Trust Fund is a holding account for donations and bequests made to the School for Prizes and Awards, Scholarships and Bursaries. There are no Trust Account audit requirements placed on this fund.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2009

	NOTE	2009 \$	2008 \$
CASH FLOW FROM OPERATING ACTIVITIES			
RECEIPTS FROM TUITION FEES		17,502,240	16,137,318
GRANTS - STATE		2,310,435	2,050,200
GRANTS - COMMONWEALTH		3,339,157	3,276,166
INTEREST RECEIVED		661,598	1,175,463
DIVIDENDS RECEIVED		442	—
OTHER RECEIPTS		4,105,200	4,478,136
PAYMENTS TO SUPPLIERS AND EMPLOYEES		(21,769,294)	(19,400,590)
FINANCE COSTS		(1,268,259)	(1,299,149)
NET CASH PROVIDED BY OPERATING ACTIVITIES	16b	4,881,519	6,417,544
CASH FLOWS FROM INVESTING ACTIVITIES			
PROCEEDS FROM SALES OF PROPERTY, PLANT AND EQUIPMENT		—	—
PURCHASE OF PROPERTY, PLANT AND EQUIPMENT	8	(7,189,989)	(1,511,964)
PURCHASE OF INTANGIBLE ASSETS	9	(104,118)	(152,010)
NET CASH USED IN INVESTING ACTIVITIES		(7,294,107)	(1,663,974)
CASH FLOWS FROM FINANCING ACTIVITIES			
PROCEEDS FROM BORROWINGS		4,000,000	—
REPAYMENT OF BORROWINGS		(1,849,374)	(1,997,124)
NET CASH PROVIDED BY / (USED IN) FINANCING ACTIVITIES		2,150,626	(1,997,124)
OTHER ACTIVITIES			
TRUST FUND RECEIPTS		41,725	132,129
TRUST FUND PAYMENTS		(22,430)	(28,779)
NET CASH PROVIDED BY / (USED IN) OTHER ACTIVITIES		19,295	103,350
NET INCREASE / (DECREASE) IN CASH HELD		(242,667)	2,859,796
CASH AT THE BEGINNING OF FINANCIAL YEAR		15,661,565	12,801,769
CASH AT END OF FINANCIAL YEAR	16a	15,418,898	15,661,565

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

NOTE 1 STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been drawn up in accordance with the Financial Accountability Act 2009, Financial and Performance Management Standard 2009, Australian Accounting Standards, Australian Accounting Interpretations, and other authoritative pronouncements of the Australian Accounting Standards Board.

The financial report covers Brisbane Girls Grammar School as an individual entity. Brisbane Girls Grammar School is a statutory body formed under the Grammar Schools Act 1975 in Australia. It operates as a School and is located in Australia.

Except for those Australian specific requirements for not-for-profit entities, compliance with Australian Equivalents to International Financial Reporting Standards ensures that the financial report, comprising the financial statements and notes thereto, complies with the International Financial Reporting Standards.

These financial statements were authorised for issue by the Board of Trustees on 23 February 2010.

The following is a summary of the material accounting policies adopted by Brisbane Girls Grammar School in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

BASIS OF PREPARATION

The accounting policies set out below have been consistently applied to all years presented.

Reporting Basis and Conventions

The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

ACCOUNTING POLICIES

(A) PROPERTY, PLANT AND EQUIPMENT

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment losses.

PROPERTY

Land and buildings are shown at their fair value being the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction. It is the policy of the School to have an independent valuation conducted every three years.

Increases in the carrying amount arising on revaluation of land and buildings are credited to the Asset Revaluation Reserve unless they are reversals of prior decreases, in which case they are credited to the statement of comprehensive income. Decreases in the carrying amount of an asset by asset class are debited to the statement of comprehensive income, unless they are reversals of prior increases, in which case they are debited to the Asset Revaluation Reserve.

Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

PLANT AND EQUIPMENT

Plant and Equipment are measured on the cost basis less depreciation and impairment losses.

DEPRECIATION

Items of plant and equipment including buildings but excluding land, are depreciated over their estimated useful lives on a straight line basis. Estimates of remaining useful lives are made on a regular basis for all assets.

Depreciation commences from the date an asset is controlled, serviceable and ready for use.

The depreciation rates used for each class of depreciable assets are:

CLASS OF FIXED ASSET	DEPRECIATION RATE
BUILDINGS	1.5 %
SWIMMING POOL	2.0 %
PLANT AND EQUIPMENT	10 - 33 %
ART COLLECTIONS	0 %

VALUATIONS

Buildings and improvements were revalued effective December 2007 by Rushton AssetVal Pty Ltd, an independent external valuer. This valuation is deemed to be the Fair Value. The valuation has been booked and all buildings, with the exception of work in progress, have been revalued.

LAND

Land at Brisbane is held under Deed of Grant of Land in Trust (DOGIT) (Area: 2.06 Hectares). An independent valuation of land was performed by Rushton AssetVal Pty Ltd effective December 2007. This valuation is based on the valuers' assessment of the value of the land having regard to available sales evidence of freehold title properties comparing the zoning, size and topography to the DOGIT property having special regard to the fact that the property held under DOGIT is considered an inferior title to freehold due to the restrictive covenants.

Land at Imbil is held freehold (Area: Lot 1 - 17.5 Hectares, Lot 2 - 12.01 Hectares). An independent valuation was performed by Rushton AssetVal Pty Ltd effective December 2007. This valuation is deemed to be the Fair Value.

(B) INTANGIBLES

Intangible assets include computer software with a finite useful life of 3 years. Software is measured on the cost basis and amortised over its useful life using the straight-line method.

(C) FINANCIAL INSTRUMENTS

Financial instruments, incorporating financial assets and financial liabilities, are recognised when the School becomes a party to the contractual provisions of the instrument.

Financial liabilities are derecognised where the related obligations are either discharged, cancelled or expire.

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market and are so measured at cost.

Non-derivative financial liabilities are measured at amortised cost using the effective interest rate method.

(D) IMPAIRMENT OF ASSETS

At each reporting date, the School reviews the carrying values of its tangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell or value in use, is compared to the asset's carrying value. Where the asset does not generate any independent cash flow, depreciated replacement cost can be used. Any excess of the asset's carrying

value over its recoverable amount is expensed to the statement of comprehensive income, except where it relates to a revalued class of assets where a decrement is recorded in the Asset Revaluation reserve. Where it is not possible to estimate the recoverable amount of an individual asset, the school estimates the recoverable amount of the cash generating unit to which the asset belongs.

(E) LEASES

Leases of fixed assets, where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership, are transferred to the Brisbane Girls Grammar School are classified as finance leases. Finance leases are capitalised, recording an asset and a liability equal to the present value of the minimum lease payments, including any guaranteed residual values. Leased assets are depreciated on a straight line basis over their estimated useful lives where it is likely that the school will obtain ownership over the asset or over the term of the lease. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

The school does not have any finance leases.

Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the periods in which they are incurred.

(F) EMPLOYEE BENEFITS

Provision is made for the school's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits. Those cashflows are discounted using market yields on national government bonds with terms to maturity that match the expected timing of cashflows. Current wage rates and expected wage increases have been used in the calculation of these provisions.

Contributions are made by the school to employee superannuation funds and are charged as expenses when incurred. The School contributes only to accumulation style superannuation funds.

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

(G) BORROWING COSTS

Borrowing costs are recognised as expenses in the period in which they are incurred.

(H) INCOME TAX

The school is a charitable institution and is exempt from income tax under Subdivision 50-B of the *Income Tax Assessment Act 1997*.

(I) CASH AND CASH EQUIVALENTS

Cash and cash equivalents include cash on hand, cash at bank and at call deposits with banks or financial institutions, investments in money market instruments maturing in less than three months. Bank overdrafts are shown within current financial liabilities on the statement of financial position.

(J) REVENUE

Interest revenue is recognised on a proportional basis taking into account the interest rate applicable to the financial assets.

Government grants are recognised as revenue on receipt where the grant is unconditional, otherwise once all the conditions of the grant have been met progressively over the grant terms.

Revenue from the rendering of services is recognised upon the delivery.

Where the fees for services are paid in advance, a liability called Deposits on Fees is recognised. This liability is amortised once the fees are earned.

Bequests and donations are recognised upon receipt.

All revenue is stated net of the amount of goods and services tax (GST).

(K) GOODS AND SERVICE TAX

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the statement of financial position are shown inclusive of GST.

Cash flows are presented in the statement of cash flows on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

	2009 \$	2008 \$
NOTE 2 REVENUE		
TUITION FEES	17,501,778	16,139,310
ENROLMENT FEES	317,009	340,854
CONFIRMATION FEES	478,050	441,700
ENDOWMENT AND STATE GRANT	2,310,435	2,050,200
COMMONWEALTH GRANT	3,339,157	3,249,816
INVESTMENT INCOME	662,040	1,175,463
DONATIONS AND BEQUESTS	1,090,554	2,126,367
OTHER INCOME	1,009,393	900,864
	26,708,416	26,424,574
Significant items of revenue:		
SINGLE ESTATE BEQUEST	478,720	1,350,000

	2009 \$	2008 \$		2009 \$	2008 \$
NOTE 3 OTHER EXPENSES			NOTE 5 CASH AND CASH EQUIVALENTS		
BAD DEBTS	15,688	16,177	CASH AT BANK		
PRINTING AND STATIONERY	198,996	182,872	GENERAL FUND	306,835	35,631
OPERATING LEASES	758,032	812,399	TRUST FUND	1,532	6,585
INSURANCE	238,181	234,662	ENDOWMENT FUND	12,462	35,514
PROFESSIONAL AND LEGAL FEES	325,964	234,939	BUILDING FUND	1,292	1,323
TUITION EXPENSES	941,015	885,852	LIBRARY FUND	1,973	6,304
REPAIRS AND MAINTENANCE	1,285,651	1,148,950	CASH ON HAND	3,100	3,100
ADMINISTRATION EXPENSES	841,345	932,275		327,194	88,457
OTHER	1,558,917	1,463,092	DEPOSITS AT CALL		
	6,163,789	5,911,218	GENERAL FUND	9,078,035	10,245,397
Remuneration of Auditor			TRUST FUND	1,048,043	1,023,692
AUDIT OF THE FINANCIAL REPORT	34,024	30,180	ENDOWMENT FUND	4,944,134	4,278,387
NOTE 4 DEPRECIATION AND AMORTISATION			LIBRARY FUND	10,662	13,826
BUILDINGS	799,811	755,811	BUILDING FUND	10,830	11,806
PLANT AND EQUIPMENT	267,826	233,482		15,091,704	15,573,108
ART COLLECTION	—	—	TOTAL	15,418,898	15,661,565
COMPUTER SOFTWARE	67,343	25,082			
	1,134,980	1,014,375			

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

The funds identified above in Cash and Cash Equivalents contain the following restrictions:

GENERAL FUND

Monies in the General Fund amounting to \$68,869 (2008: \$57,852) are held on behalf of sporting clubs and external fundraising activities.

TRUST FUND

The Trust Fund is a holding account for donations and bequests made to the School for Prizes and Awards, Scholarships and Bursaries. There are no Trust Account audit requirements placed on this fund.

ENDOWMENT FUND

The object of the fund is to raise and provide funds for the benefit of the Brisbane Girls Grammar School and for families connected with the School in a manner conducive to the promotion and encouragement of education at the School.

BUILDING FUND

The object of the Building Fund is to raise and provide monies for the acquisition, construction and maintenance by the Board of a building or buildings used as part of the Brisbane Girls Grammar School.

LIBRARY FUND

The object of the fund is to raise and provide funds for the purchase of library resources both print and non-print, and any equipment and materials required to promote and encourage learning within the Brisbane Girls Grammar School.

	2009 \$	2008 \$
NOTE 6 TRADE AND OTHER RECEIVABLES		
TUITION FEES	95,595	118,017
PROVISION FOR IMPAIRMENT	(22,455)	(37,570)
	73,140	80,447
COMMERCIAL DEBTORS	65,139	39,947
PROVISION FOR IMPAIRMENT	—	(1,804)
	65,139	38,143
GST REFUNDABLE	42,390	89,635
	180,669	208,225
NOTE 7 OTHER ASSETS		
PREPAYMENTS	257,709	281,993
ACCRUED INCOME	1,788	—
DEPOSITS	16,507	23,033
	276,004	305,026

	2009 \$	2008 \$
NOTE 8 PROPERTY, PLANT AND EQUIPMENT		
LAND		
BRISBANE - AT INDEPENDENT VALUATION	6,200,000	6,200,000
IMBIL - AT INDEPENDENT VALUATION	600,000	6 00,000
	6,800,000	6,800,000
BUILDINGS AND IMPROVEMENTS		
BRISBANE - AT INDEPENDENT VALUATION	48,623,000	48,623,000
BRISBANE - AT COST	7,905,131	427,839
WORK IN PROGRESS - AT COST	—	514,013
	56,528,131	49,564,852
IMBIL - AT INDEPENDENT VALUATION	1,088,820	1,088,820
IMBIL - AT COST	6,408	6,408
	57,623,359	50,660,080
ACCUMULATED DEPRECIATION	(1,549,173)	(749,361)
	56,074,186	49,910,719
PLANT, FURNITURE AND EQUIPMENT		
AT COST	1,875,037	1,804,279
ACCUMULATED DEPRECIATION	(671,507)	(559,634)
	1,203,530	1,244,645
ANTIQUES AND ART COLLECTION		
ANTIQUES AND ART COLLECTION AT COST	36,317	36,317
TOTAL PROPERTY, PLANT AND EQUIPMENT	64,114,033	57,991,681

MOVEMENTS IN CARRYING AMOUNTS

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and end of the of the current financial year

	LAND	BUILDINGS AND IMPROVEMENTS	PLANT, FURNITURE & EQUIPMENT	ANTIQUES AND ART COLLECTION	TOTAL
	\$	\$	\$	\$	\$
BALANCE AT THE BEGINNING OF THE YEAR	6,800,000	49,910,719	1,244,645	36,317	57,991,681
ADDITIONS	-	6,963,278	226,711	-	7,189,989
DEPRECIATION	-	(799,811)	(267,826)	-	(1,067,637)
IMPAIRMENT LOSS	-	-	-	-	-
REVALUATION INCREMENT/ (DECREMENT)	-	-	-	-	-
DISPOSALS	-	-	-	-	-
CARRYING AMOUNT AT THE END OF THE YEAR	6,800,000	56,074,186	1,203,530	36,317	64,114,033

	2009 \$	2008 \$
NOTE 9 INTANGIBLE ASSETS		
COMPUTER SOFTWARE		
COST	256,127	152,010
ACCUMULATED AMORTISATION	(92,424)	(25,082)
TOTAL INTANGIBLE ASSETS	163,703	126,928

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

INTANGIBLE ASSETS *(continued)*

MOVEMENTS IN CARRYING AMOUNTS

Movement in the carrying amounts for each class of intangibles between the beginning and end of the of the current financial year

	2009 \$	2008 \$
BALANCE AT THE BEGINNING OF THE YEAR	126,928	—
EXTERNALLY ACQUIRED SOFTWARE	104,118	152,010
AMORTISATION	(67,343)	(25,082)
CARRYING AMOUNT AT THE END OF THE YEAR	163,703	126,928

NOTE 10 FINANCIAL ASSETS

AVAILABLE-FOR-SALE FINANCIAL ASSETS:	10,304	—
AVAILABLE-FOR-SALE FINANCIAL ASSETS COMPRISE:		
LISTED INVESTMENTS, AT FAIR VALUE		
- SHARES IN LISTED CORPORATIONS	10,304	—

	2009 \$	2008 \$
NOTE 11 TRADE AND OTHER PAYABLES		
TRADE PAYABLES AND ACCRUALS	778,233	922,415
MONIES HELD FOR THIRD PARTIES	96,170	163,272
OTHER CREDITORS	—	—
	874,403	1,085,687

NOTE 12 FINANCIAL LIABILITIES

(A) CURRENT

UNSECURED LIABILITIES		
QTC LOANS	1,876,766	1,733,117

(B) NON-CURRENT

UNSECURED LIABILITIES		
QTC LOANS	22,965,757	20,958,782

The market value of financial liabilities is \$24,230,364.05 (31 December 2008: \$23,124,166.09).

	2009 \$	2008 \$
NOTE 13 PROVISIONS		
BALANCE AT THE BEGINNING OF THE YEAR	1,402,822	1,360,808
ADDITIONAL PROVISIONS RAISED DURING THE YEAR	453,678	343,725
AMOUNT USED	(350,307)	(301,711)
BALANCE AT THE END OF THE YEAR	1,506,193	1,402,822
(A) CURRENT		
ANNUAL LEAVE	236,405	216,471
LONG SERVICE LEAVE	161,154	351,400
	397,559	567,871
(B) NON-CURRENT		
LONG SERVICE LEAVE	1,108,634	834,951
AGGREGATE EMPLOYEE BENEFITS LIABILITY	1,506,193	1,402,822

A provision has been recognised for employee benefits relating to annual and long service leave for employees. In calculating the present value of future cash flows in respect of long service leave, the probability of long service leave being taken is based on historical data. The measurement and recognition criteria relating to employee benefits has been included in Note 1(f) to this financial report.

	2009 \$	2008 \$
NOTE 14 OTHER LIABILITIES		
DEPOSITS ON FEES	845,631	838,788
NOTE 15 TRUST FUNDS		
OPENING BALANCE AS AT 1 JANUARY	1,030,277	926,927
OPERATING INCOME		
DORIS TOWNSEND WARAKER PRIZE	—	1,609
BURRELL PRIZE	3,000	3,000
MARIA SULIMA BURSARY	—	48,601
TEACHERS SCHOLARSHIP	—	5,000
BGGS SCHOLARSHIP	300	1,955
INTEREST	38,425	71,964
	41,725	132,129
OPERATING EXPENDITURE		
PRIZES	7,450	4,450
SCHOOL FEES	14,980	24,329
	22,430	28,779
OPERATING SURPLUS/ (DEFICIT)	19,295	103,350
CLOSING BALANCE AS AT 31 DECEMBER	1,049,572	1,030,277

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

	2009 \$	2008 \$
--	------------	------------

NOTE 16 CASH FLOW INFORMATION

(A) RECONCILIATION OF CASH AND CASH EQUIVALENTS

Cash and cash equivalents at the end of the financial year shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

CASH ON HAND	3,100	3,100
CASH AT BANK	324,094	85,357
DEPOSITS AT CALL	15,091,704	15,573,108
	15,418,898	15,661,565

(B) RECONCILIATION OF CASH FLOW FROM OPERATIONS WITH SURPLUS

SURPLUS	3,801,337	4,925,870
DEPRECIATION AND AMORTISATION	1,134,980	1,014,375
DEFICIT (SURPLUS) ON DISPOSAL OF ASSETS	—	—
INCREASE /(DECREASE) IN PAYABLES	(211,284)	273,324
INCREASE /(DECREASE) IN OTHER LIABILITIES	6,843	99,596
(INCREASE)/ DECREASE IN RECEIVABLES	27,554	(25,496)
(INCREASE)/ DECREASE IN OTHER ASSETS	18,718	87,861
INCREASE /(DECREASE) IN PROVISIONS	103,371	42,014
NET CASH USED IN OPERATING ACTIVITIES	4,881,519	6,417,544

(C) CREDIT STANDBY ARRANGEMENTS AND LOAN FACILITIES

TOTAL FACILITY	24,842,523	22,691,899
AMOUNT USED	24,842,523	22,691,899
UNUSED CREDIT FACILITY	—	—

	2009 \$	2008 \$
--	------------	------------

NOTE 17 EXPENDITURE COMMITMENTS

(A) OPERATING LEASE COMMITMENTS

Non-cancellable operating leases contracted for but not capitalised in the financial statements.

- DUE NOT LATER THAN ONE YEAR	1,143,200	766,024
- DUE LATER THAN ONE YEAR AND NOT LATER THAN FIVE YEARS	3,274,245	1,564,361
	4,417,445	2,330,385

The School leases computer and photocopying equipment. The contracts are fixed term renewable every three years. There are no contingent rental or escalation clauses in the contract.

(B) CAPITAL EXPENDITURE COMMITMENTS

Capital amounts contracted but not provided for in the financial statements:

CAPITAL COMMITMENTS MADE AT BALANCE DATE

- DUE NOT LATER THAN ONE YEAR	—	6,000,000
- DUE LATER THAN ONE YEAR AND NOT LATER THAN FIVE YEARS	—	286,916
	—	6,286,916

The School signed a contract with Bovis Lend Lease on 3 February 2009 for construction of the swimming pool on the Gregory Terrace site. The project was completed in September 2009.

NOTE 18 FINANCIAL RISK MANAGEMENT

In the normal course of its activities the School is exposed to a variety of financial risks including credit risk, liquidity risk and market risk (specifically interest rate risk). The School's overall financial risk management strategy is to ensure that the School is able to fund its business plans.

The School uses various methods to measure the risks to which it is exposed. These methods include ageing analyses for credit risk, cash flow forecasts for liquidity risk and monitoring of interest rates for interest rate risk.

Ultimate responsibility for the identification and monitoring of financial risks rests with the Board of Trustees, whilst day to day management of these risks is under the control of the Principal and Business Manager.

The School does not use derivative instruments either for risk management purposes or for speculative trading purposes.

(A) CAPITAL MANAGEMENT

The School manages its funding arrangements to ensure that will be able to continue as a going concern while seeking to optimise the mix of debt and equity balances.

To fund its expenditure the School uses the mix of debt (Note 12), cash and cash equivalents (Note 5) and retained earnings.

The School reviews its funding arrangements regularly and adjusts its overall position through the raising of new debt and the repayment of existing debt.

(B) FAIR VALUES

The carrying value of the following financial assets and liabilities are considered to be a reasonable approximation of their fair values for the reasons stated:

- Trade and other receivables and trade and other payables - all are short term in nature
- Investments - are subject to floating interest rates
- QTC loans - refer market value disclosed in Note 12

(C) CREDIT RISK

Credit risk arises from cash held with banks and financial institutions as well as credit exposures to amounts receivable, and represents the potential financial loss if counterparties fail to perform as contracted.

Management has credit policies in place and exposure to credit risk is monitored on an

ongoing basis. The School controls credit risk by closely monitoring amounts due from debtors. The result is that the School's exposure to bad debts is not significant.

The maximum exposure to credit risk is represented by the carrying amount of financial assets of the School as recognised in the Statement of Financial Position. There are no significant concentrations of credit risk.

The following amounts of unimpaired trade receivables were past due at reporting date:

	2009 \$	2008 \$
PAST DUE < 30 DAYS	6,812	14,950
PAST DUE 30 - 60 DAYS	5,751	17,500
PAST DUE > 60 DAYS	60,368	61,859
Past due unimpaired receivables relate to a number of independent parties for whom there is no recent history of default.		
MOVEMENT SCHEDULE FOR IMPAIRMENT PROVISIONS:		
OPENING BALANCE	39,374	27,164
ADDITIONAL PROVISIONS	15,286	25,039
AMOUNTS WRITTEN OFF	(18,666)	(524)
AMOUNTS COLLECTED	(13,539)	(12,305)
CLOSING BALANCE	22,455	39,374

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

(D) LIQUIDITY RISK

Prudent liquidity risk management involves maintaining sufficient cash and bank facilities to meet ongoing operational and capital requirements. The School manages liquidity risks by maintaining adequate cash reserves and borrowing facilities and by continuously monitoring forecast and actual cash flows.

The table below analyses the contractual maturities of the School's financial liabilities into relevant maturity groupings based on the remaining period to maturity date. The amounts disclosed are not discounted and comprise principal and interest payments.

	UNDER 1 YEAR	1 - 5 YEARS	OVER 5 YEARS
2009	\$	\$	\$
TRADE AND OTHER PAYABLES	874,403	—	—
FINANCIAL LIABILITIES	3,245,555	12,032,677	19,679,099
2008			
TRADE AND OTHER PAYABLES	1,085,687	—	—
FINANCIAL LIABILITIES	2,892,304	11,065,952	16,050,484

(E) MARKET RISK - INTEREST RATE SENSITIVITY AND RISK MANAGEMENT

The School's exposure to interest rate risk, which is the risk that a financial instruments value will fluctuate as a result of changes in market interest rates and the effective weighted average interest rates on classes of financial assets and financial liabilities, is disclosed in the table below.

	WEIGHTED AVERAGE EFFECTIVE INTEREST RATE			
	2009 %	2008 %	2009 \$	2008 \$
FINANCIAL ASSETS				
CASH & CASH EQUIVALENTS	4.30	5.36	15,418,898	15,661,565
				FLOATING INTEREST RATE
FINANCIAL LIABILITIES				
QTC LOANS	5.52	5.32	24,842,523	22,691,899
				FLOATING INTEREST RATE (RANGING FROM 4.68% TO 6.5%)

Based upon the amounts of loans and interest bearing assets during the year, if interest rates had changed by +/- 1%, with all other variables held constant, the net surplus for the year and total equity would have been \$82,301 (2008: 94,617) lower/higher. Such a level of changes in interest rates is considered to be reasonably possible based on observation of current market conditions.

NOTE 19 CONTINGENCIES

(a) Contingent Liabilities

There are no contingent liabilities as at 31 December 2009 (2008: nil).

(b) Contingent Assets

There are no contingent assets as at 31 December 2009 (2008: \$464,858 being final distribution from single estate bequest)

NOTE 20 SEGMENT REPORTING

The School operates in the one business and geographical segment being secondary education of girls in Brisbane, Queensland.

The principal place of business is Gregory Terrace, Brisbane.

NOTE 21 EVENTS SUBSEQUENT TO REPORTING DATE

Since the end of the year there have been no events subsequent to balance date that have occurred that are required to be disclosed.

NOTE 22 GOVERNMENT GRANTS

As detailed in Note 2 above, government grants (Federal and State) total \$5,649,592 (31 December 2008: \$5,300,016) which represents 21.1% (31 December 2008: 20.1%) of the School's total revenue.

NOTE 23 OPERATING ACTIVITIES

The net surplus result from ordinary activities has been determined in accordance with accounting standards and principles.

This is a reflection of the Board of Trustees' commitment to the concept of planning for unforeseen commitments and opportunities by creating strong cash reserves. It is thereby able to confidently plan strategies that benefit its staff and students.

This is particularly important because Brisbane Girls Grammar School is a statutory body of the Queensland Government and is one of eight Grammar Schools subject to the *Grammar Schools Act 1975*. Although, a statutory body, the Board of Trustees is required to conduct the School's operations in a competitive environment with other Non State Schools within the financial and other guidelines of various State Government Acts, including the *Statutory Bodies Financial Arrangements Act* and the *Education (Accreditation of Non State Schools) Act 2001*.

Furthermore, under the *Education (Accreditation of Non State Schools) Act 2001*, every five years the School must for registration purposes, satisfy assessments which amongst a number of pre-requisites, includes proof of its financial viability and its commitment to the on-going development of its education programs. Where access to loan funding to meet development and works programs is necessary, Brisbane Girls Grammar School unlike other Non State Schools, is not only required to operate within the framework of various Acts but also satisfy the Minister for Education it has the financial resources to meet its loan repayment commitments to the Queensland Treasury Corporation.

Annual Financial Statements

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

NOTE 24 CHANGE IN ACCOUNTING POLICY

The following Australian Accounting Standards issued or amended which are applicable to the School but are not yet effective have not been adopted in preparation of the financial statements at reporting date:

REFERENCE	NATURE OF CHANGE TO ACCOUNTING POLICY	APPLICATION DATE OF STANDARD (FOR THE SCHOOL)
IFRS 9 FINANCIAL INSTRUMENTS (TO BE ISSUED AS AASB 9) WILL REPLACE AASB 139 FINANCIAL INSTRUMENTS: RECOGNITION AND MEASUREMENT	IFRS 9 AMENDS THE CLASSIFICATION AND MEASUREMENT OF FINANCIAL ASSETS. THE SCHOOL HAS NOT YET DETERMINED THE IMPACT OF THIS STANDARD DUE TO IT'S LATE RELEASE.	31 DECEMBER 2013
AASB 2009-4 AMENDMENTS TO AUSTRALIAN ACCOUNTING STANDARDS ARISING FROM THE ANNUAL IMPROVEMENTS PROJECT [AASB 2, AASB 138 AND AASB INTERPRETATIONS 9 & 16]	MAKES VARIOUS AMENDMENTS TO A NUMBER OF STANDARDS AND INTERPRETATIONS IN LINE WITH THE IASB ANNUAL IMPROVEMENTS PROJECT.	30 JUNE 2010
AASB 2009-5 FURTHER AMENDMENTS TO AUSTRALIAN ACCOUNTING STANDARDS ARISING FROM THE ANNUAL IMPROVEMENTS PROJECT [AASB 5, 8, 101, 107, 117, 118, 136 & 139]	MAKES VARIOUS AMENDMENTS TO A NUMBER OF STANDARDS AND INTERPRETATIONS IN LINE WITH THE IASB ANNUAL IMPROVEMENTS PROJECT.	31 DECEMBER 2010

Certificate of the Board of Trustees

for the year ended 31 December 2009

**THE BOARD OF TRUSTEES
OF THE BRISBANE GIRLS GRAMMAR SCHOOL**

The foregoing annual financial statements have been prepared in accordance with the *Financial Accountability Act 2009* and other prescribed requirements and we certify that:

- 1 the foregoing financial statements and notes to the financial statements are in agreement with the records of the Board of Trustees of the Brisbane Girls Grammar School; and
- 2 in our opinion:
 - (a) the prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and
 - (b) the foregoing financial statements have been drawn up so as to present a true and fair view, in accordance with the Australian Accounting Standards, of the transactions of the Board of Trustees of the Brisbane Girls Grammar School for the year 1 January 2009 to 31 December 2009 and of the financial position as at the close of that year.



MS E JAMESON
Chair
Board of Trustees
Brisbane Girls Grammar School



MS C PRETORIUS
Secretary to the Board of Trustees
Brisbane Girls Grammar School

Date: 23 February 2010

Audit Certificate for the year ended 31 December 2009

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF THE BOARD OF TRUSTEES OF THE BRISBANE GIRLS GRAMMAR SCHOOL

I have audited the accompanying financial report of the Brisbane Girls Grammar School, which comprises the statement of financial position as at 31 December 2009, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date, a summary of significant accounting policies and other explanatory notes and certificates given by the Chair and Secretary.

The Board of Trustees' responsibility for the financial report

The Board of Trustees of the school are responsible for the preparation and fair presentation of the financial report in accordance with prescribed accounting requirements identified in the Financial Accountability Act 2009 and the Financial Performance Management Standard 2009, including compliance with applicable Australian Accounting Standards (including the Australian Accounting Interpretations). This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's responsibility

My responsibility to express an opinion on the financial report based on the audit is prescribed in the Auditor-General Act 2009. This Act, including transitional provisions, came into operation on 1 July 2009 and replaces the previous requirements contained in the Financial Administration and Audit Act 1977.

The audit was conducted in accordance with the Auditor-General of Queensland Auditing Standards, which incorporate the Australian Auditing Standards. These auditing standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of risks of material misstatement in the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements.

An audit also includes evaluating the appropriateness of accounting policies and the reasonableness of accounting estimates made by the Board of Trustees, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements as approved by the Treasurer for application in Queensland.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Independence


The Auditor-General Act 2009 promotes the independence of the Auditor-General and QAO authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can only be removed by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Auditor's opinion

In accordance with s.40 of the Auditor-General Act 2009 –

- a I have received all the information and explanations which I have required; and
- b in my opinion –
 - i The prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects; and
 - ii The financial report has been drawn up so as to present a true and fair view, in accordance with the prescribed accounting standards of the transactions of the Brisbane Girls Grammar School for the financial year 1 January 2009 to 31 December 2009 and of the financial position as at the end of that year.



Daniel J Carroll CA, Reg'd Company Auditor
(as delegate of the Auditor-General of Queensland)

Brisbane

Dated 23 February 2010

C: Glossary

A

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY (ACARA)

ACARA is responsible for a national curriculum (K-12), a national assessment program, national data collection and reporting.

AUSTRALIAN MUSIC EXAMINATION BOARD (AMEB)

Provides a graded system of examinations in music, speech and drama, as well as syllabuses, educative services and other publications, to teachers, examiners and candidates.

ASSOCIATION OF HEADS OF INDEPENDENT SCHOOL OF AUSTRALIA (AHISA)

AHISA is a professional association for Principals of independent and private schools across Australia. Members' schools include day and boarding, and are of religious and non-denominational affiliations.

B

BUILDING THE EDUCATION REVOLUTION

Building the Education Revolution (BER) is a \$16.2 billion federal government investment over three financial years, beginning 2008-09, as part of its Economic Stimulus Plan. BER will provide educational infrastructure to meet the needs of students in primary and secondary schools.

D

DUKE OF EDINBURGH

The Duke of Edinburgh's Award is a youth empowerment programme which equips, engages and rewards young Australians striving toward personal excellence. Currently there are over 1,100 licensed operators Australia wide who manage the implementation of The Award programme. In 2008, The Award was undertaken by some 33,000 young Australians aged between 14 and 25.

E

ENGLISH AS A SECOND LANGUAGE (ESL)

A program in Queensland state schools that provides English language support to students from language backgrounds other than English. The program aims to develop these students' English to enable them to participate fully in mainstream classrooms and to enhance their learning outcomes.

ECOMAN

Each ECOMAN is run over three consecutive days. Approximately 18 to 21 senior secondary school students participate in each ECOMAN. Wherever possible they are held in the premises of sponsoring businesses, typically in central city high rise offices or the equivalent in provincial cities and towns, to add realism to the students' experience of business.

ECUMENICAL COFFEE BRIGADE

The Ecumenical Coffee Brigade (ECB) was established by Louisa Toogood who saw a need to minister to homeless and marginalised people within the Brisbane CBD by offering them food and a hot drink each morning.

E-SPORT

Electronic sports, is used as a general term to describe the play of video games competitively

EQUAL OPPORTUNITY FOR WOMEN IN THE WORKPLACE AGENCY (EOWA)

EOWA is a statutory authority located within the portfolio of the Australian Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)

F

FINANCE AND AUDIT COMMITTEE (FAC)

Subcommittee of the Board of Trustees.

FULL-TIME EQUIVALENTS (FTES)

A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full-time.

G

GECO

Grammar Environmental and Conservation Organisation

I

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT / IT)

An umbrella term that describes the use of all and any advanced technologies in the manipulation and communication of information.

INTERNATIONAL JUNIOR SCIENCE OLYMPIAD (IJSO)

The International Junior Science Olympiad (IJSO) is an annual individual and team competition in the natural sciences for fifteen -year-old students.

INDEPENDENT SCHOOLS QUEENSLAND (ISQ)

ISQ acts in the best interests of Queensland independent schools; to assist, strengthen, represent and promote the interests of independent schools in Queensland.

INTERNATIONAL YOUNG PHYSICISTS' TOURNAMENT (IYPT)

The principal aim of the competition was to foster scientific research and improved international communication in Physics. To facilitate this, the tournament is based on problems requiring extensive research, presentation in English and highly developed debating and communicating skills. The target audience of high school students meant that it is also a vehicle for generating interest in science and engineering careers.

C: Glossary

K

KEY LEARNING AREAS (KLAS)

Underpin both curriculum development and the Essential Learnings. They are the Arts, English, Health and Physical Education, Languages Other Than English, Mathematics, Science, Studies of Society and Environment, and Technology.

KEY PERFORMANCE INDICATOR (KPI)

Tracking indicator used to measure the achievement of outputs against goals.

M

MARRAPATTA

The School's outdoor education centre at Imbil.

MOODLE

Moodle is a software package for producing internet-based courses and web sites. It's an ongoing development project designed to support a social constructionist framework of education.

N

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Tests conducted nationally in Years 3, 5, 7 and 9, covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength

and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non-government schools sectors.

NEXT STEP SURVEY

A comprehensive annual survey that reports on the destinations of school leavers from state and non-state schools.

NATIONAL INSTITUTE OF EDUCATION (NIE)

The National Institute of Education (NIE) Singapore is a national teacher training institute in Singapore.

O

OVERALL POSITION (OP)

A student's statewide rank based on overall achievement in QSA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland. Students who want an OP must study 20 semester units of QSA subjects, including at least three subjects for four semesters each, and must sit the QCS test.

Opti-MINDS

Opti-MINDS is a creative problem solving event for teams of participants from Preschool to Adult within 4 divisions

P

PARENTS AND FRIENDS ASSOCIATION (P&F)

A group of community minded people, parents and friends, who take on a more formal role to assist the school by providing: feedback on school policies and activities, additional resources to be used to enhance student learning, parents with opportunities to be involved in their child's education.

PEDAGOGY

Theories and methods of teaching. These incorporate an array of teaching strategies that support classroom environments, recognise difference, and are implemented across all key learning and subject areas.

Q

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

A school-based qualification awarded to students at the completion of Year 12 or equivalent studies that also recognises workplace, university and community learning. It replaced the Senior Certificate from 2008.

The Queensland Girls' Secondary Schools Sports Association (QGSSSA)

The Queensland Girls' Secondary Schools Sports Association is an association of schools. It aims to provide member schools with opportunities to equip young women to meet and enjoy life's

challenges. To achieve this aim, the Association seeks to provide quality sporting opportunities and social interaction within a school environment, which balances performance, participation, tradition and innovation.

QUEENSLAND COLLEGE OF TEACHERS (QCT)

A Queensland Government statutory authority established in January 2006. Its purpose is to regulate, enhance and promote the teaching profession in Queensland in the best interests of the public and the profession.

QUEENSLAND CURRICULUM, ASSESSMENT AND REPORTING (QCAR) FRAMEWORK

Sets standards to define what Queensland school students should learn, how they are assessed, and how schools report student achievement. It aims to improve student learning outcomes and increase comparability of assessment and reporting across schools.

QUEENSLAND DEBATING UNION (QDU)

The Queensland Debating Union (QDU) is an association which promotes and organises school-level debating in Queensland, Australia.

QUEENSLAND STUDIES AUTHORITY (QSA)

A statutory body of the Queensland Government, providing Preparatory Year to Year 12 syllabuses, assessment, reporting, testing, accreditation and certification services for Queensland schools.

QUEENSLAND TERTIARY ADMISSIONS CENTRE (QTAC)

QTAC processes applications for admission to the majority of undergraduate courses offered by universities in Queensland, Bond University, the Australian Maritime College in Tasmania, and to some courses at universities in Northern NSW.

QUEENSLAND UNIVERSITY OF TECHNOLOGY (QUT)

Based in Brisbane, QUT is a top Australian university with global connections and a reputation for quality undergraduate and postgraduate courses, a wide range of studies and applied research best suited to the needs of industry and the community.

R

ROYAL CHILDREN'S HOSPITAL (RCH)

The Royal Children's Hospital is a specialist paediatric hospital and provides a full range of clinical services, tertiary care and health promotion and prevention programs for children and adolescents.

S

SECOND CHANCE PROGRAMME

Second Chance Programme Fund Raising Group Inc (SCP) was set up to address the distressing problem of women's homelessness.

SENIOR EDUCATION AND TRAINING (SET) PLAN

An individualised learning plan for a young person in the Senior Phase of Learning.

T

TASS

TASS.web is a web-based school administration system specifically designed for K-12 schools.

TERTIARY AND FURTHER EDUCATION (TAFE)

Provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System, Australian Qualifications Framework or Australian Quality Training Framework.

U

UNITED NATIONS (UN) AND UNITED NATIONS YOUTH ASSOCIATION (UNYA)

The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.

UNIVERSITY OF QUEENSLAND (UQ)

The University of Queensland (UQ) is one of Australia's premier learning and research institutions. It is the oldest university in

Queensland and has produced generations of graduates who have gone on to become leaders in all areas of society and industry.

UNIVERSITY OF TECHNOLOGY SYDNEY (UTS)

A dynamic and cosmopolitan university that marks the gateway to Sydney.

V

VOCATIONAL EDUCATION AND TRAINING (VET)

Post-compulsory education and training which provides people with occupational or work-related knowledge and skills.

W

WHSO

Workplace Health and Safety Officer

D: Brisbane Girls Grammar School Annual Report

ANNUAL REPORT 2009



BRISBANE GIRLS GRAMMAR SCHOOL



Foreword

...we need good teachers now more than ever. It seems to me that, in an age of information, formation is still much more important than information. Formation in young people can only be achieved if we teach them discernment, wisdom and what is worth knowing in contrast with what is worth throwing away. Today's schools are not only competing with the private or high school down the road, they are told to be the world's best.¹

Brisbane Girls Grammar School's intent to inspire young women to approach their lives with wisdom, imagination and integrity has guided many of our initiatives and programmes throughout the past year. Realising our ideas for improvement, like the establishment of the Differentiated Studies Faculty; campus developments, such as the inspired new pool project; and a thoughtful focus on the complexities of creating future literate generations within the emerging National Curriculum, has meant that the School has worked diligently and effectively towards its aspiration to be a leader in secondary education.

The opening reflection on teaching discernment by Tim Costello was written over a decade ago and yet its salient message still resonates in today's context. The careful and considered formation of young minds through creative and rich education programmes is central to ensuring young people enjoy the endeavour of learning and understand the importance of active engagement in the process. While schools were originally established to implant facts and concepts in young minds and thereby qualify them for formal certification, schools must also be about the act of learning. Teachers at Brisbane Girls Grammar know the importance of inspiring students to make the conscious decision to 'opt in' to learning — a personal choice — which will then provide real depth and breadth to their education.

The impressive educational activities of our students and staff are reflected in this Annual Report to the community — a publication which profiles the energy,

optimism and effectiveness of the School's 2009 initiatives and achievements. The creativity and imagination in teaching and learning programmes, in spaces where teaching and learning takes place, and in the hearts and minds of teachers and students will, we trust, ultimately lead to qualities of discernment and wisdom in our young women.

DR AMANDA BELL
PRINCIPAL

REFERENCES:

¹ Costello, T 1998 *Independence*, 'Ethics in a Competitive Environment', Winter pp.5-12.

CONTENTS

BOARD OF TRUSTEES	46
GENERAL REPORT	48
PHILANTHROPIC PROGRAMMES	56
SPEECH DAY	73
VALEDICTORY	85
STAFF LIST	87

ISSN: 1449-1109

Governance Statement

BOARD OF TRUSTEES

The Board of Trustees of Brisbane Girls Grammar School is the School's governing body. It is accountable to the School's broad community of stakeholders for the good governance of the School. The School is a statutory body formed under the *Grammar Schools Act 1975* and therefore the Board has direct accountability to the Minister for Education and Training in Queensland, as well as a responsibility to our past, present and future families. Under the Act, the Board is made up of seven trustees, appointed every four years (most recently in November 2006) by the Governor in Council, and comprising:

- three trustees elected from and by the Roll of Electors; and
- four ministerial nominees.

The Board elects its own chair and deputy chair from among its own number and they serve in those offices while they continue on the Board for the four-year term. A board secretary, employed by the School, provides support to the Board in carrying out its governance functions.

THE PRESENT BOARD (2006–2010)

The present Board was installed in November 2006 with three new members and four continuing from the previous board. The seven trustees for the current four-year term expiring in November 2010 are:

- Ms Elizabeth Jameson, Chair, a past student, corporate/commercial lawyer and governance consultant, and company director
- Prof Mary Mahoney AO, Deputy Chair, a past parent of the School, and daughter of past Chair of Trustees, Dr Conrad Hirschfeld
- Mr Tony Young, Chair of the Finance and Audit Committee, a past parent, accountant and partner of a prominent Australian accounting firm
- Ms Else Shepherd AM, a past student and parent, electrical engineer and company director
- Mr David Vann OAM, a past parent, business owner/operator and company director
- Prof John Hay AC, immediate past Vice-Chancellor of The University of Queensland
- Ms Sally Pitkin, current parent, corporate lawyer, consultant to a major Australian law firm and company director.

Further details of the trustees' professional backgrounds and interests are available on the School's web site. This demonstrates that the Board comprises a balance of diverse backgrounds and relevant experiences that are frequently called upon for the benefit of the continual improvement of the School's operations, activities and performance.

GOVERNANCE PHILOSOPHY

The Board believes that it best serves the School's present and future life by operating as a true 'governing' board (as distinct from a 'management' board or committee). This means that the day-to-day operations of the School are delegated to the Principal and, through her, to key members of staff. The Board, under its agreed charter, therefore takes a strong leading role in supporting the Principal, and monitoring her leadership of the School's performance.

The Board discharges its role primarily through the conduct of its regular meetings at least ten times a year, and through the regular meetings of the Board's Finance and Audit Committee, with additional meetings of the Board for specific purposes, such as strategy development, as necessary.

Just some of the key matters addressed in the Board's charter are:

- the Board's commitment to governing with a clear focus on the School's principal priority, namely providing an excellent, balanced, liberal education to our girls which equips them to face, and to contribute positively to, the world in which they live
- the Board's commitment to a governance philosophy which encourages open and robust discussion of issues within the boardroom for the good of the School
- an awareness of responsibility for the transparent and appropriate management of trustee conflicts of interest
- the Board's key functions, which include our accountability to the School's broad community of stakeholders, setting the strategic direction, ensuring appropriate risk and compliance controls are in place, and monitoring the financial management and the performance of the School generally, fundamentally through its strong relationship with the Principal.

CHAIR

MS ELIZABETH JAMESON BA, LLB (Hons I), LSDA, FAICD

Ms Jameson is a corporate/commercial lawyer by background and the founder and Principal of Board Matters, corporate governance consultants. Ms Jameson consults to the boards of both for-profit and non-profit organisations on a wide range of governance issues. In this work she combines twenty years of legal experience with more than fifteen years' experience as a member of a large number of boards. This has included Qantm (Co-operative Multimedia Centre), Independent Schools Queensland and the University of the Sunshine Coast. It also includes present roles as chair of BDO Business Advisors (Qld) and FibreCycle Pty Ltd and as a director of Tarong Energy Ltd, RACQ Ltd and HeritageMAP Pty Ltd. She is also a core facilitator for the Australian Institute of Company Directors in their Queensland, national and international Company Director Course programs.

DEPUTY CHAIR

ADJUNCT PROFESSOR MARY MAHONEY AO, MBBS, GdipClinED, HonMD,QLD, FRACGP, MRACMA, FAIM, FAMA

Professor Mahoney is a General Practitioner and was Director of the Royal Australian College of General Practitioners Training Program for twenty-five years. She is a member of The University of Queensland Senate, and was The University of Queensland's first woman Deputy Chancellor. Professor Mahoney has had extensive experience in governance issues and long involvement in national and state educational and advisory bodies and boards.

TREASURER

MR TONY YOUNG BBus, FCA, CPA, FTIA

Mr Young is a partner with BDO (Qld) Pty Ltd, one of the largest professional services firms in Queensland, specialising in providing expert business and accountancy advice. He has more than thirty years' experience in providing taxation and commercial advice to a diverse selection of clients with a focus on significant family owned enterprises across a range of industries.

EMERITUS PROFESSOR JOHN A HAY AC, BA(Hons), MA, PhD, HonLittD, HonDLitt, HonLID, HonDU, FAHA, FACE, FAIM, FQA

Professor Hay was Vice-Chancellor of The University of Queensland from 1996 to 2008. At The University of Queensland he developed major new initiatives in teaching and research. He currently chairs the Australian Learning and Teaching Council, the Queensland Art Gallery Board of Trustees, the Queensland Institute of Medical Research and the Council of the Order of Australia. He is a member of a number of state, national and international committees, including the National Library of Australia, and others ranging across many disciplines from the performing arts to science, technology, innovation, philanthropy, health, information systems, libraries, city planning and economic development.

MS SALLY PITKIN LLB, LLM, FAICD

Ms Pitkin is a professional company director holding non-executive directorships across a range of industries including financial services,

technology commercialisation and leisure. She is a former corporate lawyer and partner of Clayton Utz. Ms Pitkin was the 1999 Australian Winner (Private Sector Category) in the Telstra Business Women's Awards. In addition to her current directorships, she is also Queensland President of CEDA, a State Council member of the AICD and a Member of the Queensland Competition Authority. Ms Pitkin is currently undertaking doctoral studies in the area of governance of independent schools.

MS ELSE SHEPHERD AM, FTSE, HonFIEAust, CPEng, FAICD, BE(HonsElec), GradDipMus(QCM), AMusA

Ms Shepherd, an electrical engineer, has worked in the sugar, electricity and telecommunications industries. She is an Honorary Fellow of Engineers Australia and a Fellow of the Australian Academy of Technological Sciences and Engineering. She is Chairman of Powerlink Queensland and holds directorships with the National Electricity Market Management Company, Mosaic Information Technology Pty Ltd, and International River Foundation and is on several advisory boards.

MR DAVID VANN OAM

Mr Vann has had a lifetime career in manufacturing industries. He serves on the boards of the Uniting Church Foundation as Chairman, the Sir Henry Royce Foundation (based in Melbourne) as Chairman, is a past president of Queensland Chamber of Commerce and Industry and also past chairman of Queensland Apprenticeship Services Pty Ltd. He is currently Chairman of Vanguard Blinds and the Vann group of companies. He has

recently been invited to become Chairman of an organisation entrusted with the task of the restoration of historic Studley Park House at Camden in NSW as a venue available for the use of community minded organisations.

SECRETARY TO THE BOARD

MS COLETTE PRETORIUS BCom(Hons), CA, CIA, CCSA

Before joining Brisbane Girls Grammar School as Business Manager in June 2008 Ms Pretorius was a director with one of the largest global professional services firms. Ms Pretorius has specialised in corporate governance, risk management, business process improvement, accounting and business continuity management. She has more than 14 years' experience as a chartered accountant and has served both public and private sector companies as well as government owned commercial companies and departments.

The Challenge of Excellence

GENERAL REPORT

Across the globe, governments and education systems attempt to define what constitutes 'excellence' in schooling. In an environment where world economies both inter-lock and jostle for position, governments seek ways to ensure competitive advantage. Education is seen as the key to a more highly skilled work force; the greater the quality of schooling, the stronger the nation. In part this concern is fuelled by economic imperatives and constraints which certainly gained a sharper focus with the Global Financial Crisis but is of perennial interest for bureaucracies in a quest for accountability and measureable outcomes in an area of high expenditure. In many Western countries, this has led to national, standardised testing regimes that are aimed not to reveal examples of quality practice but to identify basic efficiencies and deficiencies for purposeful intervention.

Unfortunately, any national testing has considerable limitations as Whitby (2009) remarks:

While comparative report cards on a school's academic performance and socio-economic status may raise public confidence in our politicians and appease parent anxiety, league tables also have the potential to focus the task of education simply on approving test scores that measure narrow competencies and skills by reducing complex analysis to single indicators. (p. 9)

While educational bureaucracies struggle with accountability issues, the world and schools are being transformed by the digital revolution. Instant access to information and unprecedented personal connectivity raises both opportunities and dilemmas for those framing educational practice. The provision of appropriate and sophisticated technology is only the beginning of a response of an effective school to this digital challenge. Relevance, engagement and the significance of quality human interactions in the classroom — student-teacher, student-student — provide foci for what might constitute excellence in the school setting. Our School's Aspiration: *To be respected internationally as a leader in the education of young women and professional teaching practice* clearly enunciates a commitment to excellence and identifies the development and maintenance of teacher quality as of prime importance.

The Commonwealth-sourced *Federalist Paper 2: The Future of Schooling in Australia* (2007) endorses this position.

With high quality course material, excellent teaching and flexible organisation, it is possible to support each student to progress along a personalised pathway that reflects their specific goals, strengths and motivations, and harnesses other opportunities for learning. (p. 20)

Appreciating the many contemporary challenges for educators, Brisbane Girls Grammar School has enthusiastically supported the professional development of our teachers through various initiatives and strategies. These include:

- a generous professional development budget
- a rigorous professional review process that occurs every two years for each staff member
- encouragement of teachers to prepare learned papers for publication in professional journals
- support for attendance at selected national and international conferences
- assistance with fees to tertiary institutions on completion of units of study relevant to professional responsibilities
- provision of a Staff Research Scholarship and a Staff Fellowship
- provision of a supportive mentoring system for staff new to the School or profession
- support for teacher involvement in Queensland Studies Authority panels and committees
- the initiation of the Centre for Professional Practice (CPP).

The CPP is overseen by Dr Kay Kimber and Dean of School, Mr Alan Dale. This concept has provided a wealth of professional exchange and learning not only for our own staff but also for pre-service teachers from various tertiary

institutions. Some of the activities authored by this Centre include:

- the Learning Innovation Groups — a BGGS-QUT partnership which has occurred each year from 2005 to 2009 and will continue in 2010
- the Mentoring Project — a joint venture with Griffith University
- a Mentorship Special Interest Group
- the Creative Leadership Group, in association with Assoc Prof L Ehrich, QUT
- three series of afternoon in-service 'professional conversations': Provocations, Pathways and Passions.

Significantly, a number of our teachers has received international and national accolades for their contributions to education.

- Mr Alan Allinson is President of the International Young Physicists' Tournament (2008–2012) — an organisation of thirty-eight member countries
- Ms Lorraine Thornquist, Director of International Studies, was awarded The Order of Academic Palms, rank of Chevalier of the Academic Laurels by the French government
- Dr Amanda Bell, Principal, was a delegate at the Harvard Business School's Women's Leadership forum, was admitted as a Fellow

of the Australian College of Educators (FACE), and presented a paper to the International Arts in Society Conference in Italy

- Mrs Phillipa Greig, Head of Accounting, was admitted as a Fellow of the Business Educators' Association, Queensland
- Mr Greg Bland, Director of Mathematics, received a Highly Commended in the Australian Awards for Teaching Excellence and was a finalist in the Queensland College of Teachers Excellence in Teaching Awards.

Dr Amanda Bell, Principal, at the beginning of 2009 framed a major theme for the year — *Challenge and Imagination* — and teachers have responded intelligently (and imaginatively) in their work practices. The variety of professional learning opportunities certainly challenged teachers to evaluate their skills and responsibilities in a holistic way.

There is greater familiarity with new technologies, a widening scope of learning resources, more attention to personalisation and differentiation in classes, encouragement of collaborative and participatory activities and the design of many authentic learning opportunities. Teaching innovations and creative initiatives have been shared joyfully with colleagues and have enriched all facets of the curriculum.

As Sir Ken Robinson (2009), an influential leader in creativity, innovation and human capacity writes:

The most important method of improving education is to invest in the improvement of teaching and the status of great teachers. There isn't a great school anywhere that doesn't have great teachers working in it. But there are plenty of poor schools with shelves of curriculum standards and reams of standardized tests. (p. 238)

Not surprisingly, the results of the 2009 Year 12 cohort reflect excellent teaching as well as prodigious effort by our students.

Our school is a vibrant learning community with students and teachers encouraged to explore, invent, question and create. This is not the result of serendipitous accident but the outcome of visionary leadership, dedicated teachers and engaged and talented students.

MISS FELICITY WILLIAMS DEPUTY PRINCIPAL

REFERENCES:

Council for the Australian Federation. (2007). *Federalist Paper 2: The future of schooling in Australia*. Retrieved from <http://education.qld.gov.au/publication/production/reports/pdfs/2007/federalist-paper.pdf>

Robinson, K. (2009). *The Element. Australia*: Penguin.

Whitby, G. (2009). School improvement: It's about effective teachers. *Professional Educator*, 8(3), p.9

QUEENSLAND CORE SKILLS TEST RESULTS 2009

RESULT	BGGS	STATE
A	39.9%	15.6%
B	35.5%	27.8%
C	18.9%	34.8%
D	5.7%	21.0%
E	-	0.5%

OVERALL POSITION RESULTS 2009

RANGE	BGGS	STATE
1-2	16.8%	5.8%
1-7	54.3%	28.7%
1-13	84.9%	62.3%
1-17	95.3%	83.0%

QTAC OFFERS 2009

OFFERS	% COHORT
DEGREE OR DIPLOMA OFFERS	97.0
BACHELOR DEGREE	94.4
FIRST AND SECOND PREFERENCE	79.8
FIRST, SECOND OR THIRD PREFERENCE	89.9

TERTIARY DESTINATIONS BY INSTITUTION

IN 2010, 89.8% OF THE 2009 COHORT WILL COMMENCE STUDY AT ONE OF FOUR UNIVERSITIES IN BRISBANE

UQ	THE UNIVERSITY OF QUEENSLAND	62.6%
QUT	QUEENSLAND UNIVERSITY OF TECHNOLOGY	17.1%
GU	GRIFFITH UNIVERSITY	6.7%
ACU	AUSTRALIAN CATHOLIC UNIVERSITY	3.4%

TERTIARY DESTINATIONS BY FACULTY

FACULTY	% COHORT
A ARTS, CREATIVE ARTS & HUMANITIES	29.8
B BUILT ENVIRONMENT & ENGINEERING	9.6
C BUSINESS	10.7
D EDUCATION	2.6
E HEALTH	20.8
F IT	1.5
G LAW	4.0
H PRIMARY INDUSTRY, ENVIRONMENT	0.5
K SCIENCE	17.5

The Evolution of Care

GENERAL REPORT

In 2009, as the School approached the final year of the first decade of the twenty-first century and its 135th year, it became evident that while many aspects of 'pastoral care' had remained steadfast from the beginning, other meanings for that term had emerged. Quite remarkable shifts have embedded themselves in 'the way we do things around here' at the end of this first decade of the new century.

In the context of national debate regarding politically driven educational 'reform' in schools, these cynical words by James Valentine (2009) in *The Australian* provide an insight into how our schools might be viewed historically in terms of the expectations placed upon them:

I don't expect much from a school. I simply expect the school to know where my child is every second of the day. I expect the school to know with whom my child is friends. Everything about their friends, whether they're still friends and whether they're playing nicely. I expect the school to keep my child away from peer groups that will pressure them into drug taking, tattooing, hair dyeing and excessive texting. Although my value system is at best vague and expedient, I expect the school to provide clear moral and ethical consistency at all times. The school should make my child enjoy fruit. Should there be any area of the curriculum my

child fails to understand, I expect the school to notice immediately and offer relevant remedial instruction. I expect the school to be alert for any signs of giftedness ... The school should make my child enjoy sport. I deplore the decline in civility in the population at large and I expect the school to fix this. We seem to have no sense of history, tradition or community any more. I assume the school is working on this. Notions of social justice, equity, fair play, tolerance, global awareness, personal obligation and responsibility should be implicit in every class at all times. I also expect the school to proof my child against the evils of modern media ... I believe in sparing the rod and spoiling the child ...

Astonishing to relate, Brisbane Girls Grammar School has in place structures and programmes that do indeed respond to these very expectations while remaining true to its historical charter — whose intent was to establish an educational foundation for young women to contribute confidently to their world with wisdom, imagination and integrity. Nevertheless, it was inevitable, in this context, that the term 'pastoral care' should be examined and it was helpful to consider what it has meant to staff, parents and students. Plus, importantly, to consider what has been delivered under its auspices. Pastoral care has been described as a 'shorthand way of describing

the structures, provision and underlying values towards those in our charge in schools and other educational institutions' (Calvert, 2009, p. 268). 'Care' has always been a reassuringly, saleably positive banner — despite the fact that there is no settled understanding of what it means, in practice, in the school environment. The meaning of pastoral care — while still retaining its currency in education as the umbrella term for a range of good intentions, attitudes, structures and programmes — is even more problematic today because it has become increasingly multifaceted, conceptually. According to Best (1995, p. 268) the term is a British phenomenon and appeared on our shores as a result of our colonial inheritance. Obviously, it suggests ecclesiastical roots, yet over time more and more of the things that were deemed to be about 'caring' were placed under this heading and had very little, if anything, to do with institutional Christianity.

By 1989, the following comprehensive and frequently cited definition from the United Kingdom encapsulated the fact that 'pastoral care' had come to embrace two separate strands — the generically welfarist and the academic:

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and adults other than teachers; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly, should help a school to achieve success. In such a context it offers support for the learning, behaviour and welfare of all pupils, and addresses the particular difficulties some individual pupils may be experiencing. (Department of Education and Science, 1989, p. 3)

Interestingly, this summary perfectly described what was occurring at Brisbane Girls Grammar School and it is worth noting that in 1991 the provision of pastoral care in structure and philosophy underwent a significant change. Mrs J Hancock in the School's Annual Report states that the strengthening of the House system 'has been an evolutionary process spanning the past ten years. Staff appointed to the positions of Heads of House have worked together to develop a program which reinforces the spirit of community within the School' (Hancock, 1991, p. 10). It was, in essence, a marriage

of Interhouse activities and pastoral care, the primary purpose being to support individual students in their academic and co-curricular pursuits. The underlying philosophy was that a responsible school should aim to create integrated opportunities for the health and holistic development of its students within the broad spectrum of academic and co-curricular programmes. As a secondary point, it was deemed more appropriate that parents should have a clearer familiarity with the key personnel charged with monitoring the development of their daughters. While the obvious structure for provision of pastoral care has remained largely unchanged — excepting renovations to manage a larger enrolment — the same *modus operandi* has adapted to and absorbed a number of cultural and pedagogical shifts in more recent years. The appointment of a Dean of Curriculum in 2003, a co-curriculum middle management position in 2006, and the creation of the Differentiated Studies Faculty (2009) are responses precisely to the challenges of the various strands of ‘pastoral care’ or ‘academic care’ as outlined in the definition above. Yapp (2009) states: ‘Learning has always been and will always be a personalised experience. It is the organisation of education that has been impersonal. The impediment has been economic scalability. Technology is making personalisation

achievable at scale’ (p. 85). Accordingly, the Differentiated Studies Faculty believes that adjusting the curriculum, instructional methods and assessment practice for each student where necessary, in order to create maximum opportunity for learning, is our responsibility as twenty-first century educators in possession of the requisite knowledge, skills and resources to create powerful learning opportunities.

The ongoing enmeshment of ‘care’ with other facets of school life was not actuated exclusively, or even substantially, by the educative potency of the idea but by the size of schools and the need for a system of management and control. The role of the pastoral carer, whether it was a Head of House or Level Supervisor, was to some extent that of disciplinarian. This role came to be exercised within the realm of middle management, thus making it part of the traditional hierarchy. Now, the role of disciplinarian and manager often sits somewhat uneasily with the role of ‘carer.’ Best (1994), in his examination of comparative international perspectives in pastoral care, notes the displacement that occurs when pastoral problems are off-loaded from the teacher to middle management. Institutional procedures intended to compensate for pastoral crises or breakdowns in interpersonal matters tend

to have depersonalising consequences. At Brisbane Girls Grammar School, decades after the introduction of this structure, such tensions are still felt. We would agree with Williamson (1980, p.271) who describes as ‘pastoralisation’ the situation where insufficient care is taken to manage situations humanely rather than bureaucratically. The pastoral system cannot become a mechanism for covering up the shortcomings of the school, the curriculum, classroom management, parental decision-making or student understanding. The underlying reasons for the recurrence of problems must always be addressed.

In 2007, it was clearly appreciated in this School that ‘pastoral care’ had evolved far beyond what it had been and so it was decided that the term ‘Pastoral Care’ would be replaced with ‘Student Care’. This was thought to better encompass what was actually entailed. While this change became a reality on public documents, it did not change praxis or even timetables. ‘Pastoral Care’ or ‘PC’ still held firm. However, it did reflect changes which had already been absorbed. ‘Pastoral Care’ had moved away from being purely a reactive, control and management mechanism to one where a more proactive approach was increasingly being implemented. Indeed, the inception of the House structure

coincided with the advent of a pastoral care meant to respond to individual and group needs; the emphasis shifted to identifying students at risk and providing appropriate individual support and counselling. More and more, trained counsellors were employed in schools and professional development sought to aid teachers in ‘the ‘helping’ function and its orientation to the ‘whole pupil’ (Grimshaw & Pratt, 1986, p. 6). House Group Teachers were expected not merely to administer but to dispense care and apply a holistic knowledge of each individual student. This approach remains; however, the limitations are more clearly understood and perhaps, to some extent, accepted. Presuming a high level of skill and commitment for this task from 45 House Group Teachers from varying academic disciplines borders on, or is, outright unrealistic. Even so, it has been argued that this very unevenness of approach to care is a good opportunity for our students to learn about themselves and adapt in relation to disparate others.

The delivery of age appropriate material has been successfully implemented through a year level approach which became timetabled for all year levels in 2005. Specialist teachers have created a series of assemblies which, while not constituting a pastoral curriculum, do in fact

The Evolution of Care

GENERAL REPORT

succeed in addressing the specific needs of each year group. The historical heritage which emphasises the responsibility of schools as civilising agents — to build character, develop morals and articulate and explore value systems — is communicated to the students in many ways but there is a specific planned approach in these assemblies which complements and supports the ideas communicated to the students in their House meetings.

Though the strong proactive approach at Brisbane Girls Grammar School to Student Care reflects national and international trends, some approaches are uniquely our own. Safety and proper management of risk seem to dominate community concern in relation to young people, particularly in this last decade. The Health Studies Department (formerly the Physical Education and Health Faculty and renamed in 2007 to reflect its recalibrated focus) delivers programmes which are directed at teaching our students to make good decisions about such things as safe sex, drug use, personal safety and healthy living. The Outdoor Education Programme is designed to develop

independence, team work, resilience and the capacity to make good judgements in relation to risk. Our Service Programme provides rich opportunities for students to feel that they can contribute to the community. The whole spectrum of the Co-curricular Programme provides each student with opportunities for involvement and personal growth. So the 'pastoral or student care curriculum' involves all areas of school life and occurs both inside and outside timetabled provision.

The 2009 review of the history of pastoral/ student care, in national and international contexts, was very timely. We can now discern a full circle phenomenon whereby pastoral and academic care is increasingly interwoven and symbiotic. Moreover, it has become increasingly evident that when there was a divide it was an artificial one. In this new century — where ideas must transcend all the old boundaries and technology reveals more and more about the human brain — good pastoral care in schools is academic in context; good academic care is personal and focused on the uniqueness of students, not discharged pursuant to

administrative formulae. Academic care involves promoting well-being through academic structures and processes which are sympathetic to adolescent needs. It is linked to pastoral care in its attention to positive learning and developmental outcomes, including knowledge of self, self efficacy, healthy risk-taking, negotiation and empowerment. It is based on the idea of resilience in learning and the belief that learning is not something a few people are gifted with but something everyone should work at of their own volition.

MRS MARISE MCCONAGHY
DEPUTY PRINCIPAL

REFERENCES:

- Best, R. (1995). Care and education: The comparative perspective. In R. Best, P. Lang & A. Lichtheim (Eds.), *Caring for children: International perspectives in pastoral care and PSE* (pp. 3–12). London: Cassell.
- Calvert, M. (2009). From 'pastoral care' to 'care': Meanings and practices. *Pastoral Care in Education*, 27(4), 263–267.
- Department of Education and Science. (1989). *Pastoral Care in Secondary Schools: an inspection of some aspects of pastoral care in 1987-88* (London, DES).
- Grimshaw, R. & Pratt, J. (1986). *Pastoral care and truancy: An investigation into theory and practice* (USDE Papers). Sheffield: University of Sheffield.
- Hancock, J. (1991). Annual Report Brisbane Girls Grammar School 1991
- Valentine, J. (2001, February 5). My child's school would measure up if *The Australian*. Retrieved from <http://www.theaustralian.com.au>
- Williamson, D. (1980). Pastoral care of pastoralisation. In R. Best, C. Jarvis & P. Ribbons (Eds.), *Perspectives on pastoral care* (pp. 101–118). London: Heinemann.
- Yapp, C. (2009, February). It takes a global village to educate a child. Retrieved from <http://www.nace.co.uk/nace/conferences>
-

Finance, Information Technologies and Facilities

GENERAL REPORT

The year 2009 will always be marked in history by money woes, crashing financial markets and increased unemployment. With the start of 2010 the world economy is slowly starting to come out of two years of economic turmoil. In contrast for Brisbane Girls Grammar School 2009 was a sound financial year thanks to the Board of Trustees closely monitoring the impact of the economic crisis on the School as well as many previous years of prudent financial management. The timeliness of receipts of tuition fee income remained consistent with previous years, and although returns on investments decreased slightly owing to lower interest rates, this was balanced out with lower interest charges on capital loans. In addition we need to thank our students, parents, support groups and the broader community for their generous support to our building, library and endowment funds in 2009, and general donations were on par with previous years.

The School also embarked on the ambitious project of completing a new swimming pool complex that complemented the award-winning Cherrell Hirst Creative Learning Centre — within budget and completed two months ahead of the project manager's schedule.

The School has maintained a conservative monetary policy ensuring that sufficient reserves are available to fund future growth and development.

KEY HIGHLIGHTS AND FOCUS AREAS FOR 2009

The School's financial resources were utilised as an enabler to achieve our Aspiration 'to be respected internationally as a leader in the education of young women and professional teaching practice'. To follow is a brief summary of the financial results within each of the key financial categories.

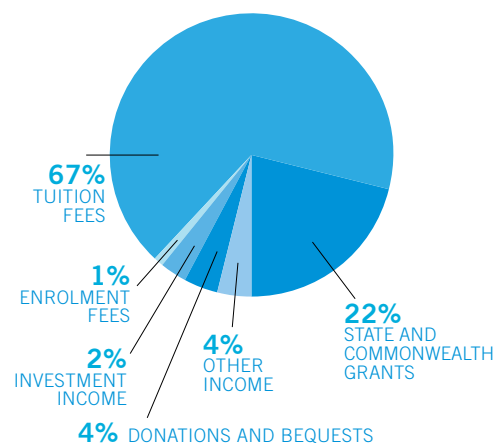
SOURCES OF FUNDING

As can be seen in Graph A, the key sources of income for the School are:

- State and Commonwealth Government funding — 22 per cent
- tuition fee income — 67 per cent

Both these income categories have a key reliance on enrolment numbers. The School was in the fortunate position of again enjoying a full enrolment in 2009 and strong enrolment lists for the future.

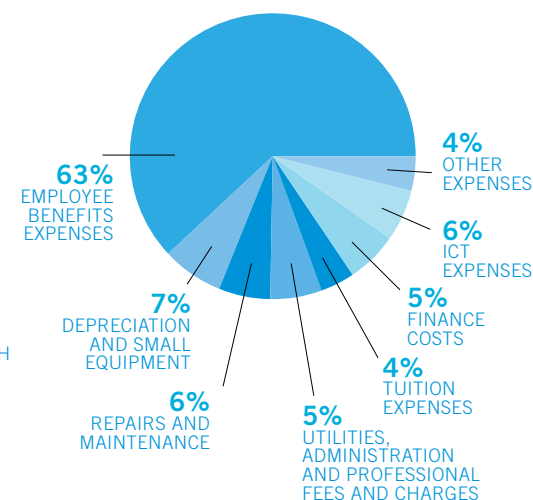
GRAPH A SOURCES OF FUNDING 2009



MAJOR ACTIVITIES AND COST STRUCTURES TO FUND EDUCATIONAL OUTCOMES

The sources of funding were deployed to ensure the School was adequately resourced to provide our students with the finest, purposeful and creative learning environment. The School's operating expenses have been illustrated in Graph B. The core operating expenses have been highlighted:

GRAPH B MAJOR ACTIVITIES/COSTS 2009



Employee Benefit Expenses and Staff Costs

Staff costs make up 63 per cent of the School's total operational expenses and ensures that the School maintains its record of employing highly qualified personnel and the best in the industry. The School's new Enterprise Agreement 2009–2012 was approved by Fair Work Australia and is one of the first long-term agreements fully

Finance, Information Technologies and Facilities

GENERAL REPORT

achieved in the education sector demonstrating the strong level of staff trust and positive working relationships inherent in the School.

Information and Communication Technologies (ICT)

The role of technology in schools is receiving significant focus in the media, on political agendas and within school management committees. This amplified focus is a result of the increased availability of mobile technologies as well as the political agenda of providing each Year 9 to 12 student with a computer. As a result, many schools are embarking on ambitious projects of transforming their computing environments from a static, desktop-based model to a mobile, wireless, student-focused model. As noted in a recent report on technology by our Director of Mathematics, Mr Greg Bland, 'Our primary motivation is to provide a technology-rich environment which will best support the creative learning of our students'. In line with the aim to provide a technology-rich environment, the School approved a new ICT strategy in 2009. In contrast with many other schools our strategy will be funded internally and we will not be charging our families a technology levy. The School's intention is to move to the 1:1 student computer ratio by 2011, providing four different

types of computers to students. These will consist of a mixture of desktops, laptops, net books and tablets — all available on the campus. A large portion of our site has now been fitted out with wireless technology making mobile technologies more widely accessible. The following key technology projects were also completed in 2009:

- photocopier upgrade
- server virtualisation
- email system upgrade
- server operating system upgrade
- SharePoint implementation
- Moodle Learning Management System implementation
- additional network storage implementation
- staff tablet PC trial
- wireless network expansion
- TASS process improvement.

Tuition Costs

This cost funds the day-to-day student activities within and outside of the classroom and includes approved activities such as camps, co-curricular activities, excursions and visiting speakers.

Repairs and Maintenance

The School is very proud of its excellently maintained campus and has a rotational maintenance programme in place. The key projects performed in 2009 included:

- Main Building: new guttering and repainting
- East Wing: new guttering
- S Block classrooms: fit out of new classroom space
- ICT office: upgrade and reallocation
- Counsellor offices: upgrade and reallocation
- Main car park: repair
- Science car park: resurface
- Upper tennis courts: resurface.
- Equipment: Upgrade and replacement of wireless data projectors in classrooms.

Capital Expenses

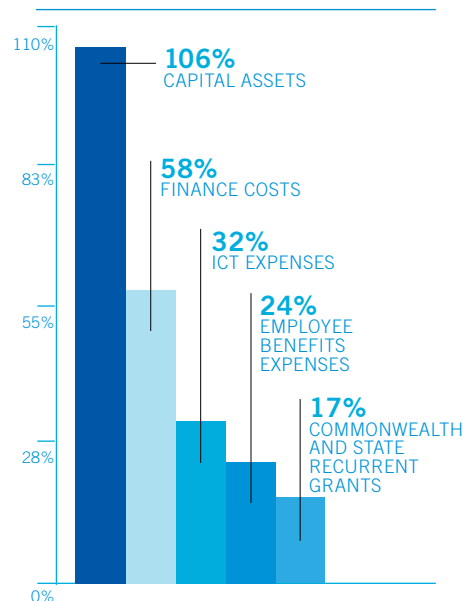
The School has always ensured that capital developments are completed in a manner that is testament to our pursuit of excellence. This has been clearly indicated with the Cherrell Hirst Creative Learning Centre (CLC) completed in 2007. In 2009 the new swimming pool complex was completed. The custom-designed heated pool is suspended above an all-weather multi-purpose area below.

A new four-wheel drive vehicle was also purchased in 2009 for the Memorial Outdoor Education Centre, Marrapatta, incorporating all the safety features needed by the Centre.

BALANCING OF FUNDING VERSUS COST STRUCTURES TO FUND EDUCATIONAL OUTCOMES

There has been pressure on the funding of educational outcomes over the past six years. This has led to above CPI tuition fee increases in a majority of independent schools. The key reasons for these increases is a lower percentage increase in Government Recurring Grant support compared to increases in costing structures supporting educational outcomes. The key categories of costs with high increases can clearly be seen in Graph C. This graph indicates the percentage increase in major cost categories since 2004 to 2009, compared to the increases in Government Recurring Grant support for the same period. The increases in costs within the graph can be explained as follows:

Employee benefit cost increases have been driven by wage negotiations nationally as well as the competition for talent.

GRAPH C MAJOR INCREASES FROM 2004 – 2009

ICT cost increases as a result of increased technology requirements including the move to a 1:1 student-computer ratio as per the current Federal Government's political agenda.

The increases in capital and finance costs are a result of an intensive capital investment programme providing leading learning

environments for our students. Donations have on average been 8 per cent of annual capital expenses with minimal capital grants available through government. This has resulted in the balance of capital expenses being funded by reserves and loan facilities, thereby also increasing finance costs.

As can be seen from the graph, government funding has not increased in line with increases in resource requirements.

GOVERNMENT ASSISTANCE

The School would like to acknowledge the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2009 included:

- Recurrent State and Commonwealth Government Grants
- Literacy, numeracy and special learning grants, including an ESL grant
- Funding from the Queensland Government for VET Co-ordination and Career Enhancement
- Queensland State Endowment grant provided to Grammar Schools in Queensland
- ICT Infrastructure Capital Assistance of \$25,000 used to fund a portion of the wireless extension

- Commonwealth Building the Education Revolution School Pride Grant (\$200,000) used to fund part of the green terrace of the new pool as well as painting of the historic Main Building
- 2009 Queensland State Government School Community Development Programme (\$30,000) partly funding the retractable shade cover over the new swimming pool
- The School has also signed an agreement with the Commonwealth Government for ICT on cost funding amounting to \$382,192 to be utilised to assist with additional information technology on costs in reaching a student computer ratio of 1:1. This funding will run from 2009–2013.

PARENT SUPPORT GROUPS

The School would also like to thank all the School support groups, but especially the P&F Association, for their kind donations and support during the year.

RISK MANAGEMENT AND COMPLIANCE

The School has a well-developed risk management and compliance programme. Effective risk management is a key factor in sustainably safeguarding the School's assets, student and staff wellbeing, as well as its reputation.

The management of risks at the School is an integral part of the day-to-day operations. The elements of risk management underpinning the organisation's operations include:

- a Risk Management Framework approved by the Board of Trustees
- a fortnightly review of key risks by Senior Management
- an annual update of risk registers
- an annual self assessment of compliance with key controls in place to manage risks
- a rotational external compliance review for high rated risks.

As we enter a new academic year, we are committed to sustain the School's ambitious Strategic Design. Given the scope of our activities and aspirations, we need to invest our resources wisely, administer our projects efficiently and encourage the ongoing engagement and support of our students, parents, support groups, staff and broader community.

MS COLETTE PRETORIUS
BUSINESS MANAGER

Philanthropic Programmes

The real commitment of the individuals who comprise the community of Brisbane Girls Grammar School has been revealed—in part—through the success of the recent fundraising appeal, which enabled the School to complete the new swimming pool and environs, with a cost of \$6.85m.

More than two hundred individuals and families chose to assist in the realisation of this, the third of the School's distinctive Masterplan projects. More than \$1,110,000 was raised in 2009.

The School also received bequest monies which have been applied to ensuring that facilities and infrastructure continue to be of the highest quality.

It is therefore with sincere appreciation that the School acknowledges the contributions of its benefactors — parents, past students, staff and friends—whose dynamic partnership continues to benefit current and future Grammar girls.

DESIDERATA BENEFACTORS

D & S Abernethy
D & S Adsett
L & R Apelt
P & J Applegarth
R Atkinson
M & A Back
S Bailey
A Bell
N Bellet
Black Eye Advertising
W & A Blake
R & J Bligh
A & K Blucher
T & K Blundell
D Boddice
J & C Briggs
D & G Brock
A Bruce

R & K Bryan
S & A Bryant
D Buchanan
M & K Bullock
G Burke
G & S Burn
Z Butcher
G Byrne & D O'Sullivan
M & A Campbell
A & J Carlisle
P & K Carr
W Carter
L & F Carter
E Chen
A Chesmond
G & C Chui
Clarke Family Trust
M & M Cleary
J Cook
P & L Cook

P & J Creagh
S & J Cruikshank
A Dale
M & S Daoud
G & L D'Arcy
Data #3 Limited
D & B Cox
D & J Davies
M & M Davison
M & W Dilda
R Doyle
S Duckett & T Jackson
P Duke & K Kelly-Duke
M & J Dyer
B & A Emmerson
J & M Emmett
S & H Farr
P Feely
P & J Foreman
I B Freeman
T & K Ganko
P & L Greenfield
D & P Greig
A & H Griffiths
E & D Groeneveld
S & A Hahn
P & C Harrison
D Hawthorne
J He & X Liu
P Heck
E J & S Henderson
Hewlett Packard
G & S Beh
L & K Hinckfuss
B Hirschfeld
B & H Hunter
C Ip
E Jameson
W & M Jameson
S & S Jarver
C & M Johnson
A & S Karnik
L & M Katahanas
D & W Keir
W & J Kelly
L & C Kenny
S & P Kota

E Kretowicz
G Lampe
L & M Lavarch
J & J Lee
CT & G Lee
The Letch Family
Y Ling
D & S Lingard
M & E Loane
D & J Lovejoy
P & W Lund
R & D Magee
J & K Mahoney
F & L Mallan
R & K Mallon
A & N Masood
M Masterson
D N McAllister
P & C McClelland
C & M McConaghy
R & E McCray
S McGarry
M & S McSorley
P & A McSweeney
J & J Mewing
D & J Milburn
A Miller & S David
K & S Mitchell
M Mittelheuser
C Mittelheuser
J & A Moo
Mothers Group
J & J Murphy
A & K Murphy
R J & W M Nash
I Newton
G & S Nielsen
B & V Noble
A Obermair
N & S O'Hare
T & A Okada
J O'Kearney
The O'Rourke Family
Parents & Friends
Association
R Patterson
R & R Perrin

S Pitkin
The Poole Family
G Powell
N & E Prior
J & M Ramanujam
W & M Rentoul
C & T Riadis
G & L Roberts
Rowing Support Group
T & R Runting
D & J Saltissi
J & Z Savage
C Schalkoort
K & E Sclavos
T & R Shields
L & S Sim
A Simpson & A Hamilton
H & S Smerdon
M Smoothy
J Somerset
A & G Stewart
D Storer
R & S Stowasser
N Suen
S & J Tait
K & C Tan
D & M Theile
R & A Theile
K Thompson
L Thornquist
G Tronc
RJ Truesdale
C & S Turner
D & K Usasz
P & A Vasey
B & A Wacker
A Wan
A & J Ward
A & S Ward
R & J Whiting
F Williams
S & W Williams
A & A Wilson
H Wilson
J & S Wisenthal
G A & S M Wood
M & D Wood

G & P Wyeth
C Yap & M-Y Lee
J & G Yaxleya

BENEFACTORS

D & S Adsett
G & S Anthony
D & V Applegarth
M Archer
C Ashen
D Barber
P & G Baskerville
K Baxter
N Beadman
C Bear & M Devenport
D Blackman
J Boccabella & A Bowtell
P Boyce
I & P Brusasco
M Brusasco
D Buchanan
Roger Burrell Family
L & D Cavaye
Centaur Memorial Fund
M Conrick & J Mead
M & S Daoud
R & I Davies
C & C Davis
R & R Douglas
R & C Duke
J Dowsett
N & R Edwards
Equestrian Club
F Everson
Fathers Group
P Fleming
S & M Fleming
K & M Fry
J R & D Gibson
D Gilmour
R & J Goakes
J Godfrey
M Grassie
J Hammer
T & S Haralampou
S & M Harden
G Haussmann

I & C Hazzard
D Heath
N Henley
C Hirst
P & J Ho
G & A Holliday
RJ Howatson
W & P Hsueh
I & N Hunter
PD Hyland
M Johnsson
H Joughin
S & P Kota
A Lee & J Fear
The Letch Family
N Leung
J & S Liu
C Lonergan
P & L Lui
J & K-A Lunney
C Lusink
J & C MacDonald
M Mahoney
J & K Mahoney
D McAndrew & I Lee
B McCamley
S McCoombe
A McMahon
R Middleton
M McNamara, C Moore
& A Corbin
J Nevard
M Newman
K Ng & B Lam
J Nicholson
D Nicholson
Estate of FJ Noblet
Old Girls' Association
The O'Rourke Family
G & S Palmer
G Weir & M Patane
A & K Pepper
M Perrin
L & F Perrin
J & C Peterson
H Phan & Y Le
E Popper

D & M Quilligan
M & L Redmond
P & G Rimmington
T & R Runting
P Saxton & J Bullock-Saxton
R & K Schimpf
K & E Sclavos
N Scott & P Wright
F Sha & L Shieh
M A Shepherdson
B Siemon
L & S Sim
C & S Skerrett
C & K Smith
K & M Smith
J & P Smuts
R Stacey
L Stalewski
B Stansfield
G & G Staples
C & J Steadman
A & C Steele
K & C Tan
L Thornquist
J & R Tuffley
C & S Turner
The University of Queensland
D & K Usasz
AH & GF Wade
A & J Ward
D Wark & A Lindon
B Wearing
J Wheeler
C J & M F White
E Wilson
G A & S M Wood
M & D Wood
Z Wu & G Chen
T & L Wyer
Year 1955 Reunion
Year 1969 Reunion
Year 1979 Reunion





Awards and Recognition

Director of the International Studies Faculty, Ms Lorraine Thornquist, was awarded the highly prestigious **Order of Academic Palms**—one of the world's oldest civil honours—in recognition of her significant international contribution to the expansion of French culture through the Affiliate Schools Programme.

Brisbane Girls Grammar School was acknowledged for the fourth consecutive year as a national **Employer of Choice for Women** for its flexible, inclusive and progressive staff policies.

Year 12 student Jaime Smith was selected as the School's representative for the **Pierre de Coubertin Award** which recognises high school sporting achievers whose endeavours both on and off the sporting field exemplify the philosophies of the modern Olympics.

Eighteen viola students participated in the **inaugural Edmee Gainsford Viola Prize**. The competition was won by Year 12 student Ellen Harrison.

A strong culture of engagement in learning and a balanced, liberal education have been credited with producing the School's consistently excellent academic results. **Year 9 students topped the state** in National Assessment Program - Literacy and Numeracy (NAPLAN).

Director of Mathematics, Mr Greg Bland, was honoured with an Australian award for **Teaching Excellence**, as well as being a finalist in the Queensland College of Teachers' Excellence Awards.

Year 12 Student Zoe Walker, was presented with an **Educational Award from the Australian Defence Force Academy** in recognition of outstanding achievement in both sporting and academic pursuits during the recruitment process for entry to ADFA.

Mrs Pauline Harvey Short, alumna of 1971 and staff member for thirty-two years, was awarded the 2010 **Brisbane Girls Grammar School Staff Fellowship**.

Each year the School recognises three staff members who have made a significant contribution to the School: **Award for Excellence in Education** — Dr Kay Kimber, Director of the Centre for Professional Practice; **Award for Outstanding Contribution to the School** — Mrs Carolyn Hann, Health Care Co-ordinator; **Award for Professional Practice by a Recent Graduate in Teaching** — Mrs Catherine Clemot, Science Teacher.

Service Captain, Jessica Peterson, was honoured with an **Order of Australia Association Citizenship Award** for her contribution to school and community.

Debating Captain Lucy Wark was selected to captain the Australian Schools' Debating team which will compete at the **World Championships** in Qatar in 2010.









Opportunity and Participation

Overwhelming talent, healthy competition and a nurturing musical environment led eleven remarkable Girls Grammar students to achieve prestigious and highly sought after AMusA or LMusA music diplomas.

The School instigated a Faculty of Differentiated Studies to **enhance individual learning opportunities** and to aim for optimal access, participation and achievement for each student.

Senior students were offered the opportunity to focus on the craft of writing under **the guidance of renowned author, James Moloney**, during the two-day writer-in-residence programme.

Selected students in Years 8-10 attended a four-day writers' retreat at Marrapatta.

Twenty visual arts students and two teachers headed to the **West McDonnell Ranges in Central Australia** to create art on location. This Art Study Tour was the first of its kind for the School and the results were shared with the School community through a stunning exhibition.

The co-curriculum was augmented by the introduction of an **e-Sports programme**. e-Sports provides an ideal avenue to improve physical skills such as dexterity, hand-eye co-ordination and fine motor skills, while responding to the all-pervasive digital world.

A leader in technology and innovation Brisbane Girls Grammar School's **sophisticated electronic learning environment**, combined with a flexible curriculum and a focus on independent learning, allowed students to continue with their studies when H1N1 closed the School in June.



In an Australian first two Grammar girls spent a week studying at the world-renowned **Seattle Biomedical Research Institute**.

Innovative Design was introduced into the Year 9 Curriculum with the aim of involving the students in a proactive investigation of the Built Environment through the use of technology.

Nine Year 11 Economics students participated in the international **Ecoman Programme**.



Challenge and Imagination

The Queensland Government designated 2009 the Year of Creativity, which complemented staff and students choosing the theme of **Challenge and Imagination** to inspire thoughtful ways of addressing their teaching and learning.

An amazing online exhibition curated by students won the **inaugural Australia Council's Venice Biennale Schools Exhibition**.

A team of thirty-two Year 9 and 10 students won the state final of the **Science Engineering Challenge** held at The University of Queensland.

Two Grammar girls were selected in the Australian team for the **International Young Physicists' Tournament** and competed in Tianjin, China.

The thirteenth Gala Concert "Villains" provided a challenging programme for **over three-hundred performers** and succeed in captivated the audience's imagination through their musicality.

Head Girl, Brittany Brusasco, gave the opening address to the **Centre for Educational Leadership and Innovation Forum** at the State Library of Queensland. She reflected on the meaning of creativity in the twenty-first century and life as a first-generation digital citizen.

The School won an overwhelming **twenty-seven Queensland Girls' Secondary School Sporting Association (QGSSSA) premierships** and the cross-country team won its sixteenth successive championship.

Astronomy has been incorporated into the Outdoor Education programme at Marrapatta and provides students with **first-hand experiences of night-sky observation**.

The Centre for Professional Practice and the School's ICT teaching initiatives were showcased by Independent Schools Queensland as examples of **innovative leadership in education**.







Community and Collaboration



Students' fundraising efforts reached a **collective total of \$69,960.00** for a variety of charities.

School Psychologist, Jody Forbes, presented the concept of positive psychology and **“teaching happiness”** to the School community through a series of workshops with staff, students and parents.

This year marked the **30th anniversary of the Christmas Creek bus accident** an event that had a profound and lasting effect on all involved.

The School's Centre for Professional Practice, believed to be the only school-based model for teacher education operating in Queensland, continued to provide on-site professional learning programmes led by staff or university partners, including the new initiative: **The Creative Leadership Group.**

The Old Girls' Association celebrated its 110th anniversary. Since 1889 the Association has maintained a connection between past students and the School, promoted fellowship, fundraised and contributed to the School's artworks and building programmes.

Brisbane's Powerhouse Visy Theatre was the venue for the **Senior Drama production – Antigone.** Professional costume and set designer, Keiran Swann worked with the students to create the post-apocalyptic wasteland that was the foundation for the set and costuming.

Director of Technology Studies, Shane Skillen, an expert on **the social impact of technologies and communities**, ran a comprehensive and innovative programme for students and parents on managing their digital footprint, online bullying and internet safety.

The School hosted an exclusive concert featuring **world renowned Selby and Friends ensemble TRIOZ.** The group also conducted master classes for music students.

The ever-popular **Philosophy Café** featured presentations by Dr Abigail Makim — **Sustainable living in modern cities**, Paulien Barkmeyer — **Where do I belong?** Issues of gender, race and identity, Natalie Isaacs — **Taking action on climate change** and Keith Treschman — **Kepler, the real revolutionary.**

2009 marked the fifth year of **Opera Queensland's Moving Opera programme** at the School. Sixteen participants from Years 8 to 11 worked for four days under the guidance of Opera Queensland artists culminating in a challenging performance of works.



Differentiated Studies

One of the most challenging aspects of teaching is devising ways in which to address the diversity that exists within a student population. This is exacerbated by the organisation of a school into discrete faculties, delineated year levels and separate classes.

However, simply because a concept is difficult does not mean it should not only be faced but also celebrated. Differentiation is a process of teaching and learning where students of different abilities and learning styles are catered for within the same classroom. To address individual needs, teachers recognise each student's background knowledge, readiness, interests and learning preferences. Each student's growth and success may be maximised through teaching structures and practices, and even modifying curriculum, where possible. Relevance, flexibility and responsiveness are the hallmarks of successful learning experiences. In other words, the intent of differentiated instruction is to meet each student "where she is" with every student valued as exceptional.

The Faculty of Differentiated Studies is unique within the School in that it does not have responsibility for a particular suite of subjects. Rather than focusing on the development of subject-related content and skills, the teachers in this faculty collaborate with staff and students to capitalise on the vast range of learning opportunities possible. A team of staff members from a variety of subject backgrounds with additional specialist qualifications work in partnership with colleagues. They develop units of work utilising a framework for differentiated instruction to ensure each student achieves at her optimal level. They encourage faculties to provide programmes that guarantee the most capable students are given opportunities to excel. They facilitate conversations across faculties to encourage cohesive skill development and the identification of content connections. They work towards increasing classroom capacity through the ongoing development of the School's virtual learning environment thus enabling staff and students greater choice and flexibility in terms of classroom activities and contexts.

The combination of creative, innovative and experienced classroom teachers, strong technical support and a resource-rich environment can only foster enrichment, consolidation, experimentation and innovation. Teachers realise that differentiating the curriculum, instructional methods and assessment practice for each student is their responsibility and challenge, but their greatest joy is watching students taking responsibility for their own learning and achieving their potential.

DR ANN FARLEY DIRECTOR







Pool Project

AN OASIS WITHIN THE CAMPUS, THE MUCH ANTICIPATED NEW SWIMMING POOL OPENED IN OCTOBER.

The innovative concept incorporates a custom-designed pool suspended above the historic running track, effectively allowing the School to retain the use of this valuable space as a covered, all-weather multi-purpose area, while simultaneously gaining a 25m x 16m heated pool for life saving, swimming, water polo and a range of aquatic activities.

In addition the new pool has enhanced connectivity between the existing levels of the campus and particularly the east-west

orientation established by The Cherrell Hirst Creative Learning Centre. The School's physical environment was increased and a central corridor of green space was created as a result of the demolition of the old buildings.

The design achieved several Masterplan objectives: maximising campus space for teaching and learning; creating equitable access; expanding all-important green space; and enhancing the School's already excellent facilities.

The same partnership that successfully delivered the award-winning Creative Learning Centre on time and on budget — m3architecture and Bovis Lend Lease — were responsible for completing the pool project with minimal impact on the daily functioning of the School and without interruption to teaching and learning activities of staff and students.



Insights



In our bid to explore and give to others, we learn and understand more about ourselves. What begins as an adventure in giving and curiosity, ends as an exercise in receiving and understanding.

MR JIM SEAHA, DIRECTOR OF POST SECONDARY PLANNING AND ANTIPODEANS ABROAD CO-ORDINATOR

‘Challenge’ is synonymous with the School motto, Nil Sine Labore. Just as work and effort are necessary for achieving targeted goals, stepping outside personal comfort zones, risk-taking and perseverance are tied to accepting a challenge.

DR KAY KIMBER, DIRECTOR CENTRE FOR PROFESSIONAL PRACTICE

We need to increasingly engage young people in activities that combine wide ranging skills, competencies and dispositions integrating ideas from across different disciplines and encouraging new connections and applying creativity via their imagination in new ways.

MS JACQUELINE COLWILL, DIRECTOR CREATIVE ARTS FACULTY

Learning flourishes when students are motivated. Students are motivated when they believe they have power over their learning—when they know they can learn. This allows them to progress in a thoughtful and creative way.

MS SAMANTHA BOLTON, ACTING DIRECTOR SOCIAL AND ENVIRONMENTAL STUDIES FACULTY

The ability to reconcile theory and evidence is a higher-order reasoning strategy targeted by the Science Faculty at this School. It is a strategy that our senior students wrestle with throughout their Extended Experimental Investigations (EEI). Happily, they usually manage to emerge victorious from the struggle.

DR SALLY STEPHENS, DIRECTOR SCIENCE FACULTY

On one level Information Services staff aim to awaken curiosity, offer new ideas and access to wisdom; but on another level they must provide the means for students to be challenged to work hard, tackle the difficult questions and think deeply.

MRS KRISTINE COOKE, DIRECTOR INFORMATION SERVICES FACULTY

We must equip our young women with appropriate skills so that they are able to make intelligent decisions whilst being mindful of short and long-term consequences. But we must also impress upon them the importance of solidarity—look out for, and after, one another.

MR STEPHEN FOGARTY, DIRECTOR HEALTH STUDIES FACULTY



Having a broad and sophisticated vocabulary is essential. It is essential because without one, comprehension is compromised, and expression is imprecise. Building a strong vocabulary is an ongoing project that involves teachers across all Faculties at this School, but which more importantly requires input at home.

MR STEPHEN WOODS, DIRECTOR ENGLISH FACULTY

From the commercial perspective it might be simple to draw the conclusion that there is a real crisis in the classical music world, but from an educational perspective the study of classical music is gaining recognition as a powerful and essential contributor to the development of every student.

MR MARK SULLIVAN, DIRECTOR INSTRUMENTAL MUSIC

A variety of opportunities are presented to increase the girls' knowledge, understanding and appreciation of the universe, including a new Celestron telescope at Marrapatta. Personally, the clear images of the moon through the new telescope have ignited a childlike enthusiasm within me. The universe—it is yours to discover!

MR JAMES MCINTOSH, DIRECTOR MARRAPATTA MEMORIAL OUTDOOR EDUCATION CENTRE

Establishing a classroom environment which is supportive and nurturing and encourages creative thought, allowing students to ask questions, to make mistakes, to try imaginative problem-solving solutions, and to feel comfortable is the most important ingredient in successful teaching.

MR GREG BLAND, DIRECTOR MATHEMATICS FACULTY

We hope for them (our students) to be world travellers, not merely as tourists and traders and not merely in a physical sense. We hope for them to willingly expand the horizons and plummet the depths of their minds and spirits, to explore, to imagine and even echo and understand other ways of seeing and being, to ultimately share common pathways and make this a world inhabited and inhabitable by all.

MS LORRAINE THORNQUIST, DIRECTOR OF INTERNATIONAL STUDIES FACULTY

I believe that schools and teachers have an essential role to play in the continued development of a civil society. Teachers are the custodians of this and must never forget the life-altering role entrusted to them. It is our job to role model a love of learning, the ability to laugh, the ability to forgive as well as the ability to acknowledge and hopefully remedy failure and move on.

DR BRUCE ADDISON, ACTING DEAN OF CURRICULUM



WARD

Chair of The Board of Trustees

SPEECH DAY ADDRESS

FRIDAY 20 NOVEMBER 09

Her Excellency Ms Penelope Wensley, AO, Governor of Queensland and Official Visitor to the School; Dr Amanda Bell, Principal of Brisbane Girls Grammar School; distinguished guests one and all — welcome to this the 134th Speech Day and Distribution of Prizes at Brisbane Girls Grammar School.

As always, my welcome, on behalf of the Board of Trustees, extends to all of you and I acknowledge that for each and every one of you the School has its own special significance in your heart, whether you are here today as a past trustee, a past student, a parent, a member of School staff, a donor or supporter, a combination of these, or whether you are a student of the School, or, of course, most importantly at this Speech Day and Prize Giving Ceremony, one of our prize-winners and/or graduating Year 12 students. But today, it is a particular pleasure to extend the warmest of welcomes to Dr Judith Hancock, AM, Principal of Brisbane Girls Grammar School from 1977 to 2001.

For those of you Speech Day stalwarts who have been with us for the past two years you will know that this is the moment that I reveal my favourite new read for the year in the 'Chair of Trustees Book Club Annual Best Pick Award'.

Two years ago I shared with you some reflections on James Surowiecki's *Wisdom of Crowds*, which went some way to explaining the 'wondrous thing' that happens at Brisbane Girls Grammar School, where the collective greatness of our crowds of girls, year after year, seems to exceed the greatness of each of them individually, and yet magically benefits every individual girl as a result of being part of such collective energy. This experience, we hope, lays a solid foundation for our girls to contribute confidently to the world with the **wisdom** that is an explicit part of our School's published Statement of Intent.

Then, last year I shared with you my joy at finding the marvellous book, *The Age of Wonder* by Richard Holmes, which invites the reader to imagine a glorious time in history when curiosity and knowledge were not in rigid subject silos — when scientists were often also poets and poets consorted with and marvelled at scientists and the miracles of their new sciences. What a delightful metaphor for the wonder which results from our students, and our staff, as they deftly criss-cross between disciplines both curricular and co-curricular. This fancy cross-discipline footwork explains, at least in part, why we dare to assert in our School's Intent that we seek to send our young women out in to the world armed also with a sense of **imagination**.

Wisdom and Imagination. Surely then, you think, this year's book choice ought to reflect on the third vital element of our stated School Intent — **integrity**. For those of you who need the gentlest reminder about our stated Intent, it is now literally etched for you, in letters two feet tall, on the wall of the fourth floor of the Cherrell Hirst Creative Learning Centre. It reads:

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

However, this year's book choice doesn't reflect directly on the concept 'integrity', but on the accountability generally of the Board of Trustees for ensuring that the School delivers what is promised through the rather grand stated Intent.

So, my choice this year? It is a literary change of pace this year, as I have been delighted and entertained by a book called *Bendable Learnings* by Don Watson (2009). Watson was speech writer for former Australian Prime Minister Paul Keating. Those of you who are familiar with his previous works, *Death Sentence and Weasel Words*, will know that Watson has long waged war on the dastardly destruction of our

rich and beautiful English language by bureaucrats and ivory-tower academics, and now by insidious modern management language. His book is 317 jam-packed pages of extracted mission statements, values statements and assorted other 'statements' taken from web sites and brochures of organisations. Frighteningly, bearing out Watson's basic proposition, those statements of vision, mission, values, intent all sound much the same irrespective of whether they are those of banks, weapons manufacturers, petrol stations, churches, consulting firms or, yes, even schools!

In his trademark acerbic style, Watson provokes us to look through meaningless platitudes and jargon — in a world where too many politicians wring their hands and plead that they are committed to 'accountable government' and yet steadfastly refuse to answer a straight question with a straight answer in language that you and I speak and can understand, without so much as a hint of objection from the journalist putting the question. This is the world we inhabit: in which we do not have 'record drought conditions' but 'extreme weather events' according to our Government Ministers. In which we have 'learnings' instead of good old-fashioned 'lessons' in life. In which a company does

Chair of The Board of Trustees

SPEECH DAY ADDRESS

not speak honestly about hard decisions like retrenchment of 300 to 500 staff in difficult economic times but instead speaks of the company 'considering the implications of the down-balance to be between 300 to 500 employees'.

So Watson made me just a bit uncomfortable thinking about our accountability to you — the people who care about, and rely the most upon, Brisbane Girls Grammar School achieving its stated Intent. Do we mean it or do we just say it? Well we definitely mean it, but how do we even try to achieve it? You are entitled to hold us accountable for answering that question. Let me try.

ACCOUNTING FOR THE BOARD

The 2008 OECD paper *Improving School Leadership* tells us, amongst many other interesting things, that the effectiveness of the decision-making board of a school makes a difference to the results schools can achieve for their students — and I don't mean only in terms of academic results. The Board of Trustees believes this to be true and takes its governing role very seriously.

So who are we and what do we do?

By legislation we are seven in number and the present Board comprises people from a

range of careers and walks of life. That number includes two past students, four past parents (including one recent past parent), one current parent, one professional educator (although I am sure that Don Watson would prefer that I simply described him as he is —until recently the vice chancellor of one of Australia's leading universities). All of the members of the Board give freely, and voluntarily of their valuable time, experience and resources. On behalf of the School community I would like to thank them all for this commitment. They are:

- Dr Mary Mahoney, Deputy Chair of the Board
- Mr Tony Young, Chairman of the Board's Finance and Audit Committee
- Ms Sally Pitkin, also a member of the Finance and Audit Committee
- Ms Else Shepherd
- Mr David Vann
- Professor John Hay.

Under the *Grammar Schools Act, 1975*, each Board of seven is bestowed with the privilege and responsibility of governing the School for a term of four years. The present Board's term expires next year, in November 2010. You will therefore begin to hear about the process under the *Grammar Schools Act* for the election of three positions to the Board, by and from amongst the donors to the School, and for

the four other positions which are appointed by the Queensland Minister for Education. But in short if you aren't already on the Roll of Electors, and wish to have your say in the election of the Board in 2010 — and you should care about who governs this great School — then it would be remiss of me not to point out that there are plenty of philanthropic programmes in the School (Don Watson would rightly insist that I call them 'ways to donate money') so that you too can join the Roll of Electors and vote, or even be considered for election, in the process which starts in May next year.

ACCOUNTING FOR OUR RESOURCES

The origins of the word 'accountability' take us back to the fiscal responsibility to account to one from whom you have borrowed money. In modern governance terms this translates neatly as our obligation to stand before you and account for the manner in which we have cared for and helped to grow the resources of the School for the benefit of our girls. This is the obligation to account for *all* of its resources — financial, physical and human — all of which are fundamental to enabling us to open the gate at the end of a five-year education at our School, and invite our girls to step confidently in to the world filled with all of the wisdom, imagination and integrity they can muster.

In terms then of caring for and growing the School's physical resources, I hope that I don't have to tell you what has consumed most of the Board's attention this past year. Have you noticed the beautiful green space which has appeared in the literal heart of the School, nestled between the grand old Richard Gailey designed Main Building and the soaring walls of the m3architecture award-winning masterpiece, the Cherrell Hirst Creative Learning Centre? And have you noticed at the edge of that fresh green space in the heart of the School the fittingly blue waters of the new Brisbane Girls Grammar School swimming pool surrounded by the even more fittingly royal blue glass wall?

We are delighted to be able to confirm completion of the new swimming pool on time and within budget and more importantly, given our stated Intent, in accordance with the School's curricular needs for water sports and lifesaving balanced as far as possible with its extensive co-curricular uses. This balance was achieved largely thanks to the tireless and enthusiastic input and support of both the School's Sports staff and the Facilities Manager who worked closely with m3architecture and Bovis Lend Lease to deliver yet another superb facility for the benefit of girls today and well in to the unrealisable future.

The protection and growth generally of the financial resources of the School continues to challenge the Board. The pressure is, frankly, not likely to ease up any time soon. As outlined in my recent column in the *BGGS News*, our ability to rely on core federal government funding slowly but surely diminishes, thus constantly increasing the pressure on other sources of income, primarily fee income. Hence the Board applies an extremely tight rein to the management of the School's finances. This is supplemented by the considered acceptance of responsible but increasing borrowings in relation to larger building projects and also by a range of new philanthropic programmes through which the generosity of donors and benefactors is gratefully accepted.

Your Board spends much time focusing on the issues of how we can best manage our resources for the future. I won't say 'sustainably' for fear that Don Watson will include this speech in his next book, but on this occasion that might be the most suitable word if it hadn't already been hijacked by mission statements around the world!

Before leaving the subject of the School's financial and physical resources, I cannot express sufficiently the Board's gratitude for the efforts of the Business Manager and Secretary to the Board of Trustees, Ms Colette Pretorius, whose professionalism and contribution in this area is, put simply, invaluable. We are confident that the School's ongoing financial management is in good and safe hands with Colette at this particular wheel.

ACCOUNTING FOR THE WISDOM, IMAGINATION AND INTEGRITY OF OUR GIRLS, OUR PRINCIPAL AND STAFF

Indeed when it comes to the 'resources' having the greatest influence on whether our girls forge a path through the world with a sense of wisdom, imagination and integrity, the Board is clear that the most important of the School's resources are always of the human kind. I speak of course of our teaching and administrative staff. Not only recognised at state, national and international level for leading the way across a range of teaching and other pursuits, all of the School's staff are required to be involved in internal and external professional development activities and programmes. The point? Improving the educational experiences of our girls.

This has been particularly evident this year. In what has been an extremely difficult and draining year for so many of our staff in so many ways, it never ceases to amaze the Board how members of our staff *always* rise above any hurdle, no matter how high, to meet the ultimate imperative of providing the most excellent educational opportunities for our girls. On this point, we are confident that our students just could not be in better hands than they are with the staff of this School.

At this point, I would like to acknowledge the extraordinary leadership of our Principal, Dr Bell. Dr Bell, you do not accept anything less than 100 per cent (usually demanding more like 120 per cent) of yourself and this is an ethos which pervades everything you do in your extraordinary leadership of our extraordinary staff. It is Dr Bell and her staff that drove the development of our stated Intent and who together strive daily to create an environment that equips our girls for taking on the world with wisdom, imagination and integrity.

However, never content to rest on her laurels, the Principal is working with the Board right now to identify ever better ways to connect

with recently past students to help verify the extent to which the School is achieving its stated Intent, and would welcome your feedback through the Principal primarily, or the Board where appropriate, at any time. After all, it is only by hearing from our community that we can really know if our stated Intent is more than merely intent and is reality.

ACCOUNTING FOR OUR FAMILIES

Girls, parents, this is where it is over to you. The Board can only do so much to provide the buildings, classrooms, equipment, swimming pools, and other resources to enable the Principal and your teachers to provide the best possible environment for our girls.

Quite apart from the obvious constant support of our girls at home, so many parents already go the extra mile through involvement in time-consuming parent support groups. The same goes for the active members of the Old Girls Association, which marked its 110th birthday this year. The School would be much poorer both spiritually and, to be realistic, financially, without the support of all of these groups. The Board extends our heartfelt thanks for those tireless efforts which contribute so much to the achievement of our School's ambitious Intent.

SPEECH DAY ADDRESS

Girls, it is your turn. The rest is up to you. I know that most of you seize every possible opportunity presented by the School, sometimes so much so that your parents are heard to lament 'what about your homework'! But we do urge you to take every opportunity in both your studies and your additional sporting, music, drama and other extra-curricular activities. For it is through those opportunities that we hope and trust you will find the spark of passion for the thing, or things, that will feed your wisdom, fire your imagination and provide the foundation principles for integrity, which we might define as the sense of responsibility to do always what you know in your heart to be 'the right thing' most particularly when faced with life's most difficult choices.

Year 12 girls in particular. Now comes your great moment, or at least your next great moment of many more. The moment you step out with confidence into the wider world beyond our gates, knowing that you are a privileged member of a 134-year-old club, that of the Grammar Girl — and I am sure the Old Girls Association awaits your application for membership. You carry with you our very best wishes, and our hopes that we have truly done the best we can to equip

you with the confidence to take on the world of your adult life with ever-growing wisdom, imagination and integrity.

Perhaps even inviting Don Watson's disapproval, may you be the authors of 'extreme weather events' throughout your lives, creating a veritable storm of wisdom, imagination and integrity for all that surround you and in all that you do.

MS ELIZABETH JAMESON

REFERENCES:

- Pont, B., Nusche, D. and Moorman, H. (2008). *Improving School Leadership Vol 1 Policy and Practice*. Paris: OECD Publishing.
- Watson, D. (2009). *Bendable Learnings: The wisdom of modern management*. North Sydney: Knopf.
-

Principal

SPEECH DAY ADDRESS

FRIDAY 20 NOVEMBER 09

Her Excellency the Governor of Queensland, Ms Penelope Wensley, AO, Ms Elizabeth Jameson, Chair of the Board, Trustees, Dr Judith Hancock, Past Principal, special guests, staff, parents and girls, it is a great pleasure to welcome you to the Brisbane Girls Grammar School Annual Speech Day and Distribution of Prizes for 2009 — the last time for some time, and possibly ever, in this historic Brisbane City Hall.

Apparently we are in the midst of an education revolution. A revolution can be a radical and pervasive change in social order, or it can be a circular course where you end up back where you started. The question is, which definition applies to the current reviews taking place in the Australian education landscape? Hopefully not the latter.

The federal government currently has a building education revolution (2009), a digital education revolution (2009) and a commitment to developing a national curriculum — a national curriculum which incorporates a mandate to improve literacy and numeracy levels for all young people. Unfortunately, while the will of the government appears genuine, not everyone is convinced.

Least of all the education writers and experts, as exemplified by this quotation from *The Age* earlier this month:

The federal government's education revolution is headed for failure because of a lack of imagination ... and the "flawed" national testing of Australian students, one of the nation's leading educators has warned.

Former Melbourne University dean Brian Caldwell has delivered a scathing attack of Labor's school policies, arguing that the so-called revolution is "drifting off course" because the Government has failed to adopt strategies to genuinely improve students' results.

Releasing a report card evaluating the Government's key education priorities — such as the push for a national curriculum, the schools stimulus package, and education funding — Professor Caldwell has ranked the Government's achievements as unimpressive to date, with many of the policies "missing in action". (Tomazin, 2009)

This, and sentiments like it, are unfortunate but increasingly valid. It is a noble objective to improve education for all young people and in a country as geographically large and culturally diverse as ours, we need

imaginative, well-funded, intelligent education policies to deliver this government's stated desire to establish a 'critical link between long term prosperity, productivity growth and human capital investment' (Rudd & Smith, 2007). But more than that, we need inspired thinking to create a transformation in education to give our young people the best possible foundation for the future and our country the best possible opportunities to prosper.

Being literate is far more than being able to read and write. Professor Rosemary Johnston argues that a literate nation:

... aspires at some deep level to generating and inspiring 'mind' — which is more than what we think with, more than the place where we think ... The minds of a literate nation think across borders and encourage senses of identity that refuse to be contained by a single descriptor ... Such minds are more nuanced, at once both individually distinctive and 'commonly' human; they think beyond a 'them' and 'us'. (p.12–13, May 2009)

Therefore, literacy goes well beyond teaching and testing the basics; it is about thinking and applying knowledge in reflective, creative,

unique and socially beneficial ways. Teachers know this. A literate nation is not one concerned with meeting standards, but rather one which celebrates the difficulty of complexity and applies resources to enable innovative programmes for improvement.

A national curriculum provides an invaluable opportunity to think about how such an invention can contribute at a deep level to a literate nation. The development of a national curriculum already failed once in the early 1990s in spite of the considerable investment of time, energy, expertise and resources. For those of us involved then, it probably failed for many reasons, but certainly it became too cumbersome in its prescribed content and assessment and the states could not agree on certain aspects. It was abandoned.

So, what is different fifteen years later? What have we learned from last time and what should be happening better this time? There are still lofty aspirations, committees, consultation processes, state sacred cows and concerns from the profession about assessment and implementation. The Australian Curriculum, Assessment and Reporting Authority (ACARA) web site states:

SPEECH DAY ADDRESS

The [national] curriculum will outline the essential skills, knowledge and capabilities that all young Australians are entitled to access, regardless of their social or economic background or the school they attend.

The word ‘curriculum’ derives from the Latin meaning to race, or run a course; the proposed Australian Curriculum therefore should seek to set the course for the lives of young people. As educators, however, we know that a considered and effective curriculum is far more than a mere ‘course’ or path to follow. The word ‘national’ implies relevance and commonality for all. But surely the idea of ‘national’ can mean much more than this too.

Why does thinking about the distinctive geography, history and time of the nation have any significance in a discussion about national curriculum? Because these are not superficial differences — they reflect differing epistemologies (ideas about knowledge, about what characterises justified belief and what characterises opinion), different ontologies (ideas about being) and different cosmologies (ideas about the creation of the universe and one’s place in it). These are substantial and substantive differences and they affect both nation and education. (Johnston p. 6, September 2009)

It would be a great national failing, if in devising an Australian curriculum, everyone was expected to fit into standardised levels of achievement and modes of delivery — regardless of their up-bringing or their location. Teachers know that tailored, individual teaching and learning that is relevant, imaginative and challenging will stimulate student engagement and ultimately literate minds. That is why flexibility of delivery and content is vital to successful education. That is why this year we established a new and unique faculty in differentiated studies to focus on cross-disciplinary, individual and innovative teaching and learning in response to a twenty-first century world.

A national curriculum for all does not naturally extend to one which is best for all. To cite an example, at the turn of the twentieth century as Australia approached Federation, there was a groundswell of sentiment now known as the emergence of our ‘national identity’. We were a colony approaching independence; a people grown from convict and free settlement in a country which required taming. Hard work, courage and the land became synonymous with the picture of the new Australia. This was reflected in the paintings of the time — especially

by the Impressionists like Tom Roberts’ *Shearing the Rams* (1890) and Frederick McCubbin’s *Pioneer* (1904). But this was a flawed portrayal of a national identity and it ignored the traditional owners, the ‘original’ Australians. We must be alert at the turn of the twenty-first century that the introduction of something as potentially revolutionary as a national curriculum, presents an opportunity for a clever country to think laterally, expansively, inclusively and to question traditional perspectives.

Johnston argues that it is ‘an opportunity to provoke radical but informed thinking, not necessarily constrained by inherited systems. Such thinking interrogates; it may confirm what already is, or not.’ As Chair of the National Curriculum Committee for the Australian Heads of Independent Schools of Australia (AHISA), I haven’t witnessed much radical thinking. The pace of the revolution agenda is not conducive to the percolation of ideas and imaginative solutions. We are in danger of a one-size-fits-all outcome which does not take into account difference and flexibility, let alone our dual history, multiple languages and landscapes, and our culture of multiple heritages (Johnston p. 27, 2009).

For example, for many of our indigenous young people in remote communities, English is not their first language and visual/oral communication is dominant — rather than written. If a literate nation is a thinking nation, perhaps the Turkish Nobel laureate Orhan Pamuk’s observations should underpin why a diverse and different approach to devising a national curriculum is critical: ‘sometimes we think with words, and sometimes with images. Often we flit from one to the other.’ He asserts the primacy of the visual dimension in literary production and reception. In fact it was painting, Pamuk believes, that ‘harnessed his talent and gave him his deepest, most instinctive creative joy’: writing and a writer’s power to beguile and persuade. (Slattery, 2009)

So why has the current iteration of the national curriculum commenced so predictably and conservatively by reviewing the traditional disciplines of English, mathematics, science and history? What may it have looked like if it began with languages or multi-literacies, creative arts and multi-media? Would the world end as we know it, or possibly might our young people respond enthusiastically and learn better? Regardless of whether we think some subjects are more important than others,

not every culture, not every educator may agree, so surely the question needed to be asked in earnest at the outset: 'where is the right place to begin and with what'? It is now too late for that, but it is not too late to question the on-going process before finalisation. What is education in the twenty-first century and what is it for? The layout of a school day hasn't changed substantially in a century. Why should a school day follow an adult working day? Convenience or because it is an educationally sound way to structure learning for twenty-first century young people? The dominant global school model has at its core 'the underlying philosophy that school is good, progressive, develops potential, leads to social advancement and personal fulfilment, and teaches subjects relevant to the future lives of children who will thus grow up to be productive citizens.' (Johnston p. 11, 2009)

Our staff, and I thank them deeply for it, question, research, discuss, invent, differentiate and think openly about change and what is best for our students. Our young women are taught to value imagination, the unknown and aspire to be productive citizens. Our School has a governance structure and a Board, for which I am ever thankful, which allows us the

freedom to support the new, trial the different and realise ideas. We have a community of parents and alumni that value the approaches and decisions we take in the best interests of caring for and educating their daughters. Not all places can say that; not all young people in this country have access to a Girls Grammar. And so a responsibility falls to us all to ensure the outcome of the government's aspiration for an education revolution — for an Australian 'national' curriculum — can be the best it can be. Our teachers must continue to contribute, respond and lobby — as they now do — and our community must be watchful and engaged in the change process to ensure it is truly about and for all current and future young Australians. The enterprise of education is simultaneously exciting but excruciatingly complex and we need to be literate leaders to get it right.

Year 12, your future includes a role where you will contribute to our nation's and this world's development and sustainability. You can read and write; but you can do so much more. You can appreciate difference, you can reflect and imagine improvement. You can think and you know what it is to be literate in the most important ways. Your theme this year has

referred to 'Shake it Up'; don't lose sight of this once you depart today and ensure that when you do 'shake it up' out there, it is for the right reasons and for the greater good.

DR AMANDA BELL

REFERENCES:

- Australian Government, Department of Education, Employment and Workplace Relations (2009) *Building the Education Revolution*. Retrieved November, 2009 from <http://www.deewr.gov.au/schooling/buildingtheeducationrevolution/Pages/default.aspx>
- Australian Government, Department of Education, Employment and Workplace Relations (2009). *Experience the Digital Education Revolution*. Retrieved November 2009 from <http://www.deewr.gov.au/schooling/digitaleducationrevolution/Pages/default.aspx>
- Australian Curriculum, Assessment and Reporting Authority (ACARA), (2009). *Australian Curriculum*. Retrieved November 2009 from <http://www.acara.edu.au/curriculum.html>
- Johnston, R. (2009). *An Educated Australia*, UTS Speaks/ABC Fora Public Lecture, 30 September.
- Johnston, R. (2009). *Literate Australia, a monograph*. (May), Sydney: University of Technology.
- Slattery, L. (2009). Pamuk, painterly writer with a rich palette, *The Australian*, 28 October. Retrieved 28 October from <http://www.theaustralian.com.au/news/arts/orhan-pamuk-painterly-writer-with-a-rich-palette/story-e6frg8nf-1225791870274>
- Rudd, K. & Smith S. (2007). *The Australian economy needs an education revolution*. Australian Labor Party. Retrieved January 2008 from http://www.alp.org.au/download/now/education_revolution.pdf
- Tomazin, F. (2009). Education revolution 'faltering': expert, *The Age*, 2 November. Retrieved 2 November from <http://www.theage.com.au/national/education/education-revolution-faltering-expert-20091101-hrn0.html>

Her Excellency, Governor of Queensland

OCCASIONAL ADDRESS

FRIDAY 20 NOVEMBER 09

INTRODUCTION:

Prior to her appointment in July 2008 as the 25th Governor of Queensland, Ms Penelope Wensley enjoyed a rich and distinguished career in diplomacy, playing a significant role in the promotion of Australia's international relations and the development of Australian foreign policy across a diverse range of issues affecting peace and security, economic and social development, human rights and humanitarian concerns, the environment and sustainable development. Ms Wensley graduated from The University of Queensland in 1967 with a Bachelor of Arts with First Class Honours. She joined the Australian Foreign Service in 1968 — the only woman selected in an intake of nineteen — and served as an officer of the Department of Foreign Affairs and Trade until 2008, representing Australia in a wide range of positions overseas, in Europe, Asia, Africa, the Americas and the Pacific and at the United Nations. Achieving the rank of Head of Mission in 1986, Ms Wensley served successively as Consul-General in Hong Kong, Ambassador for the Environment, Ambassador and Permanent Representative to the United Nations in Geneva, Ambassador and Permanent Representative to the United Nations in New York, High Commissioner to

India and Ambassador to Bhutan, Ambassador to France, Algeria, Morocco, Monaco and Mauritania. In every case, Ms Wensley was the first woman to be appointed to the position, representing Australia.

In 1994, Ms Wensley was named The University of Queensland's first woman Alumnus of the Year for her achievements in the field of international relations and was also awarded an honorary doctorate for her distinguished contributions to international relations. Ms Wensley was appointed an Officer of the Order of Australia (AO) in 2001 for her distinguished service to the development of Australia's international relations.

Her life-time involvement with the promotion and protection of Australia's interests internationally, and her long and active engagement with the development of national and international responses to various global challenges, has created a deep commitment to the advancement of international understanding and cooperation, through enhanced communication, contact and exchanges between countries and cultures. Ms Wensley has a particular interest in humanitarian and human rights issues, including the protection and advancement of the rights of women.

Ms Wensley, as the Governor of Queensland, is the Official Visitor to the School and please join with me in making her welcome.

DR AMANDA BELL
PRINCIPAL

OCCASIONAL ADDRESS

As has become customary in our state on all major public occasions, in the spirit of reconciliation, I acknowledge the first inhabitants and traditional owners of these lands before European settlement, the Jagera and Turrbal peoples, their elders and their descendents.

I acknowledge also the Chair of the School Board of Trustees, Ms Elizabeth Jameson; Deputy Chair, Dr Mary Mahoney, AO; and the other Board Members and Trustees present this afternoon; School Principal, Dr Amanda Bell; President of the Old Girls Association, Mrs Christine Purvis; President of the Fathers Group, Mr Jonathan Blocksidge; President of the Mothers Group, Mrs Debra Loose; senior staff, teachers and administrative staff, parents, family and friends of the students, members of the extended School community and of the School's various support groups, and the stars of today — the students — in particular, the Year12 girls for whom this

will be the last Speech Day they attend as students of Brisbane Girls Grammar School.

It is a great pleasure for me, as Official Visitor to this prestigious school, to join you all this afternoon for this annual Speech Day, always a significant event in the life of any school, as the ceremonial culmination of the efforts and the strains of a year of study and learning, of sporting endeavour, of cultural activities and community engagement, of the joys of friendship and of friendly competition, of challenges made and challenges met.

For the graduating class of 2009, today's Speech Day will probably prove to be the most memorable, because it marks in a formal, official sense the end of one phase of your lives — your school days — and the commencement of the next, whether that be further education or training, entering the workforce or perhaps a 'gap year' of travel and work.

For each of you, the 2009 academic year has no doubt been an intensely personal journey, and yet, in the myriad activities in which you have participated, both academic and non-academic, you have been links in a chain in one of the longest and most ambitious educational projects in Queensland — a project

which, some of you no doubt know, began in 1875 in George Street, with Mrs Janet O'Connor as Principal, after Sir Charles Lilley (the former Premier and Chief Justice of Queensland) declared that the girls of Queensland deserved the same educational opportunities as their brothers. It was a radical concept for its time: almost six years before women were even permitted to enrol at university in Sydney and Melbourne, the ambitious Brisbane Girls Grammar Project had begun, and ever since 1949, Speech Day has been held here, in the Brisbane City Hall.

City Hall is younger than Girls Grammar, having been built in the 1920s. Although fifty years separates your school and City Hall, this building wears in its very fabric the same Victorian ideals that inspired the founders of your school. This building, from its external architecture of Ionic columns and pediments adorned with allegorical reliefs, to this internal Main Auditorium with its fluted columns reflective of the Pantheon, was designed to evoke ideals drawn from classical civilization: the spirit of democracy, the spirit of endeavour, of the optimistic idea that the world could be improved and that individuals could make change happen in the world.

Those girls here today who are students of Ancient History will tell you that the Victorian

imagining of some of these ideals was somewhat removed from some rather brutal realities, but despite that, these references still serve to remind us that in our culture, our civilization, there are certain values, certain ideals that we hold to be timeless and goals that are worthy of our time and our effort — and just like the buildings that exemplify them, they require care and attention if they are to remain strong and resilient.

The late Victorian writer G K Chesterton described education as 'simply the soul of a society as it passes from one generation to another'. It is a lovely phrase and a sentiment that I believe Sir Charles Lilley would have appreciated, and which I think also is reflective of the generations of young women who have moved through Brisbane Girls Grammar School, and who have gone on to make extraordinary contributions to our community and our country. But it is also a challenge to the young women here today. It seems almost quaint that a scant 134 years ago, that establishing a girls' grammar school would be considered radical thinking, but still today, in 2009, more than 60 million girl children around the world do not attend primary school at all. In 1873 Sir Charles Lilley said that 'We know that so far as any real knowledge is concerned the great mass of women have been left in complete darkness.'

It is, unfortunately, still the case for millions of women around the world today. It is right and appropriate to focus today, with the awarding of prizes and honours, on the achievements of girls at this school, but as we do so, we should mourn the missing achievements of millions of young women whose illiteracy and lack of access to education renders them silent and voiceless, condemns them to remain in that darkness of ignorance.

We should never take our education — and the privileges of our lives — for granted. I confess I did. My full awakening to the enormity of that privilege came well after I had completed school and university, joined the Australian Foreign Service and begun my career as a diplomat. My first posting was to France — like Australia, an advanced, affluent society — built on similar values and ideals, with the very symbol of 'La Republique', a feminine figure, portraying soaring, vigorous freedom and equal opportunity for men and women alike. But my second posting, to Mexico in Central America, was starkly different. There, I was confronted for the first time, directly and daily, with grinding poverty and its brutal consequences, especially for women: women seated on the pavements of the city, with a child at the breast and 3/4/5 others playing in the dirt nearby, with a handful of tomatoes or beans for sale — or simply

nothing, only with hand outstretched, begging; women and children ranged along country roads, holding up iguanas in the hope that tourists would stop for photos and pay a few pesos for the experience; young girls in rural Guatemala (one of the countries to which I travelled as part of my work), spending their days not at school, but instead walking miles just to get water, carried in huge, heavy pots on their heads; women disadvantaged in every way imaginable — with seemingly no prospect of breaking the cycle of poverty and ignorance that was their heritage — a very different one from mine — and yours. And yet it was possible to do so. We — Australia's aid program — built a well for those village women, liberating the girls to attend school; we provided sewing machines to the older women and classes in sewing and microfinance, giving them a capacity to earn, but even more important, dignity and independence; and, even through these modest efforts, I saw a community transformed, women and girls awakened to new possibilities, and having glimpsed them, eager for more, eager especially to learn, having seen that through learning they could change their lives.

Now, as you girls have churned through the school year, the grind and the stress of exams and assignments, you probably haven't always

OCCASIONAL ADDRESS

felt 'eager' about study or thought over-much about the benefits of education and its transforming influence. Yet, through your schooling here, you, too, have been transformed and given the means to change and to shape your lives — and, I would suggest, the lives of others. Because, as students of Brisbane Girls Grammar, you haven't simply received an education — you have been given important values which will define your character and your outlook throughout your life — values that I know include respecting others, caring about others and assuming responsibility for assisting others less fortunate than yourselves. You are the beneficiaries of a liberal education and a progressive, outward-looking philosophy of teaching which, in the words of the Principal, has been designed to 'prepare young women for a full and active role as global citizens with the skills, confidence and resilience to live and make a difference in an ever-changing world'.

I don't pretend for one moment that making that difference will be easy: the young women who are graduating today are moving into a world where there are great and pressing issues to confront, where a cacophony of voices compete to be heard, demanding action on a multiplicity of issues; where the world seems to be on 'fast forward', and where every day,

priorities are set and reset in the light of new advances and new information. It is distressingly easy, in such a complex environment (and I have observed this directly myself since I became Governor, dealing with problems of youth homelessness, substance abuse and other difficulties) for some young people to become confused, to lose their way or even to lose hope, but I have every confidence that these graduates, these accomplished young women, will not sink, but swim — and swim, moreover, purposefully, with both strength and style.

I am confident they will do so because, unlike this building, whose foundations are in swampy land, these young women have strong foundations to support them. Their strongest foundations are their families, whose determination to see their girls given the best education possible led them to choose this school and, in some cases, I have no doubt, to make sacrifices to enable their daughters to attend Brisbane Girls Grammar and then to take advantage of all the programs and opportunities available to its students — both for study, such as the imaginative outdoor education program and the exchange programs in Asia and Europe — and from across the full gamut of extra-curricular activities: sport, culture and community engagement.

Alongside the families have been the teachers, who have worked with enthusiasm and dedication to educate and inspire the girls in their care, to instil in them the ethic and the spirit of the School motto of 'Nil Sine Labore' — Nothing without work — another classical reference, from the wonderful Latin lyric poet and satirist, Horace, inscribed on the shield that is on every school badge, as a daily reminder that without effort, nothing worthwhile is achieved.

For the Year 12 girls, wearing your school uniforms today for the very last time (except perhaps at some fancy dress or theme party or reunion down the track — don't discard them — you'll be glad someday that you hung onto them!), you will no longer have that visible reminder, but you will carry that message with you nonetheless, as an integral part of the set of skills and values you have been given to make your way in the world.

I congratulate you on your achievement in graduating, on the completion of your formal school education and I wish you well in whatever you choose to do. As you do make your life and career choices, I hope you will be adventurous and imaginative — and remember always that life is something to be savoured and enjoyed and tackled with a sense of humour,

imagination and fun: the sort of humour, imagination and fun that I was delighted to see displayed in today's *Courier Mail*, with the notice advertising the School for sale, 'staff included'! Keep that clever, cheeky spirit; keep that imagination in your lives — it will serve you well — but temper it with compassion and generosity towards others, mindful of those women — indeed the millions of men, women and children who still suffer the darkness of poverty and ignorance, of discrimination and disadvantage. With your knowledge and abilities, with your education, there is scope for you to create change, to make a difference in the world, and, as women who have been educated, and educated well, I feel you have an obligation to repay that gift. You are not just the heirs to a tradition, to the heritage of ideals and values that you have been bequeathed as Girls Grammar graduates, you are custodians of your education — a gift that grows with the giving — and I hope that you will find ways to spread that gift outward throughout the world and that as you do so, you will find yourselves leading lives that are interesting and rewarding, but even more importantly, ones that are truly satisfying, happy and fulfilled.

MS PENELOPE WENSLEY, AO

Head Girls

SPEECH DAY ADDRESS

FRIDAY 20 NOVEMBER 09

Good afternoon to Her Excellency Ms Penelope Wensley AO, Governor of Queensland; Chair of the Board of Trustees, Ms Jameson; Dr Bell, staff, parents, friends and girls.

This has, by no stretch of the imagination, been a perfect year at Brisbane Girls Grammar School. 2009 may have begun with its usual (though undeniably extraordinary) calendar of events, but as the year has progressed, what we have observed is that special ability of the School and indeed of the staff, students and community to cope with adversity. We experienced inconvenience — case in point, the infamous, although now taboo, ‘Swine Flu Week’. We experienced joy, excitement and gratitude when we returned from the September holidays to find the School’s intent emblazoned on the CLC Media Wall and a new pool that we just couldn’t wait to take a dip in. We experienced loss, in the form of a staff member, Mr Bromiley, who is greatly missed. However, through all this we experienced an enduring and pervading sense of community. The ability of this group to come together in times of difficulty, of happiness and of grief, to name a few, has been the outstanding factor in making 2009. It is the strength of a community character shown at these critical times that

truly illustrates the unyielding bonds within the School. Throughout these shakier times, we have relied heavily on each other for assistance, for laughs and for company, gaining a positive, progressive outlook on situations, which has helped us greatly in coping.

At the Student Council Induction at the very beginning of the academic year, we asked that you all embrace our motto. This was ‘Own It, Shake It, Bring It’. There is no doubt that we have owned this year. We have made our Grammar journey our own and as always we have come out on top, despite some struggles along the way. In fact, at that initial assembly, we said ‘It’s very easy to be caught in the trap of doing the same thing every day’. This, we hope, has been false in 2009. We have been shaken, whether against our will or of our own accord, but we most certainly have brought it! We have brought it to every aspect of our school lives and this is evidenced by the outstanding and varied academic achievement here this afternoon, the undeniable success of our fundraising efforts, along with our athletes — sixteen QG Cross Country titles isn’t bad — musicians, many of you would have been at the Gala, debaters, wanting to argue the result of their QDU Grand Finals and more ...

So, in a world where we have only really known school and committed ourselves to it, where we remain relatively sheltered from hardship such as the Global Financial Crisis and war, where our problems are often quite petty, and in a year that has not been perfect, we are astounded and grateful and cannot begin to express the value of that unity, as demonstrated by the girls. Because it is this unity that has really allowed us to pull through and to excel as a school, resulting in such an exceptional year.

We might go one step further and say it has been positive unification that has made it a superb year. This outlook has been essential for managing school — it is powerful, infectious and heartening. While it may seem trivial, a positive outlook, or lack thereof, can determine our quality of life. At intervals throughout Term IV, Mrs Forbes, School Psychologist, discussed with Year 12 the issue of happiness. One of the key points that we took from the discussion was that happiness is not necessarily linked to power or wealth but to how we treat others and in turn, how they respond. To love, the capacity to be loved and gratitude are some of the most significant contributors to leading a meaningful life. We are lucky enough to say that there are many examples of such qualities

at Brisbane Girls Grammar School and we credit the success of this year to the love and gratitude shown by the Grammar community. We started off the year with a Valentine’s Day celebration to spread the love and to help raise money for Victorian bushfire victims. The community responded splendidly to the cause culminating in a four-figure donation to the Red Cross Appeal. The entire year has followed with a similar response. With every fundraiser that has been organised, whether it is Pink Day, the Tri-Grammar Series, G-Factor or Movember, we are always able to clearly see the generosity that we appreciate so much. Year 12s this year gave up mornings to make sandwiches for the Ecumenical Coffee Brigade, serving the homeless of Brisbane. The girls offered their time to making a tangible difference in the lives of others. We have received a very positive response about how this gave the students a sense of real achievement and purpose. And ‘the love’ is always evident in Blue Day celebrations, when girls sign the Brisbane Girls Grammar School banners and in the send-off war cries. Events such as the Spring Fling, Harry Potter Day and Blue Days would not have been so much fun without the School’s ability to come together and create such a unique atmosphere of appreciation for each other.

SPEECH DAY ADDRESS

One of the outstanding lessons that the School teaches us is to be grateful for what we have, which is obviously a great deal. Dr Bell spoke with the Year 12s about what luck is and what we make of it. Very few of us were able to express a suitable answer that covered all the bases, but now, it seems that fortuitous circumstances that led us to be up here with this particular set of 1100 girls before us is ... well, call it fate, kismet, whatever you like, but it has been fabulous. We were lucky in the first place to have attended such a wonderful school with wonderful students and we were lucky to have had such an eventful year and we were lucky in the extreme to have led you all. However, we truly believe that the whole School has acted on its luck and really made something out of it. Gratitude for our good fortune is again reflected through positive responses to fundraisers.

The point of all this positive psychology, Mrs Forbes told us, was to be able to experience 'flow': a mindset in which a person is fully immersed in what they are doing and time

moves quickly. We believe that this year the School has existed in a constant state of flow. Time has moved oh-so-quickly and we have been consumed by 2009 and doing everything we are so good at. Thank you to the whole of the student body for being part of a very special year for us. Girls, your enthusiasm has spurred us on during the more difficult parts of this year. We have said before that leaders should reflect the people they lead, their actions should be governed by the people and for them. You have engaged with us and embraced us and for that we are thankful. Our thanks must especially go to our own cohort, the Year 12s, who have risen to the challenge of leadership and have shown all the qualities that we mentioned earlier. We could not have asked for a better group. We hope that the Seniors will remember that they will forever be part of this community, which has given so much to them. Remember that it is communities and the bonds in these communities that pull us through the difficult times. They are the ones who have lifted us up for the past five years and will continue to do so. At the same time, we are no longer students here. Our association

with the School will continue but our lives are not so closely bound to it anymore. We are now entering another phase. We will have to open ourselves to new experiences but we were fortunate enough to have attended a school which has equipped us for the next step in our lives.

We are so proud of the way that each girl has risen to meet challenges that blocked the path of her purpose. We are thrilled that each Grammar girl has made their journey their own, though at times they may have been shaken, they have still brought everything to the table and shown the rest of the world what they are truly capable of. We are grateful that we have been so lucky as to lead the School that we love in 2009.

BRITTANY BRUSASCO AND JULIANA DING

Valedictory

VALEDICTORY ADDRESS

TUESDAY 17 NOVEMBER 09

Dr Bell, Dr Mahoney, Deputy Chair of the Board of Trustees, Mr John Lee, President of the Parents and Friends Committee, ladies and gentlemen, it is my great pleasure to be speaking to you tonight. One morning a couple of months ago, I was writing up some medication charts in the nurses' station when I received a phone call from Dr Bell asking if I would come tonight. My reaction was of pleasure and surprise, and of course the immediate answer was 'yes!'. My own Valedictory Dinner was eleven years ago and I have been trying to recall the atmosphere of the evening. I remember feeling proud and relieved to be finishing high school. I was excited about the future with the immediate prospects of summer holidays, later starts in the morning, and being uniform free. I was thankful towards family and staff for the support to make it to the finish line. These sentiments may apply to people in the room tonight, so congratulations everyone — students, staff and family members — on your valuable contributions towards this evening's celebration.

I am also excited because like the Year 12 students, I have just finished a major milestone. About three weeks ago I sat my final specialist exams in Psychiatry, and last Friday, while in San Francisco as part of an urgent post-exams

holiday, I found out I had passed! Leading up to the exams, I had in mind that it was such a 'big deal', much like Year 12, so here I am all over again, feeling excited, relieved and thankful. But I am sure most of you will not be still doing exams in eleven years' time.

Tonight I would like to share some ideas about important influences on my path since leaving school. I have been thinking about how my very special education at Grammar has had ripple effects that have helped me along the way. And it was truly special. I think the values of Grammar — in promoting the importance of women accessing an outstanding education — sets you up to know that the world is at your feet, but also that you will need skills, and to work hard to develop them.

The areas I would like to talk about tonight are creating opportunities for your future, seeking out mentors, knowing your resilience, and appreciating your communities.

In terms of the first topic, opportunities, Grammar taught me that any opportunity was open for me to pursue.

When I was a medical student I had to do a year of research as a part of my degree.

Now the prospect of this did not thrill me, but I saw it as an opportunity to pursue my goal to live overseas for a year. I wondered what I could do, given that I couldn't really afford to do that. I had a talk to the man who ran the College in Melbourne where I was living. Don said, 'Well, Peter Doherty is visiting at the moment, why don't you have a talk to him?' I was taken aback. I thought, 'Peter Doherty?! Nobel Laureate?! You mean just give him a phone call and ask to work at his hospital for a year?' Well, that is what Don said I should do and he gave me the phone number. 'I can't believe I am doing this' I thought, as I picked up the phone. But Peter was very easy-going and understanding and said he would send some emails to people at his hospital. As it turned out, they set up a program which meant that I got paid in \$US to do a year of my degree at one of the world's leading cancer hospitals. I'd like to tell you a bit more about how that went later, but for now, the message I would like to get across is that if you keep trying hard and doing well, other people notice. And if you sometimes move beyond your comfort zone, be persistent if some initial prospects don't work out, and ask other people for help, great things can happen. This links to my next topic — the importance of continuing to find mentors.

As a young medical student I was interested in the prospects of a career in surgery. I loved anatomy and being in the operating theatre. But I wondered what the lifestyle would be like. I joined the Victorian Medical Women's Society and met women working in a range of specialties, including surgery. This was very helpful for me to understand more about what the job actually involved. Along the way in my training though, I came to understand that my brain works better in a humanities way rather than a technical way, and I wasn't actually that dextrous with my hands. Luckily, I really enjoyed my psychiatry rotation as a student, where the professor was also a great role model who told me about her pathway through careers and training.

Mentors can be role models who you identify with and think, 'I want to be like that!' They can provide valuable insights into different career options. They can provide encouragement, advice, and perspective if you are wondering what to do next. The Grammar community recognises that rich relationships may grow from networking, providing you with a strong mentoring foundation to develop however you wish.

VALEDICTORY ADDRESS

The third topic I want to discuss tonight relates to resilience. The reason for this is that in whatever you do after school, as has already been the case, there are likely to be some speed bumps and setbacks along the way. Knowing your own strength, and developing supports and helpful ways of coping with stressful times can really make a difference. Getting through Year 12 I am sure has required resilience.

Resilience was a hot topic in psychological research, particularly since the 1970s, when researchers were interested in the outcomes of children from disadvantaged backgrounds. They noticed about two-thirds went on to be involved with problems like crime or significant psychological difficulties, but one-third did not. What helped this group adapt, survive and thrive? To keep it brief, and it is a big research area so I am making generalisations, some key factors included personality characteristics like being sociable, determined, and aware of self-responsibility; having a healthy sense of self-esteem; constructively seeking help when needed, and, having supports from trusted family members, friends or people from the wider community.

All of us have resilience, but if we think about how we cope well, and realise ways that are maybe not so well and address them, and remember the importance of getting help from other people at times, it can have a big impact on getting through when times are tough.

As an example, and going back to my research year in Memphis, it was quite a difficult year. I was a 20-year-old medical student with no laboratory skills in a high-powered lab. This frustrated my boss (not Peter Doherty), which made things difficult for me, and my project wasn't working out. To top it all off, I never thought I would get homesick but I did. I remember one day I almost burst into tears when I saw a copy of the *Australian Women's Weekly* owned by someone else at work.

What got me through? Support from a wonderful Australian family there who practically adopted me; keeping in touch with family and friends back home; going to a ballet class once a week with some hilarious Southern women who were more interested in group dinners called 'Ballerina Margarita Mondays' than exercise; and, looking forward to a trip to Europe at the end. That year also

showed me that I could get through unexpected and difficult experiences, and was an important lesson to be adaptable about how things may work out.

The final topic I wanted to address tonight was the importance of community. Having been a part of the Grammar community for the past five years as students, you know how inspiring a group can be, and the heights it can achieve. You know that each group member is unique. I would encourage you to take those values to the groups you will be a part of in the future. By appreciating the individual and the whole, and contributing a sense of spirit, others will react to this strongly.

The example from my life that stands out most to me is hospital communities. Every hospital is different. Some are academic hospitals, some service half a capital city, some are tiny and in the country. Some are happy and friendly, some are not, and some are happy and friendly despite the odds of difficult work and conditions. In those situations, I have noticed that it is the cheerful contribution of every individual, from the maintenance staff to the chief administrators, and the sense of

esprit de corps that unites the team, makes things run smoothly and the workplace relatively enjoyable. So in whatever teams, groups and communities you become a part of in the future, I think a little touch of Grammar style will stand you in good stead.

In closing, what a future lies ahead — unknown, exciting, yours to take charge of.

And, the best thing is that you can keep in touch! You may all go different ways, but if your year group is anything like mine, and with the help of social networking technology, you will also keep in contact to enjoy sharing the future and all that it brings. Good luck and congratulations on finishing Year 12!

DR KATIE MENDRA

Staff List

SENIOR STAFF

PRINCIPAL Dr Amanda Bell, BA, PhD, DipEd, FACE, FAIM

DEPUTY PRINCIPAL Miss Felicity Williams, BA, BEdSt, MEd, ASDA, MACE, FAIM

DEPUTY PRINCIPAL Mrs Marise McConaghy, BA, DipT, ASDA, MACE, AFAIM

BUSINESS MANAGER & SECRETARY

TO THE BOARD Mrs Colette Pretorius, BCom(Hons), CA, CIA, CCSA

DEAN OF SCHOOL Mr Alan Dale, BA(Hons), BEd, DipEd, BTh, MA, MACE

DEAN OF ADMINISTRATION Mrs Julianne Just, BSc, MEd (Maths), DipEd, MACE

DEAN OF CURRICULUM (ACTING)

Dr Bruce Addison, BA, BBus, BEdSt, DipEd, PhD, AAIB, MACE

DEAN OF CO-CURRICULUM Mrs Judith Tudball, BCA, GradDipEd, LTCL, AMusA

MANAGER, PROPERTY AND FACILITIES

Mr David Foreman

DIRECTOR, COMMUNICATIONS AND COMMUNITY

RELATIONS Mrs Loren Bridge, BBus, MMkt, GradDipEd

DIRECTOR, INFORMATION AND COMMUNICATION

TECHNOLOGY Mr Nathan Pilgrim, BBus(AdvS)

DIRECTOR, FINANCE Mrs Agi Waloszek, BCom, CA

ASSISTANT DEAN Mrs Pauline Harvey-Short, BHMS, DipT(PE)

DIRECTORS

CENTRE FOR PROFESSIONAL PRACTICE

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

CREATIVE ARTS Ms Sarah McGarry, BMusEd, MMusSt, MACE (Acting Term I)

Ms Jacqueline Colwill, BEd, DipT, MACE (Terms II-IV)

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

ENGLISH Mr Stephen Woods, BA, MA, GradDipTeach

HEALTH STUDIES Mr Stephen Fogarty, BEd

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

INSTRUMENTAL MUSIC Mr Mark Sullivan, BMus, GradDipFet(Tertiary), DipArts(Inst)

INTERNATIONAL STUDIES Ms Lorraine Thornquist, BA, DipEd, MA, Cert IIITourism, GradCertMuseumSt

MARRAPATTA - MEMORIAL OUTDOOR EDUCATION CAMPUS Mr James McIntosh, BEd, GradDipOutEd, MEdSt

MATHEMATICS Mr Gary Bromiley, BSc, DipEd, MACE (Term I)

Mr Gregory Bland, BA, BEd, MACE (Terms II – IV)

POST SECONDARY PLANNING Mr James Seaha, MA(EdPsych), BSc

SCIENCE Dr Sally Stephens, BSc, MScEd(Dist), GradDipT, GradDipCommComp, EdD (Term I, II & IV)
Ms Tracey Monteith, BSc(Hons), DipEd (Term III)

SOCIAL & ENVIRONMENTAL STUDIES (ACTING)

Ms Samantha Bolton, BA, DipEd, ATCL

SPORT Mrs Chris Moore, BA, DipEd

TECHNOLOGY STUDIES

Mr Gregory Bland, BA, BEd (Term I)

Mrs Jacqueline Colwill, BEd, DipT, MACE (Term II)

Mr Shane Skillen, BEd, DipMultiMedia (Term III)

Mr Brendon Thomas, CertFineArts, BEd (Term IV)

HEADS OF HOUSE

BEANLAND (PAR – Economics) Mrs Lyn Chakravorty, BA, DipT, GradDipLibSc, MACE

ENGLAND (PAR – Multi-strand Science)

Mrs Anne Ingram, BSc, DipEd, AMusA

GIBSON Mrs Hazel Boltman, HDE(Physical Science)

GRIFFITH Ms Jan O'Sullivan, BA, DipEd, MACE (Terms I – III)

Mrs Louisa Harvey, BA, BEd (Term IV)

HIRSCHFELD Mrs Anne Stubbington, BEd(Hons), CertT, GradDipRes/SupTeach, MACE

LILLEY Mrs Sybil Edwards, BA, DipT

MACKAY Mrs Kim Cohen, BSc, DipEd(PG)

O'CONNOR (PAR – Ancient History) Miss Alison Dare, BA(Hons), DipEd, MA

WOOLCOCK (Acting) Mrs Violet Ross, BA, GradDipEd

SPECIALIST STAFF

SCHOOL COUNSELLOR Ms Karen Belbin, BA

SCHOOL PSYCHOLOGIST Mrs Jody Forbes, BA(Hons)

HERITAGE PROJECTS Miss Elizabeth Hatton, BA, DipPhysEd

HEADS OF DEPARTMENT & OTHER POSITIONS OF ADDED RESPONSIBILITY

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

BIOLOGY Ms Tracey Monteith, BSc(Hons), DipEd

CHEMISTRY (Acting) Mr Keith Treschman, BSc, BEdSt, BA, MEd, DipEd

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

DRAMA Mr David Armstrong, BEd, DipT

e-LEARNING Mr Shane Skillen, BEd, DipMultiMedia

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)

HISTORY Ms Julie Hennessey, BA, MEd, DipEd

INFORMATION TECHNOLOGY SYSTEMS

Mr Brendon Thomas, CertFineArts, BEd

JAPANESE Ms Emma Lowry, BBus, DipEd (Sem 1)
Ms Natalie Smith BScJap, GradDipEd, GradDipHumms, MACE (Sem 2)

LATIN Mrs Marion Bryant, BA, DipEd

MATHEMATICS – SENIOR Mrs Jenifer Charles-Edwards, MSc, GradDipAPhys, GradDipT, MACE

MATHEMATICS – JUNIOR Mrs Jennifer Winter, BA, HDE(Maths)

MUSIC Mr Andrew Pennay, BA, 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

ACADEMIC STAFF

*Mrs Sharon Anderson, BA, DipEd
Ms Hayley Ashford, BEd(Sec)/BCI(Drama)
*Ms Amanda Barnes, BA, GradDipEd
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 Kate Brideaux, BEd(Sec)(HonsI) MLI, MACE
Miss Katie Browne, BInfTech, BEd
Ms Anne Byrne, BSc, BEdSt, MEd, DipEd
Mrs Alison Carmichael, BEd, MEdSt, DipSpEd, GradDipEdSt
Ms Rachael Christopherson, BA, GradDipEd
Mrs Catherine Clemot, BEd, GradCertRE
Mrs Anna Corbin, BEd(Hons)
Ms Kara Coughlan, BSc, PostGradDipEd
#Mrs Alice Dabelstein, BEd
*Mrs Sally Downes, BA, DipEd
Mrs Malgorzata Golawska-Loye, MagisterBEd
Mrs Margaret Gunn, BBus(Acc), GradDipHealth-Ed, DipT
Mrs Liza Hawley, BE, GradDipSecEd
Ms Abigail Hills, BVA, GradDipEd
Ms Hollie Hollie, BA(VisArt), BEd(Sec)
Dr Peter Jenkins, BSc(HonsI), PhD
Mrs Clare Kiolle, BA, CertT
Mrs Angie Lambert OAM, BEd(Health&PE) (Sem 1)
Mr Andrew Lanning, BEd/BAppSc
Mrs Carolyn Lansdown, BA(OutEd), GradDipEd
* Ms Sally Larsen, BA, BEd
Mr Richard Laur, BEd(PG), BA(Hons), MEd
Mrs Lyndall Lazar, BA, DipEd, GradDipAppliedLinguistics
Ms Natasha Littler, BA, BEd
Ms Tracey Maclean, BA(Hons), GradDipEd, GradDipTESOL
Ms Jane Martel, BAppSc(HMSEd)
Mr Paul Martineau, BA, BEd
Dr Natasha Mayne, BA(HonsI), BEd, PhD
Ms Louisa McGarry, BA, BEd, MACE
Ms Bronwyn McKean, BA, DipEd, CertFineArts
Ms Susan Morrison, BEd(Sc)
Mrs Lynn Mungomery BHMS(Ed) (Sem2)
Ms Kate Nind, BHMS, BAppSc(Ed)

Ms Deborah Perz, BSc, BEd
Mr Michael Ramsay, BTeach, GradDipOutEd
Mrs Patricia Rhodes, BA(Hons), DipT
Mrs Katrina Riveros, BA(Drama), GradDipEd
* Mrs Nicole Robbins, BHMS (Ed)
#Mrs Jacqueline Ross, BSc(Hons), GradDipT
Ms Jacqueline Rose-Diamond, BSc, HDE(PG)(Sec)
Ms Isabel Smith, BEd
Ms Alysia Stark, BAppSc(HMSEd)
Ms Monica Urry, BSc, BEd
*Ms Anna Van Homrigh, BSc(Hons), DipEd (Term I)
Mrs Prue Vize, BAgSc, DipEd
Mrs Karen West, BAV/BE
Mr Peter Willemsen, Doctorandus, GrCertEng, GrDipEd(Sec)
Mrs Christine Woodford, BSc, DipEd
Mrs Jane Zealand, BSc(Hons), 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, MMus, DipCrtArts, DipMus, AMUSA
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 *Ms Anne McWilliam, BA(MusEd)
CHORAL & VOICE *Ms Kym Scott, BMus
CLARINET *Mrs Catherine Simmers, BMus, DipEd
CO-ORDINATOR OF BAND PROGRAMME & BRASS
Mr Paul Kucharski, BA, MMus, GradDipL&T
DOUBLE BASS Ms Angela Mackenzie BMus
ELECTRIC GUITAR/BASS *Mr Ian Weston, BJS, MMusSt
FLUTE *Mrs Anne MacAskill Auld, BMus(MusEd)
OBOE Ms Natasha Kalous, B Mus(Hons), Grad DiplInstPer
PERCUSSION *Miss Tina Liu, BMus(Hons), BEd
SAXOPHONE Mr Craig Dabelstein, BAMus, BMus, GradCertEdPub, GradDipL&T
VIOLIN, VIOLA *Mrs Andrea Messenger, BMus, GradDipMus

LANGUAGE TUTORS

CHINESE *Ms Heng Qian
*Mr Xiaopeng Wang
FRENCH *Mr Ziad Fallah
*Mrs Marielle Fitzgerald, License Maitrise, PGCE
*Ms Francoise Choquet
GERMAN *Mr Richard Hamernik, BEd(Sec)
JAPANESE *Ms Akiko Hansen, BA, PostGradDip(Arts)

PROFESSIONAL STAFF

ACCOUNTS CLERK Mrs Jan King
ADMINISTRATIVE ASSISTANT Miss Gillian McHarg
ADMINISTRATIVE ASSISTANT Mrs Jennifer Stafford
ADMINISTRATIVE ASSISTANT Ms Susan Pola(Sem 1)
Ms Robyn Goulding (Sem 2)
APPLICATIONS SUPPORT SPECIALIST
Ms Miranda Berry, BIT(Co-op)
ARCHIVIST *Mrs Elizabeth Wheeler, BA, DipEd, GradDipLib&InfoSc, MIMS
CARPENTER Mr Robert Vogler
COMMUNICATIONS OFFICER *Ms Eliza Matthews, BA (Sem 1)
COMMUNITY RELATIONS OFFICER
Ms Carle Rutledge, BBus, BA
DESKTOP SUPPORT TECHNICIAN Mr Dane Culley, Cert IV IT (Networking), BBiotech
ENROLMENTS OFFICER *Mrs Jan Richardson, BA, GradDip(TechMgt)
EXECUTIVE ASSISTANT TO THE PRINCIPAL
Ms Danielle Guinea
FACILITIES OFFICER Mr Graeme Lakey
GRAPHIC/WEB DESIGNER *Mr Jonathan de Araujo BCI (CommunicationsDes)
FOUNDATIONS Mr Patrick Martin (Term I – III)
Mr Douglas Grantley (Term IV)
FOUNDATIONS 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 Mr David Wall, BMarineSt(Hons)
LABORATORY ASSISTANT Ms Kylie Clarkson, BSc

LEADING HAND/GROUNDSPERSON

Mr Ray Goodrich

LIBRARY TECHNICIAN Mrs Janet Tripp, DipLibInfoStudies

LIBRARY ASSISTANT Ms Trudy Slabosz, Cert(III) LibInfoServ (Sem 1)
Ms Tilly Askey (Term IV)

NETWORK/SYSTEMS ADMINISTRATOR
Mr Adam Holden, BIE, MCSE

OUTDOOR EDUCATION ASSISTANT
Ms Virginia Mitchell

PAYROLL OFFICER Mrs Brigitte Bickham

PHILANTHROPIC PROGRAMMES
*Mrs Wendy Carter

PRODUCTIONS & MEDIA TECHNICIAN
Mr Andrew Morton, BMus(Perf), BMus(MusTech)
PRODUCTIONS TECHNICIAN Mr Laurence Yates, BAnim

PROJECT OFFICER (FINANCE) *Ms Toby Humble

RECEPTIONIST *Mrs Kerryanne Stennett (Term I)
*Ms Susan Rumsey BBus(PR) (Term II & III)
*Mrs Lisabeth Hickey
*Ms Annie Lawrie (Term IV)

REFERENCE LIBRARIAN Mrs Jenny Davis, BA(Hons), GradDipArts

SECRETARY TO DEAN OF ADMINISTRATION
Ms Sandra Griffiths, DipBusAdmin

SECRETARY TO DEANS OF CURRICULUM & CO-CURRICULUM *Ms Sue Martin DipHSc(Couns) / *Ms Susan Rumsey BBus(PR) (Term IV)

SECRETARY TO DEPUTY PRINCIPAL & HEADS OF HOUSE Ms Jennifer Smith

SECRETARY TO THE DEPUTY PRINCIPAL & BUSINESS MANAGER Mrs Susan de Tassanyi (Sem 1)

SECRETARY TO PROPERTY & FACILITIES MANAGER Ms Kathryn Foster

SECURITY Mr Terry Brown

SENIOR IT TECHNICIAN Mrs Rebecca Adamson, BMM, DipMM, CNA

SPORTS OFFICER & WORKPLACE HEALTH & SAFETY OFFICER Mr Barry Greatorex, BSportStudies(Admin), GradDipOutEd, MALeisure. Mgt.MSSA

STORES OFFICER Mr Phillip Hopkins

*Part-time

#On approved leave





BRISBANE GIRLS GRAMMAR SCHOOL

Gregory Terrace, Brisbane 4000 Queensland Australia
Tel 07 3332 1300 Fax 07 3832 6097
admin@bggs.qld.edu.au www.bggs.qld.edu.au