A photograph of a modern building with curved balconies and vertical wooden slats. The building is white with orange-brown slats. A cross is visible on a grey section of the building. The sky is blue with some clouds. The text 'The Bridge' is overlaid in white with a thin black outline, and 'Semester One 2020' is overlaid in white below it.

The Bridge

Semester One 2020



EDITOR

Melinda Egan

CONTRIBUTORS

Brendan Cahill, Andrew Beiers, Allison Johansen, Nidean Dickson, Ben Wilson, Jordan Whitney, Melissa Armsden, Jane Massingham, Laura David, Helen Jeffcoat, Rebecca Reis, Stephanie Thomas, Kaytie Mazzaferri, Lauren Stuart, Claudia Maher, Skye Nugent

DESIGN

Kim O'Hare

IMAGES SUPPLIED BY

Alder Constructions (photographer Rezolution Photography), Kirsten Cox, Mahlia Ivory, Louise Johnston, Rebecca Reis, Nidean Dickson, Korryn Swindail-Hill

PRINTER

TTR Print Management PTY Ltd.

PROOF

Rebecca Reis

ADVERTISING ENQUIRIES

please email marketing@brigidine.qld.edu.au

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If you are interested in submitting content for the next edition,
please email JohansenA@brigidine.qld.edu.au**

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From the Principal

by College Principal Brendan Cahill

In recognising an important milestone in our 90th year in 2019, the Brigidine community gave 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 acknowledging and launching the Living Justice Charter with Kildare Ministries, we as a community, in 2020, look to engage in Justice in our time.

Jesus calls people to commit to being inclusive, showing mercy and welcoming others in friendship. Jesus and Levi ate with sinners and outcasts (the poor, the sick, tax collectors and more). Jesus encourages us to 'build friendship' with everyone and 'help all our friends in need' (Mark 2:15-20).

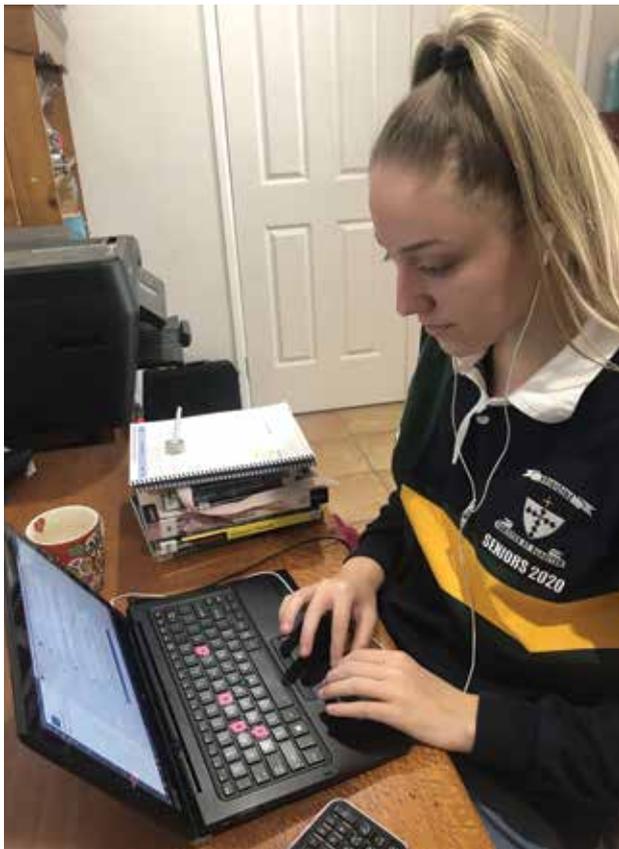
Through the building of relationships and understanding, we also identify the respect and dignity for all people. The community here at Indooroopilly joins with Kildare Ministries to connect with the vision and principles of the Living Justice Charter. We will 'learn to do

good; seek justice, correct oppression; bring justice to the fatherless, and please the widow's cause,' (Isaiah 1:17). Students and staff have the responsibility to give voice to injustice and speak up for the most vulnerable.

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, we follow this example to provide meaning and purposeful action.

As the new school year unfolded the new possibilities and enthusiasm to learn were very apparent. Student numbers exploded with a range of new teams and clubs expanding on the many curriculum offerings, as well as the Senior Formal, camps, retreats and activities to fulfill the desire to be fully engaged.

However, who would have thought that by March, Teaching and Learning at Home would be a thing? The fast-changing ways in which



With the ongoing challenges in a developing post COVID-19 world, I am reminded that the care and support of the whole community is one of mission. For this is where each person's dignity is valued and where our ability to act in faith is on display.

Australia was having to deal with the Coronavirus pandemic became a critical situation with schools having to close by the end of Term 1. While there are still many months ahead, what unfolded at Brigidine was an opportunity to, as our website states, *Shape Young Women for our Time.*

I will be forever grateful and proud of our College during these times, as we became an online community living up to our motto of *Fortiter et Suaviter.*



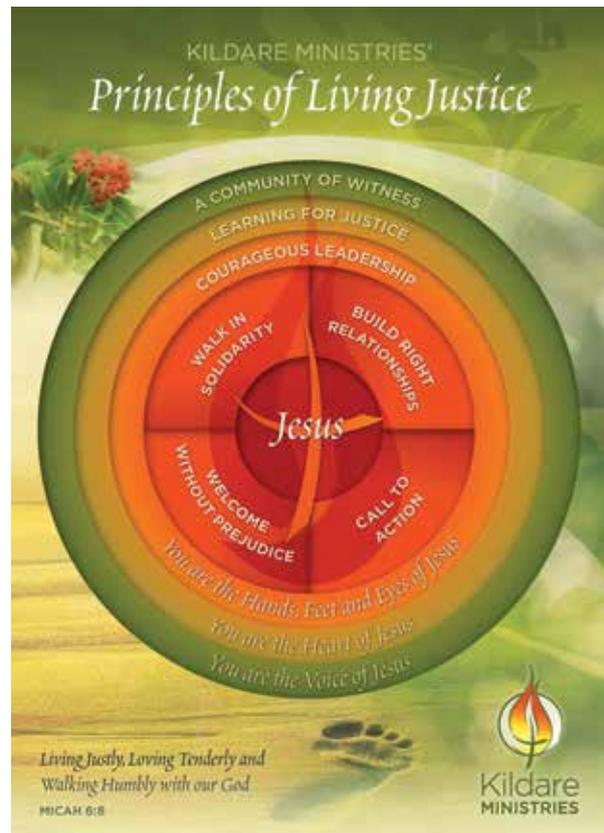


Year of Living Justice!

by Deputy Principal Mission Andrew Beiers and
College Chaplain Fr Pan Jordan

This year, Brigidine College has embraced the theme of Justice by implementing the Kildare Ministries Living Justice charter. We commenced the year with our Staff Spirituality Day inviting Kildare Ministries representatives, Renee Oberin and Erica Pegora, to unpack the charter. Erica presented the story of Kildare Ministries and how the community had arrived at the development of the charter through lengthy, wide-ranging consultations. Renee invited us to explore the ways we might embrace the Living Justice charter personally, within departments and the broader College community, using stories and scripture.

Within the classroom setting Assistant Principal Professional Teaching and Learning, Allison Johansen invited teaching staff to embed Catholic Social Teachings into their annual goal setting and asked them to report on their engagement towards the end of the year. Our middle leaders have been exploring the dynamics of the charter, celebrating what we are doing well and exploring ways our staff might further engage in these educational opportunities. We firstly looked at the centre of the quadrants of the principles of the Living Justice charter.



At the heart of the quadrants and the charter is Jesus. The Gospels portray his profound boundary-breaking behaviour, intentionally seeking out the marginalised – the hungry, beggars, widows, the politically powerless – and those who depend on others' mercy and help to survive. There are also some Gospel passages that include the physically disabled – the blind, the lame, lepers and the deaf – who are known as the lost sheep of the house of Israel. This includes all those who are ostracized and disenfranchised from the community. In fact, his parables bring restoration of social justice, empowerment, economic justice and healing and good health. The stories of miracles also explore acts of liberation for the people from oppressive situations.

The central stem of the cross (stipe) links the three sphere themes of A Community of Witness, Learning for Justice and Courageous Leadership to foundational scriptures and in Celtic tradition symbolically linking heaven and earth. The arms of the cross (cross piece) bring these quadrants together, restoring balance with passion for justice and a heart for mission. Our attitudes towards justice influence our acts. Justice does not exist without action. This threads through the whole Living Justice charter and binds the quadrants together.

Currently, Brigidine is forming a more concise Catholic Social Teaching document for all staff and teachers to implement in classrooms.



Caritas Project Compassion invited students to participate in Caritas for Ks this year to explore the struggles children and women have in traveling long, often dangerous, distances to collect water and at times forgo their education and other duties.



Other service opportunities in Term 1 pre COVID-19, included relationship building with Milpera State School, supporting children from refugee backgrounds.

The time we live in is very special because of the pandemic crisis and this new situation challenges us to investigate how to respond to the context. The learning at home context included online Eucharistic celebrations, prayers in online assemblies and daily offering of prayers for the health of our Brigidine Community. As we were away from each other experiencing lockdown, we found a new sense of being together, including online staff meetings and gatherings. Amazingly, we have had online staff morning tea every Wednesday, as we connected as a community. At this time, we also experienced God's closeness in a profound way. This might not have happened if things were normal. Our Chapel was even turned into a TV studio with the help of the IT team for live streaming of Mass each Friday.

This has been an experience for us all. The words of encouragement that we received from our parents regarding online learning were amazing. We are grateful to our parents and teachers for their understanding and commitment at this time. Also, our IT Team have played a very important role and we are thankful for their continued engagement with, and support of, our students and staff. Thank you also to our maintenance team for their diligent cleaning and sanitizing and assisting with the preparation of moving into the Marian Centre.

Prayer in COVID Times

O God,
 In our difficult times, be our companion;
 In our struggle, be our strength;
 In this time of affliction, be our healer;
 When we are afraid, be our courage.
 We ask you to bless and protect all our students,
 staff and families.
 We make this prayer through Christ our Lord,
 The Lord be with you,
 And with your spirit.
 May almighty God Bless you!
 Amen.



Learning at Home

Shaping Women of our Time

by Marketing and Promotions Officer Rebecca Reis

An old adage supports that it takes a village to raise a child. During uncertain times with the migration to home-based learning, this became more apparent. The community at Brigidine College Indooroopilly came together to ensure that Brigidine young women were provided the continued opportunity to grow in a nurturing environment.

Regardless of the physical location, Brigidine staff committed to ensuring that every student was a confident, adaptable learner via the Learning at Home program. The College continued to connect students and teachers through collaborative online options, adhering to the regular College timetable.

Parent feedback flowed in with praise for the cohesive online platform, dedicated staff and for assistance being readily available.

"We felt extremely happy with the way Brigidine handled online learning. Thank you," shared a parent.

Principal Brendan Cahill acknowledged that Learning at Home supported students to work effectively despite the home-based learning mode.

"Our students were close to 100% engaged, as they followed the normal timetable with Wellbeing, Formation and all subjects linking across the timetable," said Mr Cahill.

"Teachers harnessed innovative technology to allow real-time, authentic learning. They engaged in each lesson with instructions, investigations, ready access to information and practicing for folio assessments," added Mr Cahill.

Students also shared their positive feedback of their experiences. They were well organised and remained connected throughout the learning at home phase in their schooling lives.

"Our teachers created classwork well in advance which was easy to access and follow. They were always online if I had any questions," shared a Year 7 student.

Our unique community of parents, students and staff unite during all circumstances. COVID-19 was no exception.



“Teachers were really supportive and helpful. They have been understanding and set some really fun activities,” shared another student.

The College Leadership Team was responsive to change and guided staff to manage their departments effectively. In some circumstances, operations needed to adapt to the constraints of COVID-19 and innovative ideas were implemented.

As students could not attend the College, Curragh Café at Home was developed to allow members of our community to order delicious and affordable meals from our dedicated café staff.

The gift of Pay it Forward meals, created by Marketing Officer, Bec Reis and Finance Manager, Claudia Mathews, was intrinsically linked to supporting St Brigid’s belief in justice and mercy for all and allowed our community to support one another at a time when COVID 19 seriously impacted the wellbeing and employment of a number of families.

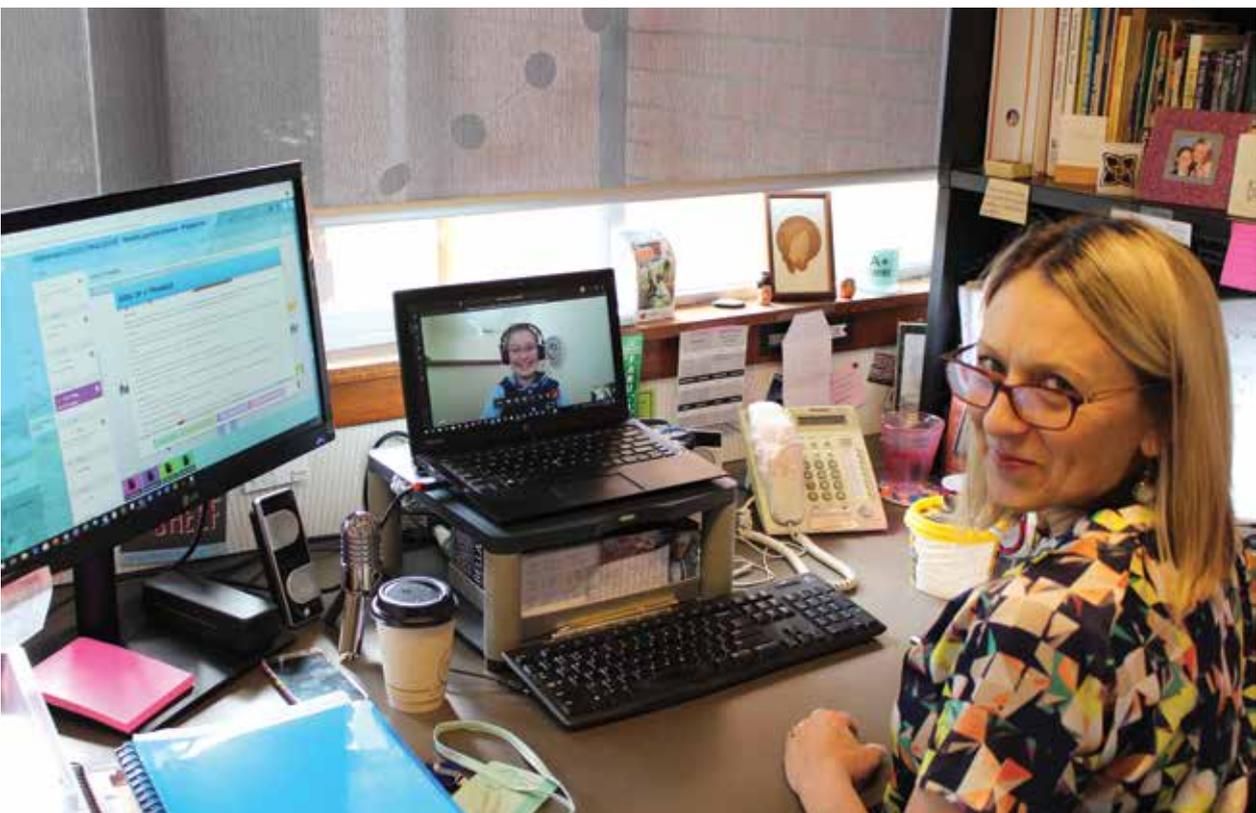
Catholic Social Teachings are the core documents foundational to the Brigidine Story and Kildare Ministries values.

“St Brigid was well known for her extraordinary charity and great faith,” shared Deputy Principal Mission Andrew Beiers.

“Each day, we strive to be more like St Brigid,” added Mr Beiers.

We cannot forget our cocurricular programs that quickly adapted to life online so that students were not disadvantaged. Despite connecting through a computer camera, our young women continued to sing, dance, exercise and feel empowered.

From maths lessons to sporting challenges to private music lessons, the College’s ability to remain optimistic and focussed during COVID-19 is testament to the tightknit community of Brigidine College.





The Marian Centre

by Marketing & Promotions Officer Rebecca Reis

Science, Technology, Engineering and Mathematics (STEM) impact our everyday lives, from our iPads to the technologies that enable us to explore the world around us. It also drives innovation in our fast-changing global economy.

STEM, which provides students with experiential learning, is very hands-on and skill based.

Students develop key skills through STEM including:

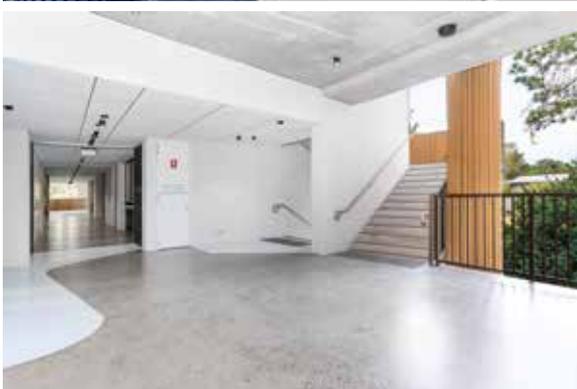
- critical analysis
- problem solving
- creativity
- teamwork
- communication
- digital literacy

Our College Board endorse that students need a strong foundation in STEM to support their evolving future careers. The Marian Centre, a new multilevel, architectural building at Brigidine College, is the epicentre of learning for Mathematics, Sciences and Technologies and will entrench STEM learning well into the future.

Features of the Marian Centre include spacious science laboratories, flexible and collaborative classrooms, an industrial laser printer and tiered theatre seating. STEM activities to be enjoyed by students will include robotics, coding, IT design technologies, problem solving clubs and international women's united nations online exchanges.

The Marian Centre was named after Mary and will follow in the Spirituality of Mary, where a young woman's spirit for learning will be enlivened by our faith tradition and connections with our God.





The Spirituality of Mary is:
A woman of faith and servant of the Lord
She embarks on a journey that involves light and darkness
A contemplative united to the Spirit and to her Son
She is in solidarity with all peoples
She is a woman for others in the name of Father Jesus.



A Faith-Filled Life

by Marketing & Promotions Officer Rebecca Reis

Past student Cindy Howie (1998) combines her love of learning with travel. Since completing high school, she has followed an interesting and diverse career pathway. Cindy remembers Mr Hannon-Burt's words "Do ordinary things extraordinarily well" and is certainly an example of someone who makes a difference.

After graduating from Brigidine College, Cindy had the desire to become a high school teacher but was not sure which subjects to specialise in. During her first year of university, she completed ten subjects across various disciplines, from moral philosophy through to mathematics. In the end Cindy, who thrives on learning, decided to study a vocational degree (Bachelor of Education), a serious degree (Bachelor of Economics) and a fun degree (Bachelor of Arts with major in Geographical Sciences) to keep her

Reflecting on her life, Cindy shared that her favourite days were not actually at Brigidine but in the school uniform representing Brigidine through volunteering, sporting adventures and enrichment programs.

motivated. Following her studies, Cindy secured a full-time teaching position at a Catholic school in the outback, to experience something new. She initially thought she would be gone for a year but there was something so special about teaching country kids that she stayed for six years, before returning to Brisbane.

Throughout the 15 years of Cindy's career, she has taken the equivalent of three years leave to travel and study. Her ideal is to balance overseas travel with doing short study courses, exploring, immersing in a culture and volunteering. Study programs have ranged from completing a Level 1 course towards being a Field and Nature Guide (living among the wildlife in South Africa near the Kruger National Park), to studying a one-month intensive course in Israel to deepen her understanding of Christianity, Judaism and Islam.

"I really enjoy immersing in a culture, so when opportunities arise, I'm there. One of my favourite travel experiences has been going to a remote island in Indonesia with an Indonesian friend (who I met at university), to volunteer and teach English at local Christian schools and a Catholic orphanage. Overall, so many of my life lessons have been gained through immersions."

Last year Cindy resigned from her teaching position and is studying a Master of Theological Studies. While she loves learning and appreciated her undergraduate studies in economics, what has ultimately fuelled her over the years, is the nourishment, joy and hope from faith. She is involved in two new experiences. First, as a Campus Minister at an ecumenical P-12 school. Second, each Thursday, she spends an hour at Brigidine joining the lunch time Grow Prayer Group.

"To be able to have the opportunity right now, to help support a handful of thoughtful and appreciative young Brigidine women in their



faith journey has been the highlight of this year for me. I love meeting people from all walks of life, and I enjoy listening to what makes people tick. I'm studying at a small theological college (Trinity College), and my lecturers are passionate and vibrant. I am studying in an environment where I am challenged, stretched and growing alongside wonderful people from 18 years of age upwards."

Her current experience reminds her of when she was a Year 12 student at Brigidine – it was a year she grew enormously. By the end of her schooling, Cindy had a small group of

close, wonderful friends. Year 12 was a time she appreciated and learnt so much about life and what she wanted to be like from inspiring teachers and mentors who are still at the College; Mr Robinson, Mrs Chambers, Dr Reid and Mrs Brosnan.

As Cindy continues to grow and study, her advice to our community is "to seek your goodness that's within you. Try and build yourself up, and others, because if you can make a conscious decision to do that from now, it will no doubt enrich your life. Live the motto - *Fortiter et Suaviter.*"





Regenerative Learning Creates World Class Teachers

by Assistant to the Principal Professional Teaching & Learning
Allison Johansen

The professional learning and teaching culture at Brigidine College is centred around regenerative practice which, fundamentally, nurtures the invaluable collaboration between teachers of all experience levels. As Dean Carter from Patagonia promotes, “Farmers create rich, fertile soil by growing new crops alongside existing ones” (Weller, 2019). It has been identified that our new crops, the next generation of teachers, need support in developing their professional competency. Whilst our current crops, our experienced teachers, require regular fertilising and attention to ensure they feel supported to improve their practice.

By reflecting on our professional learning through the lens of regeneration, teachers use world-class resources available to them to create innovative and evidence-based pedagogy to improve our students’ outcomes. Nurturing and valuing what we excel at individually, and as a community of teachers within the College, reinforces the inclusivity our staff feel in order to flourish and be supported to be educators of excellence.

It is well known in educational research that effective teachers are the most influential factor within the schooling system for student academic growth. Teachers encompass a plethora of skills in

order to have this affect: They support each other to build student capacity; to be good people who are caring, conscience and compassionate, whilst having the skills and competencies required to make meaningful change in our world. For this reason, Brigidine College’s commitment to the profession is to support new teachers, build partnerships and raise the public’s perception of our most wonderful profession.

Being a school of choice, Brigidine College’s teacher retention rates do not reflect the increased international attrition rate for teachers. Our average retention rate based on our full time and part time teachers over the last five years is 86%. Well above the international average attrition rate up to 50% (Australian Institute for Teaching and School Leadership, 2016). By attracting and recruiting the best educators, and carefully crafting and supporting their practice through regenerative learning practices, we have a team of high performing teachers. This team of teachers strive to give our students opportunities to become, as College Principal Brendan Cahill orates, “young women who believe in themselves, to dream big, to act justly, to pursue challenging and just causes, and to live a full life – to be a woman of our time.”

To nurture our teachers, Brigidine College has established three different pathways to ensure our preservice, early career and experienced teachers are supported, guided and mentored to be the best teacher they can be in the classroom.

Our unique Preservice Teacher Fellowship Program (PTFP) invites university students to witness some of the most important work that takes place in the beginning of a new school year. During this time, our Brigidine teachers guide our students to 'find their tribe' so that they can thrive in their formative years. Three university students from QUT and UQ were selected to be part of PTFP 2020 and attended the professional development days prior to school commencing. They then shadowed a teacher for four weeks. Feedback from these teachers proved that the program directly impacted their journey to

community. Each staff member is valued and supported to grow as individuals. Our College's professional learning communities and professional learning development plans provide opportunities for our educators to research, apply, share and reflect on evidence-based pedagogy to improve student outcomes. These communities have, in many cases, established professional relationships with academics specialising in the field. By working in these communities and reflecting on the AITSL standards to evaluate teaching and learning practices, we continue to grow as professionals to improve our students' outcomes. Most importantly, this has shown improvements not just in our internal data, but external, with considerable value-adding made in our Year 9 NAPLAN scores over the past five years.

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<p>TeAcHER²¹⁰: [pr./'ti:tə(r)/] good conductor of energy [Te⁵²], its process cannot be studied without the required level of accuracy [Ac⁸⁹], can react spontaneously and is explosive when concentrated [H¹], is a bit soft but also firm, and radiates light [Er⁶⁸].</p>			

From Tullow Staffroom Noticeboard

become a prepared and motivated teacher. "The program was really rewarding, and I was exposed to so many new things. I loved being able to form relationships with students at the beginning of a school year."

In the first four years of teaching, our early career teachers receive additional inclusive support during reflection meetings, team teaching and observations aimed at supporting their professional competency. Two teachers who completed our dedicated Early Career Teacher Program appreciated feedback on their classroom practice which impacted their self-reflection and, most importantly, their students. It was due to the collegial support at the College that guided them tremendously in applying school-wide priorities.

Brigidine College is a school of choice for all staff due to the welcoming and supportive

community. Belonging is important for our students, as well as our staff. Through our regenerative practice of supporting teachers of all experience levels, we are together improving the quality of our teaching and learning to improve outcomes for all.

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The Essence of Music

by Director of Arts
Jane Massingham

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

“If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.” Albert Einstein

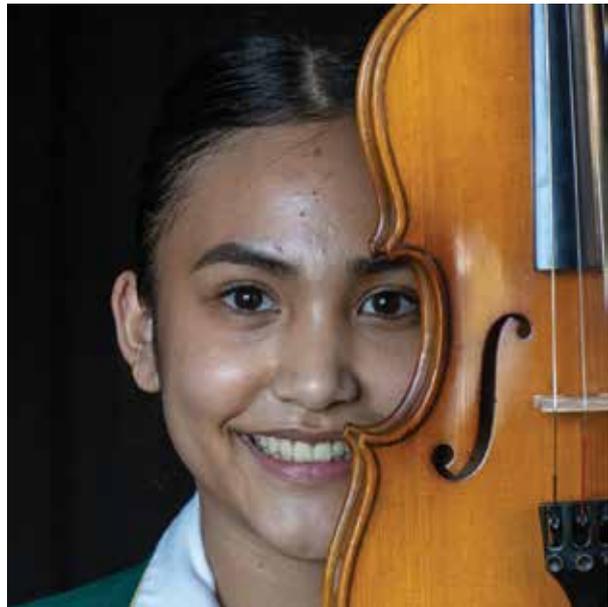
If Plato, considered by many to be the most important philosopher who ever lived, and Einstein, one of history’s greatest mathematicians and physicists, used these words to describe the importance, beauty and life-giving essence that music holds, then I cannot disagree.

As the world in 2020 deals with the many effects of an infectious virus, the value of music has never been more vital to the human heart and soul.

According to Professor Eric Clarke, Oxford expert on the psychology of music, “Covid-19 has created an international musical reaction, a striking response, which bears out scholarship on the beneficial impact of music making. It’s very striking that, from early on in this serious phase, people have felt moved or motivated to make music. Music is a collective experience which can overcome physical distance, since one of the advantages of the auditory domain is that physical distance doesn’t necessarily impede social togetherness.” He goes on to say, “This Covid-19 crisis is a vivid demonstration of just how quickly people have turned to music to express and participate in a sense of social belonging”.

With that sense of social belonging in mind, the Cultural Department at the College has been fully active in continuing with both the instrumental and cocurricular education of the students throughout Semester 1.

Like all educational areas, the instrumental, vocal and speech lessons moved seamlessly into an online learning format before the end of Term 1.



Both tutors and students embraced this new way of learning, continuing their music education, whilst also supporting both their mental and physical health.

Our dance troupes, Bridgettes groups, choirs, instrumental ensembles and drama clubs all moved into the online world, with the use of Microsoft Teams. The tutors held sectional rehearsals or produced dance videos and vocal recordings to aid the students in their participation of the online rehearsals.

The benefits to the students’ mental health and wellbeing were clear to see, as shown by the testimonials of parents. “It was lovely to hear the teachers interacting with the students each Wednesday morning – thank you for your positivity, thoughtfulness and engaging program for these students – it’s been lovely to hear my daughter laughing away and enjoying drama remotely,” said one parent.

There are numerous articles and literature to support the importance of music in the development of the human brain. “Music can lift us out of depression or move us to tears - it is a remedy, a tonic, orange juice for the ear. But for many of my neurological patients, music is even more - it can provide access, even when no medication can, to movement, to speech, to life. For them, music is not a luxury, but a necessity.” (Sacks, 2007)

It has been made more apparent in this semester of learning that never has the value of music been more necessary. Music has brought creativity, connection, heart and joy, to the minds and souls of the Bridgidine cocurricular students’ worlds.

Reference:

Sacks, O. (2007). *Musicophilia: Tales of music and the brain*. Picador.



The Brigidine Fellowship

by 2020 BCI Fellowship Award Recipient Stephanie Thomas

The Brigidine Fellowship opportunity allowed me to see, for the first time, the beginning of the school year from a teacher's perspective. The plethora of professional development sessions held in the week prior to school commencing, allowed some time for individual unit and lesson planning. However, teachers worked hard beyond this to prepare for the impending first day with students. To-do lists were long and continued to get longer.

I was (and still am) in awe of the focus, determination and organisation that the Brigidine teachers displayed throughout Staff Professional Learning days and in the weeks that followed, and I hope to one day emulate the same qualities myself. Above everything else, what stood out to me was the 'grit' shown by the teachers. This is defined by Duckworth et al. (2007) as the "perseverance and passion to pursue long-term goals" (p. 1087). While student 'grit' and its impact on learning outcomes has gained much attention in the literature, little research has been conducted on the 'grittiness' of teachers.

Given the high attrition rates of teachers within their first five years of teaching, it is important for me to consider the traits which allow good teachers to continue to be motivated, passionate, and 'gritty'. The literature led me to self-efficacy, which is defined as "the extent to which a teacher believes he or she has the capacity to affect student performance" (Berman, et al., 1977, p. 137). According to Tschannen-Moran and Hoy

(2001), self-efficacy in teachers "affects the effort they invest in teaching, the goals they set, and their level of aspiration" (p. 783). I expect that self-efficacy would increase with years of experience, but how does an early-career teacher maintain continued confidence in their capabilities, when only just starting out?

Certainly, environmental factors and professional relationships within the school play a role. From the first day of the Fellowship, I felt comfortable and included in the school community. If a lesson didn't go to plan, I was supported by professionals eager to give advice and guidance, or equally happy to have a friendly chat to make me feel a little better. This relationship-building certainly increased my self-efficacy throughout the experience, allowing me to persevere and focus on the bigger picture. At times when I didn't feel particularly 'gritty', I was able to reflect on these moments and remind myself of my capabilities. Hence, while I see 'grit' as an intrinsic personal quality, my experience has shown me that social support can reduce the necessity of 'grit', whilst simultaneously building one's ability to be 'gritty'.

These realisations give me certainty in my place in this profession. The experience gave me an insight into life as a confident and determined 'Brigidine teacher', whose qualities are enhanced and supported by the professional school community. Over four weeks at Brigidine I have grown both personally and professionally and am extremely grateful for the opportunity and the people who made it possible.

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Active Play at Brigidine

by HPE, Maths, Science & PE Teacher Jordan Whitney

Physical activity has played a huge role in my life. My sporting experiences, both achievements and setbacks, have contributed to shaping my identity, not only as an educator, but as a person. I am grateful for the many opportunities and mentors in my formative years that provided the platform for my positive experiences.

Adolescents' experiences with physical activity so often shape their values and attitudes towards keeping active in their adult life. Therefore, establishing patterns of physical activity during adolescence is vital in developing these positive attitudes (Dwyer et al, 2006). However, early adolescence is a time when a transition away from participation in physical activity is at its highest level among females (Yungblut, et al, 2012). Brockman, et al (2011) notes that "physical activity levels decline during childhood, with the end of primary school (10-11 years) being a critical stage of change". Unfortunately, the idea of 'free play' is often lost in this transition from primary school to high school.

Many Brigidine students identify the sedentary culture of high school as a barrier to achieving their daily physical activity goals. The Australian Physical Activity and Sedentary Guidelines state that, "young people aged 13-17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day" (Department of Health, 2014). As part of the Year 10 Health and Physical Education Sociology Unit, students evaluated whether members of the Brigidine community met

these guidelines. Students were asked to identify the existing barriers and enablers to physical activity within the school context. These findings were then used to develop a strategy that would increase student opportunities to meet the recommended guidelines. 280 middle school students (Year 7-9) were surveyed.

The overwhelming response was to increase opportunities for activity at breaktimes. 77% of the students surveyed agreed that if there 'was access to more sporting facilities they would be more likely to participate'. It was through further discussions with motivated Year 10s that the student initiative of active play at Brigidine emerged.

Characteristics of active play include, 'being freely chosen, personally directed, intrinsically motivated, spontaneous and pleasurable' (Brockman et al, 2011). Active play contributes to a young person's cognitive, physical, social and emotional wellbeing and development which cannot always be gained from more structured forms of physical activity (Brockman, et al, 2011). Active play at Brigidine allows students to utilise the College's sporting facilities and equipment during lunch breaks. Students of all year levels come together and enjoy a range of physical activities that are either student-directed or freely chosen. Owen et al (2019) highlights that adolescents have reported greater enjoyment from physical activity when participating with friends and having choice over activities provided within the school setting.

A group of Brigidine's dedicated Peer Mentors have contributed to getting this initiative off the ground, whilst providing a supportive environment to continue to build relationships with their peers. The spontaneous nature of active play at Brigidine gives students the opportunity to develop their social and leadership skills. This is developed through facilitating games, negotiating space or ensuring that all students are included. The addition of music, dance and other student voice ideas such as a handball competition ensures the active play space is welcoming and inclusive.

"Active play is a fun initiative that encourages all students to come together in an informal way. It has allowed for greater connection with students across all year levels and provides an opportunity for students to have a social, active break from the classroom." – Millie Kent, Year 11

"Active play at lunch is a great way to destress, release energy and enjoy your lunchtimes as there are several games suited to every liking. Personally, I love going to active play every lunch as I have made several friendships across every grade and I prefer to be active over sitting down." – Shay O'Reilly, Year 10.

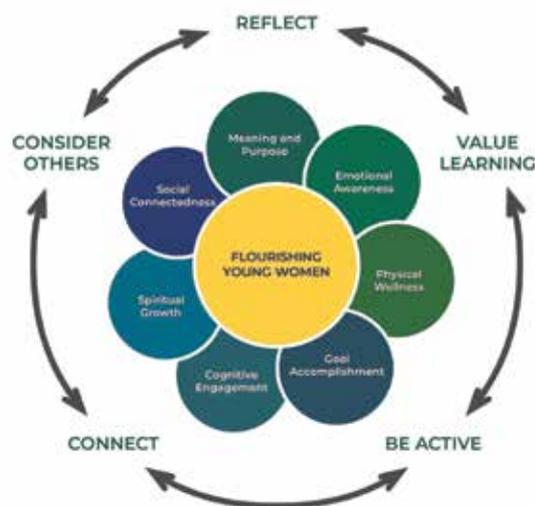
It is well documented that physical activity is an important contributor in maintaining good overall health. Health benefits include healthy growth and development, building strong muscles and bones, improving physical fitness and reducing risk of disease (Department of Health, 2014). Regular physical activity also works to improve self-esteem, confidence and concentration and decrease anxiety and stress (Department of Health, 2014). Engaging in physical activity opportunities such as active play provides students with an opportunity for release from the classroom routine and structure, allowing opportunities to socialise with their friends and learn new skills (Amezdroz, 2010).

"I love coming to active play because it gives me a chance to hang out with students who aren't in my group and gives me a release from school work!" – Maddie Ellice, Year 10

"Active play is a great way to exercise whilst socialising. Sitting down at desks for most of the day can get extremely difficult so having an outlet where you can just stretch your legs or get Miss Whitney and Miss Haydock out in dodgeball is always fun. It's also great to see all the younger students having fun and making new friends through sport." – Sophie Timberlake, Year 10

Active play at Brigidine is an example of student voice coming to fruition. Its implementation contributes to the physical, emotional, social and cognitive development of young women. Overall, active play is a positive reinforcement of the flourishing Brigidine woman – women who connect, consider others and are active. (Brigidine Student Wellbeing Framework)

This activity is a result of the continuous efforts of a group of passionate students who embody strength and gentleness. These students have



diligently worked towards building a culture that values physical activity and social connectedness. I would like to thank these students who generously give their lunch time to the Brigidine Community to help create this environment. As someone who values physical activity, it is truly encouraging to see the passion and excitement that has been generated by students participating in active play at Brigidine.

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Recycling at Brigidine

by Brigidine Environment Club.

Foreword by Environment Club Staff Coordinator Ben Wilson

In the 2015 Encyclical of Pope Francis, *Laudato si'*, *On Care for our Common Home*, he outlines his concerns for the environment. Within the body of these Catholic Church teachings, he uses two key words - urgent and crisis - as he is fearing an environmental catastrophe. While Pope Francis uses clear scientific evidence in his report, he also fuses the concern for nature with justice for the poor, commitment to society and inner peace. This inseparable bond that connects everything with our natural world is something that resonates with students and staff at Brigidine College. The planet is suffering because of human impacts - changes in human attitudes and behaviours are required - now more than ever. Together, the students of Brigidine College are driving this change because they want to make a difference. Here are some of their comments:

Recycling

At Brigidine, we have introduced recycling to help with the sustainability of our school environment. Our 2019 Student Environmental Leadership Network (SELN) representatives, Georgie Raworth and Trinity Schossow, successfully implemented paper and plastics recycling and, with the help of the Environment Club, have been able to develop this initiative. Environment Club members voluntarily clean out the bins, removing non-recyclable items to ensure there is no contamination. Staff and students also now practice paper recycling in the classrooms. We have high hopes that this initiative will be beneficial to the College, as we strive to make our impact on the global environment. Charlotte Smith

Environment Club

Environment Club is a social justice group at Brigidine, where students from Years 7-12 collaborate, brainstorm and tackle environmental problems around our community. With an average of 35 students attending weekly meetings, the club is a safe place where all students feel comfortable sharing their creative ideas. It is an extremely inclusive group allowing each student to contribute and participate, whether that be through prayer, running a meeting, roll taking or simply adding to the discussion. Not only do we discuss and brainstorm ideas, we put them into action! Each Friday lunchtime, we sort through the College recycling bins to collect 10 cent containers. We have also presented on Assembly to raise awareness on specific issues including climate change and biodiversity. The passionate Environment Club members go above and beyond to keep the College clean and help make a positive impact on the Earth. Samantha Lane

Containers for Change

One of the main focuses this year for Environment Club has been *Containers for Change* – a refund system where plastic containers can be exchanged for 10 cents. Throughout the year we have been sorting through the College's recycling bins to find eligible containers. We then clean them and send them to the Big Red Shed in Darra, where we receive a refund. These funds go towards future projects within our club. Unfortunately, bottle lids from soft drink, juice and milk cartons are not accepted by Containers for Change but our club found a solution in that we wash the lids, sort



them into colours and donate them to *Lids 4 Kids*, an organisation using recycled plastic lids to create prosthetic limbs for children. Ella Watney

SELN

Last year Trinity and I had the opportunity to participate in the Student Environment Leadership Network run by Brisbane City Council. The program is made up of over 30 schools, all of which are trying to improve their school community environmental system. Trinity and I got to work with other passionate people to create ideas on how to help and look after the environment at their school. At Brigidine, Trinity and I worked long and hard to implement recycling. This was a major success and has led to new ideas. The SELN community were extremely helpful and supportive and it was a great way to meet new people who shared the same passion for looking after the environment. It was an experience I would certainly recommend to all. Georgie Raworth

World Environment Day

World Environment Day (5 June) is recognised as a day to raise awareness and encourage action for the protection of our environment. This global event holds a deep significance to the students at Brigidine College.

This year, the Environment Club (although limited by COVID-19 restrictions) showcased an amazing array of informative stalls covering issues such as ocean pollution, the benefits of using beeswax wraps, the importance of insects to our ecosystem and koala awareness. We also used bottle tops to create a tabletop artwork with the help of indigenous artist Aaron Eastment. Funds were raised for *Wildlife Warriors* and *Lone Pine Koala Sanctuary*. The atmosphere on the day was electric and well supported by both staff and students. Trinity Schossow

The students in the Environment Club work hard each year to create educational and engaging projects that highlight the importance of topics relevant to the natural world. They are indeed making a difference.

Reference:

Pope Francis, *Laudato Si'*: On Care For Our Common Home (Our Sunday Visitor: 2015), paragraphs 11-13. The full text of this encyclical is available at <http://www.vatican.va>





Empowered Women

by Year 12 students Claudia Maher and Skye Nugent

The symbol of a formal dress is something that represents one of the highpoint moments of the Year 12 experience for many students.

Whilst the Year 12s dress up and look forward to dancing the night away, this excitement never rivals the anticipation for 'The Dress' – often seen as a symbol of glamour, femininity and a good time. However, there is no better feeling than the moment you kick off your heels and get into your pyjamas – back to feeling secure and comfortable.

Whilst there is an evident love for our formal dresses, clothes don't make the woman, and there is an odd sense of confinement that presents itself when we wear them. We feel like we must sit a certain way, walk a certain way and even act a certain way because of a piece of fabric.

This epitomises what it is like to be a woman.

Not every woman chooses to wear a formal dress; nonetheless, it acts as a general metaphor for society's perspective of women. Whether it's gendered media, female career obstacles or the out of date concept of 'being a lady' we, as women, often feel confined in some way, categorised and withstanding the pressure to conform to a certain stereotype.

We face a common challenge where these issues are presented to us as something that "only happens to other women", when in fact, unique female struggles are embedded into the everyday, sometimes casually, and sometimes in a blaringly obvious fashion.

Whether it is catcalls on the street, facing belittling labels like 'incapable', being

encouraged to “try and keep up” with male counterparts in sports and academics or being depicted as ‘irrational’, there is a persisting inequality and powerlessness associated with being a female. However, it is so integral, especially as Brigidine students leading with strength and gentleness, to provide other women with tangible advice and solutions which they can apply on a regular basis.

Unfortunately, many of us have experienced this marginalisation, but at Brigidine we continue to promote that we all have the strength and capabilities to rise up from this and make change as a collective. It makes us angry, and rightfully so, but we must channel that anger into effective communication in order to be heard and listened to. Not being silenced or afraid of positive confrontation, acting with the big picture in mind and having complete self-belief can help not just us as individuals but us as a collective.

Outside the empowering walls of our amazing school it is not the same and for many seniors we’ve only begun to realise this in our final year. Graduation is an important milestone we have been working towards but is something we must prepare for. Situations will arise where we are without the empowerment, solidarity and community present at Brigidine. Even in 2020, there is still a gender pay gap and a societal expectation that women are primary caregivers of children so, sadly, it is almost inevitable we will face hardship for being women. Despite this, we have been given the strength and gentleness to

combat this together and work towards a future where the true definition of feminism, that men and women are equal, is more widely lived.

For centuries, women were stripped of their power but, even under severe marginalisation, so much progress has been made throughout history. We must recognise the amazing opportunities we have now due to the women who fought for our rights and understand that we must now create even more positive change.

These women encourage us, the seniors of Brigidine College, to know that what we say is of value and to acknowledge the supportive men and women in our lives who lift us up. We must hold ourselves in high esteem and no longer believe that women should feel like they are at a disadvantage because, historically, they have been taught not to speak out with strength and conviction.

As seniors, we are the big sisters of the school, we really care about and believe in the younger students and can see the change they are more than capable of making. We encourage them to have their own voice and to use them. The idea of ‘The Dress’ confines us to a societal standard but on the night of our Year 12 Formal we all had an amazing time celebrating and supporting one another, clearly displaying that in solidarity we can break the expectations and create change. There is a long way to go but everything can be accomplished if we work together.





Diversity and Inclusion

by 2020 BCI Fellowship Award Recipient Kaytie Mazzaferri

Throughout my time at Brigidine College, I discovered how passionate Brigidine staff are about differentiation and acceptance. On my first day participating in the fellowship, a professional development session was run by Michelle Boots, Program Leader Access and Diverse Learning. This professional development aligned with research by Sousa (2011) and Westwood (2018), being “the importance of differentiation and classroom adjustments in order to create an inclusive classroom”. It was during this professional development that I witnessed the dedication of both Michelle and the staff. She spoke so passionately through her stories, emphasising the importance of inclusion and acceptance. I was awestruck, as throughout the tenure of my degree, I have never seen such a strong and passionate approach to inclusion and accommodating the specific needs of students within a classroom context.

Research by Gargiulo (2017) concludes that “to have a diverse and inclusive classroom, differentiation needs to occur not only for those students on a learning plan but also for all students in the classroom”. He further emphasises the importance of collaboration and cooperative lessons between student and teacher in order to maintain positive learning environments. During my classroom observations I discovered a clear correlation between the educational research and the resources, as well as micro actions made in the classroom at Brigidine College. I discovered that this passion for differentiation and inclusion flowed from the professional development session into the classroom and the teachers at Brigidine plan lessons in order to have a collaborative and enjoyable environment for every student. Furthermore, teachers are eager and willing to not only adjust lesson content, but to modify and differentiate their strategies to ensure a highly inclusive and positive classroom environment.

Westwood (2016), believes that every student, including those with learning difficulties, learn content in different ways. He believes that “in order to create and maintain an inclusive and enjoyable lesson, content should be differentiated based on the individual learning needs of each student”. This details that students within a classroom are not defined in their learning style by their diagnosis. When I started teaching lessons, I further developed my understanding as to the importance of differentiation. I used the knowledge gained from Westwood in order to create adjusted lesson content, which I learnt was crucial to accommodate the needs of the individual student.

Throughout my fellowship experience I also had the opportunity to watch teacher Jenny McNaught during her numeracy Learning Connections classes. These classes are where I truly discovered how much Brigidine cares for the learning needs of their students. This Learning Connections class exemplifies the research presented in Keefe (2007), which explains the importance between one-on-one and specialised learning, to create a beneficial and productive learning environment for those students who require the additional support. During Jenny’s class she utilised the small classroom environment to make the class fun and enjoyable while constantly encouraging every student to try hard and be involved. This specialised learning also reaffirmed the information presented in Gargiulo (2017), which emphasises that these kinds of classes mean that all students’ needs are being cared and catered for, promoting a positive and inclusive school environment. In addition to this specialised learning, these lessons were completely differentiated and tailored to the individual needs of each student. Watching Jenny have such passion and high level of care for each student was enriching to my pedagogy. It made me appreciate how much of a difference a

teacher, or classroom experience, can make to a student. I believe that Brigidine, through classes like these, has an extremely positive learning environment for their students. I also strongly believe that inclusion through differentiation is one of the most important parts of the educational process.

This fellowship has shown me that, despite the vast and expansive population of students, the individual learning needs of each student can still be met. Hall (2014), makes reference to the importance of “catering to the individual learning needs of all students”; he believes that to truly make a positive difference in a student’s learning and give them the best possibility to learn is to “cater for the individual student”. Brigidine aligns with this research by devising and focusing on the distinctive and specific characteristics of each student’s learning, and therefore the learning plans of each student. Meetings and conversations are held in order to ensure that every staff member can accommodate and align with the associative research, and therefore cater to the diverse learning requirements of each student. This is such a positive environment to be in and I have truly loved everything that I have gained from this fellowship.

Moving into my future practice, I will take this passion for differentiation into future classes, as I believe that this is one of the most important things that a teacher can do. Brigidine College is a school that has such an amazing environment to be involved in. Apart from taking away the lesson of the importance of differentiation, I will

be taking away what it truly means to be a compassionate and well-rounded teacher. Compassion, care and positivity are three words that come to mind when I think of a Brigidine teacher, and they are three words that I will carry into my future teaching experiences. Through carrying these three words with me, and the importance of differentiation in accommodating for the individual needs of a student, I believe my teaching practices will be greatly improved and I will be able to give each and every student the best learning experience. This is what I aim to do, and this is what the fellowship has given me.

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Coffee with Sarah Hutton

by Marketing and Promotions Officer Rebecca Reis

We caught up with Sarah Hutton nee Flook who graduated from Brigidine College in 2003. Sarah is the Marketing and Fundraising Manager for Wesley Medical Research, a busy mother of three boys and has recently been elected as Councillor for Jamboree.

Sarah is a proud past student who was an active member of many cocurricular activities including St Vincent De Paul Group, Dance and Futsal.

Q - What is your current career?

A - I am the Marketing and Fundraising Manager for Wesley Medical Research. We raise money for critical research that changes lives and gives hope to patients.

Q - What are you most proud of?

A - As a result of a strong marketing campaign, Wesley Medical Research was named the Global Recruitment Leader for a Coeliac vaccine trial in 2019. I was very proud of the campaign and the impact it had on our brand, our research and our patients.

Q - What is your favourite memory of your time at our College?

A - I have fond memories of my time at Brigidine. Screaming “Hot-To-Go” at interschool sports carnivals, performing at fashion parades and musicals, and playing Futsal for the College are some of my favourite memories. I was inspired by Mr Stephen Robinson and his passion for Study of Religion; a subject that continues to be useful and relevant in my everyday life. I remember Mrs Gina Brosnan for her love of English and *The Great Gatsby* (and Robert Redford).

Q - How long have you wanted to go into politics?

A - My husband and I got involved in politics in 2013 after supporting a close friend’s federal campaign. We thought it was important to get involved beyond just the ballot box; helping to contribute to policies and ideas that shape

“High school is the time in your life where you can be involved in something new, something different, something that pushes you right out of your comfort zone.”

Australia to create a positive future for our children.

I’ve worked in Brisbane’s not-for-profit sector for the past decade. It has shown me a different side to our community and how generous and compassionate they are. I saw the opportunity to be involved in Council as my chance to give back and make a tangible difference to people’s lives.

Q - What are your future aspirations?

A - It is an honour to be elected as the Councillor for Jamboree, an aspiration I’ve had for a long time. I am driven to ensure we have a comprehensive and cohesive plan for the future of Brisbane and our Jamboree Ward. I want everyone to be proud to live in Brisbane. I want my children to grow up in a city that has everything they need to find success in their career and lives.

Q - Advice to those who are beginning their high school journeys?

A - Try everything. You have absolutely nothing to lose. High school is that time in your life that you are given opportunities to get involved in something new, something different, something that pushes you right out of your comfort zone. Take the opportunity to be curious and courageous. You never know where it might lead you.

I am so proud to be an “old girl”. Many of my closest friends are from high school and I feel very fortunate to be part of the Brigidine sisterhood. It is amazing how many former students I meet, and immediately you have that connection. It is a sisterhood that is strong and important. You don’t realise how valuable it is until you leave.



Science top of mind for Brigidine students

by Marketing and Promotions Officer Rebecca Reis

24 of our science loving Year 11 students partnered with The University of Queensland (UQ) to become UQ Science Ambassadors. The long-established UQ Science Ambassador program celebrates its 20th anniversary this year. Brigidine College has participated in the program for 10 of these years. Ms Rebecca Harris, Brigidine Science teacher (pictured right), was one of the first student UQ Ambassadors!

The exciting program challenges students to develop their leadership abilities and communication skills and offers them the chance to connect with like-minded students across Queensland.

“Our dedicated Ambassadors champion Science which is a passion area for many students at our College,” shared Debra Guthrie, Curriculum Leader Science.

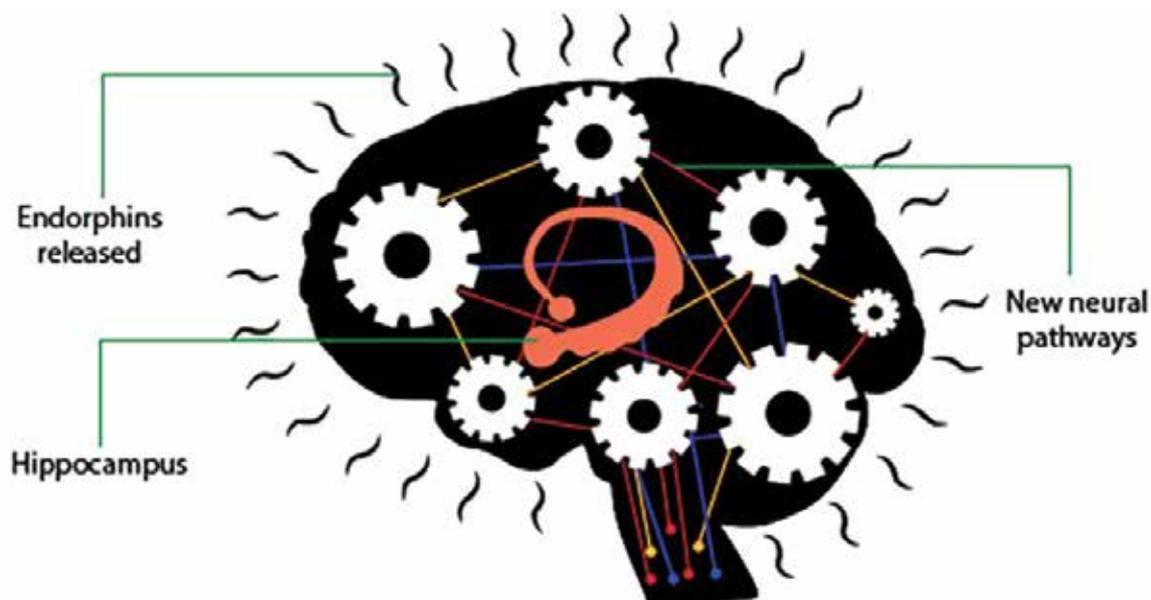
UQ provides support for our Ambassadors through email updates, monthly quizzes, a closed Facebook group and invitations to attend events. We also have the absolute privilege of hosting Dr Gurion Ang (Dr G), an engagement and teaching-focussed academic from UQ’s School of Biological Sciences. Dr G inspires students to



apply scientific thinking in a fun and engaging way.

In addition to these Ambassadors, over 100 students are also Science Representatives at Brigidine College. “This is close to 15% of all students which is heart-warming for a Science teacher,” Ms Guthrie added.

We love all things Science at Brigidine and cannot wait to see students flourish in their learning throughout 2020.



Dance & the Brain

FACTDr

Dance and Literacy: More than just the Physical

by Dance & Performing Arts Teacher Melissa Armsden

The positive links between movement and learning are notably recognised. But have you ever considered the cognitive impact on wider learning?

When people ask me what my main teaching areas are, Dance and English, I often hear the reactions: "What an odd combination," "I didn't know Dance is in the Australian Curriculum," or "I don't want to be a professional dancer, so how can Dance help me in high school?"

My first response is that this is the *perfect* combination to foster creativity, build core skills and share my passion for writing. Secondly, that dance requires students to analyse, evaluate, justify and interpret deeper meanings in works they perform, view and create (ACARA, n.d). Finally, I draw on research and insight from a magnitude of professionals and experienced educators. Sir Ken Robinson (2018) poses the theory: "Dance is just as important as Math in school."

A bold statement, right? I would agree.

To clarify, Robinson explains he is not arguing against Mathematics. However, what he is firmly advocating is that Dance (along with other arts subjects) must be considered of equal importance to genuinely cultivate a holistic

education. Dance in the curriculum "facilitates an environment to explore complex ideas through a creative, collaborative and visual-kinaesthetic approach to pedagogical practice. Such approach acts as a catalyst for learning not only in the performing arts but also in other core subjects" (McCutchen, 2006).

Some think that Dance is only a technique building subject, or involves 'interpretive dance', or a subject to choose if you want to pursue dance as a career. When I was in high school selecting my subjects, I assumed so too, although, as I was about to discover, it is so much more.

How do I know this?

1. Personal experience
2. Research
3. Student feedback

Firstly, when I undertook Dance as a curriculum subject in school, multiple 'light bulb' moments struck me. By visually seeing the 'text' in front of me, I was better able to understand how to break down its components, comprehending how deeper meaning is crafted. The stimulus was presented to me in an accessible way. Moving further into my greatest passions; dance and literacy, an innate pairing. Essentially, "literacy involves meaning-making with materials humans use to communicate" (Harris

& Phillips, 2017). “Many theorists have articulated the integration of our intellectual, physical and emotional selves to be vital in understanding the benefits of education in and through dance” (Bannon, 2010).

“Dance has significantly improved my written work. We emphasise how to properly analyse and evaluate, how to structure a good paragraph, increase our vocabulary and many other skills which are so useful and can be applied to other subjects.” Angela Huang, Year 11

Dance not only cultivates improved learning; it can also influence other subject areas in a positive manner. As a teacher, creating transferable skills is a key priority. Dance students at Brigidine create their own works based on researched stimulus, written tasks and physical exploration. These learning experiences aim to develop understandings of:

- Literary elements: narrative structure, setting, plot, theme, mood, character development
- Literary techniques: motif, personification, foreshadowing, symbolism, juxtaposition, connotation, repetition
- Written skills: paragraph and sentence structures, vocabulary, analytical/evaluative language
- 21st century skills: creativity, critical thinking, collaboration, resilience, adaptability, social-emotional intelligence

Furthermore, it is recognised that we learn best by employing multiple senses simultaneously to make meaning (O’Toole, 2006). When we are younger, we are encouraged to learn through active creativity: singing, drawing, storytelling and, of course, dance. This teaches us to function in and understand the world around us. Constructing a medium for this cognitive loop to occur aids students in creating tangible connections and relevance to learning. Jensen (2005) supports this, as the processing of movement and learning are situated in the same region of the brain. Essentially, movement in itself is at the centre of learning; how we not only recall information but absorb, comprehend and apply to new contexts. Thus, dance facilitates a platform for learning to be deeply grasped. So why do we assume this changes as we grow?

Robinson (2018) further advocates dance to be the ‘pulse of humanity’ which is ‘constantly evolving’ as a direct reflection of what is occurring in society at the time. Hence, dance is a natural method for contextual understanding as its sole purpose is to communicate human emotions, viewpoints, and experiences.

One example of this is in Year 9 Dance. Students make connections between the industrial revolution (studied in Religion and Humanities) and the romantic era of ballet. Along with the technological advancements in stage production in this era, society viewed ballet as a form of

escapism explored through themes of nature and fantasy (Gebelt, 1996). Similarly, in Year 10 Dance, students investigate colonial Australia and the concept of identity through the work ‘Mathinna’; based on a true story of an indigenous girl often referred to as the first stolen child. Moreover, in Year 12 Dance social, cultural and political issues throughout time are researched and reflected upon including climate change and the various challenges refugees face.

“I will always remember creating that task - taking on the role of someone who is my age, but in a completely different circumstance; understanding the emotions she felt and emitting those experiences into movement.” Samantha Mascord, Year 12

Thus, the Dance curriculum works as a seamless and appropriate stimulus for current and historical understanding to transpire. Deputy Principal Mission, Andrew Beiers, reflects on the importance of utilising dance as a tool for deeper learning engagement:

“Dance invites us to be the embodiment for justice and to advocate for those who cannot speak. Dance allows us to communicate the sacred, our traditions and contemporary issues in a language accessible to all. I remember the emotional response from the Principal of Milpera State School when she saw the video stories refugee students presented through the medium of dance, how moved she was beyond words.”

Nonetheless, the Dance curriculum is about more than just the physical act. More importantly, it is a fun way to understand, engage, collaborate and experience learning.

“If I could tell my Year 7 self the extent to which Dance has helped me in Humanities and English, I would have chosen it sooner! Dance has taught me not only how to write with insight and clarity (which I have since applied in senior assessments), but has more importantly enhanced my creativity, confidence and critical thinking. It is a subject that takes you out of your comfort zone and engages you in a creative, enjoyable environment at the same time!” Ashleigh Gordon, Year 11

“Dance has helped me improve my writing so much as we often analyse dance pieces in great detail. I have been able to link our theory and writing lessons to other classes, particularly English and Religion. I have also noticed my physical strength and fitness improve as well as my confidence and creativity. Dance improves my mood and has become a safe place at school for me. Dance is always fun and rewarding as we get to see how our hard work pays off!” Samantha Lane, Year 10

"Dance has provided me the opportunity to pursue my passions in a school setting. The stigma related to Dance as a subject is that it involves games and interpretive dance. However, it is quite the contrast! This subject involves concentration, depth and raw emotion. It also requires great literacy skills, which we build on during class. You must prove both your abilities on the dance floor and in writing. This class promotes problem-solving skills and encourages quick thinking. Close-knit friendships are also built. Dance is vital as it provides a safe space for self-expression and allows students to learn from and around others with similar passions, providing for me what many other subjects cannot." Alexis Hosking, Year 11

"For me, writing is one of my favourite things to do, and I really enjoy how Dance incorporates this. It helps students to develop writing skills they can use in other subjects. Dance has contributed to my passion through its interpretation aspects as it has helped me draw better conclusions, write with more descriptive language, and analyse visual components with more depth." Claudia Pilgrim, Year 10

"My literacy has improved dramatically and has really helped me in my other subjects. It has made me realise there are other ways to write. The theory in Dance has given me a new perspective for written work and has helped me approach my other subjects with more understanding." Elly Rowbotham, Year 10

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The 60 Day Challenge

by Director of Sport Laura David

COVID-19 has decimated school and community sport since mid-March. Sport and physical activity more broadly in Australia have had to 'adapt or die' within the new normal of limited human contact, digital connectivity and working from home arrangements. Brigidine College has been no different and as a community has thrived in the face of adverse and uncertain times.

Due to the cancellation of GBC and CaSSSA competitions, and various external sporting organisation fixtures, the Sports Department swiftly began planning to ensure Brigidine students had options to maintain their mental, emotional, and physical wellbeing. With an emphasis on nutrition, motivation and movement, the 60 Day Sport Challenge was born with these fundamental elements underpinning the daily challenge activities.

Throughout the 60 days, a daily physical challenge or workout was provided, F45 app recipes were generated and a daily video of strong female athletes/teams/role models was viewed. Ms Cuthbert conducted thrice weekly workouts integrating a variety of workout styles including Tabata, EMOM (every minute on the minute), pyramid and AMRAP (as many reps as possible) to name a few. The Friday session also integrated a 15 minute post workout 'Friday Sports Conversation Topic' to provide a social platform for students to communicate with each other as they would normally on the field, at the pool or on the track. Within the 60 Day Sport Challenge, the Cross Country and Walk/Run Challenge was integrated into some Friday afternoon workouts to enable students to complete their 3km in a virtual team environment.

The Challenge was taken up by a group of 100 students and staff collectively. Providing students and staff with the opportunity to remain active and engage with others in a safe and motivational space, has achieved outcomes consistent with its development in the early stages of COVID-19 restrictions. This online 60 Day Sport Challenge platform enabled students to socialise with like-minded others from a variety of year levels, which otherwise they may not have had the chance to do.

The resilience and tenacity of our wider community has been tested during this time and it is incredible to see the Brigidine College



community meet the COVID-19 challenges head on. Moving together to create positive change from this unfortunate circumstance has created a galvanised community-minded feeling within the Brigidine College Sport, cocurricular and wider school community.

Testimonials from the 60 Day Sport Challenge:

"The 60 Day Sport Challenge was a great initiative that enabled students to stay connected across all year levels. It allowed me to have a break from schoolwork and get moving after a long day of sitting in front of my laptop engaging in online learning. Three afternoons a week Ms Cuthbert ran a virtual workout pushing us to pump out many push ups, squats, sit ups.... you name it, we did it! The challenge also involved watching some sports videos of amazing female athletes and teams as well as trying out some healthy recipes. I love to cook so I really enjoyed trying to create something new!" Millie Kent, Year 11

"The 60 Day Sport Challenge was an exciting way to work out and I benefited from the feedback given on drills and exercises. I enjoyed meeting some new students and teachers and improving my overall fitness." Matilda Potts, Year 7

"Participating in the 60 Day Sport Challenge was a rewarding experience. Improving my fitness and wellbeing, I felt motivated to continue throughout the challenge. After the challenge I made a commitment to continue with exercise as part of my routine. The social aspect of the platform was very important in keeping me connected to the challenge and made it very enjoyable. I was very impressed with the expertise of the staff and students and grateful to learn from them." Ms Melinda Egan, Deputy Principal Students



The Action of Helping Others

by Study Supervisor Helen Jeffcoat

Brigidine College is a cohesive faith and learning community, inspired by the motto Strength and Gentleness and by the core values:

- To be faithful to our Catholic heritage;
- To welcome all people, especially the most vulnerable;
- To celebrate all that is good with joy and gratitude;
- To engender a love of learning, hope and a sense of purpose; and
- To image and practise justice and service.

When my daughter was a student at Brigidine I remember reading on her report card that she might benefit from involvement in a service group. This was puzzling. Our daughter was doing very well academically and was never in any trouble, wasn't that what any parent could ask of a child or a school? The answer, as I now better understand it, is yes and no.

Five years later I am working at Brigidine and have had the opportunity to observe and participate in a range of service opportunities. I can see now that they benefit students and staff immensely. Education is a broad process - it

is the imparting and testing of new knowledge and skills. It also encompasses social education where students learn interpersonal skills that will equip them for a life of change and challenge. This could be resilience, kindness and a growth mindset. Another area of young peoples' learning is that of living peaceably with others and helping where one can. Life is a journey where sometimes we are the helper and at other times the helped.

Our service opportunities reflect the Mission Statement of Kildare Ministries in that we "respond to the changing needs of our world and we strive to build inclusive communities through the provision of education and community works."

Martin Luther King Jr. is reputed to have said, 'Life's most persistent and urgent question is, "What are you doing for others?". This is reinforced by Br Damien Price's ground-breaking work on the impact of volunteering in social justice work, acknowledging the levels of transformation within students from surface change to deeper change to existential transformation. Mission and community works



“Being part of the Spirit Squad has been a great way for me to become more involved in a different aspect of the College. It has enabled me to build new relationships with different students and teachers. I have loved getting involved in a variety of events and initiatives. This Term I liked welcoming students; it brought a smile to people’s face. We played One Direction as they came into school, my favourite band.” Millie Kent, Year 11

The St Vincent de Paul group has nearly 100 members and we meet weekly. We focus on education, fundraising and awareness raising and have invited past students to speak about the volunteering they have done post school. 2018 Graduate, Megan Donaghy (pictured), told us about helping at the Blind Eye Drop-in Centre in West End. Megan, now studying Pharmacy at UQ, was an excellent languages student when at school. She has gone on to volunteer with a community group working to revive almost extinct indigenous languages. Megan helped show the students that service doesn’t end at the school gate, it can be a lifelong endeavour and one where you receive as much as you contribute.

provide language and concepts for participants to engage with and ‘hang’ their experience on – engage with, provide coat hangers for meaning and provide creative ways for different personalities to get in touch with their meaning making. (Price, D. in Transformative Education – Brisbane, March 7th 2014)

Service opportunities at Brigidine are many. At the end of Term 1, the Spirit Squad recruited a welcoming committee at the entrances to the school. Many students were away during this time and others, who were able to attend school, were anxious about assessment and illness in the community. The Spirit Squad students smiled, greeted, played music and looked happy to be at school and to start the day on a good note. This was a service to the whole school. Millie, Grace and Helena, greeted me with “Miss, Miss, we have a double with you today, isn’t that a good day?” Yes it was - all days are good at Brigidine, because of the spirit of staff and students.



Our popular and much anticipated Vinnies fundraiser for Term 1 is Eggs on Legs. This initiative encourages students to order Easter eggs to be delivered to their friends on the last day of term. Vinnies members pack the eggs and deliver them to Home Rooms. The money raised goes directly to St Vincent de Paul.



The preparations are labour intensive but fun. We decorate the paper bags, display posters around the campus and accept orders. It is the working together, planning and executing of the event

that makes this service opportunity worthwhile. The students get to know others outside their friendship group and see first-hand how effort equals reward. The act of delivering the eggs is the best part where everyone wants to be involved - wearing bunny ears, the delivery team hops around the College.

"Vinnies has been so much fun! I have loved getting more involved in different mission groups at Brigidine. The vibe at Vinnies is so welcoming and everyone there is so nice, especially Mrs Jeffcoat. This term, I enjoyed making bags and delivering them for Eggs on Legs. It was so good to see so many students giving up their lunch time to make things for others and when we delivered them everyone was so grateful!" Millie Kent, Year 11

What do the students think about other service opportunities?

"I did Karibu Club (between Brigidine and the Milpera State High School). It made me realise that there is a tough world out there. Not everyone has been as lucky as my family. My father and his parents came from Iran and now we're Australians. It's good to welcome students new to our community." Helena Oghanna, Year 11

"Being in the Spirit Squad has allowed me to be involved in the school through an aspect I had never thought of before. It helps me to

have a more positive outlook on school and be excited on the days when we have an activity. I participated in Shrove Tuesday where we made pancakes and sold them at morning tea. Being able to give donations to Caritas and have many students eating pancakes was fun and worthwhile. It really brought our community closer together." Amie Ryan, Year 11

"In the Easter holidays I volunteered at a hospital, directing people where to go and escorting them if needed. It sounds simple but it is a time when visitors can be confused and upset. It is good to help people." Chelsea Philips, Year 12

Looking back

If I was to travel back in time to when my daughter was at Brigidine, I would give her wholehearted encouragement to join service opportunities. In no way do they detract from academic effort or endeavour. They add variety and encourage students to think beyond their own problems to those of others who are less fortunate. Service does not depend on any particular academic, sporting or cultural ability. It is driven by a desire to work together for the common good and to help others if one is able. These activities are looked forward to and are filled with the energy of our students working together. They put our Kildare Ministry values into action.



Developing Students' Holistic Self

by 2020 BCI Fellowship Award Recipient Lauren Stuart

Fulfilling their duty as a Catholic community, Brigidine College teachers aim to aid the development of the whole child. This was a consistent theme throughout every class I had the pleasure of observing and infiltrating into my own teaching practice. At Brigidine College, learning is not just about the content dictated by the Australian Curriculum but rather for students to learn greater life skills such as emotional intelligence, collaboration skills, critical thinking and flexibility. The skills that we develop in class will enable young Brigidine women to go into the world equipped for the 21st century and to be the best version of themselves in the image of St Brigid.

During my time at Brigidine College I was fortunate to teach and guide 28 Year 7 students through the beginning of their high school journey. At the beginning of term despite an overall sense of excitement, many of them were anxious, weary and consequently nervous to talk to one another. Bell (2016) explains the heightened weariness as she notes that “during adolescence there are many changes that occur in their social thinking as they begin to develop a greater understanding of other people, relationships and social rules and structure.” For some of our newest Brigidine students this may have stemmed from being in a new space and with new people, some students may have been worried to say something incorrect, and some may have social anxiety.

While these students were initially shy and quiet, studies show that “adolescents have advancements in their cognitive development and begin to develop more logic, complex and abstract thinking” (Bell, 2016). Brigidine students have strong beliefs about social justice, and a connection to our world. With these social and emotional needs in mind, the development of our first Humanities lesson of the year needed to reflect the students' thirst for complex and abstract thinking about the world and social justice, as well as supportive collaboration. To encompass all of the various developmental needs of the Year 7 students, as well as introduce the classroom content for the unit, students participated in a gallery walk.

The gallery walk exercise can effectively “engage and facilitate students in the learning process, whereby the students were given the opportunity to obtain knowledge from peers, utilise their skills in understanding the concepts and create constructive attitudes towards their peers”



(Ridwan, 2019). This active learning pedagogy allowed students to walk around their new classroom environment, consult with new peers and answer questions relating to various pieces of stimulus regarding ‘Water in our World.’ Each stimulus related to a different perspective of water and how it is used in different ways, whether that be indigenous perspectives, drought, flooding, bushfires, rising waterways and the Catholic Church. Students were posed two questions per stimulus which encouraged them to think critically and abstractly. As they worked through the stimulus questions, students collaborated, questioning each other's thoughts and ideas as they developed their own responses.

Through the use of the gallery walk, the students developed their social-emotional skills as they “navigated through the understanding and development of other people's ideas, critical thinking about impacts and perspectives of water, and collaboration with new people” (McGurk, 1978). Consequently, through the activity students were given the opportunity to develop their holistic self as they utilised previous knowledge and understanding to collaboratively create new and abstract reasoning to answer critical thinking questions. The opportunity for development of social-emotional intelligence and 21st century skills in each class will shape the women of our time with strength and gentleness.

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Living Justice

by Curriculum Leader Religious Education Nidean Dickson

At the end of 2019, I spent 18 days in the city of Jerusalem and other areas of Israel. This is particularly special because I sat at the Sea of Galilee and walked on the ground where Mark's Gospel story of the haemorrhaging woman took place. Above is a photo I took on the first day of my classes as I embarked on a study of Holocaust Education. What you are seeing in this photo is a view of the Old City Jerusalem. Potentially, it is the most unique place I have ever been in the world. Built on insurmountable history, the Old City is sacred to many faiths, so too is the outskirts of Jerusalem. In one place you can witness a Jewish person pray at the Western Wall, hear the call to prayer for Muslims near Temple Mount, and Christians worshipping in the Holy Sepulchre. Many days I walked 15 minutes to the Old City to observe the human experience. It was an experience that can only be summarised by one word, faith.

Faith is trust. Faith is confidence. Faith is personal.

The point of the story from the Gospel of Mark is not to identify what made a woman unclean and shamed by society as that is not the argument we are here to witness. In a way, the point isn't even about the power of Jesus to heal the woman. What we are called to witness in this story is manifested by one simple action of the woman. Her faith.

The healing she was given was not because she touched Jesus but the healing was given to her because her faith was unwavering - highlighting that faith is power.

The purpose of my trip in Israel was to learn how to be a better educator; to teach Holocaust education with the right philosophy and an alternative perspective.

When studying the Holocaust, or any persecution of people, we often ask, "How is this humanly possible?" But often the question isn't just, "How was it humanly possible that genocide occurred for this group of people," it is often, "How did this group of people let this happen?" - as if being persecuted was a choice.

Similarly, the haemorrhaging woman was excluded from a society based on a biological factor and judgement was placed on her because of a physical condition. Her condition became a marker of her worth, her value and her place in society. How ignorant it would be if we questioned why she would let this happen? It isn't something she could help or something she could change. So why do we ask the same of other people? We are ignorant if we believe that her condition is a choice and she is deserving of her treatment.

Thus, persecution is built on creating an oppositional other that is different and unlike ourselves. Sadly, it appears that what makes you different seems to be permission for others to exclude and judge. A resounding phrase I heard time and time again that speaks true to the woman from the Bible is that we must move away from a life of judgement to a path where all we seek is to suspend judgement.

We cannot ask of her why she has a condition, nor can we ask her to be okay with being



excluded, questioned and punished for it. Similarly, we cannot ask people to place a judgement on her. In a life, where there are so many questions and limited answers, our call to justice is very simple. It is to suspend our judgement.

In a unique story I heard from a Holocaust survivor named Yehudit, we discovered that her physical condition that would define her place in a world divided by persecution was her belly button. A young Jewish girl, hiding as a Christian in an orphanage, was challenged one day. Another young girl came over to her and said, you can't be a Jew, I have seen your belly button. A belly button you are probably wondering. How does that define what makes a person Jewish? The other girl continued, Christians' belly button is an 'inny' and a Jewish belly button is an 'outy' and you have an 'inny' which means you are Christian.

This is a simple, yet complex explanation of how judgement of a mere physical feature either means a life of persecution or a life of hope. And although we are seeing this through the eyes of innocent young children, it gives us a very clear example how simple false statements can make a difference when it comes to life or death. Yehudit was saved in that moment from being subject to judgement; however, the simple act of using a belly button to classify a human being, just as the haemorrhaging woman was classified based on her physical condition, is an example that the simple action to suspend judgement is a choice.

It is a choice to not place a marker, expectation or classification on a human being. To suspend judgement is to walk in justice. To have courage to walk in a path of truth is grounded in a deep sense of faith.

For the woman in Mark's Gospel and for Yehudit, faith makes us understand that justice comes down to the call that it is not a responsibility of anyone else but just us.

It takes humanity to walk with faith, it takes humanity to suspend judgement and it takes humanity to walk in a path of justice. It isn't a question of how is it humanly impossible or possible.

It is only a statement, that if justice comes down the responsibility of just us, what are we going to do about all that we see wrong in the world? What are you as young people going to do to provide justice to this world? What will you do to stand up for indifference? What will you do to speak for the vulnerable?

And although it is just us, when it comes to making a change, that will always be enough as long as you have faith, suspend your judgement and walk in a path of true justice.





Vale Robert Hannon-Burt College Principal 1986-1997

by College Archivists Gina Brosnan, Noelene Hausler & Margo Walter

Robert Hannon-Burt was Brigidine's first lay Principal and the first male head appointed to our all students' school; a task he handled exceptionally well. Popular history has it that the position of Principal was never advertised, and that Robert was chosen by the Brigidine Sisters themselves. Robert lived up to his oft-quoted saying, "Do ordinary things extraordinarily well" also attributed to Daniel Delany. His other popular slogan, "All anyone can ask is your reasonable best" is also a classic; the emphasis on the word "reasonable" made all the difference to setting expectations and standards. Furthermore, Robert would not accept that a student could not do something because she was a woman.

Robert was an imposing physical presence with a cryptic sense of humour. At many reunions in recent years, past students enjoyed having their photo taken alongside Robert's painting in the Archives Room, still remembering his quirks, including wearing an academic gown for assemblies. Robert treated the teaching staff as professionals and set the bar high in terms of his expectation of students and academic excellence.

Arguably, Robert's greatest gift was his financial acumen: his expansion of the campus, his ability to handle scarce resources wisely and his investment buying of property that have enabled recent building projects. His keen eye on future requirements, well beyond the construction of

Kildare Hall, included:

- property purchase in Campus Street
- construction of tennis courts on the present site of the Brigid Centre
- building-in of the Delany undercroft for classrooms
- developing Middle Leadership structures
- introducing computers to the College
- extending the Delany Reception and office spaces
- commencing TAFE-based courses
- welcoming the first College Chaplain to attend on a regular basis and to conduct special masses.

Two clear themes emerged during Robert's time at Brigidine – his strong sense of community and his dedicated commitment to Catholic Education. As Margo Walter, Deputy Principal during his years of service, commented on his retirement, "He has tempered the need to stay abreast of social change with the necessity of maintaining the time-tested roots of our Brigidine tradition." He challenged students and staff to extend their vision and be proactive in building a strong future. Brigidine Sister Anita Murray complimented Robert for "the ways in which he never failed to foster the 'Brigidiness' of the school and to keep the memory of the Brigidine Sisters alive and meaningful."

Robert was certainly a Principal who left an unforgettable mark on Brigidine College.



BRIGIDINE COLLEGE INDOOROOPIILLY

A Kildare Ministries school in the Brigidine tradition

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