



BRISBANE GIRLS GRAMMAR SCHOOL

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BRISBANE GIRLS  
GRAMMAR SCHOOL  
ANNUAL REVIEW  
2022

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*Nil sine labore* LIVES ENRICHED BY LEARNING





Brisbane Girls Grammar School 1966



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# From the Chair

MS JULIE MCKAY (2000)  
CHAIR OF THE BOARD OF TRUSTEES

The final year of Brisbane Girls Grammar School's *Strategic Design 2020-2022* was a time of reflection, collaboration and planning for the next iteration of a Girls Grammar education.

With a finish line (of sorts) in sight for the COVID-19 pandemic, we revisited the aims and aspirations that were outlined in a pre-pandemic era—have the goal posts changed due to this once-in-a-lifetime disruption? Or, like the aspirations and traditions we have held since 1875, are they sufficiently perennial and able to guide us through to the School's 150-year anniversary, and beyond?

Despite commencing 2022 with a new set of challenges in the form of flooding, conflict breaking out in Ukraine, and shifting rules and restrictions relating to the pandemic, by the end of the year, things felt markedly 'normal'. People made plans, families took overseas vacations, and crowds, yes *crowds* of Australians welcomed the new year with a sense of renewed optimism.

Throughout the year the aspirations outlined in the *Strategic Design 2020-2022* were well and truly embraced and supported by the entire Girls Grammar community. Grammar girls eagerly seized opportunities in the classroom, on the playing fields and in concert halls, and our dedicated teachers facilitated deep learning and critical thinking across these varied environments, encouraging students to examine the world with fresh eyes and challenge the status quo. Again, our academic results across the Australian National Assessment Program—Literacy and Numeracy (NAPLAN) and the Australian Tertiary Admission Rank (ATAR) were outstanding—reflecting the guidance of our expert teachers and of course the girls' genuine embodiment of *Nil Sine Labore*.

The year also brought us to the 70th anniversary of the Parents and Friends Association (P&F), commemorated with a new addition to the campus—a striking bronze bust of Minerva, the Roman goddess of wisdom and the sponsor of arts, trade, and strategy. Gazing out from just inside the School gates, Minerva is an accomplished

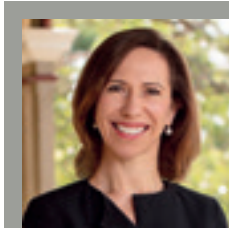
all-rounder who epitomises the spirit of Grammar girls, and the legacy and long-held and much-treasured traditions of the School.

A second Giving Day event was held in August, and it exceeded all expectations—raising more than \$750 000 in 24 hours. We were incredibly thankful to our triple-matching donors, including the P&F Association, Old Girls Association, the Board of Trustees, BGGGS Staff and individual supporters. This generosity has allowed for the establishment of a new means-tested bursary, in perpetuity, the *Parents & Friends Association Bursary*.

Underpinned by the School's Guiding Principle of *Stewardship and Sustainability*, and following on from goals set the year prior, the School further developed an environmental sustainability plan with ambitious targets that will be unveiled in 2023. In conjunction with these steps, Girls Grammar is also developing the framework for a Reconciliation Action Plan to sustainably and strategically take meaningful action to advance reconciliation with Aboriginal and Torres Strait Islander peoples. Looking forward to the year ahead, an important focus of the Board of Trustees in 2023 will be completing a major master-planning exercise for the School, which will assist us to plan our major projects for the future.

I take this opportunity to acknowledge the Board's deep gratitude to Principal, Ms Jacinda Euler Welsh, for her unwavering commitment to the School's vision, and leadership of the School's exceptional staff. My thanks, as always, goes to my fellow Trustees for their steadfast support, commitment, and guidance throughout the year.

We will embrace wisdom, optimism, and integrity in all that we do and all that we pass on to Brisbane Girls Grammar School students in 2023.



# From the Principal

MS JACINDA EULER WELSH  
PRINCIPAL

Reflecting upon the past year has provided clarity of focus to many in our School community.

In recent years when we have suddenly had so much we considered valuable taken away, it has been comforting to know that some things have survived, and even flourished, amidst great uncertainty. One of those things of lasting value is captured in Brisbane Girls Grammar School's Aspiration: Lives Enriched by Learning.

Once again, the impact of the deep and inspiring learning within the School was evident in the academic achievements of our Year 12 students of 2022. Our graduates attained outstanding results in the ATAR system: 14.59 per cent of Brisbane Girls Grammar School graduates achieved an ATAR score above 99; and 77.25 per cent of Year 12 2022 students—all of whom were eligible for an ATAR result—attained a score of 90 or above. While our students deserve to be immensely proud of their individual efforts, so too our teachers are recognised for the way they have consistently and carefully implemented, reflected upon, and refined their teaching practices to ensure that students are rigorously prepared, and well supported, to achieve their personal best.

Our younger students in Years 7 and 9 performed impressively in NAPLAN testing. The academic achievement reflected in these results, and the value of the data provided when used wisely, sits within a deeper understanding that consistent high performance in standardised tests emerges from the School's focus on student effort and developing a love of learning, over achievement alone.

Complementing and beyond their academic results, students celebrated achievements across many other spheres in 2022: Girls Grammar won 22 Queensland Girls Secondary Schools Sports Association (QGSSSA) Premierships; Instrumental Music and Drama groups performed poignant and original works to appreciative audiences; alumnae were once again recognised for their efforts and talents in myriad

ways, including Josephine Auer (2015), who was named Queensland's 2023 Rhodes Scholar—the fourth Girls Grammar alumna to attain such an honour.

In addition to the lessons they learned in the classroom, or on the sports field or stage, our alumnae remember the *community* of their School: the people they learned alongside; the connections they shared with their teachers, coaches, and mentors; and the support they felt implicitly. They will remember the community that, for this relatively brief period, formed an important core of their lives. While often used in relation to a geographic location, the first records of the word 'community' come from around 1325, from the Latin word, 'communitas', meaning 'joint ownership or use'. Our community, our 'joint ownership' of the belief in a broad, liberal education for young women, has been at the forefront of Girls Grammar for more than 148 years.

As the School approaches its 150th anniversary, we will be unveiling the next evolution of the School's *Strategic Design* to see us through to this important milestone, and beyond. This document will articulate our priorities for the next five years and guide significant School projects including master-planning work, environmental sustainability initiatives, and the School's Reconciliation Action Plan. At its core, however, it will reinforce that for which we have stood since 1875—the provision of an exemplary education of the highest standard for girls and young women.

There is much to improve upon still in our society, so much progress to be made. But the opportunities are there, as they've never been before, with women's expertise, perspective and promotion actively sought. The educated minds of our students, with their passionate conviction and open-minded approach to life, will enable them to contribute to the discourse, find solutions to the challenges we face, and help to create a better world—understanding, always, the importance of *Nil Sine Labore*.

# Board of Trustees

## BRISBANE GIRLS GRAMMAR SCHOOL



MS JULIE McKAY (2000)

BA, BBusMan, Fellow in Ethical Leadership, EMBA, MPP

CHAIR

Trustee since 2017, Chair since 2019

Julie McKay is the Chief Diversity and Inclusion Officer at PwC and sits on the firm's Executive Board. She previously served as the Gender Advisor to the Chief of Defence, and was Executive Director of UN Women Australia for nearly a decade.

Ms McKay was named Young Australian of the Year (ACT) in 2013, and was Chair of Council at the Women's College within the University of Sydney from 2016 to 2019.

Julie is a past student of the School (2000).



MS KERRY NEWTON

LLB, LL.M, MBA, MA, GradDip(Applied Finance and Investment), FAICD, FGIA, FIML

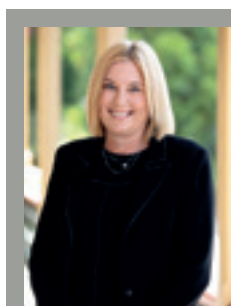
DEPUTY CHAIR

Trustee since 2018

Kerry Newton has more than 30 years' experience in legal, management, and commercial roles across the private and public sectors. She is currently Chief Executive Officer at Directors Australia, a national board and governance advisory firm.

Ms Newton has served on the boards of private, public, and not-for-profit companies and advises boards and companies in an extensive range of industries. She is a regular speaker, facilitator, and commentator on board and governance-related topics and is a member of Chief Executive Women.

Kerry is a past parent.



MS SOPHIE MOORE (1991)

BBus, CA, FFin

CHAIR OF THE AUDIT, RISK AND COMPLIANCE COMMITTEE

Trustee since 2019

Sophie Moore is Chief Financial Officer at Eagers Automotive Limited. Leading the company's accounting, taxation, payroll, treasury and internal audit functions, Sophie is also an Executive Director of Eagers Automotive Limited, Australia's oldest and largest listed automotive retail group.

With more than 25 years' experience as a Chartered Accountant, Ms Moore has previously held the positions of General Manager (Global Corporate Finance) at Flight Centre and Associate Director (Advisory/Transaction Services) at PwC.

Sophie is a past student of the School (1991).



MR TONY YOUNG

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

Trustee since 2006

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

Mr Young has more than 40 years' experience as a Chartered Accountant, providing assistance to a diverse selection of clients with a focus on significant family-owned enterprises across a range of industries.



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



**PROFESSOR ADAM SHOEMAKER**

BA Hons, PhD

Trustee since 2014

Adam is one of Australia's leading researchers in the area of Indigenous literature and culture. Prior to his current appointment as Vice Chancellor of Victoria University, he held senior leadership roles at a number of other Australian universities including Vice Chancellor of Southern Cross University, Academic Provost at Griffith University, Deputy Vice Chancellor (Education) at Monash University and Dean of Arts at the Australian National University.

Professor Shoemaker is also the author or editor of nine books in the area of Indigenous Australian Literature and Culture.



**MR ANDREW KING**

Trustee since 2014

Andrew King possesses more than 35 years' experience in the Australian corporate property and funds management arena. Over this period of time, Mr King has created countless enduring relationships within the corporate community both locally, nationally, and internationally.

Mr King has held various directorships over many years of both not-for-profit and for-profit organisations, together with various advisory boards and committees at all levels of government.

Andrew is a past parent.



**PROFESSOR JAMES NICKLIN**

MBBS, FRANZCOG, CGO

Trustee since 2018

Jim Nicklin is a Professor of Gynaecological Oncology at The University of Queensland and has been a Visiting Medical Officer at Wesley Hospital since 1995. Prof Nicklin completed his specialty training in obstetrics and gynaecology in Queensland, followed by sub-specialty training in Sydney and the USA.

He has previously served as Chairman, Australian Society of Gynaecologic Oncologists and Foundation Chairman of the Western Pacific Gynaecological Oncology Liaison Group.

Jim is a past parent.



**MS DIANA LOHRISCH (1989)**

BComm, LLB, FGIA

Trustee since 2019 (and from 2013 to 2016)

Diana Lohrisch has been a corporate and commercial partner at a leading independent law firm for more than 15 years. She has more than two decades of legal experience advising on commercial transactions, capital markets, mergers and acquisitions and corporate governance across multiple market sectors. Ms Lohrisch's clients include start-ups, SMEs, listed companies and well established businesses and corporate groups.

Diana is a past student (Head Girl, 1989).







# The School

Brisbane Girls Grammar School is one of Australia's leading girls' schools, established in 1875 as one of Queensland's original Grammar schools.

An academically non-selective independent school, through the diverse opportunities and experiences offered at Girls Grammar, students are inspired to dare to dream, test the unfamiliar, and develop enduring life and leadership skills.

The School's curious, adventurous, and principled students are nurtured by expert and caring staff, and supported by a community of parents, alumnae and friends that value the finest traditions and aspirations in education.



# Identity and History



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

The School opened in a two-storey house, located on George Street, catering for 50 students under the leadership of Lady Principal, Mrs Janet O'Connor. Within six months, the School outgrew these premises, and relocated to Wickham Terrace.

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

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



## Historical Timeline

- 1875—Brisbane Girls Grammar School is established in a two-storey house on George Street.
- 1877—Sir Charles Lilley is appointed Chair of the Board of Trustees; Sarah Cargill is appointed Lady Principal.
- 1878—Mary Mackinlay is appointed Lady Principal.
- 1882—Sophia Beanland is appointed Lady Principal; Girls Grammar separates from Brisbane Grammar School.
- 1884—The School relocates to what remains its current Main Campus on Gregory Terrace.
- 1887—Sir Samuel Walker Griffith is appointed Chair of the Board of Trustees.
- 1889—Charlotte Pells is appointed Lady Principal.
- 1896—Eliza Fewings is appointed Lady Principal.
- 1899—The Old Girls Association is established.
- 1900—Milisent Wilkinson is appointed Lady Principal.
- 1904—Sir Hugh Nelson becomes Chair of the Board of Trustees, succeeded by John Laskey Woolcock in 1906.
- 1913—Mary Atkinson Williams is appointed Headmistress, succeeded by Jane Walker in 1914; the first *School Magazine* is published.
- 1915—Margaret Annie Mackay is appointed Headmistress; the West Wing opens as a single-storey building, housing an art room and three classrooms.
- 1925—Kathleen Lilley is appointed Headmistress; the first School uniform is introduced.
- 1952—Louise Crooks is appointed Headmistress; John England is appointed Chair of the Board of Trustees; the Parents and Friends Association is established.
- 1958—The Kathleen Lilley Library is opened.
- 1964—Year 8 students commence secondary schooling, known as Form II; the House system is introduced.
- 1968—Yvonne Bain becomes the first woman Trustee.
- 1971—Nancy Shaw is appointed Headmistress.
- 1975—The School celebrates its centenary.
- 1976—Dr August Shaw Gerhmann is appointed Chair of the Board of Trustees.
- 1977—Judith Hancock is appointed Principal; the Fathers Group is established.
- 1986—The Gerhmann Theatre is built.
- 1987—Dr McCrae Grassie is appointed Chair of the Board of Trustees; the Marrapatta Memorial Outdoor Education Centre is opened at Imbil.
- 1995—The McCrae Grassie Sports Centre is opened.
- 1996—Dr Cherrell Hirst is appointed Chair of the Board of Trustees.
- 2000—The School song, *Nile Sine Labore*, is introduced.
- 2002—Amanda Bell is appointed Principal; the Boarding House is closed.
- 2007—Elizabeth Jameson is appointed Chair of the Board of Trustees; the Cherrell Hirst Creative Learning Centre is opened.
- 2013—Jacinda Euler is appointed Principal; the School unveils the Rangakarra Recreational and Environmental Education Centre at Fig Tree Pocket.
- 2015—Year 7 is introduced to the School and the Research Learning Centre is opened.
- 2017—The Dorothy Hill Observatory commences operation at the School's Marrapatta campus.
- 2019—Julie McKay is appointed Chair of the Board of Trustees.
- 2020—The Science Learning Centre is opened.
- 2021—The School's new location for student wellbeing, the Floreamus Centre, is opened.

# Aspiration and Intent

## Aspiration

Lives Enriched by Learning

## Intent

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

## Our Guiding Principles

Systematic curiosity in teaching, learning and research

Judicious and ethical action

Life-wide learning

Stewardship and sustainability

Belonging and wellbeing

Purposeful community engagement

## A Grammar girl is

### CURIOUS

Thrives in a vibrant environment that fosters deep and inquisitive learning

### PRINCIPLED

Engages ethically and purposefully with the world

### ADVENTUROUS

Embraces the unexpected, following her dreams without fear

### BALANCED

Seeks diverse experiences and different perspectives

### INDEPENDENT

A confident young woman who inspires contribution to a greater purpose

The generosity of our donors in 2022 allowed for the establishment of a new means-tested bursary, in perpetuity, the *Parents & Friends Association Bursary*, which will create an opportunity every five years for a girl to receive a Girls Grammar education, who would not otherwise be able to do so.



# Highlights—2022

- The 2022 academic results for the School reflect its longstanding reputation as Queensland's leading girls' school.

- Brisbane Girls Grammar School was once again one of the top-performing secondary schools in Queensland for the Australian Tertiary Admission Rank (ATAR), with a median ATAR result of 95.75.

- One hundred per cent of Year 12 2022 students were ATAR-eligible and 100 per cent of students who applied for tertiary study (bachelors degrees) were offered a place.

- The Year 12 2022 cohort exceeded all Queensland state averages in the ATAR system: 14.59 per cent received 99 and above; 27.47 per cent received 98 and above; 55.79 per cent received 95 and above; 77.25 per cent received 90 and above; and 93.31 per cent received 80 and above.

- The School held its second Giving Day event on 16 August 2022, with more than \$753 000 raised allowing for the establishment of a new means-tested bursary, in perpetuity, the *Parents & Friends Association Bursary*, which will create an opportunity every five years for a girl to receive a Girls Grammar education, who would not otherwise be able to do so.

- To celebrate the 70th anniversary of the P&F Association, a bronze bust of the Roman goddess, Minerva, was installed at the front of the Spring Hill campus. The goddess of wisdom and sponsor of arts, trade, and strategy, Minerva is believed to excel at music, poetry, medicine, wisdom, commerce, weaving and the crafts. A statue of this impressive 'all-rounder' was used in Girls Grammar Classics classrooms as a teaching device from the 1920s, and embraced by senior students as a sort of muse.





# Performance

Throughout 2022, the School continued to achieve success in many areas: academic results; exceptional scholarship; co-curricular accomplishments; a commitment to student care; leadership; service to its community; and the judicious management of School resources.

The following reports provide an insight into the performance of the School during 2022.



# Performance

The School is exceptionally proud of its students' academic achievements and the valuable contributions Girls Grammar alumnae go on to make in their lives beyond School.

In 2022, the School's dedicated, caring, and expert staff once again supported students to maximise their individual learning potential. The School's students continued to receive strong results in the National Assessment Program—Literacy and Numeracy (NAPLAN), and in the system of senior assessment, the Australian Tertiary Admission Rank (ATAR).

Girls Grammar is academically non-selective in its main year of entry (Year 7), with places offered in strict date order of application. The School offers no scholarships and is one of the few schools in Queensland whose entire Year 12 cohort is ATAR-eligible.

## 2022 Tertiary Offers

The entire 2022 Year 12 cohort completing Senior studies received a tertiary placement offer.

OFFERS	PER CENT OF GIRLS GRAMMAR COHORT
Tertiary Places Offered	100%
Bachelor Degree	99.2%

## Year 12 2022 Australian Tertiary Admission Rank Results

The 2022 Year 12 cohort attained outstanding results in the ATAR system. These results continued the School's history of strong performance in the previous Overall Position (OP) system.

ATAR RANGE	PER CENT OF GIRLS GRAMMAR COHORT*
99 and above	14.59%
98 and above	27.47%
95 and above	55.79%
90 and above	77.25%
80 and above	93.31%
Median	95.75%

\*100% of all students completing Year 12 studies in 2022 were ATAR-eligible. The reported outcomes are based on the ATAR values disclosed to the School which represents 93.57% of this cohort.





## Queensland Girls Secondary Schools Sports Association (QGSSSA) Premierships 2022

SPORT	TEAMS
Artistic Gymnastics	D Grade (ii)
Badminton	Open, 10A, 10C, 8C, 7A
Basketball	10B
Cross Country	15 Years
Netball	10C, 9B, 9C, 7C
Rhythmic Gymnastics	B Grade, Yr 8(ii)
Softball	Open, Senior A, Junior C
Tennis	Senior A, Junior C
Touch	Senior B, 8B
Volleyball	9B

Snr Softball Placings after a shortened season due to COVID-19

## Highlights

### Sport

- Ella Yu (7G) represented Queensland in the National U12 Table Tennis Competition (Hopes Championship) and achieved fourth place. She also participated in the 2022 Australia National Table Tennis championship and won the U13 singles.
- Ella Yu (7G) and Olivia Lin (7G) were part of the 13A Queensland team who won the Silver medal for the U13 team competition at the 2022 Australia National Table Tennis championship.
- Lizzy Harman (8L) competed at the Greg Norman Junior Masters golf tournament and came second in the U13 competition.
- Zoe McElwaine (9G) represented Queensland and placed third in the U15 3000m and 5th place in the U15 1500m at the Athletics National All School Championships.
- Pia Hatzipetrou (9M) and Astrid Thomas (10H) represented Queensland Maroon in the 15 and Under Water Polo National Championships and placed second. Helen Mellick (10R) represented Queensland Gold and placed fourth. Both Astrid and Helen were named in the Australian Cadet Squad.
- Ellie Kendall (10G) was part of the Queensland School Girls Hockey team that won the U16 Australian School Sport Hockey Championship.
- Luxe Godfrey-Asseraf (10M) competed in the U16 90m Hurdles, Amaka Ekeocha (11W) competed in the U17 100m Hurdles and Uju Ekeocha (12W) competed in the U18 Long Jump for the Queensland Athletics team at the Australian Track and Field Championships.
- Alyssa Borodin (10W) played in the U16 Queensland Football team at the National Youth Championships.
- Ella Valery (11E) and Isabel Skarrott (11L) competed in the Australian Selection Trials regatta as members of the Queensland Rowing Pathways Squad.
- Alice Zhu (11G) represented Queensland in the Senior International Division at the Women's Artistic Gymnastics Australian Championships. The team achieved second place.
- Amy Gou (11L) represented Queensland in Badminton at the Open National Titles. The team won the National Team Championships, and Queensland won the Ede Clendinnen Shield for the first time in its 87-year history.
- Ryleigh Dangerfield (11R) was part of the winning team at the Queensland U18 Softball Championships.
- Chiamaka Ekeocha (11W) represented Queensland at the Athletics National All School Championships and placed fifth in the 100m Hurdles.
- Amy Middlemass (12M) was a member of the Queensland team that won the National Schools Water Polo Championships.











## Highlights (continued)

### Academic

- Shanna Heath (12L) was offered Griffith University's *Sir Samuel Griffith Scholarship* for academic excellence via the Principal Recommendation program.
- Caitlin Brough (12W) and Sally Grice (12E) were awarded The University of Queensland's *Ramsay Undergraduate Scholarship*.
- Ellen Manique (12H) was awarded the University of Southern Queensland's *Chancellor's Excellence Scholarship*.
- Sarah Small (12E) was awarded a Queensland University of Technology *Budding Entrepreneur Scholarship*.

### Music

- Aurora Lin (7B) gained entry into the Australian Honours Ensemble program—Symphony Orchestra on Violin.
- Emily Chang (7O) gained entry to the Australian Honours Ensemble program—Wind Orchestra on Oboe and successfully auditioned for the Queensland Youth Orchestra in the Wind Symphony.
- Tiffany Yuen (8R) was awarded an Associate Diploma in Piano (AMusA) on Piano.
- Bella Cheng (9B) gained entry to the Australian Honours Ensemble program—Symphony Orchestra on Cello.
- Orli Wachtel (9B), Cate Ward (9B) and Alyssa Godinho (10B) gained entry to the State Honours Ensemble program—Brian Hogg Wind Orchestra.
- Margaret Barrett-Beck (9W) gained entry to the State Honours Ensemble program—Betty Beath Vocal Ensemble.
- Mei Mei Zhang (9W) gained entry to the State Honours Ensemble program—Graham Lloyd Wind Orchestra.
- Dorothy Rae (10G) gained entry to the State Honours Ensemble program—Malcolm Williamson Vocal Ensemble.
- Lisa Walsham (10R) gained entry to the Australian Honours Ensemble program—Wind Orchestra on Clarinet and successfully auditioned for the Queensland Youth Orchestra in the Wind Symphony on Clarinet.
- Isabella Peters (12E) gained entry to the Australian Honours Ensemble program—Symphony Orchestra on Trumpet.
- Remi Hirayama (12L) was awarded an AMusA on Harp
- Samara Kohn (12L) gained entry to the State Honours Ensemble program—Graham Lloyd Wind Orchestra on Trombone.
- Pascal Green (12G) gained entry to the Australian Honours Ensemble program—Wind Orchestra on Tuba.
- Michelle Jeong (12W) gained entry to the Australian Honours Ensemble program—Symphony Orchestra on Cello.

### Service

- The School's Reconciliation Action Plan (RAP) was approved by Reconciliation Australia and will be formally launched in 2023.
- Elsie Jackson (10B) and Ella Sinclair (12G) received the 2022 Australian Defence Force Long Tan Youth Leadership and Teamwork Award, which recognises students who demonstrate leadership and teamwork in service of their school and community.
- Freya Lennon (10L) was elected to the Lord Mayor's Youth Advisory Council representatives.
- Scarlett Bennett (10L), Evie Kolff van Oosterwijk (10M), Emily Telford (10O) were elected to the Lord Mayor's Young Environmental Leadership Network.
- Emma Wong (10W) and Abigail Woodcock (12W) received the 2022 Australian Defence Force Future Innovators Award in recognition of their achievements in STEM subjects.
- Sally Grice (12E) and Isabel Shorrock-Browne (12R) were awarded Secondary School Citizenship Certificates from the Queensland Branch of the Order of Australia Association.
- Tia Fitzpatrick (12M) received the Secondary School Citizenship Plaque from the Queensland Branch of the Order of Australia Association for contributions to school service, leadership, and co-curricular programs.

## Highlights (continued)

### Clubs and Activities

- Madison Danalis (12W), Freya Murcott-Green (12M), and Kiara Packard (12G) published an article in the peer-reviewed *Journal of Double Star Observations* titled *Measuring the Position Angle and Separation of WDS11194-0139*.
- Hayley Meehan (7O), Sarah Shakeel (7G), Qiwen Mo (7O), Thisali Wijesundera (7G), and Allanah Steer (7H) placed second in RoboCup Junior Sumo Robotics competition at St Peters Lutheran College.
- Karin Sagara (7R) won the 2022 Queensland Inter-School Girls Chess State Championships via a countback to break a four-way tie that also included Rachel Watkins (12R). Brisbane Girls Grammar School's team, which included Karin Sagara, Rachel Watkins, Aurora Lin (7B), and Emily Kua (9G), placed third overall.
- Jaqueline Loh (8E) placed third in the Queensland History Teachers Association (QHTA) Historical Writing competition for Year 9.
- Cindy Zhang (8L), Evie Kolff van Oosterwijk (10M), and Sienna Crosisca (12M) were awarded the top three awards for their Year level in the subject of Design at the Design and Technology Teachers' Association of Queensland Subject Award (DATTA) for the Queensland Metropolitan Region.
- Alisa Wang (8R) won the Year 8 Division of the Queensland Association of Mathematics Teachers (QAMT) Problem Solving Competition.
- Emily Jiang (9B), Stephanie Ku (9B), Ajin Kyoung (9H), Lucy Grant-Uhr (9R), Annabelle Fu (8R), and Sophie Lillis (8L) won the Media Communication category of the Opti-MINDS State Finals Competition.
- Keira Crouch (10G), Dorothy Rae (10G), Levi Gao (10G), Alyssa Godinho (10B), Lottie Levy (10G), and Tessa Lloyd (10O) were awarded Honours in the Language Literature category of the Opti-MINDS State Finals Competition.
- Kathryn Petersen (10O) was invited to participate in the Australian Mathematical Olympiad Committee's School of Excellence in December 2022, and invited to the 2022 Junior Science Olympiad Spring School.
- Kaiyu Su (10R) and Vani Ranjan (10G) were selected to attend the 2022 Australian Science Olympiad Academy based on their performance in the 2021 Australian Science Olympiad examination.
- May Wu (11H) won the Year 11-12 Native Speaker section of The University of Queensland's Chinese Writing Competition. Elizabeth Yan (10G) achieved third place in the Year 10 Native Speaker division, and Allie Na (9H) was awarded a Merit in the Year 9 Non-native Speaker competition.
- Susie Shen (11O) was accepted to the National Mathematics Summer School at Australian National University in Canberra.
- Kiara Packard (12G), Lauren Hirst (11W), Jacqueline Hii (11R), and Tiena Packard (11G) achieved High Distinctions in the Royal Australian Chemical Institute (RACI) Titration Competition.
- Charlotte Banney (12L) won the Year 12 Modern History prize in the Queensland History Teachers Association (QHTA) Historical Writing competition. She also won the 2022 Russell Cowie Award and won third prize in the Year 12 Modern History Independent Source Investigation.
- Sandra Jiang (12W), Jordan Havu (12W), Nicole Choo (12B) won first place at the Young ICT Explorers State Finals, Year 7 to 12 Category.
- Girls Grammar had resounding success in the annual Australian Society for Music Education (ASME) Queensland Young Composers Competition.
  - Margaret Barrett-Beck (8W) was awarded second place in the Vocal/Instrumental section (Lower Secondary Division) and earned third place in the Hazzard Sound Songwriting section (Lower Secondary Division)
  - Eve McGrath (8E) won second place in the Hazzard Sound Songwriting section (Lower Secondary Division)
  - Sofia Cirino (12O) won the Upper Secondary Division of the Hazzard Sound Songwriting section
  - Charlotte Parsonage (12G) and Samantha Zhang (12R) tied for second place of the Hazzard Sound Songwriting section.



## Highlights (continued)

### Staff

Ms Gerri Bernard, Head of Curriculum Development—Science, presented at the *2022 Robotic Telescopes, Student Research and Education Conference* in Santa Barbara, California. She also presented at the 4th Shaw-IAU workshop on Astronomy for Education held online by the International Astronomical Union on the topic of *Finding Space for Observational Astronomy in the Science Curriculum*.

Mr Tony Cupitt, English Teacher, was awarded the School's first *Leading Teaching Award*.

Dr Jody Forbes, Associate Dean (Wellbeing), was awarded a Doctor of Philosophy (PhD) from Victoria University. Her thesis was titled, *Extending body image intervention from daughters to mothers: A two-part evaluation of parallel school-based body image interventions for mothers and daughters in an independent school for girls*. Dr Forbes also presented a webinar for the Alliance of Girls' Schools Australia on her research project with Dr Zali Yager.

Mr Donald Pincott, Head of Visual Art, presented at the *2022 Positive Education in Schools Association Conference* in Sydney.

Ms Sandra Vecchio, Science Teacher, had a case study featured in a book published by Dr James Davis, entitled, *How to Become an Entrepreneurial Teacher*.



# A Bronze Gift for a Platinum Celebration

The Roman goddess, Minerva, returns to Girls Grammar to inspire a new generation of Grammar girls.

Goddess of wisdom, and sponsor of arts, trade, and strategy, Minerva is believed to excel at music, poetry, medicine, wisdom, commerce, weaving, and the crafts. A statue of this impressive ‘all-rounder’ was said to have been used in the Classics classrooms at Girls Grammar as a teaching device from the 1920s. She was embraced by senior students as a sort of muse—suggesting that her diverse skills and knowledge may have appealed to students who strove to embody these attributes themselves to meet the challenges of university and the demands of a professional life. Mysteriously, this once beloved muse has not been sighted since 1966 and it is speculated that she was misplaced during renovations at the School, sadly never to be seen again.

When President of the P&F Association, Dr Cate Campbell, learned of this missing sculpture, the idea of a ‘school mascot’ that was the embodiment of many of the qualities to which Grammar girls strive—

a physical reminder of the School’s motto, *Nil Sine Labore*—struck a chord. With the 70th anniversary of the P&F Association forthcoming in 2022, Dr Campbell realised the perfect commemoration of this occasion would be the recreation of a Minerva bust for the modern Grammar girl.

Accomplished artist and bronze sculptor, Mr Phillip Piperides, who founded the Perides Arts Foundry in Brisbane, was engaged to create the new Minerva statue. Rather than mimic the classical style of the original bust, the new Minerva is a modern interpretation with a contemporary styled ‘up-do’ and the drapery toga style dress replaced with a roughly finished texture that gives the appearance that she has just emerged from the clay creation—that she is ‘rising up’. With a focused and resilient gaze, Dr Campbell said that she hoped ‘all students (would) see something of themselves, or who they aspire to be, in her’.







Unveiled at a ceremony attended by Chair of the Board of Trustees, Ms Julie McKay, Principal, Ms Jacinda Euler Welsh, Trustees, staff, current and former P&F Association members, and parents, the event brought together the Girls Grammar community in celebration of this important P&F milestone and significant gift to the School.

Embracing the symbolism and history of Minerva, Ms Euler Welsh noted that her position on a sandstone plinth at the front of the School is most

appropriate since the city of Athens was under Minerva's special protection.

'In addition to the array of attributes she signifies, Minerva is considered by many to be the wisest of all Roman gods and goddesses. She is also attributed with fighting on behalf of just causes and was seen as a civilising influence on society—qualities that we aim to instil in Girls Grammar students today.'

# Finance

## Summary of financial performance

In accordance with the *Strategic Design 2020-2022*, the School's financial management must deliver appropriate, sustainable, transparent and empowering fiscal management that balances the surplus requirement for future reinvestment with immediate educational program priorities.

Annual Financial Statements (Annexure C) for 2022 highlight the School's strong financial position.

The annual operating surplus of \$3.68M (2021: \$3.43M) was driven by the following factors:

- tuition fees in 2022 were increased by 2.9 per cent
- other revenue (and offsetting costs) arising from School activities and tours increased compared to 2021, which had seen a significant reduction as a result of the impact of COVID-19
- a strong return on the School's investments and interest income
- continued strong philanthropic support, with contributions received towards the School's bursary fund during the 2022 Giving Day
- consistent and strong operational and financial delivery.

The School has also recorded other income of \$15.6M with an increase to the asset revaluation reserve as a result of an external valuation of the School's land and buildings.

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

The main revenue source of the School is tuition fees, comprising 76 per cent of total revenue (2021: 76 per cent). The Board remains committed to keeping the School's annual increase in tuition fees as low as possible for the broad and deep offerings sought and expected by our families, and to ensuring a consistent and reliable approach when setting fees. This includes maintaining a long-standing policy of an all-inclusive fee, with no additional levies, while addressing a decline in real terms of government funding from both State and Federal Governments.

Three of the most significant categories of expenditure in delivering the exceptional education for which Girls Grammar is renowned are:

- employing the best teachers and other professional staff it is possible to secure and remunerating them fairly and appropriately, this representing around 64 per cent (2021: 64 per cent) of our annual expenditure
- delivering excellent academic programs
- providing the resources required to deliver the current quality and standard of a Brisbane Girls Grammar School student experience and, additionally, the School's physical resourcing requirements into the future.

The ongoing growth, liquidity and financial stability of the School is supported by the ongoing careful review of the School's procurement and efficiency opportunities to find sustainable cost and productivity savings without reducing or impacting on the experience of its students, families and staff.





### Capital programs and infrastructure

During 2022 the School undertook a number of projects including upgrades to classrooms, a refurbishment of the tennis court, and a refresh to the canteen.

Significant works at the School's sports campus at Fig Tree Pocket were undertaken following flood damage in early 2022.

The School continued investment in environmental sustainability and initiatives, and continued to develop a sustainability policy to be rolled out in 2023.

2022 saw the ongoing realisation of the School's continued investment in IT infrastructure and systems across the Spring Hill and Marrapatta campuses, with an increased focus on cyber security.

### Monitoring of financial performance and effectiveness

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

### GOVERNMENT ASSISTANCE

The School acknowledges the contributions made by the State and Commonwealth Governments in the form of grant allocations. The grants received and approved in 2022 included:

- Recurrent State and Commonwealth Government Grants, including Indigenous assistance:
  - Commonwealth Grants—\$5 946 302
  - State Government Grants—\$3 506 004
- Queensland State Endowment Grant provided to Grammar Schools in Queensland to assist with the additional cost of complying with State Government legislation for Statutory Bodies—\$21 500

# Community

The School's community of parents, alumnae, and friends are dedicated to providing students with the best possible education. The School is grateful for their commitment to our shared purpose.













# Celebrating the spirit of giving

## DEVELOPMENT AND ALUMNAE RELATIONS

We are grateful to the Girls Grammar community for their generous philanthropic support in 2022. The assistance our students and teachers receive from families, alumnae, and the wider community are essential to the School and vital to the continuation of a Girls Grammar education.

A highlight of 2022 was the School's second annual Giving Day, which raised more than \$753 000 in 12 hours. This outstanding achievement would not have been possible without the contribution of the P&F Association, the Old Girls' Association, and the wonderful generosity of the wider Girls Grammar community. Funds raised from Giving Day will enable the establishment of the *Parents & Friends Association Bursary*, which will provide more opportunities for generations of young women to experience a Girls Grammar education. Bursaries have the power to be life-changing—they create access and opportunities, unlock potential, and open pathways by providing vital financial assistance to girls from a wide range of backgrounds. The expansion of the BGS Bursary Program is made possible thanks to the generosity of our Girls Grammar community, and the School is deeply grateful to all those who have given their support.

A philanthropic spirit at Girls Grammar permeated throughout 2022 as we all sought to try and return to a renewed sense of normality by coming together in person once again. Wonderfully, our Grammar Women were also able to return to the School to celebrate their milestone reunions.

Volunteering is at the heart of community spirit and we are fortunate to have so many parents, alumnae, and friends who give of their time and skills to help our students and staff. We are grateful to all those who took time out from their personal schedules to assist the School—whether this be through one of the parent support groups, mentoring current students through the Grammar Women Mentoring Program or volunteering as a graduating class reunion coordinator. Your generosity and friendship are essential elements of a strong and connected community, and your efforts and contributions are deeply appreciated.

Thank you for supporting the education of our current and future students by giving to Brisbane Girls Grammar School. The *Impact of Giving 2022 Report* provides further details about the philanthropic highlights and activities of our generous Girls Grammar community.

# Thank you

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

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### **Gifts in Tribute**

Dr Patrick Mahoney in memory of  
Dr Mary Mahoney AO  
Nicole Morgan in memory of  
Mrs Dorothy Morgan

### **Gifts in-Kind**

Kylie Elkington  
Rodney Williams

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

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

Parents & Friends Association  
Old Girls Association  
Mothers Group

Fathers Group  
Music Support Group  
Rowing Support Group

Water Polo Support Group  
P&F Uniform Shop

Acknowledgements as at May 2023. All care is taken when compiling this list however, please contact the Development Team via [development@bggs.qld.edu.au](mailto:development@bggs.qld.edu.au) should you have any concerns.

# Grammar Women achievements

Students' time at the School forms the foundation for a lifetime of connection to Girls Grammar and their Grammar sisters. Grammar Women, incorporating the Old Girls Association, provides a framework for past students to maintain, strengthen, and develop connections with fellow alumnae.



'Each and every teacher I had the privilege of learning under during my time at Girls Grammar helped to mould me into the young woman I am today. Each and every one of them showed up to class with an enthusiasm and passion that gave me the best possible educational outcome ... thank you for always carrying that bit of Grammar magic and for gifting me all these opportunities.'

Ms Josephine Auer (2015), Queensland's 2023 Rhodes Scholar



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

- Ms Else Shepherd AM (Budtz-Olsen, 1960) and former Trustee 2002–2010, was the recipient of a 2022 Queensland Great award, recognising her significant contribution to engineering, education, and the electricity industry.

- Dr Cherrell Hirst AO (1963), former Chair of the Board of Trustees, was inducted into the Queensland Business Leaders Hall of Fame for her contributions as a leader in the health, education, biotechnology, and business sectors.

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

- Professor Rebecca Mason (Kugelmas, 1968) was made a Member (AM) in the General Division of the Order of Australia in the 2022 Queen's Birthday Honours list, recognising her significant service to tertiary education, and professional associations.

- Dr Frances Dark (1972) was awarded a Medal (OAM) for her service to psychiatry.

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

- Ms Christine Nolan (1974) was awarded a Medal (OAM) for her service to social welfare organisations.

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

- Dr Chloe Yap (Dux, 2013), was awarded the 2022 CSL Florey Next Generation Award which recognises a current PhD candidate who demonstrates outstanding achievement and potential in biomedical sciences, health and medical research.

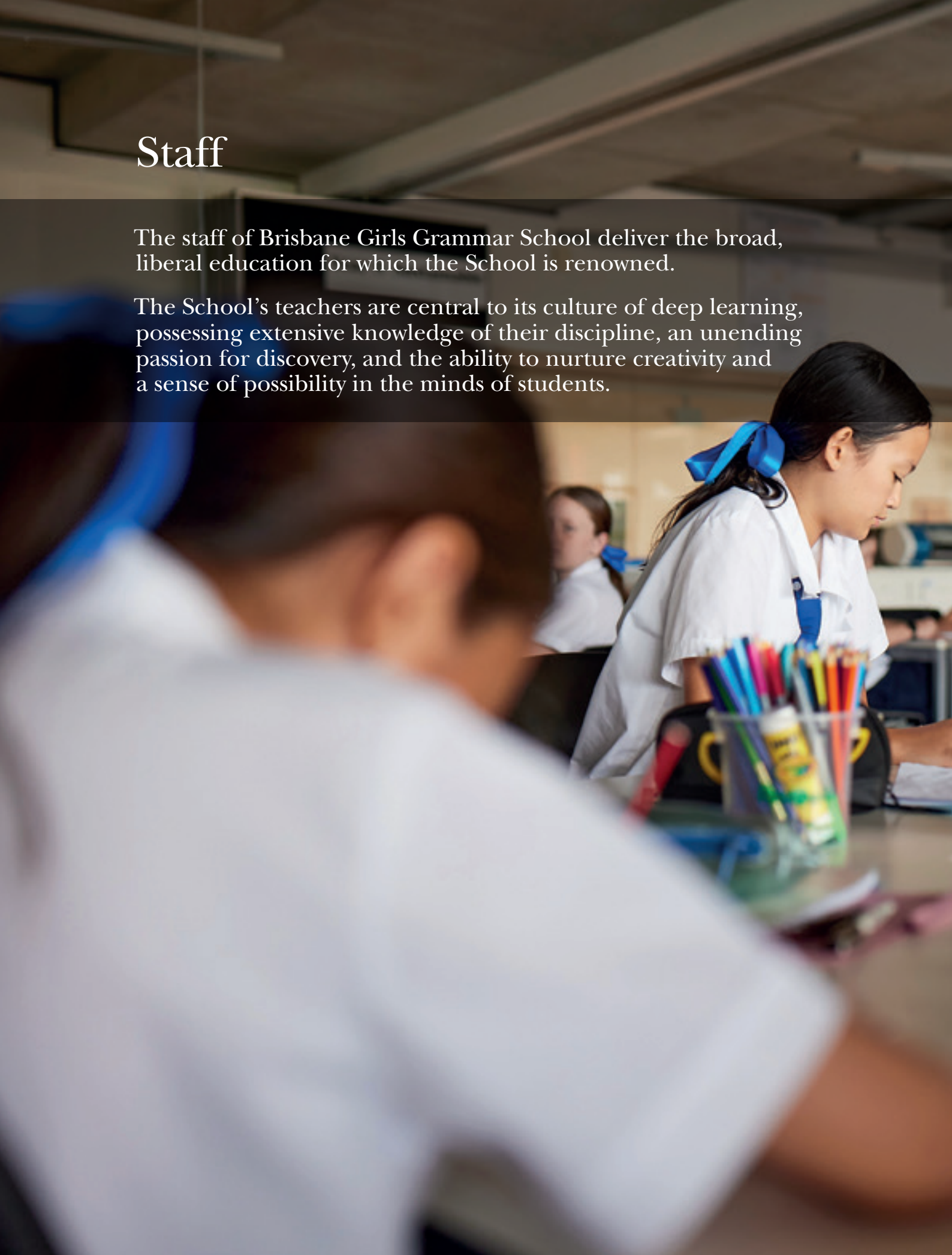
- Ms Josephine Auer (2015) was named Queensland's 2023 Rhodes Scholar and intends to study a two-year Master of Philosophy (Economics) at the University of Oxford.

- Ms Minna Atherton (2017) placed fourth in the 100m women's backstroke final at the 2022 Commonwealth Games held in Birmingham, England.

# Staff

The staff of Brisbane Girls Grammar School deliver the broad, liberal education for which the School is renowned.

The School's teachers are central to its culture of deep learning, possessing extensive knowledge of their discipline, an unending passion for discovery, and the ability to nurture creativity and a sense of possibility in the minds of students.







# Brisbane Girls Grammar School Staff

## Executive Staff

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

### Deputy Principal

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BSc, DipEd, AMusA, MACEL,  
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GradCert (Research), MIntRel

### Director of Development and Alumnae Relations

Ms Georgina Anthonisz  
BMus, CFRE, MInstF(Cert)  
(Terms 1-3)

### Director of Information Technology

Mrs Cherie Nowlan  
BInfoTech (Hons)

## Directors

### Centre for School Wide Pedagogy

Ms Susan Garson  
BA/BEd, MEdStud

### Creative Arts

Mr Andrew Penna  
BA, BEd

### English

Ms Jo Genders  
BEd(Hons)

### Health and Physical Education

Mr Stephen Fogarty  
BEd, MACHPEMs

### Humanities

Ms Alison Dare  
BA(Hons), DipEd, MA

### Instrumental Music

Ms Laurinda Davidson  
BAMus, GDipMusSt

### International Studies

Ms Cathy Lu  
BA, MA(ChineseTrans&Inter),  
GradDipEd(Sec), GradCertEd  
(Leadership & Mgt)

### Library and Information Services

Ms Rachael Christopherson  
BA, DipEd

### Mathematics

Ms Catrin Huxtable  
BSc(Hons), PGCE

### Outdoor Education

Ms Kim Wood  
BASc, GDipEd, MEd

### Science

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

### Service

Mrs Lynne Mungomery  
BHMS(Ed), CertIVTrngAssmnt

### Sport

Ms Jo Duffy  
BEd, MEd

### Technologies

Mr Brendon Thomas  
CertFineArts, BEd, PGradCertOEd,  
MEd, CertIVTrngAssmnt

## Heads of House

### Associate Dean

Ms Sarah Frew  
BA, BEd, MEdSt(Leadership),  
MEduProfSt(Research)

### Associate Dean

(Academic Administration)  
Ms Elaine Serisier  
BEd(Hons)

### Beanland

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

### England

Ms Alysia Stark  
BAppSc(HMSEd), Cert IV Training  
& Assessment, MAppSc (Sports  
Coaching)

### Gibson

Mrs Hazel Boltman  
HDE(Physical Science)

### Griffith

Ms Stephanie Thomas  
BEd(Sec), GCertEdMgmt

### Hirschfeld

Mrs Alice Dabelstein  
BEd

### Lilley

Mrs Sybil Edwards  
BA, DipT

### Mackay

Ms Ruth Jans  
BA, BEd

### O'Connor

Ms Sarah Boyle  
BA, BEd(GE), GradCertRE

### Woolcock

Mrs Violet Ross  
BA, GradDipEd

### Year 7 Advisor

Mrs Sally Callie  
BEd



## Heads of Department/ Subject

### Accounting

Ms Kylie Meek  
BBusMngt, BComm,  
GradDipEd(Sec), GradDipCA

### Ancient History

Dr Rashna Taraporewalla  
BA(Hons I), PhD, GradDipEd

### Biology

Ms Tracey Monteith  
BSc(Hons), DipEd

### Chemistry

Mrs Jacqueline Ross  
BSc(Hons), GradDipT

### Chinese

Mrs Paula Quinn  
PGDipED, BA(Hons), MAppLing

### Coordinator of Drama Productions

Mr Benjamin Dervish-Ali  
BCI, BEd (Hons), AssocDip  
(Speech and Drama)

### Curriculum Music

Mr Michael McGrath  
BMus(Hons)/BEd(Sec), BMus,  
CMusA

### Drama

Mrs Katrina Riveros  
BA(Drama), GradDipEd

### EAL/D Coordinator

Mrs Tanya Knight  
BA, DipEd, MEd(TESOL)

### Economics

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

### English Curriculum Development

Mr David Rawson  
BA(Hons), BEd(Sec), EdM,  
MACEL

### English Years 7 to 8

Mrs Julie Smith  
BA(Hons)(Eng), PGCE  
(Terms 1-2)

### Ms Laura Dewar

M.A. (Hons), PGCE, Grad Dip  
(Term 3-)

### English Years 9 to 10

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

### Literature

Ms Meghan Parry  
BA/BEd(Sec)

### French

Ms Natalie Holden  
BA (Hons), GDTL

### Geography

Ms Yonnie McDonnell  
BA, GradDipEd

### German

Mrs Izabela Minuzzo  
Licencjat Magistra

### History

Ms Julie Hennessey  
BA, MEd, DipEd

### Humanities Year 7

Ms Anna Flourentzou  
BA, BEd

### Health and Physical Education

**Curriculum Development**  
Ms Jane Martel  
BAppSc(HMSEd)

### Senior Physical Education

Mr Elliot McGarry  
BEd(Sec)

### Japanese

Mrs Sanae Asada-Leone  
BA, GradDipEd

### Latin

Mr Nicholas Hollier  
BA(Hons), GradDipEd,  
GradDipDivinity

### Learning Support

Ms Lesley Roy  
DipT, GOG, MLearnInnov

### Learning Innovation and Design

Mr Shane Skillen  
BEd, CertIVEng, DipMultiMedia

### General Mathematics

Mr Steven Van der Ros  
BEd(Sec)(Hons), BIT,  
CertIVTrngAssmnt

### Mathematics Methods

Mrs Patricia Greenland  
BSc, GradDipEd

### Mathematics Curriculum Development

Dr Peter Jenkins  
BSc(Hons I), PhD, GradDipEd

### Mathematics Curriculum

#### Development Years 7 to 8

Ms Maryanne Christie  
BEd(Sec), BSci

### Resource Development and NAPLAN

Mrs Elizabeth-Anne Briggs  
BMath, BEd

### Physics

Mr Alan Allinson  
BSc(Hons), PostGradCertEd

### Junior Science Curriculum Development

Mrs Monica Urry  
BSc, BEd

### Science Curriculum Development

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

### Visual Art

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

### Curriculum Development and Digital Technology Studies

Mrs Malgorzata Golawska-Loye  
MagisterBEd

## Academic Staff

Ms Karen Abell  
BA Grad, Dip Ed, PGCE, Nat. Cert  
SENCO, IEMA

Ms Sharon Anderson  
BA, DipEd

Mr Bryn Arnfield  
BEd(Sec)(Hons) (Term 4-)

Ms Stefanie Bailey  
BSc/BEd

Ms Jacqui Baker  
BEd/BSc (Terms 1-2)

Ms Patricia Barbancon  
MA (TESOL), GDipEd, GCTESOL,  
BLang (Terms 1-2)

Ms Gay Barnett  
BA, DipEd

Mr Philip Baskerville  
BEd, DipTeach (Terms 2-4)

Mrs Elizabeth Bate  
BEd, MEd

## Brisbane Girls Grammar School Staff

Ms Aliyah Booth  
BA, MTeach (Secondary)  
(Term 3-)

Ms Keryn Bryce  
MEd(Leadership and Mgt)  
(Term 2-3)

Ms Sharyn Burns  
BA(Hons), MCultHeritage,  
GradDipEd (Terms 2-4)

Dr Ruth Burnett  
BEcon, DipT, MEd, EdD

Ms Michaela Burton  
BCI, BEd(Sec) (Hons),  
AdvDipVisArts (Terms 1-2)

Ms Anne Byrne  
BSc, BEdSt, MEd, DipEd

Ms Nadine Cameron  
BSc, GradDipEd

Ms Sarah Chapman  
BA(Hons), GradDipChrisStud,  
GradDipIntercultStud,  
GradDipEd(Sec) (Term 3-)

Ms Stephanie Chapman  
BMath, MTeach(Sec)

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

Ms Jessica Corvino  
BSC, GradDipLearnTeach,  
CertIVOutdoorRec (Term 1)

Ms Jessica Crabbe  
BA/BEd

Ms Kym Crane  
BHMS(Ed) (Terms 2-4)

Dr Alice Cranney  
BA(Lang) (Hons), MTeach  
(Secondary), PhD

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

Ms Renae Davis  
BEd(LOTE)

Ms Rebecca Dover  
MEnvSc, BBiomedSc, GradDipEd

Mrs Sally Downes  
BA, DipEd

Ms Tania Durbidge  
GDipEd, BEd, BTeach,  
AssocDipEd

Ms Kirsten Eadie  
BEd, GCCI, MEd(LeadershipMgt)

Mrs Raechelle Finch  
GradDipEd, BHMS

Ms Sharni Folland  
BFineArts, GDipEd(Sec)

Mrs Emily Frazer  
BSc, GradDipEd

Mr Andrew Gane  
MAppFinance, MProfAcc,  
GrDipLearning&Teach(Sec)

Ms Hannah Gillam  
BSc, GradDipEd

Ms Emily Glover  
BCreatArts, MTeach, (Term 3-)

Ms Jane Gooden  
BHMS(Ed) (Term 2-4)

Mr Ian Hamilton  
BA, GradDipOutdoorEd, DipEd  
(Term 3-)

Ms Christina Harrow  
BA (Hons)

Ms Ruoyi (Lorraine) He  
BEd(Sec)/BA, MEd(Leadership  
and Mgt), GradDipTESOL

Ms Abigail Hills  
BVA, GradDipEd

Ms Jo-Anne Hine  
MVA, Grad Dip Teach, Dip Fine Arts,  
Lead Teacher

Dr Paula Johnson  
BA(Hons I), PhD, GradDipEd

Ms Stephanie Johnson  
BAppSc(HMS), BEd(Sec)

Mrs Eldene Johnston  
BEd

Ms Taylor Jones  
BDes(Hons), MTeach(Sec)

Ms Carmen Keating  
MBiomedE, BMechE(Hons),  
GradDipEd

Mrs Kate Kildey  
BEd(Sec) (Hons I), MLI, MACE

Mr Nathan King  
BA, GradDipEd(Sec) (Terms 1-3)

Ms Kate Kregenbrink  
BEd, MEd(Leadership and Mgt)

Mr Andrew Lanning, BEd(Sec)  
BSc

Mrs Carolyn Lansdown  
BA(OutEd), GradDipEd

Mr Daniel Larkin  
BA, BEd

Mrs Catherine Lay  
BSc, GradCertA, BEd(Sec) (GE)

Mrs Emily Levett  
BA, BEd(MidYsSch)

Ms Belinda Lindsay  
BA, BArt, GDipEd

Mrs Amee Magee  
BSc, GradDipEd

Mr Paul Martineau  
BA, BEd

Mrs Lee Mazzaglia  
BEd, DipT

Mrs Kate McCarthy  
BHMS, BAppSc(Ed)

Ms Kayley McCorley  
BHLthSportsandPhysEd, MEd  
(Leadership and Mgt)

Ms Holly McDowall  
BA/BEd

Ms Belinda McGarry  
BSc, BEd, MEd(Leadership and Mgt)

Mrs Carol McIntosh  
BEd, GradDipOutEd, MA  
(Terms 1-2)

Mr Christian Moffat  
BA(Hons) (ContHist),  
MA(ModHist), PGCE

Ms Prue Morgan  
BAGSc, DipEd

Ms Susan Morrison  
BEd(Sc)

Mrs Danielle Munro  
BTeach&Learn/BAppSc

Ms Kylie Nealon  
BA, DipTchg (Sec), MA (Term 3-)

Mr James Nicholls  
BBus (Finance), GDipT (Sec)

Mrs Madeleine Nielsen  
BEd(Sec)

Mrs Joanne Nisbett  
BEd

Ms Brittany Nunan  
BHealth&ExSc, GradDipEd  
(Senior Yrs)

Mrs Anna O’Gorman  
BSc(Hons), DipEd

Ms Amy Penberthy  
BHLthSport&PhysEd



Ms Zoe Penman  
BMus, BEd(Sec)

Ms Deborah Perz  
BSc, BEd

Ms Cathy Rees  
DipT, GradCertHlthSc. (WomHlth)

Mrs Simone Roche  
BEd

Mrs Jacqueline Rose-Diamond  
BSc, PostgradDipEd(Sec)

Mr Andrew Saunders  
BA( Hons), MA, GDipEd

Ms Corrinne Scruby  
BA, DipEd

Mr Bilal Sezgin  
BBus(Economics), GDipEd, MEd

Mrs Caitlin Simic  
BEnvMan(Hons), GradDipEd(Sec)

Mrs Katy Smith  
BSc (Hons), PGCE

Mr Paul Soward  
BEd(Sec), (Term 4-)

Ms Kelli Stewart  
MSc, BSc, GradDipTeach, (Term 3-)

Dr Juliet Stone  
BSc (Hons), GradDipEd, PhD

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

Ms Kathryn Talbot  
BA/BEd(Sec)(Hons), MPhil

Ms Morgan Todd  
BOutdoorEd, GradDipEd  
(Applied Learning)

Ms Sandra Vecchio  
BEd(Sec)

Ms Hannah Wadley  
BBus/BCommun, MTeach

Ms Matilda Walsh  
BA, GradDipEd

Mr Michael Wells  
BMus(Hons), PGEd (Terms 2-4)

Mrs Christine Woodford  
BSc, DipEd

Ms Samantha Young  
BEd

## **Instrumental Music Staff**

### **Assistant Director of Instrumental Music**

Mr Paul Johnston  
BMusPerf, GradDipEd

### **Coordinator of Bands**

Ms Ashleigh Porter  
BMus, GradDipEd, AMusA

### **Coordinator of Choirs**

Ms Clare Finlayson  
BMus, BEd(Sec)

### **Coordinator of Strings**

Mr Michael Patterson  
BMus(Hons), MPhil  
GradDipLearning&Teach(Sec),  
LMusA, AMusA

### **Band Director/Percussion Teacher**

Mr Jacob Cavanough  
BMus

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

Ms Jessica Garvey  
BMus, GrDipEd(Sec)

### **Choral Teacher**

Mrs Wendy Rolls  
BEd, MMusSt, GCMusSt, BVSc

### **Choral/Voice Teacher**

Ms Ruani Dias-Jayasinha  
BMus(MusEd), BA

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

Mrs Anne MacAskill Auld  
BMus(MusEd)

### **String Orchestra Director/String Teacher**

Mrs Connie Garrett-Benson  
BMus, GradDipEd

### **String Orchestra Director/String Teacher**

Ms Helen Sharp  
BMus, GradDipMus

### **String Orchestra Director/String Teacher**

Ms Josephine Pollicina  
BMus(Hons), MPhil

### **String Orchestra Director/String Teacher**

Mr Jonathan Zorretto  
BMus/BEd

### **Instrumental Music Teacher**

Ms Helen Butcher  
BMus

### **Instrumental Music Teacher**

Ms Esther Colleter  
BMus(Hons), BEd (Term 4)

### **Instrumental Music Teacher**

Ms Tiffany Duncan  
MEd, GradDipL&T, BCreatArts  
(Terms 3-4)

### **Instrumental Music Teacher**

Ms Natasha Kalous  
BMus(Hons)

### **Instrumental Music Teacher**

Ms Moniqua Lowth  
BMus, MTeach

### **Instrumental Music Teacher**

Ms Nicole Tait  
BMus(Hons)

### **Flute and Flute Quartet Teacher**

Ms Emily Smith  
BMus

### **Guitar Ensemble Teacher**

Mr Ian Weston  
BJS(Dist), MMusSt

### **Accompanist, Piano Teacher**

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

### **Accompanist, Piano Teacher**

Ms Kylie Los  
MMus, BMus

### **Accompanist, Piano Teacher**

Ms Kathryn Sander  
DipMus(Creative Arts), BMus(Perf—  
Accompaniment and Chamber  
Music), AMusA

### **Accompanist, Piano Teacher**

Ms Cara Tran  
BMus(Hons)

### **Accompanist, Piano Teacher**

Ms Kerry Nian, BMus,  
MMusConducting

## **Language Assistants**

### **French**

Ms Valérie Gorse

### **Japanese**

Ms Aya Topp  
BA(Ed)

### **German**

Mrs Martina Todd  
BCom, GradDipAdvAcctg, CA,  
GAICD

# Brisbane Girls Grammar School Staff

## Specialist Staff

### Director of Tertiary Pathways

Ms Louise Walls  
BEd, MEd(Guidance & Counselling),  
CDAA, QASA

### Careers Counsellor

Ms Karla Shaw  
BA, Bed, MEdSt

### Associate Dean (Wellbeing)

Dr Jody Forbes  
BA(Hons), PhD

### School Psychologist

Ms Lisa Manning  
BA(Hons), MCLinPsych

### School Psychologist

Mrs Tara McLachlan  
BPsychSc, MPsychClin, MAPS

### School Psychologist

Ms Michaela Jepsen  
BPsych

### School Psychologist

Ms Karen Breedon  
BPsych(Hons)

### School Nurse

Ms Sarah Duke  
BN

### School Nurse

Ms Sanchia Watchorn  
BN, GCPaedNursSt

## Professional Staff

### Academic Administration Officer

Ms Sarah Braithwaite  
CertIVHR (Terms 1-2)

### Academic Administration Officer

Ms Julita Korpalska  
(Term 1)

### Academic Administration Officer

Ms Ashleigh Hextall

### Academic Administration Officer

Ms Olivia Munro  
BBus, CertIIIEvent&Tourism

### Academic Administration Officer

Ms Jennifer Ng Kwet Shing  
(Term 1-3)

### Academic Administration Officer

Ms Poppy Comino  
(Term 4)

Ms Belinda Edwards  
(Term 4)

### Academic Administration Officer

Ms Bianca Craven  
(Term 4)

### Academic Administration Officer

Ms Mina Keenan  
(Term 4-)

### Administrative Assistant—ASC

Ms Gillian McHarg

### Administrative Assistant—ASC

Mrs Jennifer Stafford  
DipBus

### Administrative Assistant—ASC

Ms Tracey Cooper  
(Terms 3-4)

### Administrative Assistant—Music

Mrs Talluah Harper

### Administrative Assistant—Sport

Ms Catherine Taylor  
BNursing

### Administration Officer—Student

**Reception**  
Ms Nicola Perkins  
(Terms 1-3)

### Administration Officer—Student

**Wellbeing**  
Ms Jacinta Akers

### Accountant

Mrs Emma Strang  
BBus(Acc), CPA

### Assistant Accountant

Ms Monica Djaja  
BAcc, MCom

### Alumnae Relations Manager

Ms Antonia Swindells  
DipEvents

### Athlete Development Manager

Mr Paul Pearce

### Business Analyst

Ms Aleksandra Markovic  
BA

### Carpenter

Mr Robert Vogler  
(Terms 1-2)

### Carpenter

Mr Brock Gaffney  
CertIIICarpentry

### Communications Manager

Ms Jackie Hayes  
BA (Hons)

### Communications Officer—Senior

Ms Keziah Sydes  
BCommun, BA

Ms Felicity Coye  
BCommun

### Communications Officer

Ms Sophie Chirgwin  
BJourn

### Communications Projects Manager

Ms Robyn Osborn  
BSc, DipEd

### Community Engagement and Events Manager

Ms Chloe Stark  
BComm/BA

### Community Engagement and Events Coordinator

Ms Sonya Waters  
BIHTM

### Data Analyst

Mr Lewis Kelly  
BInfTech

### Development and Alumnae

### Relations Coordinator

Ms Giselle Versteegen  
MBA, AssocDipBus

### Digital Content Producer

Ms Kristina Matovic,  
BA, BDes(Hons) (Terms 1-3)

### Electrician

Mr Luke Munro  
Cert III Electrotechnology,  
CertIV TrngAssmnt,  
CertIVTeleCommEngTech,  
CertIVElectInst (Term 2-)

### Enrolments Manager

Ms Kelly Ryan  
BAAsianSt, PGCertTESOL,  
CertIVTrngAssmnt

### Enrolments Assistant Manager

Ms Rosie Norfolk  
BA/BE

### Enrolments Officer

Mrs Lisa Horan

### Executive Assistant to the Principal

Ms Lara Parker

### Facilities Operations Manager

Mr Christopher Bailey

### Facilities Administration Assistant

Mr Sebastian Bornkessel

### Facilities Support Officer

Mrs Leonie Doran

### Facilities Support Officer

Mr Lorenzo Guglielmino  
(Term 1)

Mr Terry Levi  
(Term 2)



Mr Nicolas Denholm  
(Term 2-)

**Facilities Support Officer**  
Mr Patrick Hayes

**Facilities Support Officer**  
Mr Aaron Scott-James  
(Term 3-)

**Finance Manager**  
Ms Melissa Galloway  
BCom(Acc)

**Finance Manager**  
Ms Hannah Jones  
BCom(Acc), CPA

**Finance Officer**  
Ms Lisa Ford  
Cert BusAcc

**Horticulturist**  
Mr Ben McCann

**Human Resources Manager**  
Ms Brigitte Bickham

**Human Resources Support Officer**  
Ms Taylor Hayes  
BBus(HRMan) (Mktg),  
CertIVJusticeAdmin

**Information Systems Manager**  
Mr Robert Simmons  
DipComputerStudies, CNE, MCSE  
(Terms 1-3)

**Systems and Network Administrator**  
Kieren Anderson

**Information Systems Support Officer**  
Ms Nichole Barron  
BSTrsmMgt (Terms 1-2)

Mr Jay Siddhpura  
(Term 3-)

**IT Helpdesk Support Officer**  
Mr Brandon Vandermolen

**IT Helpdesk Support Officer**  
Mrs Allison Luque  
CertIVIT Support, DipIT

**IT Services Manager**  
Mr Breck Felsman  
BInfoTech, MCSE

**IT Services Operations Manager**  
Mr Paul Murrin  
DipIT, DipIT (Network Engineering), (Term 4-)

**IT Service Desk Officer**  
Ms Tayla Hartley  
(Terms 1-3)

Mr Robert Butler  
(Term 4-)

**Laboratory Technician—Biology**  
Mr Stephen Berry  
BBiomedSc

**Laboratory Technician—Chemistry**  
Ms Emily Grundgeiger  
BAppSc

**Senior Laboratory Technician—Physics**  
Mr Anthony Lumsden  
BSc(Hons)

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

**Academic Research Librarian**  
Ms Helen Demack  
BA, GradDipLibSc, AALIA  
(Terms 1-2)

Mrs Laura Thompson  
BEd (Primary), MIS(Librarianship)  
(Term 4-)

**Library Technician**  
Ms Amanda McAuliffe  
BSc(Hons), GDipInfMgt

**Library Assistant**  
Ms Tilly Askey

**LMS Specialist**  
Ms Anita McMillan  
BA, GradDipApSc (Lib&InforMan)

**Manager of Collections**  
Ms Lorraine Thornquist  
BA, DipEd, MA, CertIIIITourism,  
GradCertMuseumSt

**Manager, School History and Culture**  
Mrs Pauline Harvey-Short  
BHMS, DipT (PE), MPhil,  
FACHPER, FRLSS

**Outdoor Education Specialist**  
Ms Murphie Treadwell  
CertIV Outdoor Recreation, DipBus

**Payroll Officer**  
Mrs Sharon Rose

**Personal Assistant to Chief Financial Officer**  
Ms Kirsti Moyle

**Personal Assistant to Deputy Principals**  
Ms Sally Condon

**Production Technician (Drama and Music)**  
Mr Brandon Duncan  
BA (Terms 1-2)

**Property and Capital Works Manager**  
Mr Aaron Bowden  
DipProjectMgt,  
DipBus(Frontline Management),  
DipBuilding&Construction,  
CertIVWHS, FSA, QBCC Licence  
No 1264810

**Property and Facilities Maintenance Manager** (Marrapatta)  
Mr Joel Dunmore

**Receptionist**  
Mrs Rachael Quinn  
DipEventMgt, DipBus, DipHosMgt,  
CertIVTrain&Ass  
Mrs Leanne Lister

**Repairs and Maintenance Officer**  
Mr Robert Hetherington

**Risk and Business Process Improvement Manager**  
Mrs Laura Dalgleish  
(Terms 1-3)

**Risk and Compliance Support Officer**  
Ms Shan Marshall

**Senior Librarian**  
Mrs Rosalie Stafford  
DipTeach, BEd, MLI (Teacher-Librarianship)

**Sports Manager**  
Mr Liam Mulligan,  
BSpandExerciseSc(Hons), ASCA  
Cert, AWF Cert, CertIVTrngAssmnt

**Stores Officer**  
Mr Phillip Hopkins

**Technical Support AV Specialist**  
Mr David Joncheff

**Technical Support AV Specialist**  
Ms Maxine McCabe  
BMus, MCommun

**Visual Art & Technologies Assistant**  
Mr James Petterson  
BMus

**Web Systems Analyst**  
Ms Subodha Dharmasiri  
BScIT, BTEC(HND)

**Maintenance Officer**  
Mr Peter Ward  
(Marrapatta) (Terms 1-2)







# Addresses

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





# Chair's Address

Thursday 17 November 2022

MS JULIE MCKAY  
CHAIR OF THE BOARD OF TRUSTEES

Ms Julie McKay, Chair of the Board of Trustees, delivered the following address at the School's Annual Speech Day and Distribution of Prizes 2022.

I remember as a little girl hearing my grandma say 'the years just go so fast' and thinking: that must be something old people say because as a young kid, every day seemed to stretch on and summer holidays always felt like they went on forever. But as I stand here today, I genuinely feel that this past year has disappeared in the blink of an eye.

2022 has been another year of COVID disruption, escalating geopolitical tensions, the invasion of Ukraine, the complete unravelling of women's rights in Afghanistan. Rising inflation globally. The loss of the Queen—when we are unlikely to see another Queen in our lifetimes. Our very own city flooded—again.

2022 was also the year that world leaders agreed to draw up a legally binding treaty against plastic waste. The first black woman was appointed to the US Supreme Court. Marvel comics introduced their first Muslim superhero. Dylan Allcott OAM is Australian of the Year. Soccer equalised pay between men and women. Scotland became the first country to provide free pads and tampons. Taylor Swift has a new album. We still couldn't hold Open Day—but we didn't send half of Brisbane into lockdown.

In the blink of an eye, so many things we took for granted came undone. In the blink of an eye, we see visible symbols of a world that is more inclusive.

Last month, the Trustees had the privilege to spend time with some of our student leaders from Years 9, 11, and 12, as well as our dedicated parent volunteers, as part of our strategic design process. At the end of the session, each participant was asked to imagine themselves at BGGGS in 2040 and to write to an incoming student. These letters are a window into our hopes for the future—what we want the School to be, what we want the experience of our girls to be. As I read each of the letters written by the girls, I heard strong themes, which I wanted to share today.

1. Time passes quickly. Be intentional and practice gratitude.
2. A fulfilling life is not built on individual achievement, it is defined by experiences and relationships.
3. The more things change, the more they stay the same.



### **Time passes quickly. Be intentional and practice gratitude.**

In speaking with you throughout this year it is very clear to me that the thing you crave is time. Time to relax, think, pause—but also time to follow a lead, do some deeper research or focus on a particular project which is sparking your interest. As you think about what a future Grammar girl might need to know, many of you speak about the importance of being intentional in how you spend your time—balancing taking every opportunity with ensuring that you have space in your week to reflect. I wonder how many of you are taking that same advice—the advice that you give to others.

In the spirit of practising gratitude, I wanted to make a special mention of outgoing Trustee, Tony Young. Tony has served for 16 years as a volunteer on the Board of Trustees, choosing to give up his leisure time to contribute to building the educational foundation for young women that the School provides. Tony attempted to step down at the end of the last term but agreed to stay on for two more years to support me as the new Chair. After two years we were early in the pandemic and facing so many unknowns, Tony once again was asked to stay on. Tony, I suspect you would be the first person to say that time passes quickly. For your contribution and for being someone who actively and proudly creates space for women's voices and women's leadership, I thank you.

### **A fulfilling life is not built on individual achievement, it is defined by experiences and relationships.**

In writing to the incoming class of 2040, almost all of the letters reference the importance of friendships. They encourage future students to focus on their relationships—with their families, their teachers, and their peers.

Girls, I know when so much of your week is structured into a 'timetable' and exams feel like an end point, it is easy to lose sight of what is most important in life. This summer holiday you are about to have—when many of you have some time to pause before starting your studies, your travels or your work—I really encourage you to invest in your relationships.

I spent a weekend last month with four of my closest friends from school—we laughed, we cried, we sat still, and we ate a lot of cheese. Between us, we have 11 children. We have also experienced significant losses. We have each achieved in our chosen professions, but we have also experienced redundancies, made significant public mistakes, and been subjected to sexual harassment and bullying. We have worked for more than 30 institutions for durations ranging

between two weeks and 11 years. We have supported each other through weddings and divorces. We have lost two of six of our siblings; one of us has survived cancer. We have had the occasional Instagram-worthy holiday or meal, but mostly we are wading through Lego pieces and discarded toast crusts trying to decide if we can get away with not washing our hair for one extra day, and trying to get to work on time. We all worry about a sustainable future for the next generation and how to care for our parents as they age.

None of our lives have followed the plans that we had when we were finishing at BGGGS. Many of the things that we thought were important, turned out not to be. Having friends who are with you in the best of times, the worst of times—but most importantly, all the times in between—will make all the difference in the world to you.

### **The more things change, the more they stay the same.**

The letters consistently reference change. They paint pictures of classrooms where global experts are present via hologram, and electric bikes and driverless shared transport have solved the traffic issues on Gregory Terrace. We are playing soccer on an oval suspended over the gym, and there are outdoor classrooms and green spaces throughout the campus. School is flexible, starting later to suit those students who aren't morning people and including remote learning days. The girls are studying a mix of traditional subjects but also accessing courses at sister schools, studying international relations, inclusive leadership, and female agency. And yet, among all of the exciting, transformational ideas shared with the incoming class of 2040, we find the words 'this place will be your second home; it will be a place where you can find yourself'. 'The time you spend at BGGGS will change your life—remember to enjoy it and to be aware that education comes with significant responsibility.'

Do these statements sound familiar? Change is constant, but the proud traditions of this institution that you are all a part of, the legacy that has been built over nearly 150 years of educating girls and young women, will continue to give each student a solid foundation on which to build.

Year 12: in the blink of an eye you have gone from walking down Gerhmann Lane for the first time wearing a uniform that was slightly too big to walking up Gerhmann Lane for the last time tomorrow.

I know that there are many mixed emotions that come with graduation—excitement, fear, sadness, pride, and joy. I hope that you feel confident in all that you have learned, all that you have achieved, and in knowing that this community—your community—stands ready to support you. As we continue to design the future for the class of 2040, your future awaits.



# Principal's Address

Thursday 17 November 2022

MS JACINDA EULER WELSH  
PRINCIPAL

Principal, Ms Jacinda Euler Welsh, delivered the following address at the School's Annual Speech Day and Distribution of Prizes 2022.

Chair of the Board of Trustees, Ms Julie McKay; Trustees—past and present, including immediate Past Chair, Ms Elizabeth Jameson; honoured guests including Professor Geraldine MacKenzie; Councillor James Mackay; Dr Cate Campbell, President of the P&F; Mrs Ann Caston representing the Old Girls Association; staff; parents; and our students.

## How lucky are we?

- To be here, to be together, to have these magnificent girls, unbelievable staff, supportive parents and great friends of this School.

How important is this undertaking we are all a part of—education?

- What could be more exciting, more challenging, rewarding or more profoundly important than to take into our School these unique, individual, eager to learn and contribute, young Grammar girls?
- And to respectfully, even reverently, assume responsibility for educating their minds, developing their characters and sense of themselves, their abilities to face the world with confidence, knowing they have something—something uniquely their own—to offer our world, our society ... as the young women of Year 12 we celebrate today.

Our society needs them. They will bring their education, their fearless determination, an uncompromising approach to life, strong work ethic, optimism and hope.

We speak so disparagingly of our society, sometimes, condemn seemingly *all* of our history. And yet as Pulitzer Prize-winning novelist, Marilynne Robinson (1943–) has said, 'When we accept dismissive judgements of our community we stop having generous hope for it. We cease to be capable of serving its best interests.' (Robinson, 2012, p. 30)

Our students, our teachers, have generous hope for the future, see ourselves, as best we can, serving society's best interests. And occasions such as this very powerfully remind us of that—our purpose.

## Our shared humanity

We are a special, very particular, subset perhaps, but our goals are no different to those of every *other* school. I hope.

*Our* families' hopes are no different from those of every other family—the degree of ambition may vary, the material circumstances certainly, but all families want something good for their children. And a decent society in which to make their way.

We hear so much about our differences—our diversity, our groupings, affiliations ... our labels. And yet it is our *shared humanity* that binds and unites us. Strengthens us.

## Our times

It is, they say, one of the great paradoxes of our times—that everything seems both better and worse than ever before. We are wealthier, healthier, safer, and more informed than ever. However, all this progress seems to have left many somewhat isolated, powerless, and cynical.

Increasingly I find myself asking ... *Is it really all so bad?*

This 'doomerism' as they're calling it, revels in the horribleness of our world—graphic depictions that people seem increasingly addicted to. Playing fast and loose, gratuitously sensationalising many people's realities. Everything heralding future calamity. And all delivered with such emphatic conviction.

It seems we are increasingly intolerant of uncertainty. Imagine a politician being able to say 'I'm just not sure'. And yet we can't even predict next week's weather with any certainty. How many times (have we been warned) that a big storm, torrential downpour, hail is approaching—and it failed to arrive? And the all-pervading fear and anxiety this all provokes—as crisis upon crisis is declared.



There is an arrogance in our contemporary predictions. Historian, Yuval Noah Harari, has suggested we need to ‘... tone down the prophecies of doom, and switch from panic mode to bewilderment. Panic is a form of hubris. It comes from the smug feeling that I know exactly where the world is heading—(and it’s) down’. Bewilderment is more humble, he says ‘and therefore more clear-sighted’ (Harari, 2018).

We are seeking to create our new interpretations, new narratives to understand what is happening in the world, and ‘what is the deep meaning of events?’ But *is it all bad?* When did we ever have certainty?

### **Our views, our outlook**

How we, personally, view the world, our outlook, is subjective, our own. And our views do, of course, hopefully change—perspective is ever deepened, ever evolving, although algorithms can, increasingly, reinforce them, keep them shallow.

### **Our collective outlook**

Our society too, sometimes without realising it, understanding the origins of it—fully—develops a collective view, a shared perspective and that can shape us very powerfully too.

How we talk about our society, our future—these views are powerful. They shape our experiences, our interpretations and how we respond to our world, to one another.

There is a current smallness to the narrative: we are constantly digesting the banal, daily sensationalist news feed and everything seems so operational, procedural, fearful. Where is the understanding of that great sweeping arc of history? Where are the stories of grand vision and bold action? Of progress, daring and hope?

### **The hope**

Fortunately for us, Girls Grammar provides a tangible picture of hope.

We are a School that through what and how we teach, and in who we are—our culture—discourages cheap cynicism. We encourage our students to see the good in others—to call them to account when they err certainly—but to remember, always, the importance of forgiveness, cutting people some slack and compassion.



## The year

This year, together, we have achieved so much.

Despite the difficult start, we succeeded. It was such a tough year. But we are here, we made it, we are proud.

Our academic results were again outstanding, as we continued to rigorously refine the new system. The achievement demonstrated in Girls Grammar's ATAR and NAPLAN results are testament to our willingness to try new things, challenge old ways.

We have adapted to new and flexible ways of working, recruited rigorously and seemingly *endlessly*—with new staff so excited to be here.

Our students have staged concerts and drama performances, created exquisite art, excelled in sport, and contributed through service.

As society moves forward, institutions are so important. And they evolve.

This year we have furthered the initiatives that support wellbeing, formalised our sustainability initiative building on the years of work of the Grammar Environmental Conservation Organisation (GECO) and Grammar Goes Green, and had our Reconciliation Action Plan endorsed. Today you heard our Acknowledgement of Country and through the Uralla Club and other forums—we participated in mature conversations that were both inclusive, and meaningful. These are all works ongoing.

## Women in contemporary society

It is, whatever the narrative might have you believe, a good time to be a woman.

There is much to improve upon still, so much progress to be made. But—opportunities are there as they've never been before. Women's expertise, perspective, and promotion is actively sought.

The educated minds of our students, with their passionate conviction and equipped with the necessary skills to contribute to the discourse, will help us to solve the challenges we face.

Our School community understands that *how* we have the conversation is often as important as the *content* of the conversation. Ever greater diversity of thought, shared respectfully, with an emphasis on what we have in common, can move purposefully forward.

To share our thoughts on contemporary issues we created, and continue to disseminate, the *Illumine* podcast, demonstrating the ability to debate, to argue intelligently and productively.

These are uncertain times, with huge changes simultaneously intersecting—great geopolitical and economic uncertainty.

But to solve the challenges of society we must believe in the good in one another, understand our capacity to find a way through, appreciate and speak well of all that is good in our society, and tap into what we all share.



Thank you.

I thank ...

- the Trustees for their expertise, experience, time and care as stewards of our School. For their generous *hope* for our School, and all who are a part of it—now and into the future
- Ms Julie McKay, for her integrity, clarity, and good judgment as Chair of the Board of Trustees
- our parents for their loyal support and trust—it has been a tough year for so many and I hope that through your daughter's experiences this year, and your own, there has been great value in being part of our Grammar community

- our teachers and professional staff for their usual expertise and dedication, but in this year I thank you more than ever, for I know what load you have carried
- our students for reminding us, every day, of what matters, and why we are here.

To the young women of Year 12, I wish for you all, whatever study you are undertaking or professional path you pursue, that you maintain a generous hope for our society—using the privilege you have attained, the friendships you have made, education and understanding you have acquired and determined outlook you maintain—to serve its best interests.

And we will all be all the better for that.

*Is it all bad?* I don't think so.

Thank you.

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Harari, Y. (2019). 21 lessons for the 21st century. Vintage.

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# Head Girls' Address

Thursday 17 November 2022

GEORGIA SOUYAVE-MURPHY (12W) ISABEL STEPHENS (12M)  
HEAD GIRLS

In their last formal address as Head Girls 2022, Georgia Souyave-Murphy and Isabel Stephens, addressed the Girls Grammar community at the School's Annual Speech Day and Distribution of Prizes 2022.

Good afternoon, Ms Euler Welsh, Chair of the Board of Trustees, Ms Julie McKay, members of the Board of Trustees, Occasional Speaker, Professor Geraldine Mackenzie, distinguished guests, family and friends of the School, staff, and students.

We also extend our gratitude to the Grammar families and friends here with us today. Speech Day is such a special event in our School calendar, and to have the opportunity to celebrate some fantastic achievements, supported by years of hard work and determination, is incredible. In the spirit of celebration, we believe the year of 2022 requires some commemoration too, particularly in reflecting on the outstanding results across the year.

It doesn't feel like very long ago that we were bug-eyed Year 11s buzzing about the year ahead, overcome by excitement, spirit, and ideas that we wanted to implement in our time as Head Girls. To have the opportunity and creative freedom to express what Girls Grammar truly means to us in our own way was overwhelming and freeing at the same time. As a cohort who had suffered the highs and lows of COVID-19 impacting our most senior years, the Student Council was determined that 2022 was the year of the new: our blank canvas. A year in which we could start fresh, grow from the challenges we had faced, out of the negatives of the pandemic and the unknown it often left us with. We wanted to plant the first seed, to spark and make the community bloom, back to its positive, fresh, and open environment.

As a Student Council group, defined by our strongest quality of 'zest', we wanted to focus on three main goals for the year. We already felt our community was united—bonded together from previous years of leadership—and so we strived to make an impact and change, create something that the BGGS community could carry onwards, not just in 2022 but in the undefined future. Our goals of spirit, inclusivity, and growth guided the creation of our motto for the year: *Bloom with the Blue*.

Short in length, powerful in meaning.

Our first focus, spirit, became quickly apparent to us as something our School already possessed in spades. Events like QGSSSA Swimming and Athletics, after which we were left voiceless the next day, proved why the Girls Grammar spirit is unparalleled by others. Increased supporters at sporting fixtures, concerts, and service activities solidified the strength of our spirit and support students had for each other. Blue Days, Galentine's Day, Bi-Grammar Events, Diversity Days and various other occasions left our walls stained blue. And though we were already aware of the abundance of spirit consistently prevalent at larger occasions, we as a Student Council are even more proud of the spirit that is shown by students on a daily basis. Throughout the year, we felt morale and encouragement at smaller events and activities buzzing through our School. Whether it be at lunchtime busking, slam poetry performances, Uralla diversity panels or the infamous 'Student Teacher Duet Competition', we, as a council, were blown away by the pride each student showed in being a Girls Grammar student this year.

Our second goal of inclusivity—a concept we believe necessary not only for Girls Grammar but also in greater society—was met beyond imagination. Within the word 'inclusivity', we hoped each student when walking through the white picket fence each morning would feel the way Gigi and I do about our time at the School. For us, the royal blue has become nothing short of our 'home away from home'—not only because we are there before the sun rises and after it sets, but because we feel welcomed, loved, and cherished. This is what we hoped each student would feel and we believe this was achieved. Everyone had a place where they could feel safe and loved at the School. With inclusivity, we saw greater connections within grades and between them. We saw more participation and inclusion in activities like Talent Shows and busking at Blue Days. Overall, we're immensely proud for the levels of inclusivity shown throughout 2022.





And finally, our goal of ‘growth’ was met with flying colours, evident already by our increasing levels of both spirit and inclusivity throughout the year. The importance of improvement—the concept that if we could improve ourselves one per cent each day, we could become 365 per cent better by the end of the year—we felt was more necessary than ever in 2022. We saw growth as leaving the tired, negative pandemic mindset in the past and looking to the future for innovation, positivity, inspiration, and love. We wanted to promote excitement, bring back traditions, introduce new ones, and make the most of what we had and could become. Our old traditions like Bi-Grammar at which Girls Grammar beat BGS two to one, taking home the title, were brought back to the calendar and met with overwhelming levels of enthusiasm from both schools. New events like Diversity Days, 50 Day celebrations, the BGGs/BGS ‘Meet and Greet’, talent shows and many more were also met with the same levels of enthusiasm and student turnout. Ultimately, in 2022, Girls Grammar has grown and flourished in beauty.

But the success of 2022 would most definitely not have occurred without the undeniable excellence of a few people.

Firstly, we would like to thank our Principal, Ms Euler Welsh, for her continuous guidance and devotion to the School. Without her fine and gracious leadership, which seems almost effortless, we would not be standing here today. We would like to thank all of our teachers and staff here with us today as well. A good education can change anyone but a good teacher changes everything, and every single teacher here today has changed everything. We are forever indebted to your remarkable and incomprehensible amounts of selflessness, dedication, and compassion to your students, and hope you know the unfathomable impact you have had on us as individuals.

To every Girls Grammar family, parent, sibling and loved one, we extend our gratitude to you and your continuous belief in your child’s education and the empowerment of young women. We understand and appreciate the sacrifices many have made to ensure a valued education for their child and thank you for your support and love throughout their schooling. As our families you are our roots from which we grow, and our biggest inspirations whom we strive to be like. Thank you for everything you do.

Of course, our thanks and immense gratitude must also go to each Girls Grammar student. You have undoubtedly embraced what it means to *Bloom with the Blue* and made us immensely proud. Each of you has grown and succeeded; whether it has been as a

musician, artist, athlete, performer or more, each and every one of you has flourished. It has been an honour being your Head Girls of 2022 and part of your BGGs journey. We wish you all the very best for the rest of 2022 and the years ahead.

To the graduating class of 2023, we cannot wait to see what you all achieve in your final year at Girls Grammar. As we are sure you have all heard, Year 12 is busy, but we have no doubt that you all will guide the School with fun, love, and excitement. We wish you the best with your last year.

We would like to mention two very special people, Louise Campbell and Anna McAuley, your 2023 Head Girls Elect. We are extremely comforted by the thought of leaving Girls Grammar in a pair of trusting, caring, and compassionate hands such as yours. As individuals, you are undeniably charismatic and kind, and as a team, you are determined and selfless. We wish you all the best with the adventure that awaits you.

Finally, we would like to extend our gratitude to our graduating class of 2022. You heard in abundance how much we love and appreciate you last night at Valedictory Dinner, but we will never pass up an opportunity to express our deep admiration for each and every one of you. You are the backbone that holds each other up, and the memories and impact we, as a group, have made is astronomical. We love you all, truly, and cannot begin to believe that our Girls Grammar journey together officially ends tomorrow. We say ‘officially’ because we know the bonds and friendships that define our grade will never fade, and the undeniable spirit of the graduating class of 2022 will continue long into the future. These past six years, we never realised we were making lifelong memories, we just knew we were having fun. So, thank you, Year 12, for six indescribable years of fun.

Now, as we wrap up our final address to you as Head Girls, we’d like to leave you all with this: our time at Girls Grammar has been nothing short of extraordinary and to have been given the opportunity to grow as people, educate and learn, and lead, is a privilege we will forever appreciate. So, as the respected and wise Bob Marley once said, ‘beginnings are usually scary, endings are usually sad. But it’s been everything in the middle that makes it all worth living’. He is right. Our middle, our time at BGGs has made it all worth living.

So, for the final time, we ask that each of you remembers and cherishes your time when you *Bloom[ed] with the blue!*

Thank you.

# The Occasional address

Thursday 17 November 2022

PROFESSOR GERALDINE MACKENZIE  
VICE-CHANCELLOR UNIVERSITY OF SOUTHERN QUEENSLAND

The School was honoured to welcome Professor Geraldine Mackenzie, Vice-Chancellor of the University of Southern Queensland, to present the following Occasional Address at the School's Speech Day and Annual Distribution of Prizes 2022.

Chair of the Board of Trustees, Ms Julie McKay, Principal, Ms Jacinda Euler Welsh, distinguished guests, staff, parents, and above all students, may I start by acknowledging the Traditional Custodians of the land on which we meet, and pay tribute to their elders past, present, and emerging, and also extend my acknowledgement to any First Peoples here with us today. I would also like to acknowledge former Chair of the Board of Trustees, Dr Cherrell Hirst AO, who was Chancellor of the Queensland University of Technology when I was a member of the Council many years ago, and who was a big influence in my early career.

I have much pleasure in delivering this address, the last time I attended an event at BGGS, my daughter, Catherine, was sitting among you finishing Year 12. Now 17 years have passed, and she is well established in her career.

My connection with the School goes back to the early 1930s when my mother was a Girls Grammar student. I didn't have the same opportunity, but I always had the ambition to send my daughter to the School, and the friends she made here are still her best friends, and now their little ones are friends also. And so, it will be for all of you.

I am certain that I got my creativity from my mother who used to spend her lunchtimes at Girls Grammar sitting under a tree at the back of the School, embroidering a tablecloth with beautiful tiny stitches, which we still have in the family 90 years later and of course, treasure. Poignantly, this tablecloth was never completely finished. It was the Great Depression in the 1930s and she had to leave the School after three years to help look after her younger brothers and sisters. Despite a relatively short time at BGGS the School shaped her in the same way that it inevitably will shape you.

I had a speech prepared with some lessons about making the most of opportunities, learning from failure, along with making a difference, and finding your own way in whatever path your life takes you.

But I decided to talk to you about something different instead.

Australia and indeed the world is changing and changing fast. The way we live is changing, education is changing, and our jobs are changing. Your success will be marked by your flexibility and your ability to quickly adapt. It sounds like a cliché, but change is happening much quicker than ever before, due in no small part to the pandemic and associated social and economic changes.

I began my career in law—practising for a number of years before teaching at one of Australia's largest law schools for almost twenty years, before moving into senior management. In summary, three different careers in one.

I chose law (or perhaps it chose me) because I was good at public speaking, writing, problem solving and *arguing*. I was also motivated. Back in 1980 I thought law was a challenge and somewhat of a man's world (which turned out to be very true!), but it was a career in truth I knew very little about. And because I liked a challenge, I got my pilot's licence in my early twenties and have done many other things for that reason, including taking up landscape painting a few years ago, but that's another story.

What I am getting at with this story, is that education gives you freedom and independence. Self-confidence and personal growth. It will quite simply change your life. *But it will also change the lives of many others if you choose wisely.*

At the University of Southern Queensland, we have over 25 000 students, and 2500 staff. Our flagship areas are in Space and Defence, Agriculture, Health and Regional Development.



Only six Australian universities are in the prestigious and highly competitive Trailblazer University Program, and the University of Southern Queensland is one of these. We are also the only one in space research, which is our innovative \$180 million iLAUNCH program, helping to develop Australia's sovereign rocket launch capability.

We have three large and well-established campuses: Toowoomba, our home campus for 55 years; Ipswich, where we offer law and a range of allied health and wellness programs; and Springfield, which I call our 'innovation campus', that offers engineering, IT, business, radio and TV, education and aviation. The University of Southern Queensland is also a leader in distance education—offering most degree programs online.

You may not know that the University of Southern Queensland has a large space observatory just outside Toowoomba, with our Minerva Australis array of telescopes tracking spacecraft in NASA's exoplanet program, looking for life beyond the solar system. One of our other telescopes tracks 'space junk', together with the German Space Agency. We have two flight simulators, a Boeing 737 simulator at Springfield, and a state-of-the-art Airbus A320 full sized cockpit at Toowoomba for our aviation students, as well as many other cutting-edge facilities.

The university's philosophy is 'access excellence', and we want our students to go beyond, and fulfil their potential.

I am going to add to the many times you will have been told that 'you are the brightest and best' and that you are 'Australia's future', because you are. You now have a remarkable opportunity to use that advantage, opportunity, and potential.

In my earlier career as a Law Lecturer, I taught an estimated 13 000 students here in Brisbane—so many that when I attend a function in Brisbane, invariably someone comes up to me and says, 'you taught me'. Law remains one of the most popular degrees for our brightest and best students, and despite what you may hear in the media about a 'glut of lawyers', we need them to solve major commercial problems and disputes, structure large deals, act in industrial issues, sort out personal issues in family law, and myriad other small practice areas including criminal law.

But law isn't the big glamorous career that it can seem, and by the second year of the degree sometimes students start to realise that it isn't what they expected and begin to get disillusioned. Burnt out. Unfortunately, burnout is very high in the legal profession due to the stressful nature of the work,

and many use their degrees to move into other careers. It is no coincidence that hardly anyone I went through law school with is still practising law—but we would all agree that our degrees were important and influential in our later careers.

Some of the happiest and most fulfilled people that I have seen in my career in higher education are not just following their dreams, they really are going to change the world we live in. They are astrophysicists working on new discoveries on life outside the solar system; scientists working in space agriculture or resource mining in space; materials engineers working on innovative materials for the skin of rockets; electrical engineers who invented a system to transport premature babies in aircraft; plant scientists discovering new plant varieties to (literally) save the world and working on cutting-edge new agricultural technology in the use of pesticides—an endeavour which has enormous positive implications for organic agriculture and land use. Our researchers are working on projects in climatology and the implications of climate change right now here in Queensland, they are trying to address food security and research cancer



survivorship—particularly for regional communities where the outcomes for patients are very different. They are also finding solutions to mental health issues for children, particularly in regional areas.

Thirty percent of Australia's population lives outside major cities, and yet, in the regions, we are desperately short of doctors and health professionals, engineers, surveyors, almost any profession, but particularly teachers. And not just specialist teachers, but also classroom teachers who want to work in regional areas. Post-pandemic we may have seen the Great Resignation and a move away from wanting to work in the cities, but we are yet to see the benefits in the regions, despite there being so many opportunities, and a wonderful lifestyle to be had.

The future jobs and skills we are talking about now, to name a few, are in data science, artificial intelligence and cyber security, future thinking and design thinking, decarbonisation, food security, hypersonics, space engineering and yes, rocket science.

My 34 years in tertiary education lets me know that I won't change your mind now for what you are going to study, and nor would I want to, (and yes, we do still need more lawyers)! It's your second or third degrees, and later careers when your time might come to look further afield.

Everything has a place and time.

In your future education, your future careers, and indeed your future life, things have a season. Life is a marathon not a sprint. Life will have many twists and turns; you will have a number of careers, and I hope that you have many different experiences.

Grab every opportunity to reflect, re-evaluate, and reimagine your future.

I learned the power of 'taking a risk' and flipping your career 16 years ago when I was recruited to move into full-time management and start up a Law School at a regional university. This was a turning point and following this move I was recruited into senior executive positions at two other universities. Then five years ago I was recruited back as Vice-Chancellor of that first regional university, the University of Southern Queensland, where I have found my true home.

The lessons from my career are that hard work will win over advantage, and if you don't ask, you don't get. If you fall down, get back up again, and if you make a mistake, keep trying until you get it right.

Taking a risk and backing yourself is essential. I have seen many students with incredible dreams who have achieved them and much more. So, dream big—as big as you can. I still re-read these words regularly to remind myself that we can all go beyond our own limitations and achieve things we couldn't possibly imagine.

As you leave Speech Day today, ask yourself now, and ask yourself often, 'What is my passion, what is my commitment, and what change will I make to the world?'

This is your dream, this is your story, this is your time.

Thank you.

# Valedictory Address

Wednesday 16 November 2022

MS AMANDA ANGELINI (1989)

MANAGING DIRECTOR OF NATIONAL AUSTRALIA BANK VENTURES

At the School's Annual Valedictory Dinner, alumna, Ms Amanda Angelini (1989), shared advice with Year 12 students drawn from the formative experiences that propelled her into the world of startups, international business and venture capital investing.

There is no 'right' path, there is no 'wrong' path, there is no 'normal' path but there is *your* path—I hope that you embrace it. The inspiration and determination that continues to be a driving force in my life are derived from my unique journey and experiences, and most importantly, the people that form part of that journey. I graduated from Girls Grammar in 1989—the era of the first flip phone. Not the cool Samsung Galaxy—the original Motorola version with the antenna. Initially I studied law and finance, and then digital media and marketing. Being a venture capital investor didn't really exist when I graduated so I definitely didn't have my future all figured out! Given the length of time I have been away, living abroad, I did not expect to be back in Brisbane or back at Girls Grammar giving this address, but life is full of wonderful surprises.

I would like to take this opportunity to thank Principal of Brisbane Girls Grammar School, Ms Jacinda Euler Welsh; President of the P&F Association, Dr Cate Campbell; Vice President of the OGA, Mrs Katrina Swete Kelly (McAdam, 1981); staff, families and the Class of 2022 for this honour and tremendous responsibility. To the graduating class, congratulations; to the parents and educators, thank you.

I chose to attend Girls Grammar, and my years at the School were wonderful and challenging. It is where I started architecting my Minimal Viable Product (my MVP) on how to live my life. Tonight, I am going to touch on five themes and how they are woven through the fabric of my experience as a member of the startup and venture capital ecosystem. Hopefully, there will be something in my story that helps you find your own path.

Today, I am a General Partner in a venture capital fund for one of Australia's leading financial institutions. This involves investing globally in some of the world's most innovative and impactful people, technology, and companies. I work with founders who are curious, confident, resilient, and passionate about building new

technology and improving people's lives. My journey to this point has taken me from Brisbane to New York, with travel and work across the globe. It has not been easy, and it has not happened overnight, but it is rewarding—full of interesting people, and most importantly, it is my authentic life and fun!

## Try new things

I have always been slightly anxious about trying new things; however, I try them anyway. I also believe a little anxiety can go a long way and be a positive 'sixth sense' in guiding us through life. That is how my journey at Girls Grammar began. We grew up in a small town outside of Cairns where my parents were business owners. Back then they were not called founders or CEOs but they built businesses, created new jobs and new technology. Business (both positive and negative) was a normal topic of conversation at our dinner table. Eventually, all three of us children worked in Manhattan and lived within a two-block radius of one another. It is no surprise then, that family is what brought me back to Brisbane.

Follow your dreams, try new things, be scared, but try them anyway. I could be independent, a maverick, and confidently make my way through life because I knew that I could always go home. At Girls Grammar, both the staff and students continued to instil that sense of confidence and self.

## Bring your *grit*

I had always thought of myself as a hard worker—disciplined and willing to try anything. But it wasn't until I read Angela Duckworth's book, *Grit*, that my approach to life made more sense. I have not always been the smartest, had all the 'right' traits or experience, but if I want something, I have found a way to get there. This was very true when I arrived at Girls Grammar. It taught me resilience—just keep going, keep striving for *your* greatness and never give up.



Failing is inevitable so learn to roll with the punches and adapt. Many startup founders fail before they succeed. Failing is also important if you want to follow your dreams and create your own path. That and networking!

Networking is an art form and it's a crucial feature of the 'life MVP' for those who want to create change and make their mark on the world. A female trailblazer in the sports industry, who was the first commissioner of the Women's National Basketball Association in the USA (WNBA), gave me a wonderful piece of advice when I was trying to break into building a sports technology startup from investment banking. She called it 'appropriate persistence'. Just keep trying (without being too pushy), and when meeting people always ask for three more names. I have always been my authentic self when meeting people and have a great deal of empathy for those who are trying to achieve their dreams, including all of you.

### Find your *people*

People and those who you choose to be part of your life are some of the most important decisions you will make. These are your work people, your friends and your family or extended family for those of us that have lived abroad for many years. Starting in new places and meeting new people is exhilarating. Since moving away from home at fifteen years old, I have honed my skills in observing, listening, being discerning, and allowing myself time to find *my* place and *my* people.

Playing and watching sport has always been a significant part of my life. When I arrived at Girls Grammar it was also a way to make new friends and become part of the team. Participating in Swimming, Water Polo, Softball and Tennis continued to instil the importance of focus, training, and determination. I am here this evening because of Mrs Pauline Harvey-Short OAM (1971), and I want to take this opportunity to thank her for her continued and unwavering friendship and support, from my early days at Girls Grammar, through to today. Not only did she trust me to play and coach Softball, but she also trusted me with speaking to you all this evening.

When I arrived in New York, sport was also how I found my people. We were all bankers, lawyers, doctors, engineers, and creative people that were crazy enough to think that spending six-hours cycling on a Saturday was a good time! Those people make up my inner circle today regardless of where we all live. We are all retired triathletes now, but their support helps me both personally and professionally. Choose your 'people' wisely—and if you are genuine and supportive, they will do the same for you. I am sure you all have some of 'your people' in this room this evening.



### Be curious and learn—love what you do

Try to learn something new every day and from all types of people—sometimes it is knowledge or a skill that you want to retain and emulate, or even, those that you don't. Education can be formal, on the job, or self-learning, but being a 'sponge' will allow you to succeed and adapt. Work out what makes you happy. That may sound very basic but if you are passionate about something, and it makes you happy, then being curious and taking leaps of faith will be exciting versus petrifying.

I didn't study entrepreneurship, how to raise money or how to build a mobile app, but have managed to do all these things. I have always loved what I was doing at the time but not every aspect. Long hours, travel (nine cities in four days in Europe on a roadshow), being 'over your skis', the youngest person in the room, the only female in the room (this still happens both in real life and virtually), missing family events and being completely overwhelmed, are also part of my journey. I use that as motivation to continue to move forward on my path.

### Female role models and mentors

My first strong female role model was my mother. Girls Grammar also instils in us that strong female mentors are the norm. My female friends and mentors are CEOs and COOs of public companies, doctors of professional sporting organisations, entrepreneurs, PhDs running digital healthcare programs and we are all there to support each other. Building these relationships can be organic but they also take work.

## New York—a state of mind

Manhattan is a melting pot of all types of people. My toughest challenge was moving to New York and working as an attorney for one of the oldest and most prestigious law firms. I was then recruited into investment banking at Citibank and spent nearly a decade working long hours, travelling the world, and building new businesses. I was once sent to London on a two-week roadshow with a client that turned into three-months. I made the most of living out of a suitcase (with a little shopping in between) and spent every weekend in Italy with friends and family. The long hours and pressure of the job melted away when I landed in Italy. At Girls Grammar we are taught and encouraged to be an individual—to find out who we are, hold true to that, and bring a little bit of ‘Amanda’ to wherever we go. For me, that was critical to thriving in these environments.

Don’t be afraid to try new things, learn as much as you can, find your people, be your ‘authentic self’ and just when you are almost at the top of where you are, try something new. I had wanted to be a part of the tech movement since the year 2000, and my pivot was solidified when everyone at Citibank, our clients, and our lawyers were all given a Blackberry. I was connected 24/7 and knew that this, and other technology, was the future and a catalyst for change.

In 2008 I left investment banking and started all over again. How could I combine my love of sports and build something in technology—build a digital business for a major sporting league? That was the beginning of my entrepreneurial life. The person who hired me is now the CEO for LA28—the organisation for the 2028 Olympic and Paralympic Games in Los Angeles. She indeed took a chance on me. Why? Because I had grit, I was determined to build something and I was willing to learn everything I needed to in order to become entrenched in technology, startups and the business of sports.

We started from the ground up and I was out of my depth from day one. However, we built a cutting-edge digital business and were one of the first live streaming apps in the Apple App store. Building that first business was very different to being part of a large organisation. Hiring people, doing a lot with little funding, understanding what the fans wanted, and then determining how to make money was just a normal day. Attending major sporting events including MLS Cup, the US Open, NBA All-Star, were part of the perks, but we knew we had done something right when we were invited to visit the Apple campus in Cupertino, California!

Following this venture, I joined another startup and I also started investing. The next startup that I ran was not the experience I had hoped for. When raising money from venture capitalists I realised just how many times people say ‘no’ before someone says ‘yes’. Grit, confidence, conviction, and a healthy dose of humility are essential. We did raise but we did not succeed. Failure? Perhaps, but given the founder experience, the technical and product expertise that I gained, for me, it was a necessary event that propelled me forward to the next adventure.

## Diversity and paying it forward

Technology is everywhere, and for the most part it is helping us move forward and live better lives. Entrepreneurs are curious, they take risks, they truly believe in, and are passionate about, what they are doing. Investing in startups is a long-term and personal relationship. In addition to providing much needed capital, I am there to provide support and help the company grow. It involves a lot of listening, the occasional therapy session and leveraging your network. If you decide to build something (and I hope that many of you do), finding the right venture capital investor is again finding ‘your people’. There are so many exciting areas that are ripe for disruption including quantum computing, climate-tech, and robotics.

In addition to finding and supporting great founders and companies, I am also now able to give back and help balance the scales for female and other diverse founders. The technology industry needs more diversity, and especially more women. I won’t bore you with statistics but, in summary, startups run by diverse or female founders are more likely to succeed, however, the amount of funding allocated to women-led startups hovers at around 2-3 per cent each year. In tougher environments, like the one we are in right now, the percentage declines disproportionately and it is even harder for diverse founders to raise capital. I say this not to discourage you, but as a rallying cry to continue to motivate intelligent, resourceful, and resilient women to follow their dreams.

I would like to leave you with another very important part of my journey. Life is faster than ever, the tech and venture capital industry move at lightning speed—I am sure many of you have heard the expression ‘move fast and break things’—but it is important to take care of your physical and mental health. And if you are running your own company one day, take care of your people too—they are your most valuable asset! *Nil Sine Labore* and a good amount of sacrifice, but your health and happiness are everything.

Thank you for this opportunity, and congratulations on this amazing achievement.







