



The

Bridge

Semester Two 2019



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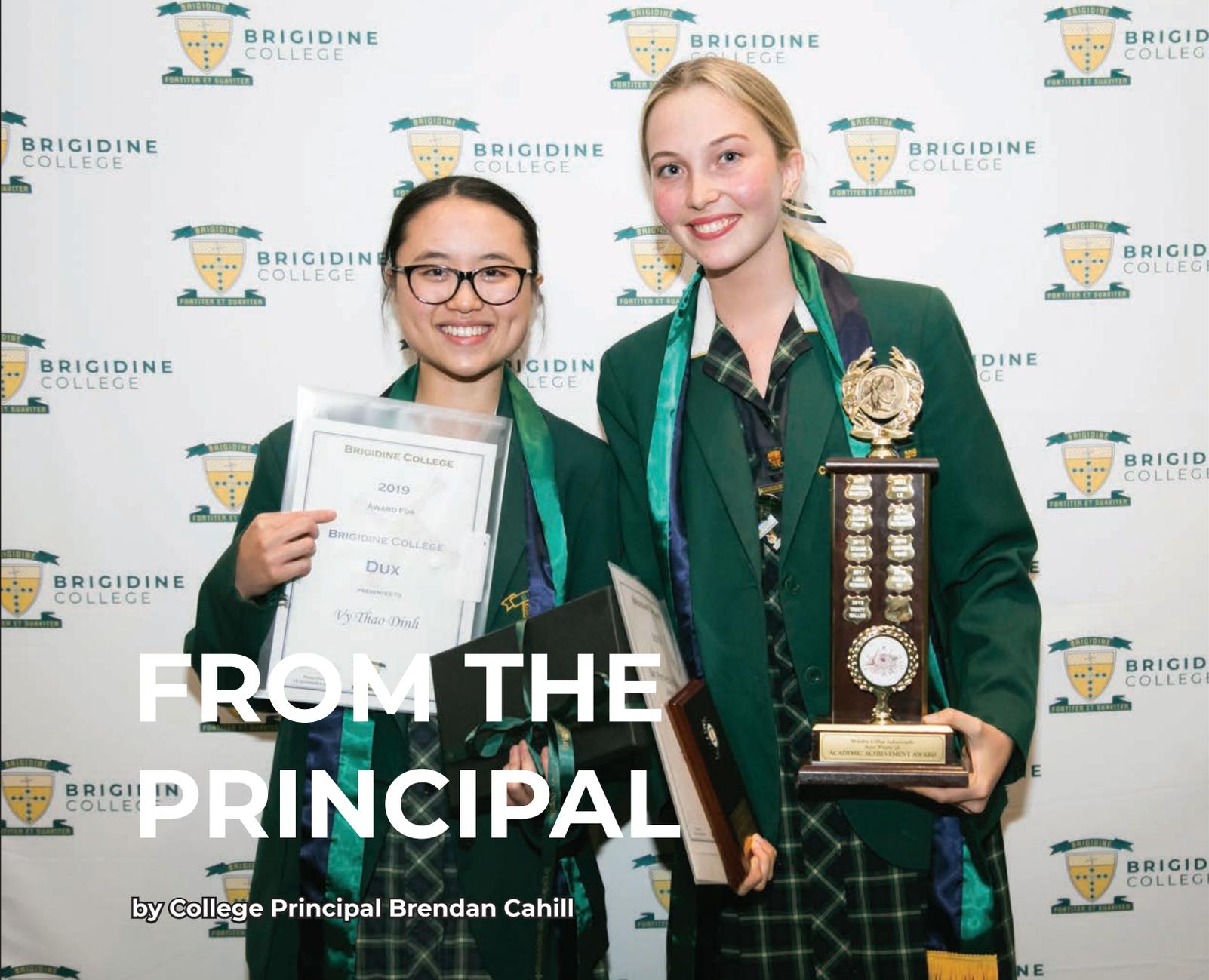
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CONTENTS

From the Principal	04
Mission News	08
Learning: A Lifelong Journey	10
New Beginnings	13
Analysing Data to Make a Difference to Student Outcomes	16
Thinking Skills in our Students	18
Effective Study Habits	20
Early Career Teacher Profile: Jordan Whitney	22
Teaching for Thinking: where creative and critical thinking meet	23
The Power of Music	24
Brigidine Formation Program: shaping women of our time	26
Red Earth: Educating the Whole Student	29
Outreach: St Vincent de Paul	31
Future Problem Solvers	33
Programs of Excellence	35
2019 Sports Round Up	38





FROM THE PRINCIPAL

by College Principal Brendan Cahill

The College's annual Awards and Acknowledgement Evening in October provided the opportunity to celebrate all that is good with joy and gratitude. We celebrated the many gifts that our students and their families bring to the Brigidine community, the gifts the teachers share as they walk the journey with students each and every day and we celebrate our Catholic tradition and the gifts the Brigidine Sisters continue to bring to our community.

This year, we also celebrated and gave thanks in our 90th Anniversary year for our community. Hospitality is when someone feels at home in your presence. It is not only how we open our homes or buildings for others, it is also that we are open to others, to share and be open to our God. We have strived to continue this tradition throughout the year.

With enthusiasm and energy, the ideas for our 90th Anniversary have flowed and the

opportunities to invite people to engage in some extraordinary activities were enveloped by our Brigidine spirit. They included:

- *90 Stories in 90 Days* Facebook campaign 2018-2019
- Opening Mass celebrated at the Cathedral of St Stephen
- The Anniversary Choir's rendition of the song 'Riptide'
- International Women's Day celebrations with past pupils the Harris sisters
- Brigidine Day
- Middle School Movie Night
- Senior School '*Dance of the Decades*'
- Staff Afternoon Soiree

- 'Where Dreams Begin' cultural spectacular
- Brigidine Gala Ball
- Alumni Afternoon Tea

We have shared our stories past and present; we have exaggerated some and underplayed others; we have joined with those we haven't seen for a while and found that the spirit from the 1960s, the 1990s and today continues in an extraordinary way. With gratitude and thanks to all those who have gone before us, we are a place for:

- Women of Integrity
- Women of Justice
- Women who care and support others
- Women who know how to have fun, and
- Women and men who are proud of their school and the opportunities it provides.

And so we are an inclusive community where all people are valued, where creation is recognised as sacred and where hope, justice and courage are hallmarks.

In celebrating and acknowledging our young women, we identify how our students live in the digital world, where they learn with our teachers in a contemporary educational environment and where their College continues to 'Build for the Future'.

All current students at Brigidine have been born this century. Our new teachers are also digital natives born and connected to the cyber world. Consequently, education has been shaped differently at an exceptional pace. In Australia and globally, Gen Z and new Alphas increasingly require skills and experience in:

- Cultural Diversity
- Equity and Access
- Enterprise and Entrepreneurial Ideas
- Creative and Critical Thinking
- Collaboration, Resilience and Innovation

Whilst many of these critical factors explicitly intertwine into our classrooms, the goal

of schooling is 'to educate'. This is more than skills in reading, writing and maths, but rather the education of the whole person. Just like parents and their children, Brigidine educates its students in the spiritual, emotional, personal, social wellbeing and cognitive elements of life.

Our teachers inspire girls to engage their spiritual being, their personal wellbeing and their cognitive development to be young women who care. They open the doors of possibility.

Brigidine girls are encouraged:

- To be bold and creative
- To change and improve their thinking, study hard and form relationships
- To expand and develop reading and writing skills that promote clarity and creative purpose in their literacy
- To celebrate their collective improvements in numeracy, so that we identify all girls can do Maths
- To collaborate and work with classmates, friends, teachers and families to realise their potential.

Ultimately, Brigidine is a place of inclusion where learning and the care of young people is accessible to all. Whether this be through differentiated approaches to student learning needs or where the wellbeing of students is paramount, each student must be able to access opportunities to achieve success.

The enhanced Diverse Learning Centre and the new Compass Program of Excellence for students in 2020 are aimed at personalised learning approaches through explicit teaching and pedagogical practices.

The new Formation Program for 2020 will provide the opportunities where and how young women can flourish. Through positive relationships and a growth mindset approach, cognitive engagement is aimed to be enhanced through student agency, self-care and resilience.

A complex and evolving picture of the needs of the student in the 21st Century still requires the support and wisdom of their parents and teachers. Knowledge and stories of

connection, deep learning and empathy for others cannot be found in a training manual. It is not simply found in the data sets identifying ability and outcomes, but rather found in experiences where linking ideas, embedding formulas, critiquing opinions, challenging and presenting understandings and celebrating outcomes is foremost of what our teachers do!

Infrastructure

Each year, with the support of the College Board, the College has worked hard to provide buildings and infrastructure that allows our community to be centre of learning.

This journey continues as our expanding student enrolments demand improvements in resourcing for engaging and flexible learning spaces. We will continue to utilise rooms and facilities at the Taringa Soccer Club, where our fitness, strengthening and conditioning spaces continue to expand. The original Dance room under Kildare Hall will also be reinstated to provide a third performing space.

In early 2020, the first phase of our Master Plan will be complete. The Science and Technology building (pictured below) will not only be an expression of the future but also the opportunity for our students to join with researchers and tutors from the Uni-

versity of Queensland and the Queensland University of Technology, developing innovative and entrepreneurial skills in scientific research, IT Maker Spacers and differentiated learning in the new Diverse Learning Centre.

Over the Christmas holidays, the second phase began with the new College entrance on Cecil Street (pictured right) replacing the Duvac Building. This new College hub will be placed in the centre of our campus and will include the College Office, administrative services and a staff professional learning facility.

Brigidine will also embark on new opportunities for pre-service and early career teachers through formative opportunities to learn and engage in the teaching profession through our university partnerships. QUT and UQ are ready to engage in Teaching Fellowships for their students to work with our teacher professionals from the start of 2020.

The College continues to be a place of learning for all students, teachers and staff and we will be an actively positive environment to promote education as a vocation and profession.





Acknowledgements

As we have seen this year, our history is littered with thousands of stories where women and men have embraced their faith and learning. Our guest speaker at the Awards and Acknowledgement Evening, Amy Simmons, told us that learning is a lifelong journey and as she continues to work overseas, she inspired the young women of Brigidine College with her passion, her energy and her commitment to lifelong learning.

I acknowledge and thank the Brigidine Sisters and Kildare Ministries for their support of the College, as well as the College Board chaired by Mrs Robyn Killoran.

We are blessed with an outstandingly generous and supportive parent body who have shared the opportunity to walk with the girls through their time at the College. I also acknowledge the work and encouragement of the College Parents and Friends' Association over the past year. Through the leadership of Ms Katrina Kupke over the past five years as President and her Executive, they continue to be wonderful ambassadors for the College and truly inspirational in creating Community for all of us.

Thank you to the Year 12 students, the student leaders who have been overtly positive and supportive this year. Their growth has been life-giving to the whole student body and I thank them for their support and engagement in College life, especially as their

numbers meant that everyone has firmly contributed to the legacy that will be 2019.

The College is blessed with teachers and staff who continually go beyond the call of duty and provide unending support to the girls. The professional practice and care for our Community has been exemplary and I am proud that Brigidine College continues to be a destination for teachers who want to 'educate the future' for Australia.

I would particularly like to thank the College Leadership Team for their willingness to share, grow and work together to achieve outstanding outcomes. I also acknowledge all College staff, the school officers, the maintenance crew and a myriad of others who work, volunteer and share the call to be members of the Brigidine family. I offer my heartfelt thanks for an outstanding year where their gift of service is gratefully recognised.

As we prepare for the start of 2020, we will continue to strengthen our community through the gift of faith and gentleness of purpose.

Thank you and God Bless.

MISSION NEWS

by Deputy Principal Mission Andrew Beiers



In Semester 2, in this *Year of Hospitality, Welcoming All*, students and staff continued in the tradition of service and hospitality for our 90th Year.

The semester opened with our celebration of Brigidine Day with a dual focus on our founder Daniel Delany and Patron St Brigid. Mass was conducted by Fr Pan and the opening detailed the beginnings of the Brigidine Story. Our readings highlighted the importance of Abraham and Sarah welcoming the three strangers into their home, while Luke's Gospel explored Martha and Mary's story of differing hospitality.

Over the first few weeks of Term 4, our Year 10 and 11 students explored the spiritual side to life at Brigidine through reflection, song and engagement in social action at their respective retreats. Year 10 directed their attention to the *Share the Dignity* program for those women affected by period poverty. *Share the Dignity* is an organization dedicated to supporting young women trapped

in poverty often because of circumstances around domestic violence. Our girls put together toiletry packs and wrote messages of support and inspiration to women who are a part of the program. Year 11s focused on reconciliation within their cohort and explored ways of moving forward together in leadership for 2020. Facilitator, Michael Fitzpatrick, challenged the girls to name things that bind us and actions and dispositions that unbind us and allow us to move forward as a Christ-centred community.

The Car Driver's Liturgy is now in its fourth year. On Friday 25 October, we shared stories and blessed Learners, P Platers and drivers as our students committed together in prayer to safe practices into the future. On Wednesday 30 November, the Brigidine community commemorated All Souls' Day (2 November), and we placed all of the names of our departed staff, students, family members and friends in a folder in front of the altar. A number of students and staff attended the Mass celebrated in the chapel.

On Friday 1 November, we celebrated All Saints' Day, also known as All Hallows' Day. We had a Eucharistic celebration with staff and students during the lunch break. Pan reminded us about the importance of this feast. We celebrate this feast to draw inspiration through the saints' way of life; not to be perfect, but to be true and act transformatively! We also call for saints through prayer, to intercede with God for our needs.

The annual Kup Murri was held at the end of October celebrating the year for our Aboriginal and Torres Strait Islander families and friends. The Kup Murri is a traditional Torres Strait Islander feasting ceremony performed at important events such as weddings and births. We particularly remembered Taliah Saylor and Vaikarna McLennan (pictured below) who graduated this year. We gave special thanks to Ken Millar and Kevin Eastment as well as the Ngutana-Lui Centre staff for their support and continued friendship in that sacred learning space. Thanks also to Mr Brendan Cahill, Bevan Cassidy, Owen McLennan and Ellah-Louisa Cassidy for their kind words and encouragement during the evening and Helen Jeffcoat and Jen Byrne for their support and guidance. The girls concluded the night with a song for their ancestors, Baba Wayiar.

Our 2020 College leaders Abbey Cook, Sophie Foley, Emma Crowhurst and Jessica Parcell flew to Sydney for the Brigidine Leaders Day with Srs Chanel and Jan, along with Sydney Mission leaders Christina Day and Kate Ryder. Brigidine College Randwick Principal, Sharyn Quirk welcomed the

girls to the community as they explored the charism and tradition of the Brigidine sisters following the example of Jesus and engaged in ways of networking together for 2020.

Fr Odinaka Nwadike, Assistant Dean of the Cathedral of St Stephen, was welcomed to the College to talk to the English Literature students about Nigeria and the particular text they were studying '*Things Fall Apart*' by Nigerian author Chinua Achebe. Special thanks to Romany Smith for inviting Fr Odinaka and exploring Nigerian cultural contexts.

In Term 4, the Year 10 students joined with the Ambrose Treacy College cohort to celebrate Vinnies de Formal with music and trivial pursuit questions. Rachel Martin-Chai from Vinnies explained how the \$4000 raised could be used in the future to aid support of the 116,000 homeless in Australia. Well done girls! The evening finished with the boys and girls sharing their school war cry with each other. ATC won that round this year!

A very special thank you to all of our teachers and students involved in mission, ministry and identity activities in 2019.

We look forward to a challenging and vibrant 2020 where we uncover the theme of Justice and follow Jesus' example of engaging with the margins of life in a counter-cultural way.





LEARNING: A LIFELONG JOURNEY

How I went from being a Brigidine student to a Software Engineer

by AAE Guest Speaker Amy Simmons

I graduated from Brigidine in 2004. I then went on to study Journalism and Arts at the University of Queensland (and went through a very bad hair phase).

After graduating from university I became a journalist for the Australian Broadcasting Corporation, where I worked in the online newsroom in Brisbane. It was a 24/7 operation, covering major national and international news stories.

A few years later I moved to Sydney, where I began working in the ABC's fact checking unit. We would take claims made by politicians and do a lot of in-depth research to determine whether the claim was accurate. I also did some TV and radio reporting.

One day a friend of mine from the ABC suggested I go along to a free coding workshop. There would be cupcakes and coffee, and an after party sponsored by Microsoft. I was keen. At the workshop I learned how to build a very basic website, and I began to fall in love with coding.

The following year I took a three-month

coding bootcamp. It was the best 12 weeks of my life. It wasn't an easy decision, but I decided to leave my job at the ABC, and change careers.

I got my first job as a software engineer in Sydney, working for a really cool tech company that overlooked the Harbour Bridge and the Opera House.

A couple of years later I relocated to London, for a dream software engineering job with Twitter. A couple of years later again, I relocated to warm and sunny San Francisco, where I joined Twitter's core web team, and now build features for the twitter.com website.

Based on this list, you might think that when I was at high school, I was a perfect, role-model student. But I'll let you in on a secret - I wasn't.

I got in trouble for graffitiing my school diary and for trying on inappropriate outfits for a school dance in the girls' toilets. I was never a Prefect, or a Captain of anything. I didn't get straight As. Well, one time when I

got straight As in a Maths exam, my teacher pulled me aside and asked how I did it. I'm pretty sure he thought I cheated. Some girls were mean to me. And if I'm being totally honest, I was probably also mean to some girls. My parents weren't rich. I wasn't a 'natural', I had to work incredibly hard, and was often up until all hours of the morning before exams and assignments.

So, my point is, going on and achieving big things after high school is something everyone is capable of.

Choosing your career

When I was in school I had no idea what coding was, or what it would be like to be a software engineer. It felt like a boy thing. The kind of thing that a nerdy kid who hangs out in his parents' basement playing video games 24/7 would do. It sounded very mathematical, not very creative. None of that appealed to me. It wasn't even on my radar.

Instead, I chose to do journalism at UQ, because Mrs Brosnan said I was good at English and that I'd make a good journalist, and Mr Robinson said UQ was the best.

Now don't get me wrong - I don't want to discourage any budding journalists out there - journalism was a good choice. I did it for six years and I loved it. But going tech was a really good choice.

You get to build the apps and websites that you and your friends, and billions of people around the world, are using every single day. Snapchat, Instagram, YouTube, Netflix. You could even come up with your own app idea and write the code to bring it to life. So, it's very creative, and you don't need to be a maths whiz to do it. You work in a team; you collaborate with others. You're part of the tech community. And the tech industry is always changing, so there is always something new to learn. Not to mention the perks. Free breakfast and lunch at the office. You get paid to go to conferences. Team parties and celebrations. And you can rock up to work in jeans and a tee shirt, or anything you like. When I worked for Twitter London, we even had a beautician come to the office every fortnight to do our nails.

So, when choosing what to do, consider all your options, and don't let stereotypes about an industry get in the way.

And if you find the decision stressful, remember you're not locked in forever. You can always change careers later in life, like I did. And you can always switch degrees while you're at university. My good friend Gemma O'Brien, who also went to Brigidine, thought she wanted to become a lawyer. After a year of law, she switched to graphic design, and is now a world-famous artist.

So, don't put too much pressure on the decision. Start with something that excites you, or something you're good at.

Asking for help

When I changed careers from journalism to software engineering, I was starting from the bottom. I'd been a journalist for a long time, and a coder for only a few months. I was working with people who had 10, 15, 20 years' experience. They would talk about technical things that I'd never heard of. There was so much I didn't know. It was overwhelming.

This is when I learned that asking for help can be really, really hard. It's hard because it exposes our weak spots. It makes us vulnerable. If I ask for help, my teammates will know that I'm struggling. They might judge me. They might think I'm stupid. They might question whether I was worth hiring.

This is a fear that can also arise in the classroom. Your teacher is explaining something that you're not really getting. You look around the room - it seems like everyone else is following along. At this point, it's easier to stay quiet, not raise your hand, and pretend that everything is fine.

Being too afraid to ask for help when you need it will hold you back in life. So, we need to practice this. And we need to get good at it.

There are two things I've learnt here:

The first is that if there's something you don't understand, chances are you're not the only one. I can't tell you how many times I've asked a 'dumb' question, only for several other people in the room to have said 'oh yeah, I also didn't get that' or 'I was wondering the same thing'. Chances are, you're asking the question for yourself, and for others.

The second thing is that often, people don't judge you for not knowing something. They

want to help you. Because it makes them feel good to be able to share their knowledge and explain something to you.

But it's not all on the person asking for help to be brave enough to do so. In a recent study, Google found that 'psychological safety' is the most important characteristic of effective teams. What this means is that it's on all of us to create a supportive environment where people can be vulnerable without fear. So, the next time you notice a classmate struggling - whether it's with schoolwork, or even something personal, be kind, and encourage them to ask for help.

What others think

I'll never forget one school dance I went to. A boy asked me to dance. I said yes. The next day his friend told me he didn't like me because my nose was 'so big it could eat his face'. This made me feel ugly, and self-conscious about my nose for a long time after.

I'll also never forget the time I was at a party; a boy took me into the study, and began pressuring me to do things with him. At the time I felt really uncomfortable, I didn't know what to say to get out of it. Would he still like me if I said no? What would he say to his friends? Fortunately, my friend's mum arrived just in time to take us home.

And I'll never forget the first time I wore high heels in public. I was walking through Indooroopilly Shopping Centre to get to Supre, where I worked. I passed two of the mean girls from school who were sitting on a bench, and I slipped. They burst out laughing and were pointing at me. I felt like a loser, so embarrassed, so uncool.

Several years later, I was working at the ABC, chatting to a colleague who was in her 30s. She said: being in your 30s is just better, because you care less about what other people think. You're true to yourself. You care less about pleasing others, or whether people like you.

This is the confidence that I was lacking when I was in high school.

If I could teleport back to the dance, I'd channel Lizzo, who oozes confidence and beauty, no matter what anyone says.

If I could teleport back to the party with the boy in the study, I'd channel Aryar Stark, who

wouldn't take anything from anyone.

If I could teleport back to Indooroopilly when I slipped, I'd channel Taylor Swift, shake it off and realise it was the mean girls who were being uncool.

Recap

Don't let stereotypes about a career get in the way, consider all your options. And remember, whatever you choose doesn't have to be forever.

Practice asking for help, even though it's hard. This will be key to your success.

And finally, don't wait until your 30s to start caring less about what other people think.





NEW BEGINNINGS

by the 2020 Captains

“Don’t ever allow yourself to feel trapped by your choices. Take a look at yourself. You are a unique person created for a specific purpose. Your gifts matter. Your story matters. Your dreams matter. You matter”.

When I first watched the film ‘The Blindsight’ at age 10, I did not truly understand the powerful meaning behind these words. However, as I have grown older, these are the words which truly resonate with me and exemplify the meaning of the College’s theme for 2020, ‘Justice’.

In my graduating year of 2020, I am honoured to represent this wonderful College and be part of the Student Leadership Team and the extended Brigidine Family.

‘Justice’ by its definition, is ‘respectful behaviour or treatment and a concern of peace, and a genuine respect for people’. In the true story of The Blindsight, the powerful female protagonist, Leigh Anne Tuohy and her family, care for a teenager who has experienced a challenging upbringing. Although others were not in support of her decision, she never let other people’s opinions get in the way of pursuing her moral values. She challenges social norms and isn’t afraid to speak her mind. She is strong-willed, dedicated and compassionate. Leigh Anne’s adopted son, Michael Oher, is a person who works hard and perseveres to the best of his ability, in everything he does regardless of the obstacles he faces.

The theme of ‘Justice’ in 2020 is personified through these individuals as they encourage people to accept others despite their differences and promote individuality. As Brigidine

women we are provided with the opportunity to forge our own pathways to deliver justice, to not only the community but more importantly ourselves.

My vision for the students at Brigidine in 2020 scrutinises this idea. I have a vision of inclusion with the clear message that it is ok to be different. My challenge for everybody is to dare to be different. We all have different perspectives and we will pursue different outcomes. It is so important that you be yourself. If you water yourself down to please people or to not offend anyone or to fit in, you lose the power, the passion, the freedom and the joy of being uniquely you. It is much easier to love yourself when you are being yourself. And as Leigh Anne Touhy would say, “Just because your path is different, doesn’t mean you are lost”.

The term ‘Blindsight’ refers to a defensive football position, where this player protects and defends the quarterback. In 2020 we may not always make the correct plays, and on occasions we may even drop the ball. But no matter what, together, we must have each other’s ‘Blindsight’. In doing so, we can sustain a cohesive College, celebrating everyone’s uniqueness and upholding justice.

**Abbey Cook
College Captain**

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” – Maya Angelou

As Mission Captain it is my greatest hope to see girls within our school community feel valued, included and part of something bigger.

It was my very first day at Brigidine College; shy and nervous, I walked in, not knowing where I was going. I was lost, scared and overwhelmed. As I stood there completely flustered, I remember the calming hand placed on my shoulder from one of my assigned Year 12 buddies. I was no longer scared, as I knew I had someone to guide and support me.

As Mission Captain, it is my vision to create a culture of love, support, compassion and inclusivity across all aspects of the school. In 2020, these elements are critical in ensuring that a sense justice is foregrounded throughout Brigidine. ‘Justice’ is the morally fair and right state of everything. For a person to show ‘Justice in action’ means that they treat everyone the same, and that they treat others as they would in turn, like to be treated.

No matter where you come from, no matter what your background or beliefs are, and no matter what journey or path you are on, the Mission groups are a significant way to represent and promote justice and inclusivity. I am reminded every day of how fortunate we are as Brigidine girls, to be part of an environment that promotes these ideals.

Being involved in social justice allows us to feel a sense of gratitude. It is through helping others, that we also help ourselves, and are reminded of our own blessings. Mission

groups allow students to be empathetic and step into the shoes of others. It is easy to get so absorbed in our own lives, that we become complacent about the situation of others. Mission groups encourage us, for a lunchtime, or an afternoon or for a couple of hours on the weekend, to think about those less fortunate than ourselves or those struggling in some way. These experiences provide a lens to view others, beyond these hours of service. If I have learnt anything from the Mission groups, it is the feeling of satisfaction generated in serving others and through working towards making a real difference in their lives.

The Mission groups place an emphasis on the social justice work of Caritas and Project Compassion. Along with this, the St Vincent De Paul and Justice and Democracy groups help fundraise and raise awareness for various charitable causes. As we begin a new year, I encourage you all to get involved in these groups. Seize every moment and every experience that you are offered through Mission groups and be thankful for all that is offered to us at Brigidine. I can guarantee that making a positive impact in the lives of others will lead to happiness, fulfillment and a change in thought and action.

As Mission Captain, I am really looking forward to exploring the value of justice and to continuing the positive and inclusive culture of reaching out and welcoming others in.

Sophie Foley
Mission Captain



The Arts is like a painting in a gallery. From afar the swirl of colours and textures present an interesting atmosphere that brings joy and sparks interests. Yet, when one steps closer, they will see the unique brush strokes and combination of colours that are blended to amplify the dynamics of the larger picture.

Each student who partakes in the Arts, as a subject or cocurricular, are leaving their mark on the canvas of culture at Brigidine. Through each student's unique technique, commitment to their work, courage to take risks and a passion for creativity, the artwork flourishes into a rich and fulfilling experience for all involved. The canvas for 2020 is awaiting enthusiastic young women to leave their stroke of courage, commitment and community through their immersion in the colourful and creative Arts at the College.

The Arts at Brigidine College continues to flourish every year. I am truly honoured to be incoming Arts Captain and I look forward to collaborating with a team of passionate staff and students who will continue to evolve the culture within the College. The flame of the Arts is consistently ignited by Masses, lunch time activities, eisteddfods, awards evenings, visual art shows and weekly rehearsals. Along with the Arts Ambassadors, Savannah Wirtz-Fielding and Laura McKinnon, we aspire to create more opportunities for both supporters and performers to immerse themselves in the enriching experiences of both Visual and Performing Arts.

As Sports Captain leading into 2020, I would love to encourage the girls of Brigidine College to be involved in the sporting community at our school, whether this be showcasing school spirit at our many sporting events or participating in the range of sports we offer.

Throughout my years at Brigidine I have had the privilege of participating in a range of sports, as they are offered at different times of the year and accept all who are willing to have a go. This has allowed me to find my strengths and what I am passionate about.

I believe that sport brings people together and can be simultaneously a time of fun with friends and a time where new skills can be learnt. The most valuable skills I have learnt are through sport, such as teamwork and perseverance, all qualities of which each Brigidine woman should embody. One of my goals as Sports Captain is to spread positivity and inclusiveness in the culture of sport at Brigidine. It is truly important that people of any skill and ability can participate and thrive in a sport that they would love to do. Bringing a positive attitude to every training, game and cheer is a notion of which I believe the Brigidine girls can get behind.

As a member of the Cultural Program for the last five years, I have seen the growth and development of each ensemble through the spirit of all performers, both junior and senior. I value the relationships that intertwine our youngest troupes to our senior ensembles and clubs. I am so grateful for the many dedicated and passionate young women with whom I have had the privilege of working with over my time in the Arts Program at Brigidine College. These women have left their mark on the canvas of their respective years and have inspired me to build connections with all girls in all ensembles.

My vision as Arts Captains is to cultivate new and old friendships with peers from both junior and senior aspects of culture at Brigidine, in order to form a strong community that will extend beyond our years of schooling.

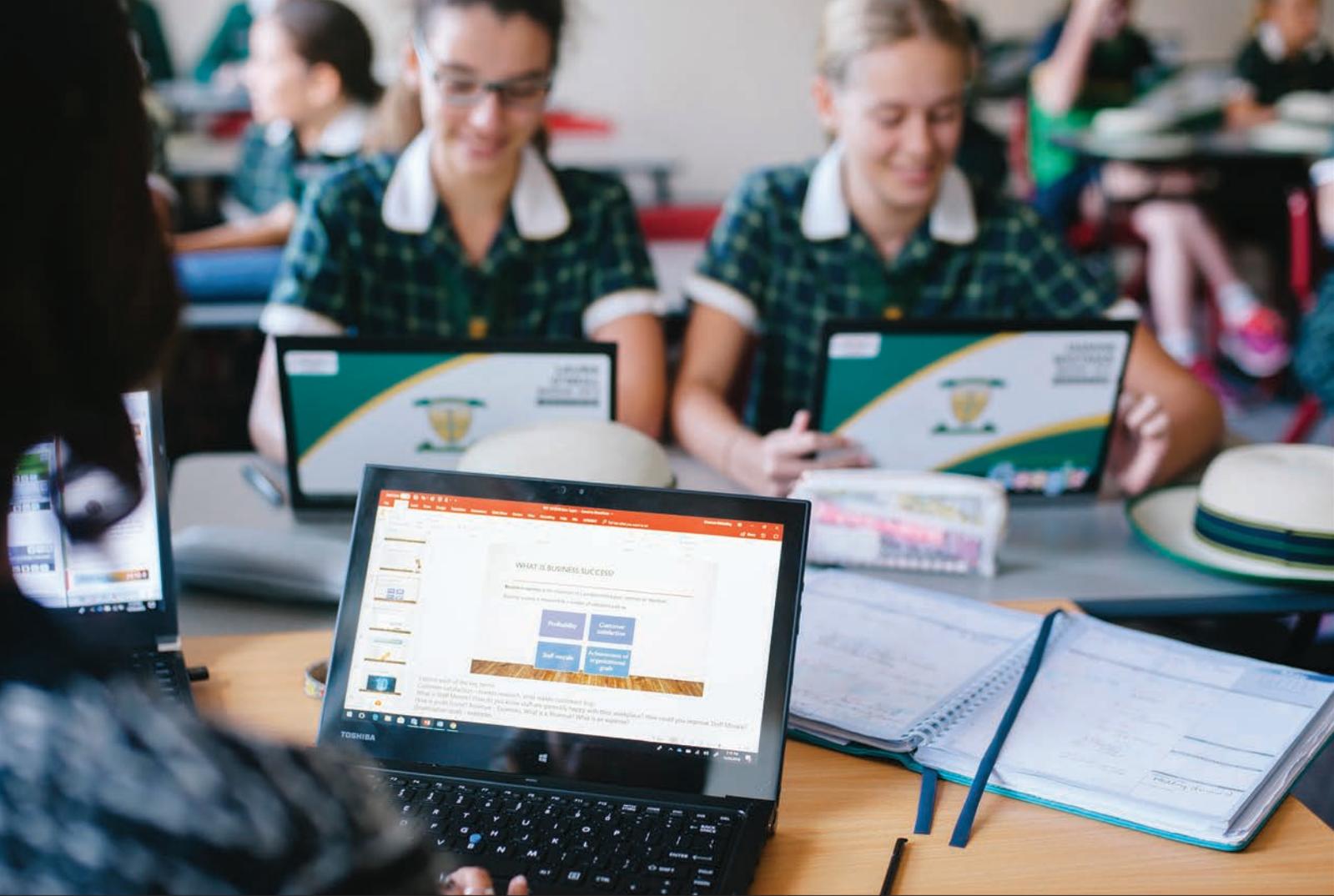
As we venture into the blank canvas of 2020, I invite all girls to pick up their paint brushes, find a colour that sparks their interest and joy, and begin painting their legacy and their futures.

**Jessica Parcell
Arts Captain**

A key part of my role as Sports Captain is to continue and grow the sporting community at our school. This will entail promoting the different opportunities of which Brigidine offers and create an atmosphere of support, where everyone feels welcome. Also, with the theme of Justice in 2020, we can see the Brigidine sport teams focus on fairness within the team and when playing against opposing sides, strive to play each match with pride and spirit.

With the rise of women's sport in Australia and many high achieving inspirational women at the forefront, I believe there is no better time to encourage Brigidine to be involved and find their strengths.

**Emma Crowhurst
Sports Captain**



Analysing Data to Make a Difference to Student Outcomes

by Assistant to the Principal Administration & IT Paul Bennett

We often hear the word 'data' used in many contexts within the media and popular culture. We also hear the words 'big data' used within the analysis of social media to enable companies to focus their advertising towards our personal needs. Data analysis is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusion and supporting decision-making. Like most things in life the analysis and interpretation of data can be used to improve our lives, or it can be used in a negative way. Therefore, the important question is how can we use data in education to improve student outcomes?

Hattie (2018) argues that data is important but that more importantly it is the teacher's interpretation of the data that leads them to enhance or change their instructions to affect student outcomes. Importantly, Hattie argues that we should be deemphasising the notion of data and emphasising the interpretation of the data. We should spend more time training our teachers to analyse graphs and tables that have been extracted from the raw data by experts who can create clever analysis tools and websites. Analysing data at Brigidine College is delivered by two very powerful software packages: Learning Analytics developed by TrackOne;

and SEQTA Analysis which has been created by SEQTA. These software packages - powerful and accurate - deliver information to the teachers that can make a real difference to a student's outcomes. However, we cannot be seduced by the idea that these analysis tools give us the magic bullet. On the most part we are blessed with very hard-working students who from the outside look like they are progressing well and reaching their full potential. However, teachers need to be able to identify underperforming students and then help them to achieve their goals. But how do we do this?

One of the most informative graphs produced by Learning Analytics is the External Assessment Growth tool which allows teachers to monitor the effect of interventions between two assessments using an effect size calculation. Each student in the group is indicated by a dot. The vertical axis measures effect size with a positive effect signalling an improvement in performance, whilst a negative effect indicates a decline in performance. The horizontal axis indicates the student's result in the latest assessment item. Effect size is a simple measure for quantifying the difference between two groups or the same group over time, on a common scale. In an educational setting, effect size is one way to measure the effectiveness of an intervention. Effect size enables us to measure both the improvement (gain) in a learner's achievement for a group of learners and the variation of student performances expressed on a standardised scale. By considering both improvement and variation it provides information about which interventions are worth having.

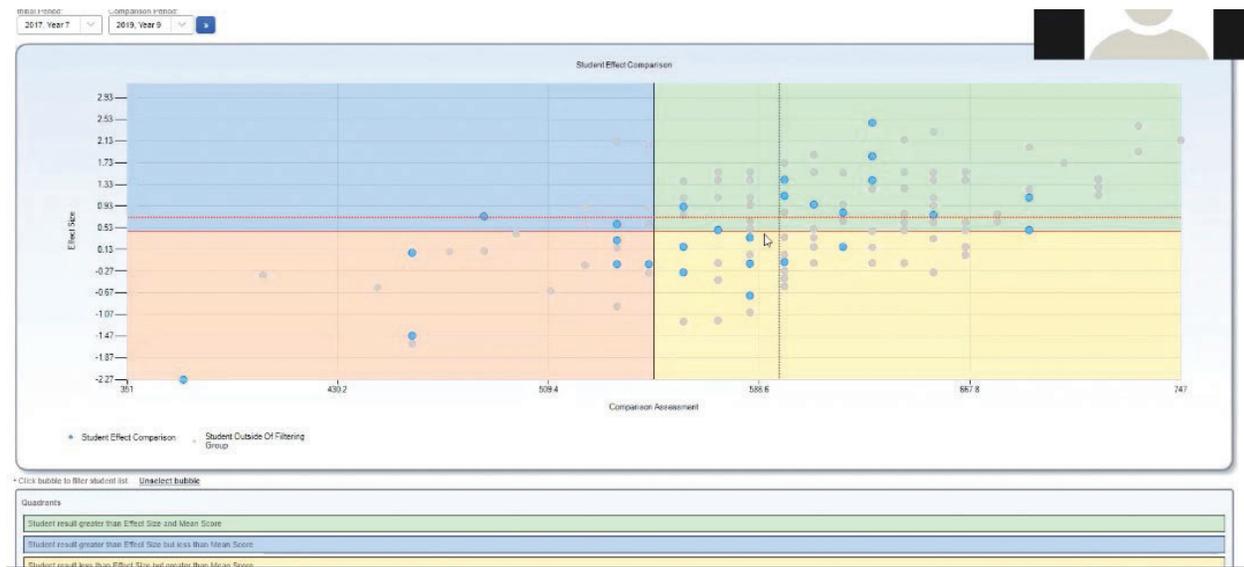


Figure 1: External Assessment Growth (Example only not Brigidine Data)

An individual student can be selected to enable the teacher to observe some finer details about their results.

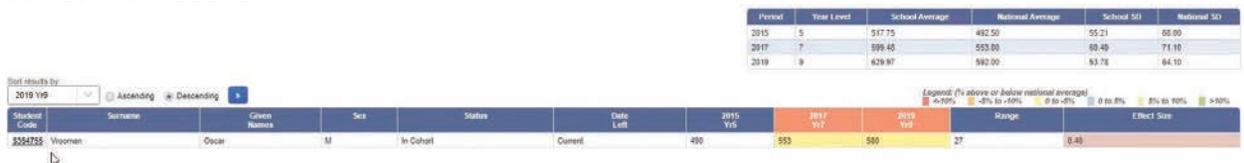


Figure : Student details (Example only not Brigidine Data)

The most important consideration when using effect size is the questions it raises. It invites educators to reflect on:

- “How well is what I am doing working for different groups of students each year and why?”
- “What possible reasons could there be for some students or groups of students to progress more or less?”
- “How does student progress compare with their achievement levels?”

These questions lead to more focussed investigation about the effectiveness of what we do. This provides a basis for teaching and learning interventions we should stop, start or continue as part of effective educational practice (TrackOne Studio, 2018).

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THINKING SKILLS IN OUR STUDENTS

by Acting Assistant to the Principal Professional Teaching & Learning
Allison Johansen

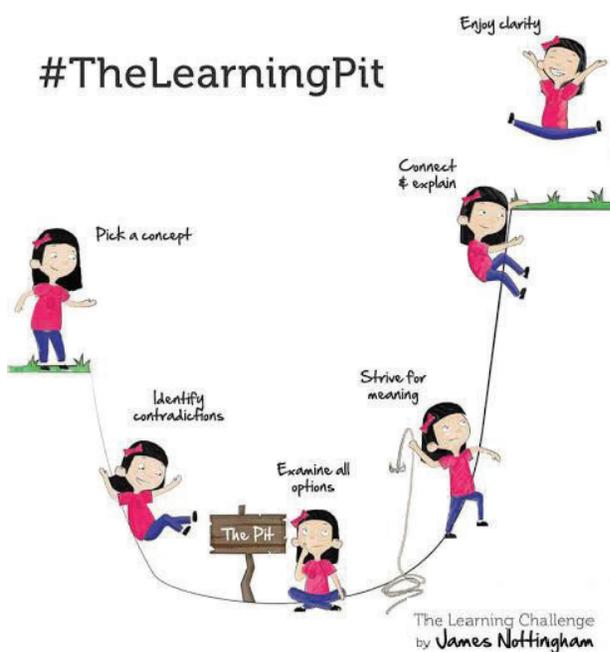
Have you ever tried to learn something new? Surfing, knitting, or perhaps a musical instrument? It takes a lot of patience. It takes a lot of self-talk. It takes a lot of repetition and failing before you get it right. Brigidine students know this exact process - #TheLearningPit - as our teachers take each student on a journey, moving them from place A to place B (Nottingham, 2017).

Preparing our students to self-regulate their thinking (metacognition) has moved them from being passive recipients of knowledge to active participants in their learning journey. In contrast to previous centuries, teacher focus has shifted its emphasis from surface-level learning (what, when, where) to deep knowledge (how, why) to meet the diverse challenges of a rapidly changing world. This is not to say that surface-level understanding is not valued; on the contrary, deep knowledge of a topic or issue cannot be achieved without a satisfactory foundational understanding. The point of

difference is that our students are taught to think about what they are doing with their knowledge such as analyse, evaluate, synthesise, infer, justify and categorise, to name a few cognitive verbs. In other words, a focus on this approach of self-regulation has seen improvements in our students' thinking about their own learning - to plan, monitor and evaluate their process of learning. Similarly, our emphasis on deep level knowledge and critical reflection has yielded improved academic outcomes in assessment tasks.

By reflecting on their learning and their outputs, Brigidine students are continually observing, judging and reacting to the process, tackling and solving their problems with a growth mindset (Dweck, 2006), a key focus in our Middle School. This cyclical activity draws on Zimmerman's Self-Regulated Learning Cycle: self-observation, self-judgment, and self-reaction (Zimmerman & Schunk, 2011).

#TheLearningPit



The three essential components of self-regulation are:

1. Cognition - the mental process involved in knowing, understanding, and learning;
2. Metacognition - often defined as 'learning to learn'; and
3. Motivation - willingness to engage our metacognitive and cognitive skills (Evidence for Learning, 2019).

Teachers like Mel Armsden, Jordan Whitney, Elyse Purser, Renee Dunne and Niesha Hart all use a narrative voice when modelling the 'how' to students, whether by instructing them through the 'I do' phase of the lesson, or in the 'we do' phase of the lesson – where students join the teacher in constructing a response. By demonstrating self-reflection and the cyclical process, students are modelled the process of reflecting on their learning and their knowledge, along with internal voice, encouraging students to use a growth mindset (Dweck, 2006) to “climb out of the pit” (Nottingham, 2017). *The Little Engine That Could*, an American fairytale from 1902, demonstrates this exact process. It is the story of the little engine who is willing to try to overcome a difficult problem by repeating the mantra “I think I can, I think I can”. As William James, an American philosopher and psychologist stated, “Thoughts become perception, perception becomes reality. Alter your thoughts, alter your reality” (1983). So, one may ask themselves: how do you know if you are a 21st Century, reflective

learner? As a student, the simplest test would be to ask yourself the following questions when completing any class activity or assessment task:

“What does the question and/or task actually require of me?”

“How can I go about this task in a different way?”

“Where have I seen this type of task before, or where will I apply this in the future?”

“What should have happened instead?”

The skills gained through self-reflection, using a growth mindset, are preparing our students for their future, one which is paved with #TheLearningPit to challenge, excite and unite for a better world.

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EFFECTIVE STUDY HABITS

by PE/Science Teacher Tamara Haydock

The adolescent brain undergoes a rewiring process until approximately the age of 25 (Arain et al., 2013). Therefore, as our students progress through secondary school, the connections between neurons in their brain are constantly changing and developing.

These changes and developments are occurring in multiple areas of the brain but more specifically the frontal lobes (Arain et al., 2013). This area of the brain is involved with problem solving, movement control, memory, language, and social behaviour. To enhance the development of this area of the brain, The Learning Scientists (2019) have conducted extensive research into the science of learning along with best-practice study skills. Brigidine teachers are beginning to employ these best-practice study skills in a variety of curriculum areas at the College.

The six strategies for effective learning include:

- elaboration,
- spaced practice,
- interleaving,
- concrete examples,
- dual coding and
- retrieval practice (The Learning Scientists, 2019)

The Science Department's focus on dual coding is the process of combining visuals with words. This gives students two pathways by which to retrieve information later (Meyer & Anderson, 1992). To apply this strategy, students are required to look over their class materials to find visuals that replicate information they are reading. For example, drawing the process of the digestive system and including labels. Alternative examples to represent information visually include infographics, timelines, cartoon strips, diagrams, and graphic organisers (The Learning Scientists, 2019).

In particular the dual coding strategy has been employed by Year 8 Science teachers in Semester 2 to enhance students' study skills for their upcoming Biology exam. Students identified that "by combining pictures with words it makes it easier to match them together and understand the concept" (Student, 2019).

Retrieval practice involves reconstructing something you've learned in the past from memory, and thinking about it in that moment (Weinstein, Sumeracki & Caviglioli, 2019). Therefore, the act of drawing on prior knowledge means you are practicing retrieval.

It has been evidenced that when comparing retrieval practice and re-reading information, retrieval practice has a positive impact on learning. Roediger and Karpicke (2006) found that students who used this strategy could remember more information a week later compared to those who read and re-read (Roediger & Karpicke, 2006).

Retrieval practice can be undertaken in a variety of ways including: practice tests or questions, explaining everything they can remember to a peer, teacher or parent, create a concept map from memory, draw a diagram from memory, or write down everything known for a topic.

Recently in Year 8 Science, students have utilised the retrieval practice strategy by writing everything they know about one of the five topics they have been learning. Once they have completed this step, they refer back to their class notes to check the information retrieved is correct, and add additional notes in another colour. This strategy also gives students visual feedback on what they know and do not know, and allows them to critically reflect on their learning.

Overall, the inclusion of both dual coding and retrieval practice have proven to be highly beneficial best-practice study skills. Dual coding allows students to enhance their learning as we process verbal and visual information through separate channels (Paivio, 1971; 1986). Additionally, the act of retrieval can strengthen memory, making

information more retrievable later to also promote meaningful learning.

How do you study? Are you using the most effective strategies?

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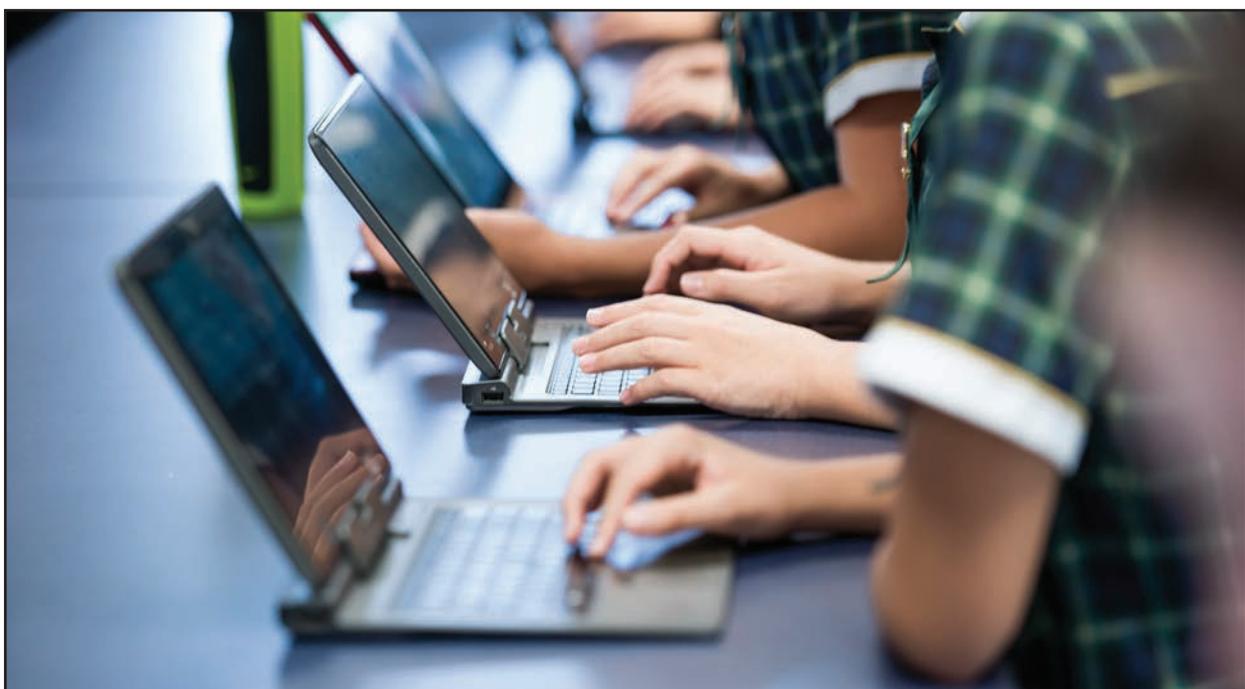
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Early Career Teacher Profile: Jordan Whitney

by Assistant to the Principal Professional
Teaching and Learning
Allison Johansen

As an early career teacher of Mathematics and Health and Physical Education (HPE), Ms Jordan Whitney strives to embody the Kildare Ministries values in her teaching at Brigidine College. Jordan actively leads by example demonstrating an ability to welcome all and be inclusive of others, especially as she responds to the needs of students or staff. Building self-efficacy in her students, Jordan mentors and guides our next generation, in both her classrooms and homework clubs. She sets achievable goals, shifting their mindset to one of growth, informed by a belief in neuroplasticity. By valuing a sense of dignity and respect, Jordan has a strong and gentle approach to encourage our young women to become change makers and problem solvers for the 21st Century. These are the tools her students can then use to stand up for those who are silenced or marginalised.

Jordan's compassion and gentleness are demonstrated with staff and students. She actively listens and looks to discover opportunities for ongoing growth. She evaluates our capacity as teachers to engage

with others by singing the praises of those around her. By making her conversations positive, she radiates confidence, energy and enthusiasm to impact her students and colleagues.

Importantly, Jordan demonstrates her courage through her willingness to be flexible - shifting her priorities in response to the demands of the situation whilst remaining positive and keeping an open mind. Teaching is a forever dynamic profession, where being kind, spreading positive news, and participating in the College community, reminds us to be present and to make the most of our talents. A sign of hope and justice in our world is Jordan's ability to be flexible and adaptable to changing circumstances. She quietly inspires those around her to do better and be better.

The Early Career Program at Brigidine College aims to foster beginning teachers who can contribute their talents and learn from each other. It is a program based on collaboration and the pursuit professional development and learning. Being aware of the challenges of being an early career teacher, Brigidine invests in the growth of teachers at this stage of their career to ensure positive outcomes for both staff and students.





Teaching for Thinking: where creative and critical thinking meet

by English & Humanities Teacher Jody Spear

For years, creative thinking and critical thinking have been categorised as two polarising opposites. Time and time again, we see students label themselves as only one of the following: analytical or imaginative. As we move into the fourth decade of the 21st Century, however, it is imperative to recognise just how closely related both forms of thinking truly are.

Throughout the year, I participated in a webinar series through the Australian Curriculum Studies Association titled 'Creative and Critical Thinking'. A main presenter of the series, Peter Ellerton – a major stakeholder in the 'Critical Thinking Project' at the University of Queensland (2019) – focused on the development of the thinking process itself, before exploring how the process can then be applied to both critical and creative tasks.

Ellerton (2019) reinforces one key idea throughout his webinars: thinking is a process that needs to be taught. Teaching for thinking is about how you 'ought' to think, rather than just the act of thinking itself. The actual thinking process can then, therefore, be used across any subject, in any year level. The application of the thinking process, Ellerton claims, is shaped by the line of inquiry to be followed. This is where the creative or critical approach becomes the predominant focus (2019). Actively thinking, at its core, is both metacognitive and evaluative. Critically, we need to focus on our own thinking, as opposed to the thinking of others around us. Metacognitively, we need to be fully aware of our own thinking processes and seeking ways to refine and improve them. Creatively, the skills associated with active thinking need not change. To succeed, we still need to be aware of our thought processes. For improvement, we still need to challenge ourselves. The challenge? Being comfortable with the unknown.

If we value inquiry, we value thinking itself. To truly do this, however, we need to value the

doubts that come with thinking, allowing for the teaching of inquiry and the relationship of gaining and using knowledge. When we seek to improve our thinking processes, we must value ambiguity: this enables resilience to be built. It is uncertainty that pushes us to test our abilities and allows us to identify our strengths and weaknesses (Ellerton, 2019).

With the focus of thinking being on the process itself (as opposed to the content), I have found that even the simplest of questions allows for sophisticated active thinking. In both English and Humanities, the line of inquiry employed allows students the opportunity to actively engage in the thought process. For Humanities, this involves structuring questions that draw on a number of cognitions; for example, when beginning to study a unit, simply displaying an image (relevant to the unit of work) and asking 'What can you infer?' promotes the use of cognitive skills such as: analyse, identify, interpret, explain, generate, hypothesise, evaluate, justify, organise, speculate and synthesise. Comparatively, the line of inquiry in English involves structuring questions to promote discussion. For example, in the analysis of a media text focusing on animal welfare, a Socratic question – such as 'Do animals have rights?' – allows for dialogue in the classroom, as students argue and justify their position, whilst challenging those around them.

When engaging in active thinking – critical or creative – it is paramount we continually challenge ourselves for improvement; after all, if we never actually remove the training wheels, how will we ever know if we can fully ride a bicycle.

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THE POWER OF MUSIC

by Delany Pastoral Leader & Year 12 Wellbeing Program Leader
Dani Sprenger

Music has always had a special place in my life, from my earliest memories singing nursery rhymes with my grandparents to now singing those same songs with my son. Music has the power to comfort us, excite us, transport us to special moments and help us recall memories.

Plato once said, "Education in music is most sovereign because more than anything else rhythm and harmony find their way to the inmost soul and take strongest hold upon it, bringing with them and imparting grace if one is rightly trained."

Music plays a key role in our lives, from the lullabies we hear as infants, to songs that help us learn about the world around us as children and later assist us to express our individuality as teenagers and adults. In an increasingly complicated world, music and its developmental benefits are integral in the lives of adolescents. Due to the nature of the world that adolescents now live in, young people devote large amounts of time and money listening to music, and as a large consumer group they have become a focus for global companies in the technology industry. As educators and parents this is not a new realisation. Brown & Bobkowski (2011) noted that, "Listening to music is thus particularly important and ubiquitous in the contemporary lives of media-socialising and multi-tasking adolescents." It is indescribable how listening to a song can change everything. Music can even teach what humanity cannot always – how to be human, live, feel and love. Within the educational sphere it is now being recognised that music has the power to be a genuine developmental resource.

There is an increasingly robust literature of recent research that supports the importance of music in adolescent development. The findings of this research allow educators, psychologists and parents to create a window to the everyday psychological, social and cultural needs of contemporary adoles-

cents. Music is both powerful and expressive and has the power to effect mood, stress, immunity and social relationships. In fact, the Oxford English Dictionary (2019) defines music as "That one of the fine arts which is concerned with the combination of sounds with a view to beauty of form and the expression of emotion..." (2019).

Playing and listening to music benefits both our mental and physical health. The increasing focus on research in this area suggests that music has the ability to stimulate the body's natural feel good chemicals, helping to energise our mood and even assist us to work through problems and provide a safe outlet for us to take control of our feelings. These regulation skills are particularly important for adolescents who are navigating strong emotional responses to the testing situations and challenges of life they experience during their teen years. Music is a resource from which adolescents can explore their individual identity, rehearse social roles, manage intergroup dynamics, and cope with the stressors, complex issues, and developmental challenges of adolescence. Roberts et al (2009) notes that music acts as a soundtrack for the lives of adolescents during this intense developmental period. On average, adolescents listen to music for up to three hours daily and accumulate more than 10,000 hours of active music listening throughout this period (North, & Hargreaves, 2006). As discussed by Miranda and Gaudreau (2011), the transaction between music and adolescence – opens a critical window in which music can influence at least seven major areas of development: aesthetics; identity; socialisation; emotion regulation and coping; personality and motivation; gender roles; and positive youth development.

As parents and educators, we can show students the best way to use music to improve their daily lives and wellbeing. Once adolescents become aware of the powerful role music can play in their lives, they can then start

to intentionally select it for appropriate times in their lives. Being aware of their music choice and selecting songs or playlists that they know can help them cope in a positive way can have a significant impact on their mental health and development. Music can have a profound effect on both the emotions and the body. Faster music can make you feel more alert and concentrate better. Upbeat music can make you feel more optimistic and positive about life. A slower tempo can quiet your mind and relax your muscles, making you feel soothed while releasing the stress of the day.

There are five key areas that music can aid in the transition from adolescence to adulthood.

- **Focus & Motivation:** Music that has a tempo of 60 beats per minute increases the efficiency of the brain in processing and retaining information. Classical music with no vocals playing in the background whilst focussing on a task such as homework or study notes is beneficial and proven to improve focus.
- **Expression:** Music can act as a way of expressing emotions that adolescence find difficult to articulate. Some teenagers find it easier to articulate their emotions after listening to emotions expression through chosen music. Creating their own music can also assist with expressing and processing emotions.
- **Social connection:** Music has the power to bring people together and can aid adolescence when feeling lonely or isolated. Music connects people through shared experiences of attending a gig or concert or connecting with like-minded people while enjoying particular playlists.
- **Creativity:** Listening to or making music allows the adolescent brain to think more creatively. Exploring new types of music when completing a creative project can assist in developing new ideas.
- **Relaxation.** As recorded through research for many decades, music helps you to relax. What you may find relaxing may not trigger that same response in someone else, so it is important that individuals choose the right type of music for their relaxation. Researchers at Stanford University (press release 2006) have said that "listening to music seems to be able to change brain functioning to the same extent as medication." They noted that music is something that almost anybody can access and makes it an easy stress reduction tool.

Music has been a stable fixture in my life since I was young, it is a passion that has stayed with me through my teen years, into my university studies and beyond. Today I have the privilege of sharing my appreciation and understanding of the power of music with the young women of Brigidine. In our classrooms, on our campus and within their friendship groups our girls explore and share music with each other in turn, learning more about themselves.

As parents, guardians, teachers and role models we have a unique opportunity to share our appreciation of music and expose our girls to different artists and genres, which may assist them during their adolescent transition, just as those pieces assisted us. Pay attention to the artists and music your daughters are listening to, it may just give you an insight into her world, and together you can navigate this period of change.

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BRIGIDINE FORMATION PROGRAM: shaping women of our time

by English/RE Teacher Chelsea Muscat
and Acting Deputy Principal Pastoral Melinda Egan

Adolescent girls experience much growth in their development towards becoming independent young women. At Brigidine we focus on all aspects of learning - in an holistic approach to education - developing respectful and positive relationships, and learning how to be morally just and keen contributors to this ever-changing society. An holistic education does not happen by chance. The Formation Program at Brigidine provides specific opportunities to enhance our students' understanding of the world around them and form an identity based on the values of the College that will guide them through life.

In our complex lives today, adolescents often juggle the everyday necessities with several other elements in their lives, and for some, this is navigated with the added lens of anxiety. The term 'anxiety' is often featured in the media and is largely associated with the terms 'fear' and 'worry'. However, the three terms are not one in the same. What separates anxiety from fear and worry, is that anxiety is associated with being concerned about something that cannot be identified or determined. Overall, anxiety proves to be a period of trauma in response to society, ideas or events that pose no immediate risk to the individual (Dacey, Mack & Fiore, 2016). Today, anxiety is estimated to affect 11% of the general population (Maldonado et al.,

2013). Moreover, Choate states that "females are two to three times more likely than males to develop anxiety" (2016, p. 72). Raydon (2014) suggests that females within the adolescent age group of 10-19 years are most likely to be impacted by anxiety, so the need to focus on supporting young women proves to be particularly important.

One of the common challenges for adolescents with anxiety is the gradual building of resilience. At Brigidine, part of our role as educators is to foster the development of resilience to enhance the wellbeing of all students. All teachers and staff - both inside and outside the classroom - aim to provide quality and genuine support for the wellbeing of students so they can flourish as an individual, as part of the group, and in all aspects of learning. The Formation Program provides students with tools to equip them for growth in confidence and resilience.

Over the past decade, social and emotional learning (SEL) programs have become more prevalent across Australia (Collie, Martin & Frydenberg, 2017), and after the Melbourne Declaration on Educational Goals for Young Australians was published (MCEETYA, 2008), the Australian National Curriculum was modified to include the concept of SEL. Within the 'personal and social capability' there are four elements: self-awareness,

self-management, social awareness, and social management (Australian Curriculum Assessment & Reporting Authority [ACARA], n.d.). In accordance with the curriculum, all Australian schools must provide an opportunity for students to develop this capability. At Brigidine, this is done through the Formation Program and across the curriculum in classrooms.

So, what exactly is Brigidine doing to support the growth of resilience? As we move into 2020, the revised Formation Program will be launched. The Formation Program at Brigidine is inspired by the Kildare Ministries values and Brigidine tradition; it works towards developing a link between academic and pastoral care. Across the Formation Program, there is a focus on four main elements of: self-awareness, positive relationships, growth mindset, and student agency (See Figure 1). The Formation Program aims to: foster a sense of belonging and connectedness; enhance positive emotions, engagement, relationships and a sense of meaning and accomplishment; recognise that wellbeing is both an outcome and a process; and support the whole child to enhance learning overall.

Addressing the specific developmental needs of contemporary adolescent young women, the Formation Program is made relevant to each year level and promotes various aspects of social and emotional wellbeing. Weekly lessons involve tasks that require reflective thinking and active participation. These lessons aim to enhance social skills - including a sense of empathy and gratitude - problem solving and conflict resolution abilities, choices when forming positive relationships, and understanding of effective communication (January, Casey & Paulson, 2011). A study conducted by the Society for Research in Child Development discovered that students who had participated in a SEL program as part of their school's curriculum had improved social skills, "attitudes, and positive social behaviours following intervention, and also demonstrated fewer conduct problems and had lower levels of emotional distress" (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011, p. 413).

The Formation Program also includes Solas Bhríde (Light of Brigid), an extension experience that may consist of camps, retreats, twilights or excursions. The term Solas Bhríde is inspired by St Brigid who is regard-

ed as a strong and gentle woman, a powerful leader and a wise spiritual guide. A story is told that an eternal flame was tended by St Brigid and her community of Sisters at her monastery in Kildare in 5th century Ireland. To honour that heritage, the lamp of learning is a symbol used today in the Brigidine tradition. This lamp denotes the illumination that education brings to the hearts and minds of young people. The flame of Brigid, still tended today by the Brigidine Sisters in Kildare, burns as a beacon of hope, justice and peace for our world.

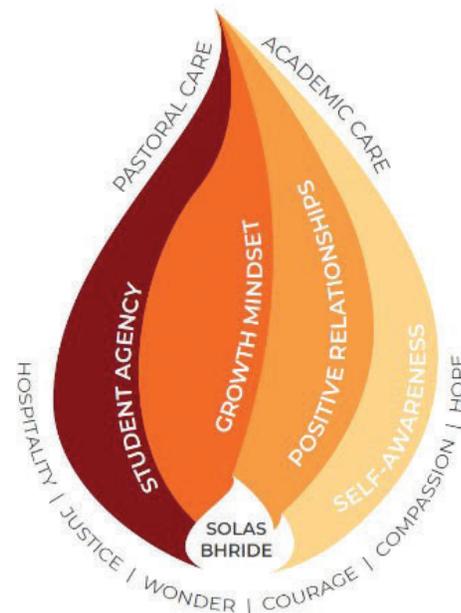


Figure 1: Formation Program Framework

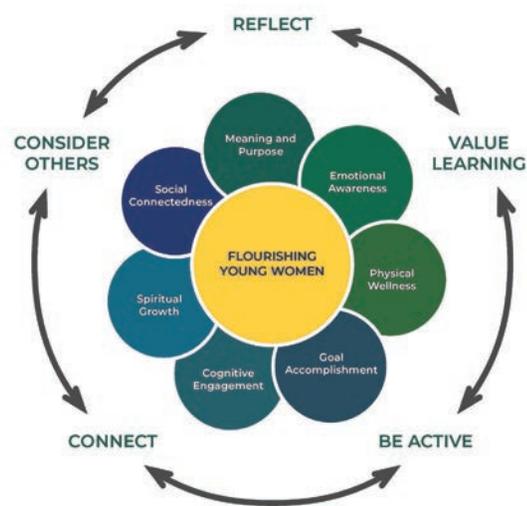


Figure 2: Brigidine Student Wellbeing Framework

Informed by positive psychology and Martin Seligman's PERMA wellbeing model (2011), the College's Student Wellbeing Framework (see Figure 2) underpins all aspects of the Formation Program.

In conclusion, if we are to help young people attain a love of learning and flourish at school, then we need to explicitly support their wellbeing. Flourishing in life is an interplay between our best individual self and our best environment (Street, 2018). Alongside the challenges in adolescence, Brigidine Formation Program aims to shape young women of our time.

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Red Earth: Educating the Whole Student

by Program Leader Extension Learning Renee Dunne

What is the value of Red Earth Immersion in a Brigidine Girl's education?

The Context

Australia's current political climate could, at best, be described as polarising. A merry-go-round of political leadership and spills have left the country dejected and disconnected. The recently commissioned Australia Talks National Survey highlighted that only 51% of the 50 000 respondents were optimistic about the country's future. Furthermore, 75% of respondents identified racism as a pervasive issue of concern as well as the treatment of Indigenous Australians (Crabb, 2019). With the Uluru Statement calling for a First Nations voice to be enshrined in Parliament, the long awaited closure of the Uluru 'Climb' in the Uluru-Kata Tjuta National Park and the continued campaign to 'Change the Date', it feels as if there is a slow, but steady shift in Australia's response to our Black History.

In the context of this shifting national attitude, never has the place of the Red Earth Immersion been more pertinent in a Brigidine student's education. Red Earth facilitates an immersion program that connects students with Traditional Owners on Homelands. Providing access to some of the

most remote and quintessentially Australian landscapes, Red Earth works to empower Traditional Owners through economic opportunity that develops their community and educates students on the importance of self-determination to allow a future of healing and achievement for all Australians.

"...I believe that Reconciliation is about action. There is all this talk about Closing The Gap and Reconciliation, but what is really being done? The first step, in my opinion is putting faces to stories."

Halle, Year 10

"...I decided to go on the Red Earth Immersion, as during my time at Brigidine College I have been committed to the Mission department, and this was an opportunity to transform my passion into action..."

Katherine, Year 11 and Mission Ambassador

The Journey

In 2019, 10 senior Brigidine students chose to spend their Semester 1 break travelling to Cape York to connect with Traditional Owners. Joining forces with 17 Stuartholme students, the immersion was split across two Homelands in Cape York: Binthiwarra and Jajikal, both located a significant drive from Cairns. Students were excited board-

ing the 4x4 bus at Cairns airport that would become their sanctuary for naps, snacks, quiet reflection and games over the next 10 days as they travelled some distance by windy and bumpy roads. Unseasonably wet weather had seen a change in our original plan to traverse the famous Bloomfield Track - a 4x4 trail carved through the Daintree Rainforest in the 1970s - instead driving up the Atherton Tablelands to Binthiwarra. Mel, the daughter of Laurie one of the Traditional Owners of Binthiwarra, was keen to greet the students upon their arrival. In a flurry of excitement tents were pitched and the isolation and beauty of the surroundings became clear.

Whilst camping at Binthiwarra for five nights, the students embraced meditative activities that acted as a conduit for conversation with the elders. Students used mangrove bark to create dye and collected grass to weave baskets whilst listening to the stories of their gracious hosts. The Traditional Owners of Binthiwarra live in Hopevale and shared stories of the old Mission's tumultuous past. The Stolen Generation, Stolen Wages and Evacuation of the Mission during World War Two were discussed with honesty and students began to grapple with the complexities of Australia's past and mistreatment of Indigenous people - the people sitting with them, sharing tea and weaving baskets. These heavy chats were peppered with visits to the breath-taking Coloured Sands, local art centre and waterholes, allowing students to embrace the beauty of a land that they would not have been able to access without the Red Earth Immersion.

"My most vivid memory from this amazing experience was Day 5, when we stayed at Binthiwarra and some of the elders from the Hope Vale Art Centre joined us. We stayed at the camp all day, weaving with grass strands, making damper, finishing the dyeing of our scarves, all with the help of the local elders. I mostly enjoyed sitting down with the elders throughout the day, to learn more about their culture, heritage, and traditions." **Katherine, Year 11 and Mission Ambassador**

A key part of the Immersion is students being able to reciprocate the generosity of the Traditional Owners by assisting with completing small construction tasks that benefit the Homeland - to serve the community. Students embraced the tasks of constructing new benches for the communal kitchen

at the campsite and re-tiling the bathroom. It was hot, hard work, but ultimately the students could be proud of their efforts. *"During the Immersion we had the opportunity to give back to our hosts and did work on important projects such as re-tiling the bathrooms, building an outdoor shower and building workbenches in the kitchen area. This not only gave the group an opportunity to bond...but also assist in developing leadership skills."* **Georgina, Year 11 and Delany House Prefect**

The students' time in Binthiwarra was characterised by a number of challenges: a broken water pump restricting water use, camping, cooking with limited facilities, learning how to use a hammer and drill, and processing stories of pain and suffering; however, the overwhelming messages of hope and resilience sprung from the Binthiwarra elders. They respected their elders before them who had worked tirelessly to protect their community, to build a better life for their children and grandchildren. The uniting goal of educating youth - the youth of Binthiwarra, but also the youth of Brigiddine - to empower the future was the key message from the Traditional Owners.

"...Every single elder I met took it in their stride. Some of the older women told me that while they were shattered about being taken away from their family and land, it presented them with the opportunity for an education, to give their kids a future..." **Halle, Year 10**

Students left Binthiwarra bound for Jajikal, via Wujal Wujal, with a newfound confidence in developing bonds with community members and a solid understanding of what Immersion is all about: connecting with people, stories and place. Jajikal was busy with the buzz of people and the students instantly felt at home; kids, elders, members of the local Council were all keen to welcome the students to their Homelands. The days here were spent fishing - mind the crocodiles! - playing games with the local kids and sitting by the warmth of the fire at night feasting on damper and listening to stories of Creation and the land. By this stage students had developed lifelong friendships with each other; they had experiences together that will never be replicated and will form part of their young adult understandings of their place in the world. Leaving Jajikal was bittersweet: the students were excited to be heading to the Port Douglas and The Great

Barrier Reef for some relaxation and reflection before making the journey home but wanted to stay with their new family on the Homelands.

The Learning

The connection forged between students and Traditional Owners is the foundation of a life changing, one of a kind experience. Traditional Owners gifted the students with deeply personal stories of grief, resilience and love. In turn, students made commitments to themselves and each other to educate others about what they had learnt, to challenge racism and give political debates about Indigenous Rights a human face, to focus on the connection with the individual and their story. The Brigidine students who participated in the 2019 Cape York Immersion represent optimistic hope for our nation's future. These young people are empowered with the skills and knowl-

edge to serve the vulnerable and will form the frontline of change. Embracing the challenges of remote travel and confronting the harsh realities and inspiring resilience of Indigenous communities, these students demonstrated all that it means to challenge the injustice of our world and to live with *Strength and Gentleness*.

"All of them showed and said the same thing: no matter what life throws at them, if they have their community, their family with them, they will be all right. And that to me, was the most important and emotional part of the Immersion." **Halle, Year 10**

"Overall, this Immersion has left me with unforgettable experiences, friendships and knowledge. I urge anyone who has the opportunity to take part in this incredible experience to dive in head first." **Georgina, Year 11 and Delany House Prefect**



Everyone belongs to one human family, regardless of their national, religious, ethnic, economic, political and ideological differences. Everyone has an obligation to promote the rights and development of all peoples across communities, nations, and the world, irrespective of national boundaries. We are called by the principle of solidarity to take the parable of the Good Samaritan to

heart (Luke 10:29-37), and to express this understanding in how we live and interact with others. This principle should guide our lives and inspire us to reach out to those who are most marginalised.

When we speak about social justice, we go to the heart of what the St Vincent de Paul Society stands for. "Speak out and

pronounce a sentence of justice, defend the cause of the wretched and the poor” (Proverbs 31:8-9). In assisting people who are denied equality and dignity we make a prophetic statement about the dignity and equality of all people in God’s sight.

This compassionate outlook, enthusiasm and vision is alive in our school today. There are thousands of people who every day share their time, care for humanity and energy to make a difference in the lives of disadvantaged people all around Australia. Vinnies is all about a “hand up rather than a hand out”. Our Brigidine Vinnies group is large and vibrant, with almost 100 girls involved. This enthusiastic participation reflects the girls’ desire to help others and be of service to those in their community. Students from all year levels can join and we meet weekly at lunch time. The aim is for some fundraising, education in social justice, organisation of events and an opportunity to work together across year levels for a good cause.

We began Semester 2 with the Vinnies Sleep Out. Or at least, a sleep out in the Delany building on a Friday night! The girls listened to a talk from a worker at Blind Eye – a South Brisbane drop in centre for those in need. We shared a simple meal and then slept, after a lot of talk and card playing, on the floor of the classrooms. Of course, it was a fun night at school with friends but in a small way it showed what it was like to only have a simple meal and an uncomfortable night.

Throughout Semester 2, Mission Ambassador Kelsey Webb organised speakers for Vinnies meetings. Fr Nev Yun, from Holy Family Parish, spoke about the Missionaries of the Poor in Indonesia that the Parish supports. Stephanie Schrimmer, Youth Worker at Milpera State School, described the challenges their students from asylum seeker backgrounds face. Rachel Martin-Chai, from the St Vincent de Paul Youth Engagement Office, spoke of Vinnies Sustainable Clothing – the reality and the responsibility initiative. This led into the Vinnies clothing boutique at school for the Year 10s who would attend the Vinnies De-Formal with Ambrose Treacy College. The workshop encouraged students to recycle clothes by donating, op-shopping, clothes swapping and upcycling.

“Rachel’s speech was very informative and made me realise that at times I buy into the

consumeristic lifestyle of our society. It was fascinating to discover the amount of clothing waste produced by Australia each year and has made me contemplate my own wardrobe and purchases.” **Skye, Year 12 and Mission Ambassador**

2019 ended with our traditional Christmas Appeal for families in need. Each Home Room assembled a basket of gifts and party fare for families being helped by St Vincent de Paul. It is a way that all students, as well as the Vinnies group members, can make a difference to those in need in our community.

In the words of our student representatives: *“Our St Vincent de Paul girls have worked extremely hard this year. We aimed to help as many people in the surrounding community, hoping to embody the school’s theme of Hospitality in 2019. We have received much support from the girls in all of our endeavours.”* **Kelsey, Year 12 and Mission Ambassador**

“Vinnies is an important part of my life that allows me get involved in helping others in my community. Vinnies at Brigidine is a welcoming and active group that gives younger girls an opportunity to learn, help and be heard. We actively support the St Vincent De Paul society who are passionate about speaking out about poverty and inequality. They give those who are less fortunate an opportunity to have the everyday necessities and a life full of support and love. Through my journey with Vinnies both inside and outside of school, I have gained confidence and skills that I will be able to use for the rest of my life. I would encourage all students to open their minds to the inspiring opportunities that Vinnies membership provides.” **Priya, Year 11 and Mission Ambassador**

Two themes of Catholic Social Teaching are: a call to family, community and participation; and to give options for the poor and vulnerable. The students’ days are busy, and they have considerable responsibilities towards learning and study. School life should be a balance between academic pursuits, friendship and socialisation and opportunities to help others in the community. With this blend students learn how to be part of a civil society. Our St Vincent de Paul group helps our girls help others and grow into adulthood as women who will make a difference.

Future Problem Solving: Developing 21st Century Skills

by FPS Coaches
Renee Dunne and Shelly Alonso

According to the World Economic Forum, the nature of work is set to change drastically over the next 15 to 30 years. Waves of innovative technology and the structure of workforces will see a significant shift in the required workplace skills, with an increased focus on analytical thinking, innovation and active learning strategies (World Economic Forum, 2018). These advancements will call for people who are adaptive problem solvers with an ability to implement critical and creative thinking whilst processing complex information (McKinsey, 2019). As an educational institution, our role at Brigidine College is to ensure that we are providing students with opportunities to develop adaptive skills and strategies to thrive in an unknown future landscape. So, how do we do that? There is a myriad of strategies we employ, one being participation in the international educational program and competition Future Problem Solving.

The Future Problem-Solving Program Australia (FPS) develops the critical, creative and futuristic thinking skills of students through their participation in a variety of either group or individual challenges that focus on solving problems that will be imminent in our future. The rigorous 6-step problem solving process used in FPS encourages students to critically engage with research on the topics of investigation- usually set forty years into the future - to precisely identify triggers for change. Working in teams of 4 – 6 members, students learn to work collaboratively to develop a proposal in response to the challenge.

There are four future problems to be solved across the year. Problems one and two are used by teams as a practice round; research is completed, the problem is analysed and the six-step problem solving proforma is completed and then sent to evaluators for feedback. Students use this valuable feedback to refine their problem-solving skills. The third problem for the year is the qualifying problem: student performance in this session is used to determine if they will



complete in problem four, the competitive round. Problem three is solved in controlled examination conditions over a two-hour session. Tensions run high and students must work efficiently to complete the complex problem-solving task. If successful in round three, teams are invited to participate in the fourth problem solving challenge – the Australian National Final.

FPS engages students with a diverse range of complex social, economic and environmental problems that require complex and creative thinking to solve; for example: Space Junk, Genetic Testing, Neurotechnology, and Megacities and Social Relationships. These engaging topics ensure that students are invested in working as a team to create innovative solutions to real life challenges. Critical and creative thinking is rewarded by FPS, as is the ability to work collaboratively whilst managing complex problems and tasks. It is the development of these skills that will ensure our students are ready for the demands of the future.

Brigidine College has participated in FPS for three years and 2019 saw significant growth in the Program at the College, with 17 participants, across Years 7 to 10. The Year 10 team, an effective and motivated group for two years, entered their third year of the program as a senior team. We also welcomed our very first Year 7 FPS team, joining the Year 8 and 9 teams in the Middle Division.

The four teams at Brigidine College participate in the Global Issues Problem Solving Program, one of the 5 program options available. Students worked cooperatively in teams, applying their problem-solving skills to research, critically analysing and proposing possible solutions and action plans for

significant current and future social, economic and scientific issues. The topics for 2019 included:

- 'Mission to Moon, Mars and Beyond' with students planning for long-term habitation in space;
- 'Drones' with students required to investigate the impact of drones on daily life, with a focus on personal rights and safety;
- 'Food Loss and Waste' asked our teams to explore how global food security could be addressed while meeting the needs of diverse consumers.

The Year 7 and 8 teams showed determination and courage going into their first qualifying round and our more experienced Year 9 and 10 teams worked tirelessly to prepare in hope of qualifying for the finals. All four teams experienced a marked improvement in their performance across the year, despite not making it through to the competition round. Regardless of the disappointment felt by students not making it to the final round, tight working friendships were developed amongst like minded peers.

The Year 10 team of Future Problem Solvers has had the opportunity to engage in a unique way of critical thinking since beginning the Future Problem Solving program in 2017. Throughout the years, we - as well as the growing number of younger participants - have acquired a valuable set of cognitive skills that have been beneficial in several areas of our learning (especially in the Humanities and Science departments). However, probably the most valuable tool that Future Problem Solving has provided is the ability to work in a team whilst having confidence in our own ideas. The team environment created by Future Problem Solving in which every team member must actively contribute to achieve an overall goal remains a highlight of the program each year.
Ashleigh Gordon, Senior Division Team

Future Problem Solving has really helped me improve my critical thinking skills through different scenarios that require us to deeply consider the problems and how to solve them. Through the three years I have been in this program, I feel I have learnt a lot of valuable skills. Thus, my aptitude in subjects such as Humanities has improved. I would highly recommend this program to

all girls wanting to increase their talent in analysis and critical thinking.

Rosalie Pope, Senior Division Team

Since Future Problem Solving allows participants to think deeply about a singular problem, it forced me to think creatively and realise the endless amount of implications a single decision makes within the world. This has particularly helped in Humanities - when making decisions I now consider more unique perspectives and informed impacts in each decision.

Future Problem Solving is an amazing opportunity as the content it explores is genuinely interesting, the skills you learn have real world value and it is a good way to be introduced to a different learning experience from the classroom setting.

Isobel Peters, Senior Division Team

I thoroughly enjoy Future Problem Solving as I am able to spend lessons discussing and solving topical issues with friends. It has helped me learn about current and future economic, social and environmental issues, and has given me ideas and insight into how to solve these issues using creative and efficient solutions. Similarly, it helps in other subjects, particularly Humanities, in completing assignments that require the evaluation of different solutions.

Cate Brown, Middle Division Team

All four teams are to be congratulated and complemented on their performance across the year. They approached each scenario with great enthusiasm, determination and initiative and received excellent and constructive feedback for their efforts. We are very much looking forward to continuing to expand our band of Future Problem Solvers in 2020 and beyond.

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PROGRAMS OF EXCELLENCE

by Program Leader Extension Learning Renee Dunne

Pop culture is saturated with conflicting tropes of what it means to be a high achieving woman. In her iconic TED Talk *We should all be Feminist*, Nigerian novelist, Chimamanda Ngozi Adichie captures the conflict of being a high potential girl: "...we say to girls, 'You can have ambition, but not too much...You should be successful, but not too successful...'" (Adichie, 2012). Perfectly curated sound bites of what it means to be a successful girl saturate all forms of media: being confident, smart and popular is the priority without being threatening. No one likes a bossy know-it-all. Academic pressure, the need to be liked and society's obsession with measuring success can often discourage girls from taking risk with their learning encouraging them to cleverly hide their abilities (Foust, et.al 2006). At Brigidine College, we recognise this complex challenge and have taken a bold step to develop the Programs of Excellence portfolio to facilitate our high potential learners - those students with superior intellect - in embracing their strengths and to carve their space in the world as successful and bold women of the future.

Context: Australian Education System and student achievement

Brigidine College is proud of our academic success; over 97% of Year 12 Brigidine graduates are offered their first or second preference into tertiary placements, and Year 7 NAPLAN results are 96-100% above national standard. Our recent Awards and Acknowledgement evening saw a staggering number of students recognised for their outstanding academic, sporting and cultural

success. So, are we not already demonstrating Excellence? Yes, and no.

In an article published by the Financial Review, divisive educational researcher, John Hattie hits some hard truths: "If your kids are bright...they won't do well in Australian classrooms." With an estimated 10-50% of high potential students underachieving, Dr Pete Goss, education program director at the Grattan Institute identifies that Australian schools invest heavily in supporting low-achieving students but are not 'stretching' our most capable students (Parkinson, 2015).

Who are the 'high potential learners' we are failing to 'stretch'?

High potential learners are not only often let down by the education system, they are misunderstood. Persistent stereotypes limit teachers' understanding and identification of students who require more academically challenging learning experiences.

Gagne's Differentiated Model of Giftedness and Talent (DMGT) demonstrates the complex and diverse needs and abilities of high potential learners (Figure 1). Generally speaking, the top 10% of the student group will demonstrate natural abilities across one or more of the mental and/or physical domains. Through a variety of 'chance' factors, students develop their natural abilities into competencies. It is imperative that high potential students who possess a natural ability have access to differentiated and personalised learning to support the development of their competencies.

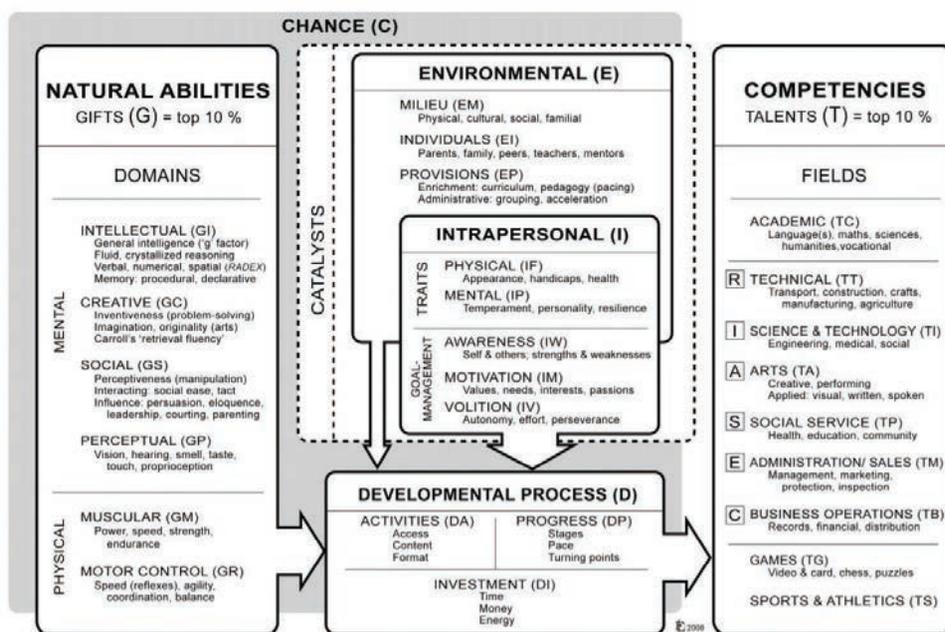


Figure 1. Differentiated Model of Giftedness and Talent

Dr. François Gagné: <https://gagnefrancoys.wixsite.com/dmgt-mddt/dmgtenglish>

Brigidine College's Response: Stretching our high potential learners

The following characteristics can be identified in high potential learners:

- learn at a faster rate than their peers
- capacity to identify and solve complex problems
- ability to manipulate and make connections across abstract and complex ideas
- well-developed memory and curiosity results in a diverse range of interests
- the ability to set goals and focus on tasks for a long period of time
- preference for individual work

With superior intellectual ability comes a variety of challenges:

- can present as argumentative, disorganised, dismissive of authority and disruptive in a classroom
- ability to empathise with others, keen sense of justice and clever sense of humour often results in feeling disconnected from their age peers.
- perfectionist tendencies and high levels of self-criticism (particularly for girls)

(Merrick and Targett 2004; Foust et.al 2006; Tweedale and Kronborg 2015)

High potential learners are not immune to learning difficulties. Twice exceptional students are of a superior intellectual ability but demonstrate a significant disparity between their actual and expected level of performance due to a processing deficit. This may include visual processing disorder, Autistic Spectrum Disorder, Attention Deficit Disorder, Oppositional Defiance Disorder (Krochak and Ryan, 2007).

Compass Class

2020 will see the implementation of the Year 7 Compass Class: a selective entry class that supports the academic and social-emotional development of high potential learners. Student selection for the class was based on the triangulation of quantitative and qualitative data. Led by two experienced core subject teachers, the Compass Class will develop critical and creative thinking with a focus on problem solving. This unique classroom environment will allow an authentic learning experience that encourages challenges daily, enrichment and extension and differentiated instruction in the company of like-minded peers (Rogers 2007).

The College's decision to develop a selective entry class is one that is grounded in comprehensive research and consultation with experienced Gifted and Talented educational consultants. Given the level of complex learning needs in a mixed ability classroom, it is challenging for teachers to meet the social-emotional and academic needs of high potential learners. As such, differentiation to the level required for high potential learners rarely occurs in these settings (Prior 2011). Over 100 years of research is clear: grouped ability classes, supported by differentiated curriculum that meets specific learning needs of high potential learners, yields results (Steenbergen-Hu et al 2016). Embracing equity and excellence in education, the Compass Class will follow a differentiated curriculum guided by the Maker Model, which sees the adjustment of

content, process and product to meet the specific needs of high potential learners. Learning experiences will be developed for students to achieve optimal 'flow': the appropriate match between task complexity and student ability (Csikszentmihalyi 1987).

Staff Education

To support the successful launch and longevity of the Compass Class, teacher education is crucial. The College has made a commitment to educating the teachers who will be leading the Compass Class. In addition, teacher education around the identification and support of high potential learners outside of the Compass Class will be a focus for 2020. Given the demonstrated high ability of our school cohort, it is obvious that high potential learners are across all classes and will not be restricted to the Compass Class. With the careful and considered differentiation of our curriculum it is anticipated that high potential learners across all classes will receive the education to which they are entitled.

Competitions

The College will continue to support student extension and enrichment through a variety of external local, national and international competitions such as Future Problem Solving, Bond Mooting, and ICAS. There will also be opportunities for new competitions including the DaVinci Decathlon and The Quest.

21st Century schools are faced with complex and juxtaposing priorities: honour tradition, whilst embracing the future; standardisation in the face of inclusive and personalised learning; equity and excellence. Brigidine College is not shying away from this challenge. The development of the Programs of Excellence is an exciting challenge for the College community. Access to suitable educational experiences for all learners is a core value of our College and as such, providing our high potential students with the opportunity to be challenged is one step closer to assisting them in becoming women of our future.

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SPORTS ROUND UP

by Director of Sports Laura David

Female sport in Australia has been showcased in many ways during the year and our students have embraced the broad societal change within our national sporting culture. Brigidine students have consistently displayed resilience, tenacity, dedication and good sportsmanship across their chosen sporting endeavours in 2019. The willingness of students to try new offerings at the College and maintain a physically active lifestyle has contributed to the broader goal which is to foster and develop holistically healthy lives across our Brigidine community.

Earlier in 2019, students were inspired by past pupils and sisters Laura and Grace Harris who were part of the WBBL 2019 winning team, the Brisbane Heat. Past pupils Emily Bates and Natalie Grider have also inspired the next generation of AFL players at the College with their efforts in the AFLW 3.0 season in the Brisbane Lions jersey. Current Australian cricketer Ellyse Perry was an exciting guest for a day in November when she chose to release and sign copies of her book *Perspective* at Brigidine College. The event was hosted by Cricket Australia director and Channel 7 commentator, Mel Jones. These inspirational women are just a handful of the many past, present and future sports-women to encourage our students and the wider sporting community from grassroots level through to elite sport. Two life changing experiences were awarded to two different groups of Brigidine

students in 2019 through fostered networks to Tennis Queensland and the Queensland Reds. During Term 3, a small contingent of students involved in Tennis were granted a once in a lifetime opportunity to welcome home World Number 1, Ash Barty, from her triumphs at the French Open and the Birmingham WTA tournament. Students were given the opportunity to share the court for a hit with Ash, receive advice from their role model and ask insightful questions about her experiences. Similarly, a team of ten students were presented the opportunity to play Touch 7s during the halftime break at the Wallabies vs Argentina game in front of thousands of fans at Suncorp Stadium. These students were grateful for the opportunity to play on one of the premier rugby fields in the world and to continue their Rugby development in each game they have played this season.

Premierships were earned by a variety of CaSSSA teams this year including Senior A Soccer, Open A Hockey, Open C Netball, Open C1 Volleyball and finals appearances were made by Senior D Tennis, Open C3 Volleyball, Junior B Touch Football and Junior E Touch Football. Congratulations to the 49 Brigidine teams involved in CaSSSA sport this year. Brigidine's year across CaSSSA Swimming, Cross Country and Athletics has been consistent and well measured. Students and coaches have laid a solid foundation for development into 2020 and

beyond with successful results awarded to our teams in 15 years Swimming (3rd place), Percentage Cup Cross Country (3rd) and Percentage Cup Athletics (3rd).

The Brigidine representative teams have been well represented in ISSA Cup, UhlSport Cup, Vicki Wilson Junior and Senior Netball and Rugby 7s Intermediate and Senior teams. All teams were extremely competitive across their competitions and displayed exemplary sportsmanship, rigour and camaraderie in their chosen sport. Brigidine water polo has commenced with six teams entered into the BWPI competition for the 2019/20 season. Students are engaged, refreshed and enjoying the challenge of learning new skills in a fun environment with their friends across various year groups. This season we welcome student mentor coaches in four of our six teams. These students are the future leaders of Brigidine water polo and we look forward to watching them develop into fair and firm coaches whilst continuing to nurture their love for the game.

The commitment to Brigidine sport is seen mostly through our students' displays in the pool, on the court, field or track. However, students would not have the opportunities to improve their skills, fitness and love for sport without the involvement of their coaches and particularly their teachers who pass on their knowledge and love for the game to our girls. I would like to thank both of these groups of role models for keeping our girls engaged in a safe and fun environment, consistently imparting their knowledge of their chosen sport to students and for continually teaching our girls to be resilient in both success and defeat. Finally, a sincere and heartfelt thank you to Brigidine's much-loved former Director of Sport, Mrs Kay Roy. Mrs Roy has devoted countless hours to Brigidine sport over the last five years to provide the best opportunity possible to our students moving forward and as a result students, staff and parents are richer for having her at the College.





BRIGIDINE COLLEGE INDOOROOPIILLY

A Kildare Ministries school in the Brigidine tradition

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