

The  
**Bridge**

Semester One 2019



**FRONT COVER**

The Cathedral of St Stephen, Brisbane  
Friday 8 February 2019

**EDITOR**

Melinda Egan

**CONTRIBUTORS**

Brendan Cahill, Andrew Beiers, Melinda Egan, Paul Bennett, Allison Johansen, Renee Dunne, Nidean Dickson, Simone Firmin-Sarra, Laura David, Rebecca Cuthbert, Helen Jeffcoat, Trinity Waller, Taymin Marks, Imogen Agnew, Zoe Percy, Claudia Maher

**DESIGN**

Kim O'Hare

**PHOTOGRAPHY**

Natalie McCombs, Kirsten Cox,  
Mahliah Ivory, Louise Johnston

**PRINTER**

TTR Print Management PTY Ltd.

**PROOF**

Melinda Egan

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# FROM THE PRINCIPAL

by College Principal Brendan Cahill





## *Hospitality and Welcome*

**Following the opening of the Holy Family Parish school in 1929, Brigidine College Indooroopilly has been a beacon of learning and hope for generations of young women.**

In recognising this important milestone, our community gives thanks for the legacy bestowed on us by Mother Brigid Foley and the four Sisters from Randwick, New South Wales. The gifts of 'Fortiter et Suaviter' (Strength and Gentleness) are etched in our ongoing story of Hospitality and Welcome to All in 2019.

The actions of hospitality and welcome in the Catholic Tradition are evident in Matthew's Gospel. He states:

*For I was hungry, and you gave me food,  
I was thirsty, and you gave me something to drink,  
I was a stranger and you welcomed me.*

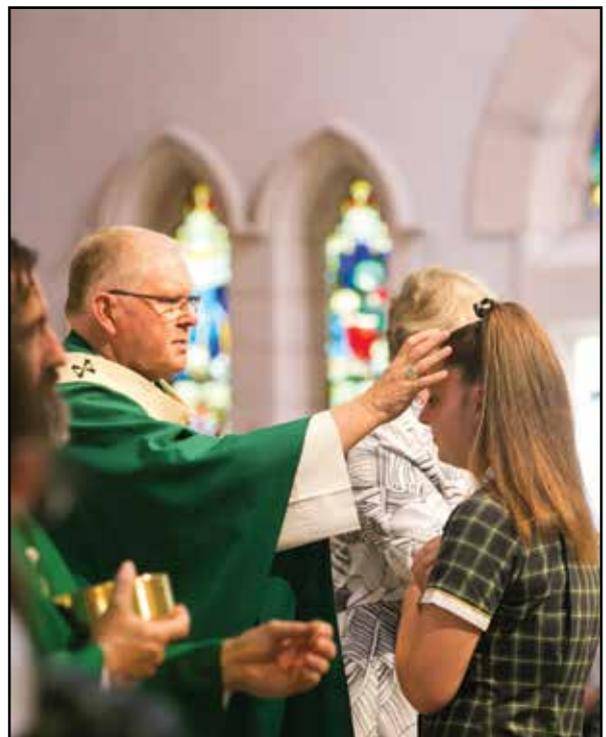
(Matthew 25:35-37 NRSV)

Therefore, the action by the doing is a form of worship and the opportunity to serve others in 2019 recognises our Brigidine legacy.

The Brigidine Sisters are women of faith and love who, for over 200 years, have provided opportunities for young people to learn. They also welcome and shelter the most vulnerable in society at any time and continue to be inspirational role models for the Indooroopilly community. As people of faith let us follow this example to provide meaning and purposeful action.

Let us share and celebrate the beginning of a new school year, new possibilities and an enthusiasm to learn and be grateful as we thank God for the opportunities before us.

At our 90th Anniversary Opening Mass on 8 February, I particularly thanked Andrew Beiers, Deputy Principal Mission, who created and coordinated our Mass; Jane Massingham, our Director of Arts, the College Choir and musicians; and all those behind the scenes who have tirelessly prepared and assisted in many ways. Their Strength and Gentleness was most appreciated.



# Fortiter et Suaviter



CELEBRATING 90 YEARS  
BRIGIDINE COLLEGE

*Brigidine Sisters who joined in our 90th Anniversary celebrations (left-right) Front Row: Patricia Buckley, Brigid Arthur, Helen Toohey, Back Row: Chanel Sugden, Louise Cleary, Maree Marsh, Anne Hill, Janette Marsh, Jan O'Neill, Margaret Daniels, Anne Boyd*





*St Brigid was a woman of vision and courage.  
Let us be inspired by Brigid,  
be connected by the woven cross,  
embrace the warmth of fire and the light of learning  
and be present to the love of Jesus.*



*This night Jesus offers us a place at the table:  
Where we have made it our business to be first in the queue, as though it were our right;  
he asks us to hang back and wait on the generosity of others.  
Where we have ensured that the scales would always be tipped in our favour;  
he asks us to empty our pockets and hold out our begging bowl.  
Where we have spent too long at table with those who bolster our image and protect our security;  
he asks us to share bread with the excluded and the forgotten.  
Where we have 'ummed' and 'aahed', taking too long to choose from the vast array of food on offer;  
he asks us to sit alongside those whose stomachs are rumbling.  
This night Jesus offers us a place at the table.*

*(Dilly Baker, A Place at the Table)*

# MISSION NEWS

by Deputy Principal Mission Andrew Beiers



Semester One 2019 was a plethora of activity and engagement in the Mission Department in our 90th year of celebration. Opening Mass introduced the theme of *Hospitality, Welcoming All* to the Brisbane archdiocese and was fittingly held at the Cathedral of St Stephen with Archbishop Mark Coleridge as the main celebrant with concelebrants Chaplain Fr Pan Jordan, Parish Priest of Holy Family Fr Nev Yun, Fr Elle Francis and Fr James O'Donoghue. The charism and spirituality of the Brigidine Sisters was celebrated beautifully along with the Stewardship of Land Ceremony concluding the afternoon.

### **Year 12 Retreat**

The Year 12 Retreat was a wonderful opportunity for the students to spend time in contemplation and reflection with themselves, each other and God. The girls gathered at the Luther Heights Retreat Centre in Cooloom. Retreat specialist from Project Hatch, Dave Jorna, invited the girls to reflect on their school life journey and invited them to share something of their spiritual growth through games and songs, personal reflections and the use of clay. One of the poignant moments of the retreat was the opportunity for reconciliation with each other in a moving liturgy. The theme of the dinner dress up was the letter "D" and our staff and students willingly engaged in a variety of fun, clever ideas.

Special thanks to Pastoral Leader and Year 12 Coordinator, Dani Sprenger, along with Nidean Dickson and John Crawford for their personal stories about inspiring role models in their lives. Thanks also to teacher Jenna Burke for her wonderful support for the students on this important transitional moment towards young adulthood.

### **Sorry Day**

Sorry Day is an Australia-wide observance held on 26 May each year. It is a day of service and memory of all those who have been impacted by the government policies of forcible removal that have resulted in the Stolen Generations. Sorry Day began our National Reconciliation Week. This year our theme is *Grounded in Truth, Walk Together with Courage*. In this Year of Hospitality at Brigidine, the College invited each generation to continue to engage in ways of walking together in reconciliation whilst celebrating our deeper Australian culture. Decorated boomerangs on the Holy Lawn remind us of the flow that intertwines, backwards and forwards, within all cultures and



bonds our community in unity, offering a hand of welcome, a hand of support, a hand of creativity and a hand of action in solidarity together.

Sorry Day reminds us of the commitment to ongoing reconciliation between all Australians as we continue to explore themes of Hospitality and Respect in 2019. We understand the importance of relationship building, partnerships and meaningful engagement with individuals, communities and organizations.

As we gathered to commemorate and celebrate our first culture's history we began our National Reconciliation Week 27 May to 3 June. These dates commemorate three significant milestones in the reconciliation journey - the successful 1967 referendum, the High Court Mabo decision and Kevin Rudd's apology respectively. Aboriginal and Torres Strait Islander peoples have long called for a comprehensive process of truth-telling about Australia's colonial history. Our nation's past is reflected in the present and will continue to play out in the future unless we heal historical wounds. According to the 2018 Australian Reconciliation Barometer, 80% of Australians believe it is important to undertake formal truth telling processes. Australians are ready to come to terms with our history as a crucial step towards a unified future in which we understand, value and respect each other.

### **Interfaith Prayer Service**

In April, more than 300 people gathered at the College to pray for the victims of the Sri Lankan bomb blasts. Each of the religious leaders of Brisbane offered prayers, support and love. It was the first interfaith gathering in our College, organized by Chaplain Fr Pan Jordan, with the support of College Principal Mr Cahill. The religious leaders prayed in their respective languages such as Arabic, Sanskrit, Tamil, Sinhalese, Pali and English. The picture overleaf captures the moment when the religious leaders gathered in solidarity with Sri Lankan community members. The prayer service included



Religious leaders from across Brisbane came together in April for an interfaith religious service to pray for the lives lost in the Sri Lankan bombings.

the placing of flowers honouring the people who died. This event opened Brigidine College's door to future interreligious dialogue.

### **Religion Class Masses**

This semester Fr Pan celebrated Masses with Year 7 and 8 students as part of their Religion classes. The students participated well through singing and responding to Mass prayers. The students who were assigned to the readings, Penitential Rite and Prayers of the Faithful presented prayerfully and exceptionally. All Eucharistic celebrations were



Year 7B Class Mass

organised by the teachers and students themselves. Some of the parents and relatives of the students joined in the Eucharist.

### **Environmental Awareness**

Brigidine College also embarked on a significant initiative to embrace recycling and sustainability in a College-wide campaign. This commenced with World Environment Day on Wednesday 5 June, exploring sustainability, rescuable garments and protecting flora and fauna. Stewardship of Creation is a foundational Catholic Social Teaching that all Kildare Ministries organizations embrace.

As a community Brigidine has endeavoured to embrace the serious responsibility of our stewardship of creation. The notion that all individuals have a role to play in saving the gift of our environment is something that most young people easily participate in: that is, through small acts of conserving energy, recycling, re-using and caring for our world. Pope Francis reminds us:

*"A Christian who doesn't safeguard creation, who doesn't make it flourish, is a Christian who isn't concerned with God's work".*  
Vatican City 2015

*"Our common home is being pillaged, laid waste and harmed with impunity. Cowardice in defending it is a grave sin."*  
Bolivia 2015



*"We received this world as an inheritance from past generations, but also as a loan from future generations, to whom we will have to return it!"*  
Ecuador 2015

Some years ago, Irish band, U2 celebrated the beauty of nature as feminine through the powerful song, Mysterious Ways, using part of the great Canticle of Creation that was written by St Francis of Assisi in the 13th Century. If you have a moment, please pray this prayer with your family.

Reader 1: Be praised Good Lord for Brother Sun who brings us each new day.

Reader 2: Be praised for Sister Moon: white beauty bright and fair, with wandering stars she moves through the night.



Reader 3: Be praised my Lord for Brother Wind, for air and clouds and the skies of every season.

Reader 4: Be praised for Sister Water: humble, helpful, precious, pure; she cleanses us in rivers and renews us in rain.

Reader 5: Be praised my Lord for Brother Fire: he purifies and enlightens us.

Reader 6: Be praised my Lord for Mother Earth: abundant source, all life sustaining; she feeds us bread and fruit and gives us flowers.

Reader 7: Be praised my Lord for the gift of life; for changing dusk and dawn; for touch and scent and song.

Reader 8: Be praised my Lord for those who pardon one another for love of you, and endure sickness and tribulation.

Reader 9: Blessed are they who shall endure it in peace, for they shall be crowned by you.

Reader 10: Be praised Good Lord for Sister Death who welcomes us in loving embrace.

Reader 11: Be praised my Lord for all your creation serving you joyfully.  
(Francis of Assisi, 1225 A.D.)

Our College community is grateful for the way in which our staff and students have participated in our responsibility to steward our resources into the future.

Pentecost Sunday, on 9 June, brought the Easter Festival Season to a close and heralds the beginning of our church on earth. Ordinary time commences with the Feast of the Holy Trinity where we hear in the Gospels about the apostles being commissioned to go out into the world and baptize in the Trinitarian way, that is, *"In the Name of the Father and of the Son and of the Holy Spirit."*

How do you celebrate the spirit God in your life?

# FROM THE CAPTAINS

by College Captain Trinity Waller  
Mission Captain Taymin Marks  
Arts Captain Imogen Agnew  
and Sports Captain Zoe Percy



**In this anniversary year for the College, I am honoured to represent the student leadership team and acknowledge how important our collaboration and team work is. But it really is one for all and all for one, so we're going to need your help too.**

You'll find throughout the year that I love metaphors, quotes, stories, artwork and songs - anything to convey a message really. Here is a story adapted from the 'Star Thrower' by Lauren Eiseley:



"Once upon a time, there was an old lady who liked to walk on the beach every day. Early one morning, after a big storm had passed, she found the vast beach littered with starfish as far as the eye could see.

Off in the distance, the old woman noticed a small girl approaching. As the girl walked, she paused every so often and would bend down to pick up an object and throw it into the sea. As the girl came closer the woman called out, "Good morning! May I ask what it is that you are doing?"

The young girl paused, looked up, and replied, "Throwing starfish into the ocean. The tide has washed them up onto the beach and they can't return to the sea by themselves. When the sun gets high, they will die, unless I throw them back into the water."

The old woman replied, "But there must be tens of thousands of starfish on this beach. I'm afraid you won't really be able to make much of a difference."

The girl bent down, picked up yet another starfish and threw it as far as she could into the ocean. Then she turned, smiled and said, "It made a difference to that one!"

This story truly encapsulates our mission for the year. It's about being hospitable - truly welcoming every friend or even stranger that makes their way onto our path. When it comes to hospitality, we always have a choice, it begins with us. We tend to overlook the power and influence of ourselves and the difference that can be made in small gestures - smiling to someone, holding the door open for strangers, paying compliments and showing gratitude; our ways of throwing starfish back into the ocean. These moments, although seemingly insignificant,

are powerful and when we look back this is what makes up our lives.

Ghandi said '*be the change you wish to see in the world*'. It's a powerful quote but sometimes I wonder how on earth can we do that? Where do we start with such a massive task? I figure that only when we are ready to change ourselves can we be ready to change the world. Both our actions and our inactions touch others in ways that we may never know. Always remember, kindness is a gift that everyone can afford to give. No doubt it takes courage and it can be scary... but "if not now, then when? And if not you, then who?" We challenge you this year to take courage - because courage is contagious and hospitality can take on a life of its own, to create a welcoming culture of warmth and acceptance.

In addition, amidst it all, it's our 90th year and as a leadership team - aligned with the theme of hospitality - we want to emphasise celebration. To celebrate the entirety of our journey. Our wins? Yes - big and small. But also how we grow from our challenges. To acknowledge what we each have to share and how we come together to create such a diverse, welcoming and wonderful community.

So, the seniors this year are calling each and every one of you to stand beside us - it's one for all and all for one.

**Trinity Waller  
College Captain**

*"Always remember, kindness is a gift that everyone can afford to give."*



**It was my greatest joy to be elected as Mission Captain for 2019 – an opportunity to spread joy around the College in 2019.**

The Opening Mass at St Stephen's Cathedral, led by Archbishop Mark Coleridge, was a memorable experience that reminded us of our history and the legacy of the Brigidine Sisters. It was an important way to celebrate the 90th Anniversary of our College and an exciting way to start the year.

The Mission Captain role can be described as spreading missionary acts throughout the College community. One of the most common misconceptions surrounding Mission is that it is solely a Christian ideal. Whilst it is fundamental to the Christian faith, all religions of the world have missionary aspects. There are many commonalities

that link us together through diverse religions. An important part of the role of Mission Captain is to spread unity throughout the College.

It is the Year of Hospitality and Welcome at the College and all girls – regardless of race, religion, sexuality – should feel safe and included at our College. The Mission groups are a valuable platform to achieve this. Many world religions have underlying themes that overlap and connect with each other, and this is promoted through the role of Mission Captain. Furthermore, embracing multiculturalism and diversity in our College community is key. The values in our College Mission Statement, of celebrating uniqueness and welcoming all, are represented through

different languages and cultural experiences at the College. If we create a unified family at Brigidine, this will spread to the wider community.

The Mission groups have many significant events throughout the year to articulate and live the Mission of the College. A significant missionary focus at the College is the social justice work of Caritas and Project Compassion in Lent. Caritas' work in social justice is explored by the Justice and Democracy groups at the College, alongside justice issues of climate change (Junior) and human trafficking (Senior). With a lens of 'justice, not charity' the girls in Justice and Democracy groups eagerly spread awareness of the issues around the College. The groups have initiated activities such as a movie night with a focus on the topic of human trafficking. Another key Mission group at the College is Vinies which has rapidly expanded in 2019 with over 60 members. In collaboration with the Maths Club, Brigidine celebrated Pi Day with all proceeds going to Caritas. Mission work is alive at Brigidine – it initiates real action and raises awareness about significant issues in our world today.



**Taymin Marks  
Mission Captain**

*"If we create a single family of unity, I can only imagine what we can spread to the rest of our community."*





The goal to inspire, encourage and entertain provides an opportunity to grow throughout the year, and allows each young woman to be part of something bigger at Brigidine.

Arts at Brigidine is an environment where all girls feel comfortable to grow. The role of Arts Captain is about nurturing a school culture where girls feel supported and encouraged to get involved. Inspire, encourage and entertain may sound like three simple words; however, to Arts students they have a deeper meaning. To achieve this goal requires commitment, discipline and technique, which many of the Arts students at Brigidine have demonstrated this year.

The College Choir's performance at the Opening Mass was inspiring and uplifting. Proudly, the Sapphires Dance Troupe achieved impressive results in eisteddfods. Entertainment was found at assemblies and lunchtimes, including surprise performances, singalongs and even some flash mobs. All these performances create positive energy that can impact the whole student body.

Our performers have started this year with enthusiasm, commitment and motivation, and we hope this will be the best year yet for Arts at Brigidine.

**Imogen Agnew**  
**Arts Captain**

The cultural groups at the College have a focus on developing technical skills and working cohesively. For example, the youngest of the Brigidine auditioned dance troupes, The Diamonds, have demonstrated perseverance and enthusiasm to learn challenging sequences of choreography. They work very hard as a group and respond well to feedback which has enabled them to grow.

The 90th Anniversary production "*Where Dreams Begin*", to be held on Saturday 10 August, is approaching soon. Cultural groups are attending numerous rehearsals to prepare for this event. Whether it is dancing, drama, choral or instrumental, all groups across Years 7-12 will showcase their skills and talents and are very excited.

It is pleasing to see the increased numbers of girls who have joined the cultural groups in 2019, particularly the Drama Club and Bridgettes.

SOUTH BANK PIAZZA | SATURDAY 10 AUGUST 2019

*Celebrating 90 years...*

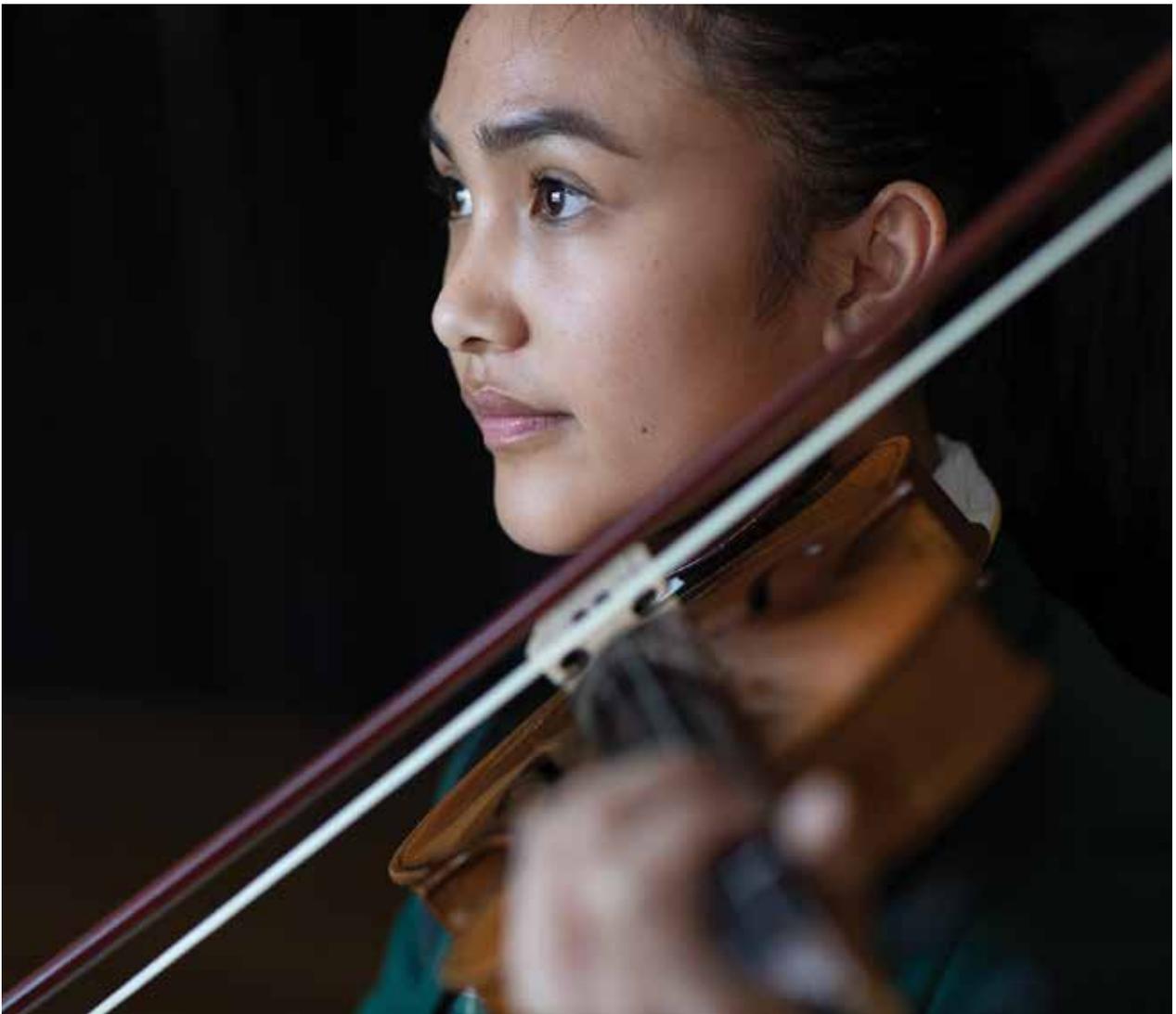
BRIGIDINE COLLEGE PRESENTS...

**WHERE DREAMS** *begin*

ADULT \$25 | STUDENT \$15 |  
FAMILY BUNDLES AVAILABLE

GATES OPEN 6.15PM | 7.00PM START

BOOK YOUR TICKETS: [brigidine.qld.edu.au/event/where-dreams-begin/](http://brigidine.qld.edu.au/event/where-dreams-begin/)





It is a great time to be a woman in sport. In the past, females in sport have been frowned upon, ridiculed and told they can't do it. The Women's Big Bash, the W-league and the Women's NRL are being televised and some are finally being paid what they deserve. Many doors are being opened for women in sport and it is hoped that one day, all female athletes will be treated and paid equally to their male counterparts.

It is an absolute honour to be Brigidine Sports Captain for 2019. Brigidine offers many sports and there are opportunities available for all girls to be involved. Sport provides young women with amazing opportunities to develop and learn. A passion for sport grows for many girls throughout their time at Brigidine. A key role of Sports Captain is to increase the love for sport at the College and build on our sporting culture. An atmosphere of spirit and support is important for our athletes and teams.

Being involved in sport at Brigidine is about being active and giving a new sport a go; however, it can be much more. CaSSSA teams on Wednesdays and Interschool Carnival days give participants a sense of excitement and spectators a rush from the side lines. Brigidine is known for providing a strong crowd to support players with enthusiasm. Every Brigidine girl should be proud of the achievements that are made in sport

and the girls that are making them possible. The 2019 College Swim Team should be commended for their efforts this year. Brigidine competed in the QCIS Swimming Carnival, alongside Ambrose Treacy College. Every girl swam exceptionally well, and proudly the combined team once again came first overall. Three days later, the Brigidine team competed in the pinnacle of the swimming season: the 2019 CaSSSA Swimming Carnival. The team swam their hearts out and each swimmer improved since the Interhouse Swimming Carnival. The spirit and passion displayed shows that sporting culture at Brigidine is thriving. It was impressive to see many girls in the pool at early training for these two events, which created a loyal and committed swim squad.

**Zoe Percy**  
**Sports Captain**





# STRATEGIC SUPPORT FOR PERSONAL GROWTH IN TEACHERS

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



Since 2013, Brigidine College has made professional learning a key focus to support teachers within a changing profession. Brigidine continually strives to improve practices that set high expectations as a means for each student to achieve their best. For students to achieve these outcomes, the teachers at Brigidine set aside time and resources to commit to pedagogy and learning practices that impact directly on their expertise and growth.

To support students to become agents of change in the global community Brigidine teachers have investigated and strategically adopted practices to fully engage their young student women. Consequently, Brigidine teachers deserve the support of authentic professional learning. Through Professional Learning Development Plans (PLDPs) and Professional Learning Communities (PLCs), teachers plan, deliver and sustain change to meet the contemporary educational landscape. This is one where we cater for our students to be future builders, continuous learners and unlearners, solution architects, team creators and local, regional and global citizens (Rychen, 2016).

Brigidine College recognises and appreciates that teachers continue to grow and learn as a community as they work together and commit to shared goals and achievable outcomes. The ability to willingly share classroom practice within a professional learning community has promoted trust and engagement about how a 'teacher might teach'. A further professional commitment to improved teacher pedagogy is resulting in enhanced teacher efficacy.

The Brigidine College PLDPs and PLCs have been developed with the aim of expanding professional engagement of teachers and reflect an expanding and evolving face of teaching and learning. The Program has been reviewed through the lens of the College Strategic Plan, the College Learning Framework, the valuable findings from focused working parties, and regular feedback from teachers. Each year, like a new resolution, teachers begin their planning with innovative ideas ready to engage through new techniques, excitement and energy. Goals and plans are shared with others to determine the direction to achieve personal professional outcomes as a career educator. Together in the PLC department groups, goals are focused (see Figure 1) and recommendations made to work with students to improve learning / academic growth for each student.

SMART GOAL 1 - Specific goal setting in Literacy and Numeracy

SMART GOAL 2 and 3 (Choose 2)

- Digital engagement
- Differentiation
- Feedback
- Cooperative learning
- Explicit teaching practices
- Learning intentions and success criteria
- Learning dispositions

SMART GOAL 4 - Personal goal (Optional exploration of curriculum area, pastoral, mission, middle leadership, co-curricular or other aspects of learning)

Figure 1, Brigidine PLDP SMART goal focus areas

The PLDP and PLC programs are designed to reflect professional expectations from the Australian Institute for Teaching and School Leadership (AITSL), the Professional Learning Charter, the Performance and Development Framework, and QCT Professional Standards. In doing this, the program promotes improved practice and evolving pathways as well as career progression opportunities from Graduate to Proficient; and Highly Accomplished to Lead teacher. It is a whole school transformative process, shaping teachers to consider operating in a different way, focusing on evidence-based approaches and how these can be best applied in the school context.

Furthermore, the PLCs enable fresh opportunities for teachers to be open to collegial leadership roles that provide skills and expertise to the groups of teachers. Teachers appreciate being heard and valued as they lead or participate in change taking place at the College that they were actively part of, promoting high levels of learning for all students (DuFour & DuFour, 2017). The Brigidine College Staff Wellbeing Report (2019) supported this tone with teachers satisfied overall with their 'autonomy and control, feedback, influence and decisions, and support by leaders and peers'. Hence, the culture of the College is continuing to shift from traditional structures of directed change to ones of teacher led transformative change.

As teachers have become further engaged in cycles of action research, linked to the PLCs, they are eager to witness the results from their efforts. The impact of having many more teachers involved in research projects has lifted professional engagement with conversations in staffrooms being ones of strategic intent, tools and practices that improve learning, and ways that impact in reinvigorating learning spaces. Shifts from traditional topics of activities and units of work to analysing student learning (data) and reflections on practice are engaging opportunities to identify ways their students are learning. According to The Economist (2016), "In a single year's teaching, the top 10% of teachers impart three times as much learning to their pupils as the worst 10% do". It is this type of research which reinforces the belief that PLCs at Brigidine are focused on the College's greatest asset: our teachers, who impart their skills and passion to inspire our young women to be the best they can be.

To assist this dynamic process 'Learning Analytics' has been a tremendous support and guide to the PLCs when identifying gaps and areas to improve in teaching and learning programs. The data emitted from Learning Analytics is used by teachers to formulate baseline standards across learning areas and year levels, enabling rigorous benchmarks for students to meet. In the future, this cycli-

cal process of analysing and evaluating evidence has enabled Brigidine College teachers to target their pedagogy on knowledge and skills that students most need, and review benchmarks to continually improve.

A key component of professional learning at Brigidine College is ongoing development presented internally by teachers for teachers and our wider College community. During each term, topics or issues are presented on a volunteer basis, which draws people from different learning areas of the College. This supports a common learning language throughout the College, which supports students to create stronger synapses in the brain. Neuroscience research reveals that synaptic plasticity is made stronger each time they are activated (Queensland Brain Institute, 2017). Teachers are comfortable presenting and participating in these bite-sized chunks and shift the College culture to one based on professional identity.

Overall, the PLDPs and PLCs are reinvigorating teaching and learning at Brigidine College. By focusing on the teacher and their needs, as well as how this caters for students' learning, the learning culture is one of possibility, opportunity and achievement. The collection of evidence impresses upon teachers their ability to understand the impact they are having on young people and witness the strategies working best in their classrooms.





Brigidine College aims to continue this commitment, to use evidence-based neuroscience for learning which gives educators key research on how students learn. By teaming up with the Science of Learning Research Centre, Queensland Brain Institute, Evidence for Learning and the Learning Scientists, we are utilising evidence-based teaching and study practices.

Many great thanks to the College Leadership Team and our dedicated teachers at Brigidine College, who demonstrate exemplary academic service to their students whilst remaining dedicated to our motto, *Strength and Gentleness*.

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# STUDENT VOICE AT BRIGIDINE

by Acting Deputy Principal Pastoral Melinda Egan



Enabling student voices is an important way to promote a welcoming, safe and inclusive school community where students can flourish. At Brigidine, the College Captains have lead a student voice initiative with an aim to give their fellow students the opportunity to articulate what matters to them, so they can actively participate in making a difference. Dr Russell Quaglia, an expert on student voice, states that *this begins with listening, continues onto learning and culminates with co-leading for positive school change* (2016). Student voice is about sharing innovative ideas and being part of making the ideas come to fruition. It is about encouraging others to articulate their aspirations for themselves and the College. Importantly, the focus of student voice needs to be on the 'why' of innovation, rather than about 'what'.

Recently, the College Captains conducted a survey to listen to diverse student perspectives. The focus of the survey was student agency and engagement at Brigidine. In this survey, 91% of students agreed that at Brigidine they have the opportunity to set their own goals for improvement and growth. Another aspect of the survey was about identifying issues significant to young women today, as well as messages they would like to share about these issues. Insightfully, students captured a range of wellbeing, environmental, social media and relationship issues as their key concerns today. The messages shared by students were inspiring and encouraging of each other, many reflecting our College vision, mission and values: be kind, be strong, be brave, be respectful, be welcoming and strive to learn. One of the most memorable messages to fellow Brigidine students being, "*Inspire change within the world*" (Student survey, 2019).

Earlier this year, the College Captains launched their 'Zesty Suggesty' initiative – a suggestion box that encourages rigorous comment on life at Brigidine from the student perspective. This has been an enormous success with many insightful and well-considered opinions being shared on a range of topics from across year levels. In the interest of transparency, the College Captains published many of the suggestions; and articulated the ideas that are in discussion, in progress and those that have been resolved. Students have been involved in both raising the initiative and planning growth in these areas. Examples of initiatives raised by students include: increased opportunities for outdoor education at Solas Bhríde,

improved recycling processes at the College, more lunchtime activities lead by students, and more learning about adolescent mental health.

An example of student voice leading to improvement and growth is an enthusiastic group of Year 9 students who have recently created a Sports Support group. They consulted with relevant teachers and the College Leadership Team regarding a House sports competition after school. Their proposal had a clear purpose of building House spirit and providing an opportunity for girls to participate in physical activity in a fun environment. An important part of student voice is for students to enact the initiative and to have responsibilities. This is a good example of Brigidine students finding their voice and contributing to something that matters and gives value to the community. Not only is this a good leadership experience for these Year 9 students, but an empowering one that builds identity.

Empowering students to articulate their ideas and to participate in the process to create growth is closely related to a student's wellbeing. "*Encouraging student agency through decision making can improve the wellbeing of students at school by providing them with communication channels to engage with teachers on things that matter to them*" (Australian Government DET, 2018). Students at Brigidine participate in an holistic Wellbeing Program which aims to enable young women to achieve their full potential and flourish. This Program endeavours to educate the whole person, including spiritual, emotional, physical and cultural growth. *Holistic education focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals* (Forbes, 2003). The focus on student voice dovetails with the essence of the Wellbeing Program, providing students with the opportunity for personal growth and success. Andrew Fuller, expert child psychologist, has identified eight main areas that build positive resilience in young people (2016). Of these, the College's student voice initiative and Wellbeing Program combined, support positive resilience in Fuller's key areas of empowerment, school engagement, positive values and identity.

Whilst this student voice initiative has a broad scope, it is closely connected to Brigidine's

existing curriculum programs that provide opportunities for students to make some decisions about their academic learning in the classroom. Educational research reveals this connection: *students who believe they have a voice in school are seven times more likely to be academically motivated than students who do not believe they have a voice* (Quaglia, 2016).

To conclude, it is an exciting time at Brigidine when students have insightful and positive messages to share with their fellow students: *“You were born with a voice. Do not be afraid to use it for it holds the power to change the world”* (Student Survey, 2019).

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# THE PREMIER'S ANZAC PRIZE

by Year 11 student **Claudia Maher**

**The Premier's ANZAC Prize is an incredible, government-funded program that takes eight Queensland students on a trip of a lifetime, following in the footsteps of our ANZACs over 100 years after their immense sacrifice. As one of this year's fortunate eight, I got to experience new cultures, learn a multitude of new things and meet some amazing people as I toured London, France and Belgium.**

In applying for the Prize, I had to describe the ways in which the ANZAC spirit is still relevant to contemporary Australia. It is clear to me that the courage, resilience and mateship our service personnel forged is engrained into our society. I have experienced this first-hand in our College, my everyday life and on this incredible, once in a lifetime trip.

In particular, the comradeship shaped by the ANZAC legend was evident in the relationship between the UK, France, Belgium and Australia. As our ANZACs saved many of the towns along the France-Belgium border from destruction during World War 1, many of the local people remain incredibly grateful for Australia and our efforts in the war. I met these people at Cobber's Night in Fleurbaix, and even being able to understand and connect with this thankfulness through the language barrier, reinforced to me how the ANZAC spirit personally connects many people, no matter where you are in the world. It was clear how people from a country they had never visited had impacted the French people in a positive way and this comradeship and international connection is for what our ANZACs fought so hard.

While staying in Ypres in Belgium I stood under the Menin Gate, a memorial to the British and Commonwealth soldiers whose graves are unknown, with names surrounding me

on high arches and columns. I stood here singing our National Anthem with over 500 other people from all over the world to commemorate the ANZACs. People were singing the anthem out of opened windows of neighbouring apartments while the orange sun illuminated the bullet-marked stone. I have never felt prouder to be Australian. Here were people from all walks of life honouring our soldiers; I felt waves of emotion and a huge appreciation for our connections around the globe, moulded by the mateship of the ANZACs.

Walking through the many memorials and cemeteries dedicated to our soldiers along the Western Front and reading epitaphs inscribed with the words father, son and brother, I was struck by an immense sense of family. Along the journey, we learnt so much about the ANZAC's experience of the war, from their equipment to the photographs they took. I received an insight into their lives, realizing true humility and humour. Honouring soldiers as young as I, soldiers who lived in our Australian states and who were our relatives, brought home the idea that these people who served so bravely, were just like all Australians. I am proud to see how these people are still remembered for their service even on a completely different continent and this makes me eternally grateful for the opportunity to commemorate them for what they did for me and my country.



# DISCONNECTED FROM THE CLASSROOM?

**The critical challenge of combatting cyberbullying in the era of social networking**

**by Pastoral Leader Nidean Dickson**

The essence of a school can be found in the ideas, work and learning of a connected community. A community where staff, students and families seek to achieve the desired outcomes of a quality education. In 2019, a critical challenge for educators, parents and students alike is to find a way to disconnect to reconnect. At Brigidine College, we strive to include education about the holistic impact of technology, particularly social networking sites, on the daily life of students. There is a significant focus in the Wellbeing Program of the College to ensure all students of Brigidine College know how to interact online to protect themselves and others and use technology for the advantages that it brings to learning and education.

It would be no surprise to many within the schooling community that social media or social networking sites (SNS) have become an integral part of adolescent life. In 2015, 88% of adolescents engaged with SNS each day (Australian Communication and Media Authority, 2016). Remarkably, in 2017 it was identified that 95% of Australians between the age of 12-24 are active users of social media each day showing a steep increase over the two-year period (Statista, 2018). Understandably, these statistics drive the College's priority in teaching students to be aware of their personal digital safety and reputation.

Yang, Wang and Lu (2016) emphasise the ability of SNS users to construct their own personal profile as a means of expressing themselves to interact with others. Burrow and Rainone's (2017) research reiterate that self-esteem determines an individual's

self-worth which is highly conceptualised through the generated likes from SNS and is a marker of social acceptance. Thus, SNS are an integral challenge for educators as it shifts the dynamics within the classroom and as Bierman, eloquently summarises, "peers are powerful socialization agents" (2011, p.297). Thus, the College has a strong investment in supporting students through positive programs that guide students to identify positive relationships with themselves and others.

In 2018, the Queensland Government established an Anti-Cyberbullying Taskforce to combat the prominent issue of cyberbullying. Cyberbullying is agreed upon as repetitive actions that are done with aggression and intent via electronic communication platform(s) (Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008; Waasdorp & Bradshaw, 2015; Smith, 2016). In 2016, it was identified that one quarter of adolescents in Australia have experienced some form of cyberbullying through social media platforms that may have resulted in social emotional disorders, anxiety, isolation and suicidal ideation (Den Hamer & Konijn, 2015; Singleton, Abeles & Smith, 2016). The anonymity, access and lack of adult supervision for possible cyberbullying offenders increases the identification of cyberbullying as an issue and is something that many students identify as an emerging trend (Tarikulu & Campbell, 2015). At Brigidine College, many proactive measures are taken against cyberbullying. Students are made aware of all aspects of cyberbullying through the College Wellbeing Program and various other avenues in-

cluding House Assemblies. Brigidine College takes a zero-tolerance approach to all forms of bullying, inclusive of cyberbullying, but seeks to address this issue as a preventative and proactive method rather than a reactive method.

At Brigidine College, the wider community are also regarded as an integral stakeholder in preventing cyberbullying and the consequences of these challenge to occur. Although cyberbullying extends beyond the boundaries of school it has a significant impact on the student's engagement with school and consequently, the behaviours associated with high absenteeism and truancy. Adolescents who may experience cyberbullying tend to become more depressed and isolated due to declined self-esteem levels that can result in problem behaviour in school that could affect learning or refusal to engage by attending school at all (Rikkers et al., 2016; Havik et al., 2015; Radovic, Gmelin & Stein, 2017). Psychological impacts such as depression, social isolation and anxiety, lack of peer acceptance because of cyberbullying, pertains to frequent school refusal and poor academic performance (Navarro, Ruiz-Olivia, Larrangaga & Yubero, 2015). Therefore, absenteeism from school most prominently has risk factors for poor engagement and academic performance in school which is a significant motivator for the proactive Pastoral Care at Brigidine College.

As a community, Brigidine College strives to incorporate education around cyberbullying so that students, parents and staff are aware of the classification of cyberbullying and informed about processes and policies to proactively avoid or resolve issues of cyberbullying. Cyberbullying will be a continual focus within the Wellbeing Program that is grounded into the strong stance Brigidine College takes against issues like this. It is integral that all stakeholders involved in a student's education are aware and informed about these topics to ensure the best advice and action is taken to support student wellbeing and student engagement.

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# STAFF WELLBEING FRAMEWORK

by College Counsellor Simone Firmin-Sarra



Following consultation with staff regarding wellbeing initiatives, and as part of the Brigidine 2018-2020 strategic directions, Principal Mr Brendan Cahill requested a research project to develop a Staff Wellbeing Framework. The staff wellbeing project is intended to support the design, development and implementation of a holistic approach to enhance staff wellbeing within Brigidine College. Fundamentally, it will reflect the Kildare Ministries Vision by embracing its Values and Mission (shown right).

The field of workplace health and wellbeing is growing exponentially, coupled with the knowledge that a deliberate development of positive workplace cultures, climates, practices and norms can significantly improve the capacity for staff, and subsequently organisations, to thrive.

In an educational context, research has found that where there is a positive, mentally healthy and well-supported staff, there also exists better relationships and connections with students and the broader school community, along with improved employee morale, motivation and job satisfaction (Coleman, 2009; Roffey, 2012). In addition, and of utmost importance, research has also found

an important correlation between staff wellbeing and student academic performance and sense of belonging (McCallum, Price, Graham & Morrison, 2017; Sisaask et al., 2014).

**Our Vision**  
A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.

**Kildare MINISTRIES**  
*Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.*

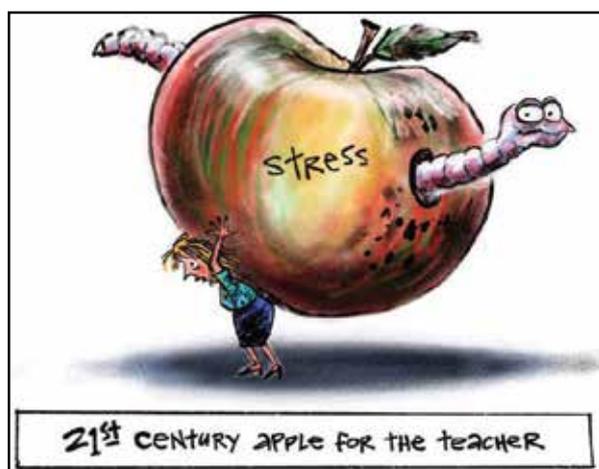
**Our Mission**  
Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

**Our Values**

- Justice**  
Making the needs of the vulnerable paramount
- Wonder**  
Celebrating all that is good with joy and gratitude
- Courage**  
Speaking and acting with integrity
- Compassion**  
Walking with and having empathy for all
- Hope**  
Bringing a sense of purpose
- Hospitality**  
Welcoming all

Kildare Ministries 54 Bascomfield Parade Albert Park VIC 3206 Phone 03 9682 2973  
[www.kildareministries.org.au](http://www.kildareministries.org.au)

It is interesting to note that a recent Victorian workload study of 13 000 school staff (teachers, leaders and support staff) found that it is likely that the average hours worked within a school context per week is somewhere between 53-60 hours (Weldon & Ingvarsan, 2016). In a recent edition, cartoonist Leahy, depicts a satirical image of the growing demands on teachers to meet multiple and competing needs within a constantly changing educational backdrop. It is well



The Courier Mail, Friday June 7, 2019 ([www.facebook.com/leahy.cartoons](http://www.facebook.com/leahy.cartoons))

documented that the pressure on school staff to keep abreast of the individual needs of their students, alongside of maintaining the consistent professional development required in a dynamic educational system, can sometimes result in a sense of overload. The development of a holistic approach to supporting school staff and enhancing employee wellbeing is vital for the whole school community. The work must start with defining the construct and parameters of health and wellbeing itself.

The World Health Organisation defines health as a “state of complete physical, mental and social wellbeing, and not merely the absence of disease and infirmity” (WHO, 2004). More specifically, mental health is defined as “...a state of wellbeing in which the individual realizes his/her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his/her own community” (WHO, 2001).

Collectively, these definitions mirror many leaders in the field of health and wellbeing, suggesting that wellbeing is a multi-dimensional and holistic concept, and its development and promotion requires looking beyond a deficit perspective, towards the inclusion of positive wellbeing constructs.

Working towards increasing one’s wellbeing involves a proactive, conscious, self-directed and evolving process, through which “people become aware of, and make choices (both individually and collaboratively) toward achieving their full potential and a more successful existence” (National Wellness Institute of Australia), despite the challenges and stressors of life (Bayliss, 2005; Seligman, 2011; the National Wellness Institute).

The implementation of a specific staff wellbeing strategy and action plan at Brigidine, informed by evidence-based research, a sound theoretical model and framework, and most importantly in consultation with staff, will work towards effectively addressing and supporting the various dimensions of wellbeing for the differing and multi-faceted needs of the staff members in our community.

The main objectives of our staff wellbeing project, for our staff in this context, include:

- offering a range of initiatives to support holistic health and the multiple dimensions of wellbeing (i.e. addressing our emotional, cognitive, physical, spiritual, social and occupational health)
- further enhancing positive relationships across and between all levels of the school community
- continuing to develop a positive school culture and climate and sense of belonging at a staff level
- deepening a sense of collegial spirit, informed by professional respect, collaboration and a shared vision and purpose within the workplace (Cefani & Cavioni, 2013).

A focus on staff support will strengthen the school community by helping staff to improve various dimensions of their own holistic wellbeing, whilst enhancing their effectiveness in supporting and promoting the wellbeing of the young people in their care (McCallum & Price, 2010, 2012, 2016; Roffey, 2012; Slater-Jones, 2012; Tyson, Roberts & Kane, 2009).

A full reference list is available from the College at [office@brigidine.qld.edu.au](mailto:office@brigidine.qld.edu.au).



# COOPERATIVE LEARNING IN OUR CLASSROOMS

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

Learning in the classroom continues to evolve as research from neuroscientists and cognitive psychologists measure how students learn best. John Hattie's work is based on over 800 meta-analyses of 50,000 research articles and 240 million students (2017). He concludes that everything teachers do has an effect, but the question remains, what has the greatest impact on student achievement? John Hattie's Visible Learning research shows that pedagogy that has an effect size over 0.40 is classified as 'what works best' for students (Figure 1). To make this relevant to your life, a 0.5 effect size corresponds to the difference between the height of a 14 year old and an 18 year old girl (Cohen, 1969). Cooperative learning is a pedagogical practice with an effect size of 0.41 on student learning and outcomes (Hattie, 2017). Brigdine teachers employ this pedagogical approach to build success in student learning in a variety of ways at the College.

Cooperative learning requires students – working in small groups – to complete a set goal, ensuring they demonstrate effective interpersonal and social skills. Setting the groups this way allows students to listen and discuss each other's perspectives, whilst re-

spectfully critiquing contributions by taking turns and sharing resources to achieve the goal (Gillies, 2016). This promotes self-regulation as students reflect on what they have completed together, and what still needs to be done, having an effect size of 0.52 (Hattie, 2017). This dual responsibility creates positive interdependence, and it is the most important component of cooperative learning (Johnson & Johnson, 2013).

Teachers who employ these pedagogical practices motivate students to be accountable to their group and the learning goal – whether it be to problem-solve ratios using currency in Mr Luke Cornwell's Year 8 Maths class, or to analyse and evaluate archaeological evidence from Ancient Australia in Ms Nidean Dickson's Year 10 Humanities class. Both activities engage students in the classroom to exchange ideas, offer explanations, share, actively listen, provide feedback and reflect on the process in achieving the goal. These examples stimulate students to question each other and their learning, transferring from surface learning to deep learning – an effect size of 0.48 (Hattie, 2017). Furthermore, Ms Neisha Hart's Year 10 English class have worked collaboratively to evaluate the

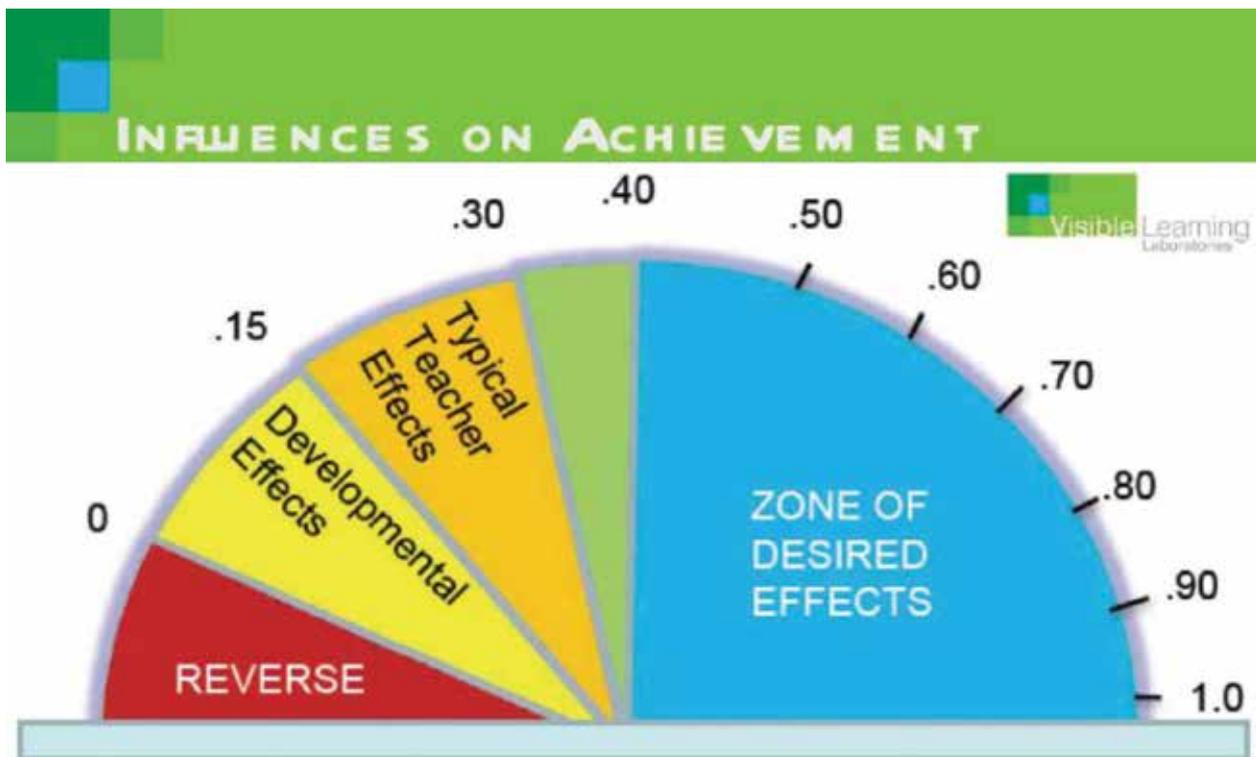


Figure 1. John Hattie's barometer measuring the effect size on learning (Hattie, 2017).

ways in which stereotyping is used in television advertising. Students were required to explain connections between different ideas, using the pedagogical practice 'Elaboration' (Weinstein, Sumeracki, & Caviglioli, 2019). This strategy encouraged students to organise their learning together, having an additional effect size of 0.75 (Hattie, 2017). Collaborative learning is also used as an effective strategy in Senior Schooling. Successfully completing challenging problem-solving tasks – that require both retrieval and inductive reasoning – was the intention of Ms Suzanne Garvey's Year 11 Maths Methods class, having an effect size of 0.93 (Hattie, 2017). Students were required to recall knowledge from previous years to extend and refine their knowledge – DOL, Dimension 3 (Marzano et al, 1997). This led the students to actively problem-solve as a group to accomplish their shared goal. It was clear in this activity that students achieved higher learning outcomes working in a small group, rather than individually or as a whole class.

Overall, cooperative learning is applicable in a diverse range of learning areas as evidenced by teachers at Brigidine. Its foundations of active listening and discussion, problem-solving and self-regulation reveal why it's listed as one of Hattie's highest impact strategies.

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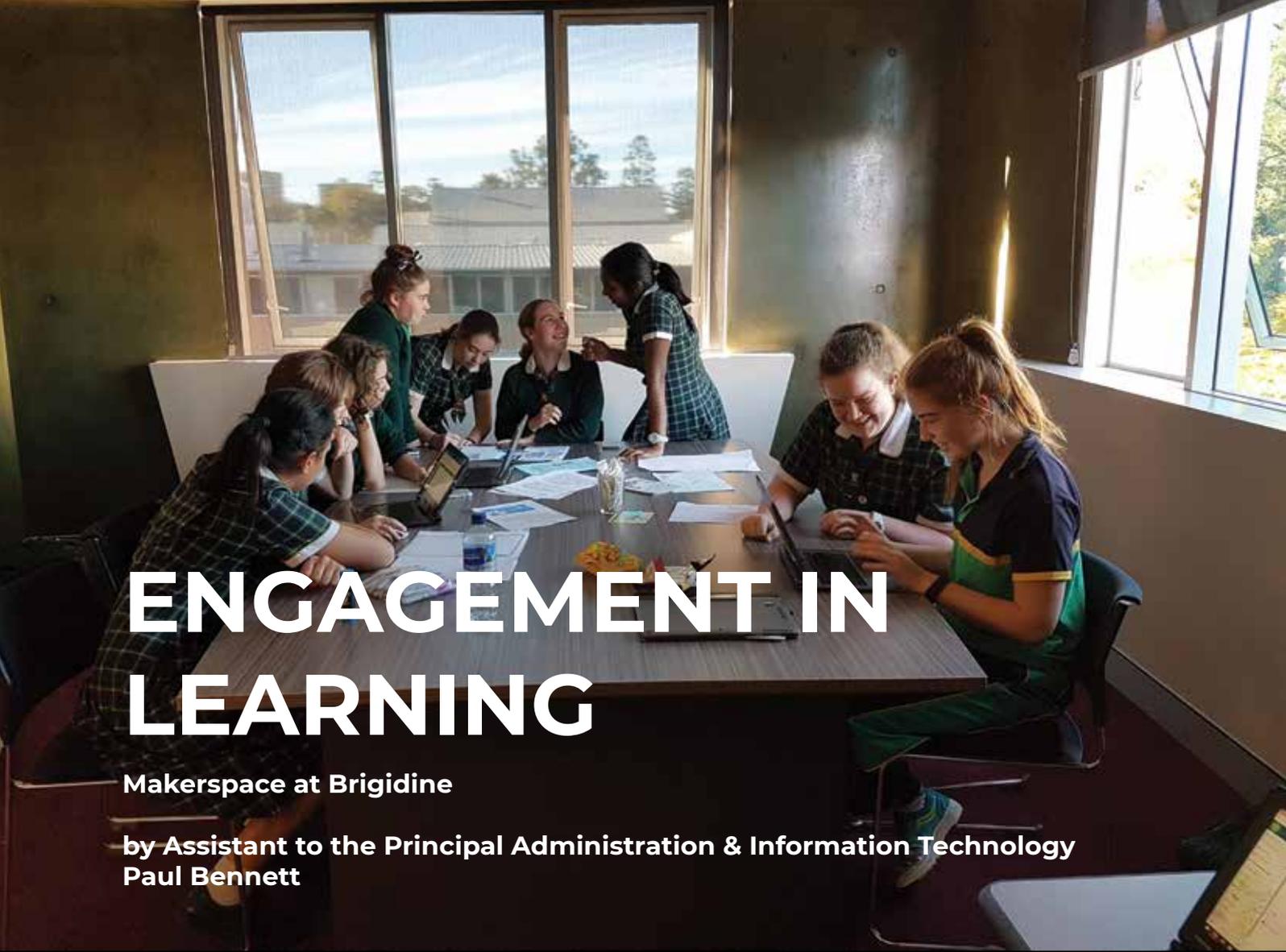
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# ENGAGEMENT IN LEARNING

**Makerspace at Brigidine**

**by Assistant to the Principal Administration & Information Technology  
Paul Bennett**

The Technologies Department has created a Makerspace to engage students in their learning. The question we might ask ourselves is what do we really mean when we say a student is engaged in their learning? Whitton (2011) describes deep engagement as being involved in an experience that draws you in — it may be a video game, a good book or movie. Moreover, Shernoff, Csikszentmihalyi, Schneider, and Shernoff (2014) describe engagement as being in an experience that is so engrossing that nothing else matters; doing an activity for its own sake. In the Makerspace, Year 10 students are given a challenge to design a model of an articulated bridge for a third world country. The students have a limited amount of material that they can work with including string, glue and paddle pop sticks. They are also able to 3D print some of the components of their designs. Importantly, the main aim is for students to test their programming skills by coding the LEGO motors and control system to articulate the bridge given certain conditions.

When learning organisations develop programs where students can learn coopera-

tively and develop their sense of competency then they are more likely to be engaged, motivated and successful (Zepke and Leach, 2010). Essentially, good teaching is at the heart of students' engagement. Bryson and Hand (2007) conclude that students are more likely to be engaged if they are supported by teachers who develop an interactive learning environment where students are challenged and expected to meet high standards. Conversely, students' disengagement stems from a lack of challenge and meaning that normally accompanies teacher lead instruction. Teachers can develop students' engagement by supporting their feelings of capability and independence and that this can be achieved by aligning their learning activities to their student's personal goals (Shernoff et al., 2014). Therefore, teachers who strive to keep their students engaged in learning activities help them achieve higher standards. During the bridge building Makerspace challenge the Year 10 students must communicate with their peers, problem solve a real-world challenge and research 3D printing techniques.

During the problem-solving task of designing the bridge, students demonstrate critical thinking skills when they construct mental models to help internalize the learning process. In recent years researchers have come to realise that keeping students engaged in activities is an important part of helping them achieve and learn (Bryson & Hand, 2007; Shernoff et al., 2014; Zepke & Leach, 2010). Shernoff and Hoogstra (2001) discovered that engagement and motivation were strong predictors of how high school students would achieve in their chosen electives and how long they would stay involved in that subject. Lamborn, Newmann, and Wehlage (1992) argue that low achievement is not the biggest problem facing schools; but that low engagement is the reason that students disrupt the class and fail to complete their assignments. In contrast, engaged students make the most of what a school has to offer. They are heavily invested in their studies and take pride in their achievements. If schools provide more opportunities for students to be involved in critical thinking and problem-solving activities which challenge them, like Makerspace, then they are engaged (Lamborn et al. 1992).

Students who are truly engaged in their learning are said to be in a state of 'flow'. Flow is being in a state of engagement in an activity that is inherently enjoyable, as when an athlete or a dancer is performing in a game or recital (Shernoff et al. 2014). Individuals in the state of flow find their activities to be pleasurable and satisfying and has been undertaken for its own sake. Essentially, flow occurs in Makerspace when students are presented with a challenge that does not overwhelm nor underutilize their skills and talents. Kahu and Nelson (2018) reinforce the importance of flow, highlighting that students who are engaged in their studies are more likely to be successful. They discuss the idea that engagement is key to student achievement and retention and that

engagement and success are intertwined. Therefore, students who achieve a state of flow whilst participating in activities like Makerspace are more likely to achieve better learning outcomes.

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# OUTREACH: KARIBU GIRLS' CLUB

by Program Leader Extension Learning Ms Renee Dunne  
and Study Supervisor Ms Helen Jeffcoat



'Karibu' – meaning welcome – is one of the first Swahili words used to introduce visitors, and it signposts the spirit of welcome and hospitality in our Club. With humble makings in a collaborative Homework Club established in 2017 between Milpera State High School and Brigidine College, Karibu Club has become a key mission movement of the College that engages students from Years 7 to 12.

Milpera is a unique coeducational secondary school at Chelmer that has a vibrant educational program dedicated to the settlement and English language development of recently arrived migrants from backgrounds where a language other than English is spoken. Students are usually at Milpera for up to 18 months before transitioning to a mainstream high school. Despite facing the seemingly insurmountable challenges of moving to a new country – learning a new language and making friends – the girls at Milpera share several similarities with our Brigidine girls.

In 2017, Brigidine students assisted at the before-school Homework Club at Milpera. Although worthwhile, time restrictions did not allow the opportunity for students from both schools to connect on a meaningful level. In a fortunate stroke of serendipity, Milpera invited Brigidine to participate in an after-school club initiated by their Youth Support Officer. The new club was just for girls and was to focus on developing positive relationships and building confidence. With an equal balance of trepidation and excitement Brigidine became involved in Karibu Club, keen to pave the way for a new service opportunity to help and be helped.

In partnership, a plan was forged to invite ten Brigidine girls to volunteer to meet ten Milpera girls once a week on a Tuesday afternoon for five weeks of each term. Meeting either at Brigidine, Milpera or local parks, the students are given an opportunity to get to know each other, recognising that despite their very different starts in life, they share the same interests, fears, frustrations and humour. Interestingly, several Brigidine students are from migrant families to Australia; and the mother of two Brigidine sisters, Tran Anh and April Le Tram, attended Milpera when she migrated from Vietnam. Despite each term taking on a new and bolder approach, the goals of fun, friendships and learning to take risks have always remained central to Karibu Club.

There is something different to do together at Karibu Club every week. Each week, a theme is embedded into activities that enhance the girls' interactions. The Arts feature heavily in the activities: dancing, singing, drumming, painting and crafts. Physical exercise is also a focus with limbo, treasure hunts and other outdoor activities. Participating in these pastimes gives the opportunity to make new friends, be healthy, develop resilience and have fun.

This outreach experience brings the community together. It involves staff and students from both schools, as well as Brigidine Alumni. The skills and interests of the Brigidine staff and students are harnessed whilst making the activities engaging and purposeful for the students. Many of the Brigidine students demonstrate their leadership skills and take responsibility for the activities.

In conclusion, Karibu Club allows Brigidine young women to recognise the strength and value of the community and the joy gained in welcoming others. The Milpera girls are grateful guests at our school and it is a humbling experience for those who learn alongside each other.

*Outreach service opportunities allow you to step outside of the classroom and into the real world. It is a chance to listen to stories of lived experience, foster a capacity to genuinely understand and form relationships with a variety of people from all walks of life. Participation in these activities provides a much broader perspective, whilst allowing you to connect with girls you may not usually.*

Trinity Waller, Year 12 College Captain

*Karibu Club has been an amazing experience, getting to know the girls at Milpera. This club unlocks our potential to become more social with girls from different cultures, making many new friends along the way. It welcomes girls into our close-knit community and lets them feel comfortable in their new home.*

Kim Dinh, Year 9

*The fun activities allow us to bond and create new friendships. While the activities are fantastic, my favourite part is meeting these incredible girls and learning about their journeys and culture. Karibu Club is an afternoon of fun, laughter and friendship.*

Madelyn Foster, Year 8



# SEMESTER 1 SPORTS

by Director of Sports Laura David and Sports Aide Rebecca Cuthbert

**To embrace hard work, persistence and resilience is to connect sport to one's self.**

Semester 1 has been a busy and exciting time for College sport. At the start of Term 1, students were engaged and full of House pride when participating in the Interhouse Swimming Carnival. Congratulations to MacKillop House, the victors for the first time in eight years. The 2019 Swimming team consisted of 56 dedicated students who, for a few short weeks, trained hard and pushed each other. Brigidine College attended the QCIS Swimming Carnival in Toowoomba, hosted by Downlands College, where our team joined with Ambrose Treacy College and together took out the Aggregate and Percentage Cups for 2019.

The pinnacle event on the swimming calendar is the CaSSSA Carnival. Hosted this year by St Rita's College at the Chandler Pool, the atmosphere was electric and the annual song and dance competition was again a huge hit amongst the schools. Our swimmers were prepared, mentally and physically, for the races ahead of them which saw our 15 Years team place third overall. Ultimately, Brigidine finished 5th in the Percentage Cup and 6th in the Aggregate Cup.

The beginning of Trimester 1 sport found 120 Brigidine students represented in Indoor Cricket, Senior and Intermediate Volleyball,

Junior Touch Football and Tennis. Congratulations to Open C1 Volleyball who took out a CaSSSA premiership with many teams runners up. Well done to Senior D Tennis, Junior B and Junior E Touch Football and Open C3 Volleyball for making it to finals.

The College had several students preparing for the upcoming Cross Country season through their involvement in our Run Club which also commenced early in Term 1. This led into the formal Cross Country pre-season with record numbers of girls attending and improving their fitness. It was sure to be a great season. The Interhouse Cross Country Carnival was held at the end of Term 1 with beautiful weather, lots of colour and laughs together with some outstanding results. Congratulations to Damien House for achieving 1st Place.

After the success of the Brigidine Cross Country team in 2018, the girls set their sights high to make the cut for 2019, which was evident in the competitiveness at the Interhouse Carnival. The excitement on their faces when girls made the team and the determination to keep training hard to remain in the team the following year demonstrates the pride the girls have in the Brigidine uniform when representing the College. 54 excited, dedicated and determined young runners represented Brigidine in Cross Country this year. Competitions started off with

QCIS in Warwick hosted by SCOTS PGC. This brought many challenges to a reduced team competing. With 19 out of a team of 54, nothing could hold our team back as they went out and dominated in their respective age groups. Staff and coaches could not have been more proud of their efforts and enthusiasm. Overall the Brigidine/Ambrose Treacy College team finished second in both the Percentage and Aggregate Cups.

As the final week of preparation for CaSSSA Competition arrived, the runners went to Limestone Park to traverse the course and talk race tactics. This was followed by a yoga session, team training awards and Pasta Night. The girls had been preparing for CaSSSA for seven weeks and their efforts did not go unnoticed. Our team was race ready and their determination to finish strong, as a team, was evident. Brigidine had some outstanding individual performances and in a few age groups were pipped at the post for an overall podium finish. In the Aggregate Cup Brigidine finished in 5th position and in the Percentage Cup, with only 6 points separating 1st to 3rd, Brigidine came 3rd behind St Rita's College (2nd) and Mount St Michaels (1st). These results are exciting for the future of the Brigidine Cross Country team as we have built a strong foundation of young enthusiastic runners.

We have also enjoyed watching our Water Polo teams complete their season in Term 1 this year, with the 14's and 18's both making it through to semi-finals. The 14's made it through to the Grand Final and, after a pen-

alty shoot out, finished runners up. Congratulations on a great season to all Water Polo players.

Brigidine has also had several students representing the College in many sports. Our U19's Futsal team took out the North Brisbane School Futsal titles and will compete again later in the year. We have had equestrian success with two students qualifying for the 2019 School State Championships in Show Jumping and Eventing. Our Rowing team have been placing consistently in their regattas in the competition half of their school season. We are looking forward to seeing more of these results as they continue into Semester 2.

Semester 1 2019 has been a positive start to the year for Brigidine sport. Well done to all students who have been involved in cocurricular sports so far. The girls are always striving for improvement and it is great to see so many stepping up and continuing to set the bar higher each year.

Keep striving for great results, challenge yourself to be humble in the face of adversity and, above all, train yourself to be the most fiercely competitive and well-rounded athlete you can be.





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## BRIGIDINE COLLEGE INDOOROPILLY

A Kildare Ministries school in the Brigidine tradition

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