

The Bridge

Semester One 2021





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**Thank you to those who contributed articles and photos to make this edition possible.
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Pictured left to right: Skye Nugent (Sr Patricia Whitby Award recipient), Piper Frederickson (2020 College Dux) with College Principal Brendan Cahill



From the Principal

by College Principal Brendan Cahill

On behalf of the Brigidine College Community, I welcome all to the sacredness of learning with *Strength and Gentleness*. We also celebrate and give thanks for the Country upon which we gather. I acknowledge the Turrbal and Jagera peoples as custodians of this land and acknowledge the elders past, present and emerging as we walk in reconciliation with our sisters and brothers.

The College theme for 2021 incorporates one of the key values from Kildare Ministries, as well as directly from the Brigidine College Mission Statement. Identifying principles of Wonder underpinning our theme for 2021, we welcome the opportunity to 'celebrate all that is good with joy and gratitude.' Brigidine College Indooroopilly remains a community where people are valued, where all creation is recognised as sacred and where hope, justice and courage are hallmarks.

In acknowledging the Living Justice, Living Peace Charter, the College has embraced the theme of Wonder. This theme has been embraced by all Kildare Ministries schools and it has provided a rich opportunity to explore the 'wonder of faith', the 'wonder of creation' and the 'wonder of being fully human.' The possibilities continue



to be explored through engagement in learning, understandings of self and enrichment of experiences encountered at school.

Each year many people assist in preparing the College to welcome all new members to our

community. With 863 students enrolled at the beginning of the year, students and families were ready to begin the new school year through an effective orientation, induction and transition programs greatly preparing all staff and students for the first week of lessons, which began on Wednesday 27 January.

When considering the range of possibilities a new school year can provide, Brigidine College is highly aspirational and future focused for students and staff. This has been particularly important as all of us continue to engage in a COVID world, full of much uncertainty. One of the core matters for Brigidine is whether what we offer young women in 2021 remains relevant and lifegiving to all members of our community.

In developing future focused and innovative programs and ways of teaching and learning schools of the future, according to the World Economic Forum, 'Shaping the Future of the New Economy and Society', means that we need to be engaging in new models of education for the 4th Industrial Revolution



Catholic schools also provide a broad range of life learning attributes that enrich each teacher and student. These include being a collaborator, an effective communicator and critical thinker. It further offers opportunities to be a creative person with character, core knowledge and cultural spiritual citizen that allow for a rich worldview.

Goals 2021

Brigidine College is richly engaged in a wide variety of opportunities for its community, through identified projects and goals for teachers and students.

Key areas include:

- Living Justice – Living Peace Charter
- Learning Data Project – Middle Years, Literacy and Numeracy
- Staff and Student Wellbeing and Collaborative Leadership
- Teacher Agency and Efficacy – Professional Engagement
- Student Positive Relationship - Student Agency and Voice
- Global Citizenship
- Environmental Sustainability



Standing in the past, honouring the Wonder and not knowing - all this has led to my deepening commitment to make this now as meaningful as possible.

Margaret Wheatley

Senior Results 2020

Congratulations to the Year 12s of 2020 who achieved wonderful results, with many students achieving their best results for the year in external exams. Their commitment to their studies was outstanding and with their teachers, were expertly prepared for the exams through wise and careful counsel.

ATAR Eligible - 105	
Results based on data from 96 students	
95.5 + (OP 3)	14%
91.15 + (OP 5)	32%
77.85 + (OP 10)	61%
62.55 + (OP 15)	90%

Across the cohort, many students achieved 100% in their exam results across a range of subjects, with over 77% of students achieving an A or B result. With over 90% of students also being offered their first or second choice for tertiary studies, the College is immensely proud of their efforts and sharing their success with the College community. All students have achieved their desired pathways through tertiary institutions and traineeships, and we wish them well for the future.

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

Warm Regards.



Brigidine Passion Play 2021

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

This year, as the College entered Holy Week and the Easter season, our community reflected on the events leading to Jesus' suffering, death and resurrection in the light of what was going on in our world with so much suffering from the COVID-19 pandemic and domestic violence.

The College Mission Team contextualized and commemorated Jesus' passion, death and resurrection by acting out the traditional Stations of the Cross; an ancient traditional devotion where people align themselves in prayer, with the suffering and crucifixion of Jesus. This is also known as The Passion of Christ.

The Team explored the message of Jesus and how those teachings might be relevant today, particularly during those times of extreme violence and desperation. The issues explored addressed contemporary socio-economic problems including domestic violence faced by our society today. Additionally, our students explored relationships with daughter-parents, unjust treatment of refugees by unjust policies, as well as laying to rest loved ones in the light of COVID-19 and domestic violence.

This inaugural Passion Play was witnessed by parents of performers with some students and teachers. The College was restricted with numbers that could attend due to social distancing.

"Congratulations on the performance of your students and staff last night. It was a very moving experience and a new approach to the Stations of the Cross with relevant reminders of what Lent should be to all of us; a time to live in the image of Jesus when it comes to loving all, regardless of their differences."

(Brigidine parents)

The play included narration from Fr Pan, music and choral works from Ms Jane Massingham, performers from the Woodwind, Brass, Strings and Percussion Ensembles along with their tutors.

"This was an amazing experience and the first time I have experienced the presence of God (Christ's painful last hours of his life) in a school."

(Ensemble Tutor)

The contemporary stations were presented by Senior students with sensitivity and powerful emotional insights.

“The Passion of Christ is the passion and struggle of our people,” Fr Pan exclaimed.

We congratulate and thank our students and staff for the wonderful way in which they communicated the Passion narrative which touched the hearts of people present.





Enhancing a Passion for Learning and Educational Excellence

by Assistant to the Principal Professional Teaching & Learning
Allison Johansen

What a year 2020 was; one that has encompassed all elements of life - mind, heart and soul.

'Learning at Home' saw our teachers plan, develop and deliver innovative and sustainable programs that promoted resilience, creativity, problem-solving and entrepreneurship in our students, whilst catering for their mental health and wellbeing. We maintained our connections between students and teachers with synchronous and asynchronous learning activities. Our culture of innovative and creative thinking in a 'Learning at Home' environment has positioned our students to thrive in a world of continuous change.

What aided our situation was the foresight in using best practice and best systems which were already embedded in our culture and infrastructure. More specifically, focusing on skills and using SEQTA as our learning management system (LMS) to improve communication ensured what we did as a College was seamless. This assisted families to nurture and support their daughter's learning, ensuring there was a feeling of being in control and being guided through uncharted waters.

Supporting our culture of continual improvement, where challenge is valued without fear of failure, ultimately came down to habits. Habits that were not major changes, but small, everyday changes. This is a lesson that is known to every human worldwide and it comes down to what is in our control. This is why the Serenity Prayer is so well known – many Christians identify with this prayer as we deal with these feelings.

"God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference."

Small actions, tiny actions, can make all the difference as they are compounded by time and space, changing for the better. For our teachers, the past four years have been a journey of taking small steps. We began with evidence-based practice such as: starting and ending our lessons with learning intentions and success criteria; enabling collaborative learning in groups of three to four; providing effective feedback on student learning; and explicit teaching practices using dual coding and interleaving to help students recall knowledge and skills over time. These evidence-based practices are the things that our teachers can control.

Stoic philosopher Epictetus put it this way: "Some things are in our control and others not. Things in our control are opinion, pursuit, desire, aversion, and, in a word, whatever are our own actions. Things not in our control are body, property, reputation, command, and, in one word, whatever are not our actions."

Our teachers rose to the challenges of 2020; however, their exceptional progress stems much earlier. Their strategic actions have made big changes as seen in our students' academic results. Transforming learning into purposeful action, it is evident that our teachers make the impact.

A noteworthy example of this transformation is the implementation of our Write That Essay program. This has been evidenced in the continuous gains in the Year 9 NAPLAN Writing Task (Figure 1):

The data reveals an effect size change of 1.28 (9.35% mean change) as our students have moved from Year 7 to Year 9. This result almost doubles the average State effect size growth (0.71; 5.92%).

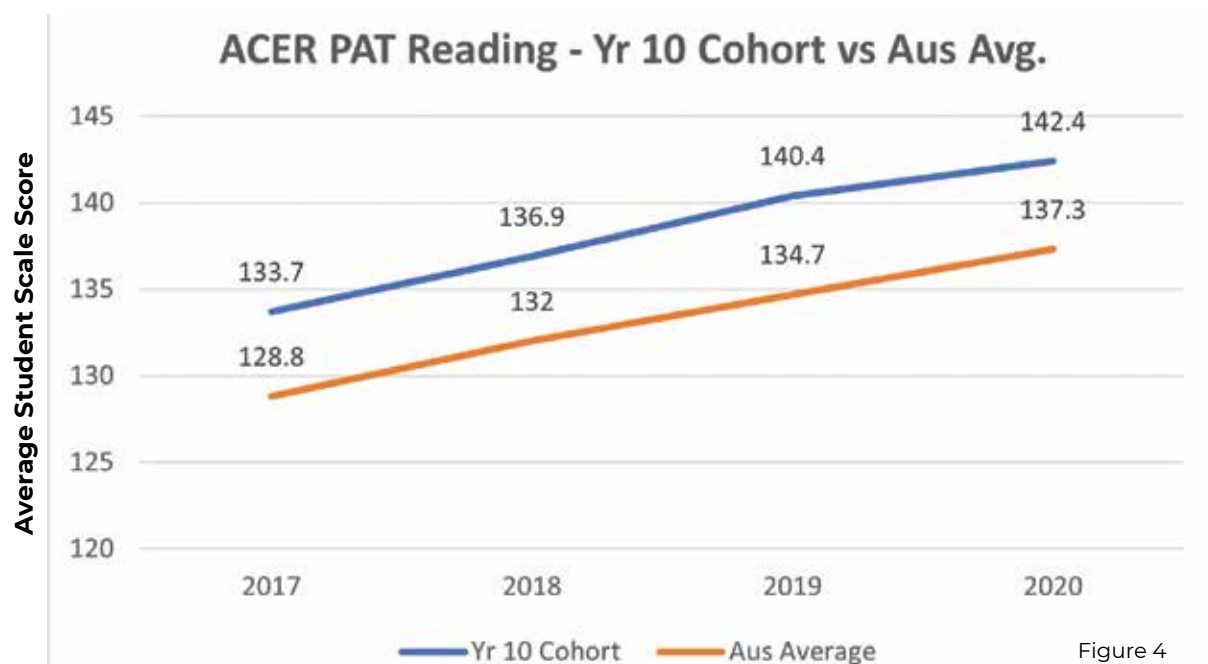


Figure 4

Year	Year 9 NAPLAN Writing - State Ranking *Approx. 500 schools with more than 10 students
2019	7th in State
2018	19th in State
2017	26th in State
2016	32nd in State
2015	37th in State
2014	55th in State

Figure 1

Similarly, the Reading Comprehension Framework (Figure 2) has further improved student reading comprehension outcomes. This has been evidenced in the gains below.

Year	Year 9 NAPLAN Reading - State Ranking *Approx. 500 schools with more than 10 students
2019	42nd in State
2018	38th in State
2017	54th in State
2016	100th in State

Figure 2

Overall, the embedding of evidence-based practice and research to enhance our innovative and contemporary pedagogy has led to continuous improvement for our students (Figure 3).

As the year saw the cancellation of NAPLAN, the College has been looking closely at our ACER achievement data in Literacy and Numeracy (Figure 4). It is clear that we continue to progress well into Year 10 with our students well above National average scores for their year level since 2017 and continue to do so.

Year	Year 9 NAPLAN Total Score - State Ranking *Approx. 500 schools with more than 10 students
2019	32nd in State
2018	38th in State
2017	54th in State
2016	93rd in State

Figure 3

Small steps and actions on a daily basis make the difference. These habits are what get us to our goals. James Clear (2020) on Atomic Habits summarises the effect of habits by stating in his book:

Committing to the process is what makes the difference.

Habits take time. Marc Chernoff (2019) believes that it takes approximately 66 days to form a new habit. It isn't easy at all, but hard, slow and small. It is about keeping a good attitude while working for your goal, every day.

Reflecting on 2020 makes us think about what is going well and how we can move forward. As you reflect on your own year from your own perspective, you could ask yourself:

What is one habit I want to make as part of my day and/or week for next year and how will it make me better?

As the influential media producer Oprah Winfrey says, "How you spend your time defines who you are."



Reading for Pleasure

The Road to Success

by Teacher Librarian Di Elsworth

Research shows reading for pleasure improves literacy, social skills, health and learning outcomes, as well as generating the sheer joy of exercising the imagination.

“When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.” (Angelou, 2019) Maya Angelou’s words will resonate with those of us for whom reading is a joyous experience. Whether it is diving into a new book or rereading an old favourite, it is easy to become absorbed in a world with intriguing characters, compelling situations, and beautiful settings. With Reading: The Foundation for Lifelong Learning (Godfree, 2020) being one of the four pillars of a successful school library, we in the Tullow Centre have long been focussed on getting the right book into the right hands. We have known for some time now that the pleasures of disappearing into a story also bring academic, social and health benefits.

Professor Margaret Merga’s extensive research shows that the benefits of reading for pleasure can impact our academic, vocational, and social success (2019, p.6). Whilst her simple message is “read every day” (2019, p.7), Merga acknowledges that to become effective readers, young people must have both the skill and the will to read. It is crucial, she asserts, that the mutually reinforcing relationship between the skill and the will is recognized (2019, p. 2). Regular readers

experience the literacy benefits of reading that lower barriers to reading more complex texts. This is why the reading “will” is so vital; motivation to read is an essential factor for teen reading engagement. It is also where a school library can help.

Choice, motivation, and interest are highly related. Surveys internationally suggest students are more likely to read for pleasure if they can choose their own books. Read NZ Te Pou Muramura (2020) argues that access to a diverse and attractive array of reading material is crucial. Unwavering support and funding from our Principal, Brendan Cahill, has enabled the Tullow Centre staff to assemble a collection that is contemporary, student-driven, extensive, and varied. Such a collection provides an excellent springboard for student engagement in reading.

Awareness of and positivity around the choices available are the next steps in the process of establishing a reading culture. The Tullow Centre employs a large range of strategies to engage readers. Colourful and constantly changing physical and digital displays, a vibrant catalogue, competitions, special events days (Book Week, Harry Potter Day, Book Swap Days, Manga Selection Day), challenges (Premier’s Reading Challenge, Tullow Centre Challenge), Book Club and Readers’ Cup teams are just some of these strategies. Stephen Abram notes that “Reading is a social act...”. This is particularly true for teens, numbers of whom spend a great deal of time chatting with friends on social

media (National Library, 2020). It is hoped that many of these activities tap into the social aspect of teen reading. The strong support received from our classroom and Home Room teachers is also an essential and much valued aspect of the overall process and highlights a whole-of-college commitment to engaging our students in reading for pleasure.

Research also tells us that access and time are critical aspects in enabling students to embrace reading. Schools need not only to provide the resources but also the opportunities for students to engage with reading. The Tullow Centre has generous opening hours and a mix of quiet, comfortable spaces with busy, social hubs that allow for different types of reading engagement. We also have reader-friendly library policies, such as liberal borrower limits. Perhaps the best evidence of this came in the last school holidays when over 1500 print texts and 200 E-books were borrowed.

In her seminal work, *Reading in the Wild* (2014), Donalyn Miller highlights another important

aspect of reading for pleasure in the lifelong learning journey. She argues that when students select their own books to read and enjoy, they develop confidence in their abilities to make reading choices and build their capacity for choosing books in the future. If a book choice is not successful, students can fine-tune their selecting skills and reflect on what they would do differently next time. Johnson and Blair (2003) identify ways that self-selected reading build self-efficacy, including: the valuing of decision-making ability, confidence and ownership, and improved reading achievement.

Broughton and Manuel (2012) examined research drawing on a psychology-based model of human behaviour. Their conclusions reiterated that young people's willingness and motivation to read are heightened when they believe it fulfils a personal need and has a clear purpose and reward. It is with this understanding that the staff of the Tullow Centre and the broader Brigidine community will continue to strive to put the right book in the right hands at the right time and to promote and encourage reading for pleasure.





Be brave. Be true. Be you.

by College Captain Isabel Scott

As we try to be the most authentic version of ourselves, let us also celebrate all that is good about each one of us with joy and gratitude.

I feel very honoured to attend Brigidine College, a place where young women can be themselves as they embrace the opportunities of high school. I love that every year, our College Captains have had a different vision and unique style of leadership to share with us. Personally, I am drawn to our College's value of 'celebrating all that is good with joy and gratitude' and I believe that being true to yourself is something so worth celebrating.

There are two personal experiences, during my time at Brigidine, which have significantly shaped me and ultimately resulted in why I am so passionate about sharing my vision. Firstly, I vividly remember when I was in Year 8, wanting to spread my wings and meet new friends but also feeling terribly shy and nervous in the process. Each lunch, as I was trying to find my tribe, I would also spend time in the library - probably as an escape from having to go up to different groups of students and join in their lunchtime banter! I'll never forget a Year 12 student who took the time to sit with me for a couple of minutes in the library one day, and she said 'don't try to change to fit in with them, just be you and it'll all work out. You'll find your group.' Not long after that, I was fortunate to find my wonderful group of friends. This small, yet

profound gesture, continues to remind me that being yourself is so important.

The other experience that had a significant impact on me was during one of my Water Polo games with Brigidine a couple of years ago. We were playing at the State Championships in the final rounds. Not a gold medal match but an important game nevertheless, and it certainly had all the spirit and determination of one! It was the feeling I got playing with my teammates in this game that made me realise how important it is to be grateful for those around us and to celebrate every moment. Our team's tenacity, our support for each other and our ability to enjoy being in the moment was something I'll never forget. I believe it's this genuine gratitude that resonates throughout so many students' experiences here at the College.

For by being ourselves, we are able to bring our true gifts to life. To me, this trait is the most important quality you can uphold. I want all Brigidine young women to know they are confident and courageous, open and honest, and authentically themselves.

I'm so excited at what the future holds for my fellow Seniors as we experience our final year of high school. We have a world of opportunity in the palm of our hands, and I urge us all to seize every opening and live every moment to the fullest.

Brigidine women - be brave, be true, be you! And as we try to be the most authentic version of ourselves, let us also celebrate all that is good about each one of us with joy and gratitude.



Mission at Brigidine

by College Mission Captain Zoe Tsibogiannis

Coming to Brigidine at the start of Year 9 was somewhat challenging for me. By then, most students had found their footing, a steady group of friends and where they belonged within the College. Trying to fit in, I participated in different sporting teams, cultural clubs and any other activity you can think of. It was not until Year 10 that I found my place within the College Mission and service groups. For the first time, I truly enjoyed being a part of a school club. I had found purpose in helping and giving to others. In 2021, it is my absolute privilege to continue to facilitate these clubs; I have found a home where I am able to encourage compassion and selflessness. We welcome every girl – some of whom may also be trying to find their place – with open arms.

My vision for the Brigidine Mission groups in 2021 is to promote social justice and awareness within the school community; a school community where students live out our College motto of *Strength and Gentleness* in their everyday lives. A school community where we practice empathy, compassion and service. But what does service mean? The Merriam-Webster dictionary defines service as “the work performed by one that contributes to the welfare of others”. Service does not have to be about raising thousands of dollars for charity or running a full-length marathon for cancer research. Service can simply be saying good morning to the person walking past you.

I want each Brigidine student to be aware of the world around her: to be someone who is

knowledgeable on global events and keeps up with current issues. Having spent most of my life living overseas, I had the privilege of being around people from all over the world and all sorts of different backgrounds. Consequently, I realized at an early age the importance of cultural sensitivity and being well-informed. Spreading awareness of current events and celebrating the cultural background and experiences of our community is something I wish to put at the forefront of a Brigidine education. Through initiatives that I wish to introduce to the College, I hope to expand on these aspects of the Mission department.

It goes without saying that 2020 has been difficult. Yet for this reason, it has been a year of reflection for all of us and one we will not forget any time soon. Despite the challenging year, I am looking forward to discovering what social justice means in a post-COVID world with the rest of the College community.

I want each Brigidine student to be aware of the world around her: to be someone who is knowledgeable on global events and keeps up with current issues.



A Vision for Sport

by College Sports Captain Zaria Fetineiai

Whether it is in the pool, on the track, in the field, or simply just in the stands, I envision that 2021 sport will prosper through its strong community and the willingness of students to be brave and give everything they have.

From my involvement in a wide range of sports at the College, I have learnt about the extreme lengths that students will go to encourage involvement in sport; motivating all to give it a go. My first time participating in sport at Brigidine was an experience I will never forget; students were all welcoming and made the most of their time together. The competitive, fun and exciting atmosphere that sport creates leads to the development of many skills by students. Continuing to grow in masses, the participation of students in sport is impacted by the people who inspire young women such as their peers, teachers and female athletes.

Leading Brigidine sport into 2021 is something that I consider a great honour; to be given the opportunity to inspire young athletes within the College. An ambitious spirit within sport has rewarded me with many lasting friendships, a growth in confidence and an optimistic attitude. My vision for this year is for sport to strengthen our community by developing the connections and relationships formed through people's love of sport.

Sport can lead to the beginning of many relationships, helping students build the courage to be themselves in all that they do. I plan to represent my vision through initiatives that I shall introduce to the College, and my leadership style

of being involved and connecting with students from all year groups.

The theme of 2021, Wonder, represents an aspect of community and courage by celebrating sport for what it is and appreciating what sport has done to bring us together. By introducing new events and ideas to celebrate sport, we come to appreciate the sportsmanship and camaraderie that is evident in sport.

Just like 2020, the year of 2021 will be unpredictable with one challenge thrown after another. However, I plan to face these challenges head on with the support of the College and the passion that I have for the sports program at Brigidine.

I envision that 2021 sport will prosper through its strong community and the willingness of students to be brave and give everything they have.





What is a Leader?

by College Arts Captain Alice Keys

When applying for the position of College Arts Captain, first I had to understand what a leader is. Some sources said a leader was someone who 'commanded' a group. Others said they were a 'directing head'. But how does a leader guide with strength and gentleness? From reading countless more dictionary definitions I came up with a meaning of my own. To me, a strong and gentle leader is someone who carries themselves with courage and kindness. Someone who is willing to put everything on the line for their team and their family. This is the leader I aspire to be.

As a Year 7 student nervously entering the unknown realm of high school, my love and need for the Arts in my education was established. Irish Dancing had only introduced me to some aspects of dance, but if it were not for the Arts program here at Brigidine, I don't know how I would have coped. I can't even begin to explain the ongoing benefits of the Arts curricular program. It gives you the confidence to present in front of others and vital problem-solving skills. Not only do the teachers at Brigidine support us in all our endeavours but students cheer each other on to create a welcoming community. It is truly inspiring. I wish to continue this supportive atmosphere throughout the Cultural program in all my endeavours.

By leading the College through my actions rather than my words, I will provide a safe environment for students to be uniquely themselves, not only

in the Arts Department but other aspects of the College. I will serve to allow students to express themselves; their talents, quirks and even their flaws.

As part of the leadership process, I decided that to become an admirable figure in the Brigidine community, I needed to be unique. So, growing into my future, courageous self, I rapped. I rapped about the reasons a Brigidine woman should be unique, powerful and gentle. However, this goal will come with challenges. Challenges such as fear of judgement, fear of failure and fear of not fitting in. But we as a community will be able to overcome these challenges and make 2021 the best year yet.

To me, a strong and gentle leader is someone who carries themselves with courage and kindness. Someone who is willing to put everything on the line for their team, and their family.

I am thoroughly enjoying being a part of the challenges, spirit and growth of the Brigidine community.

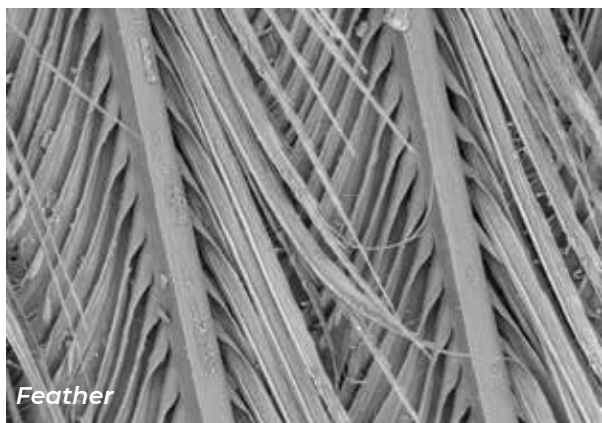
Brigidine's Love of Science

by Curriculum Leader Science Debra Guthrie

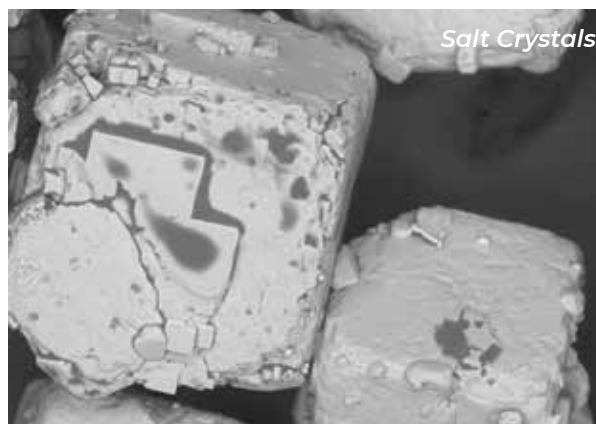
We know it has been said many times but, despite the challenges of COVID-19, Brigidine College has continued to thrive and provide its students with many opportunities.

At the end of 2020, we had many highlights in Science including:

- 20 students worked with UQ after school for 4 weeks – testing extracts that UQ were working on to help prevent or slow down the growth of bacteria
- Students participated in the Brain Bee Competition
- Science Week 2020 was a success and entailed:
 - UQ Engineering Workshop on Space with Year 10
 - Geckoes Wildlife workshop with Year 7
 - Dr Joe Science Show with Year 9
 - Dr Rob – Liquid Nitrogen Show
 - Visits by Holy Family Primary School
 - Science Trivia
 - Sherbet and Slime Making



A highlight of Science Week was the opportunity to use the electron microscope. Electron microscopy (EM) is a technique for obtaining high resolution images of biological and non-



biological specimens. It is used in biomedical research to investigate the detailed structure of tissues, cells, organelles and macromolecular complexes. It was wonderful to provide our students with the chance to work with real-world technology.

2021 has begun in the same way; it is humbling to see so many students embrace Science. This year, we have 140 Science Representatives from Years 7 to 12, with 21 Year 11 students also being UQ Science Ambassadors. A popular Term 1 event is Science Club where we had several Year 12 students perform various science demonstrations. And, of course, we also made sherbet.

Upcoming STEM Projects for our students include:

- Year 8 – Penguin Houses – Investigating insulation
- Year 10 Physical – Investigating parachutes, testing different bumper in collisions, and egg drop

We have entered several competitions:

- Year 10 will compete in the Brain Bee competition
- The UQ Science Engineering Challenge
- UQ Wonder of Science Program – Year 9 students are working on a chemistry unit on endo- and exothermic reactions. Students will put together a presentation on their research to win a place at the State Conference.

Stay Curious!

Year of Wonder

by Marketing and Promotions Officer Rebecca Reis

2021 is the Year of Wonder for Brigidine College, where the College celebrates all that is good with joy and gratitude.

Despite the challenges of 2020 due to COVID-19, the College has much to be thankful for. In 2020 the new STEM building, the Marian Centre was officially opened.

"The new \$13 million addition to the College has quickly become the epicentre of learning for Mathematics, Sciences and Technologies and will enrich STEM learning well into the future," said Principal Brendan Cahill.

The first Year 7 class in the Compass Program, a selective entry program to challenge and specifically engage high potential learners, was implemented and the College has proudly offered another class this year and in 2022. "Brigidine College was announced as an Innovative School Winner by The Educator which was in recognition of the Compass Program," added Mr Cahill.

The Formation Program provides specific opportunities to enhance students' understanding of the world around them and form an identity based on the values of the College that will guide them through life.

Brigidine students have also flourished with recognition for academic, sporting and art achievements including state champions, national finalists and scholarship winners. Our 2020 College Dux, Piper Frederickson, received a UQ Ramsay Undergraduate Scholarship to study in the Bachelor of Humanities/Bachelor of Laws (Honours) program, valued at \$30,000 per year for up to 5.5 years.

Throughout its Year of Wonder, the College is hosting personalised student-led Wonder tours to allow families to authentically learn about its offerings and how a Brigidine education can benefit your daughter.

A Wonder session which attracted a lot of parent-interest in Term 1 of 2021 was on the Formation Program. The Formation Program provides specific opportunities to enhance students' understanding of the world around them and form an identity based on the values of the College that will guide them through life.

It is wonderful to reflect on the highlights of 2020 and to appreciate the unique community we have at Brigidine College. We look forward to a prosperous 2021 where students and our community can celebrate all that is good with joy and gratitude.



Celebrating all that is good with joy and gratitude

Driving Success for the Future

Brigidine College's Preservice Teacher Fellowship 2021

by Assistant to the Principal Professional Teaching & Learning
Allson Johansen

Brigidine College plays an integral role in the wider community; guiding and mentoring preservice teachers. Over the years, the expectations, roles and capabilities of teaching as a profession has had dramatic shifts; a focus on the individual learner, giving choice, innovation and key skills for their unknown futures.

In order to support this shift in education, the College supports all teachers in their professional learning and development. A key part of this is to provide opportunities for our experienced teachers to mentor others, as well as support the University programs to shape and mould the next generation of teachers. Opening our doors into classrooms for longer periods of time allows us to share what we consider to be essential to our practice – establishing classroom expectations, relationships, routines and general care.

Feedback from our BCI Preservice Fellowship Program is below. Again, it is wonderful to celebrate all that Brigidine offers, not only to our staff and wider community, but most importantly, how that translates to the care of the students in our College.

Q&A with the 2021 Preservice Teachers

Q1. What did you get out of the BCI Pre-Service Fellowship Program?

"I have personally and professionally grown significantly as a result of the Program. I have gained skills in whole term planning (something which we don't get to see on university placements), lesson planning and differentiating teaching techniques. I have also gained skills in being able to make strong connections with students and effectively support them during class and outside of class."

"My teaching practice has benefitted hugely from being at Brigidine. The biggest improvement I have experienced is an increase in my confidence in front of a class. Taking more lessons than I ever have before really pushed me to get comfortable in front of a class and also to become more adaptable and able to quickly change my lesson progression, as I have come to realise that things very often do not work out as you might have planned."

Q2. How has your teaching changed since being at the College?

"Taking part in Spirituality Day and several Professional Development Programs during the Fellowship Program helped me to improve my depth and breadth of teaching."

"I have become much more confident in the classroom when delivering lessons (I think because I have made a good connection with the students, I feel very comfortable teaching them and having discussions). I have learnt about connecting lessons/lesson sequencing so that the topics and lessons flow."

Q3. What qualities would you say the 'Brigidine teacher' encompasses?

"Brigidine teachers contextualise the education to prepare students for the 21st Century world where technology is at the forefront; and communication, critical, and creative thinking are nurtured in everyday teachings. Brigidine teachers identify the strength of every student and encourages them to develop it further by providing a suitable learning environment. Gentleness is modelled by the teachers which in turn is practiced by the students in all of their interactions."

"I would say that a Brigidine teacher is enthusiastic, kind and considerate, and truly cares about the students at the College. All of the teachers I came across were genuinely interested in helping their students, and it was particularly clear when past students returned to the school that their teachers were extremely excited about





their achievements and what they are doing with their lives. ”

“I have seen all teachers show caring and supportive qualities. Many teachers go above and beyond to make sure their students are feeling supported. I have seen this when teachers spend their morning tea and lunch breaks assisting students. All teachers care about the wellbeing of students and make sure they check up on them and how they are going both academically and personally.”

Q4. What was a key learning for you?

“During the staff professional development week, we had the privilege of working with Dr. Selena Fisk, a school data coach and consultant. This opened my eyes to the importance of data in a school setting and the value it can add to students’ learning outcomes. Dr. Fisk outlined the importance of data literacy, highlighting its value as a 21st Century skill. Data literacy is “the ability to transform information into actionable instructional knowledge and practices by collecting, analysing, and interpreting all types of data...to help determine instructional steps” (Gummer & Mandinach, 2015). Given this, it was extremely helpful to work with Dr. Fisk to develop these skills and apply them in the classroom.”

“Something that resonated with me, was that Dr. Fisk appreciated the workloads of teachers and understood hesitations regarding data collection in the busy everyday life of teaching.

Therefore, she provided simple, yet effective strategies for data collection and analysis, such as a colour coded table for homework completion. Green indicated the student had completed the homework on time, yellow indicated the student had partially completed the homework or had submitted it late, and red indicated incomplete homework. Strategies such as this, connect with teachers, which was evident when I was observing classes and saw that this strategy had been implemented. Working with Dr. Fisk in interpreting data and analysing it in conjunction with the students’ personal background, values and behaviours was an enriching experience which will definitely enhance the teaching skills of myself and the Brigidine staff. “

“According to Raymond (2018), providing a caring environment for students enables them to express their feelings and notions about the school life. I saw how this approach helps teachers to not only come up with strategies to address the problems faced by the students during the transition but also to develop long lasting healthy relationships with peers. Including group work in the classrooms enabled the students to ask questions; help each other when needed; develop compassion; and encourage others of their success.”

“Alt (2018) described a growing focus for science teachers to develop their ICT self-efficacy in order to keep up with the increasingly digital world of STEM. While it was a learning curve, experiencing the software that Brigidine uses has been extremely valuable in developing my own ICT self-efficacy, particularly in becoming familiar with the use of OneNote and Vivi. Vivi is an incredibly powerful tool in the classroom which allows teachers to share a live feed of their laptop and work from anywhere in the room. Additionally this platform allows for students to project their own screen for the rest of the class. Both student and teacher are then able to contribute to diagrams, flowcharts and other hands-on activities that are essential in the science classroom. This transition from front-of-class teaching to a more integrated approach was an interesting shift which I found allowed for a much richer learning experience for the class as a whole.”





21st Century Learning

Integrating multiliteracies and ICTs across the curriculum

by Science Teacher Rebecca Harris

The 21st Century has seen a significant shift in the dominant modes of communication and ways of accessing information (Luke, Iyer, & Doherty, 2011). New digital technologies have emerged: bringing multiple modes of media together and driving the development of a digital culture and 'new literacies' (Kalantzis & Cope, 2015). Texts are easily accessed and distributed using the internet, so these new literacies should include preparing students to critically evaluate this flow of information (Luke et al., 2011). Additionally, quantitative literacy – also known as numeracy – is required in order to prepare students to participate fully in 21st Century democracy and the globalised economy (Steen, 2001).

Literacy and numeracy is a national policy agenda in Australia (Hardy, 2015). The 2008 Melbourne Declaration outlined Australia's educational priorities and led to a national approach to curriculum, assessment, and teaching standards. It identified that successful learners "have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for

success in all learning areas" (MCEETYA, 2008).

A key challenge of new media in the classroom is that it requires 'new learning', which recognises learner differences, reconceives teachers and learners as knowledge producers with agency, builds metacognitive skills through conceptualisation, and embraces synaesthesia (purposeful mode-shifting) as a pedagogical tool (Cope & Kalantzis, 2010). Mode-shifting is significant to the use of multimodal texts, as meanings can be similar, different, complementary and/or supplementary based on the nature of the modes (Kalantzis & Cope, 2015). This is a key advantage of digital technology in science, which enables us to experience the virtual through the representation of scientific phenomena or concepts beyond the constraints of print media, in forms such as videos, animations, and simulations (Cope & Kalantzis, 2010). A related cognitive skill that is essential in science learning is the ability to transfer meaning between modes (Kalantzis & Cope, 2015). This process has become a key requirement for ICT proficiency in the Australian Curriculum in

terms of representing scientific phenomena and abstract concepts (ACARA, 2015a).

Whilst digital technology enables us to rapidly access and collect information, new media is less regulated (Luke et al., 2011). Therefore, students also require the ability to critically analyse digital texts produced by others, and it is reasonable to question whether traditional print literacy curriculum is adequate preparation for the future of new media.

As a result of the ubiquitous nature of ICTs, the Australian Curriculum refers to ICT as a general capability that is to be integrated into all curriculum subjects (ACARA, 2015a), and this reflects a wider curriculum trend of incorporating ICTs as a cross-curriculum competency (Luke et al., 2011). Teachers must shift their pedagogical paradigm from one of “learning from” to “learning with” digital technology in an integrated manner. Additionally, students must have sufficient opportunity to use ICTs in the science classroom. However, simply having ICTs in the classroom is not enough. Teacher professional development should focus on connecting ICT skills to classroom practice and facilitating their use.

The concept of numeracy is relatively recent: it was initially defined in the 1959 Crowther Report as ‘quantitative thinking’ along with an understanding of the scientific method (Ministry of Education, 1959). Significantly, the report indicated that numeracy is a key attribute of an educated citizen, enabling the individual to respond to the needs of the modern world. Since then, particular attention has been given to numeracy as a focus for a holistic education, and numerous definitions have emerged due to a diversity of opinions (Geiger, Goos, & Forgasz, 2015; Steen, 2001; Willis, 1998). In one instance, it can be defined as the capacity to apply mathematics for a particular purpose in a particular context (DEETYA, 1997). However, socio-political influences are known to shape perspectives on numeracy, and these viewpoints can promote certain numeracy practices (Jablonka, 2003). Intergenerational perspectives also differ. For example, when compared to older generations, young people are less likely to value simple arithmetic, more likely to value statistics, applied mathematics, and prefer using technology to support numeracy (Zevenbergen, 2004).

A key challenge of education includes the transferability and invisibility of numeracy. The decontextualized and disconnected nature of how mathematics has traditionally been taught can lead to the phenomenon of compartmentalisation (Steen, 2001). In order to overcome this problem and bridge the divide, students should be exposed to numeracy in a range of familiar and unfamiliar contexts and settings (Steen, 2001; Straesser, 2007; Willis, 1998). Key developments in numeracy across the

curriculum demonstrate that these opportunities exist; however, teachers need to make connections with numeracy and their learning area regardless of whether it has been explicitly identified in curriculum (Kissane, 2012).

Digital tools should be integrated into science classroom teaching practice as they not only support the development of multiliteracies but can also enhance learning (Geiger et al., 2014). For example, they can have a key role in inquiry by encouraging investigation and exploration, leading to a more effective and efficient means of data collection, display, and analysis due to the capabilities of digital technologies. This mediation of inquiry processes can enhance the critical examination of data, including decision-making and re-evaluating assumptions (Jablonka, 2003). Technologies allow distinctive literacy practices to emerge and these practices continue to evolve alongside technological advancements.

In summary, the notion of ‘multiliteracies’ can help educators and policy-makers to better understand and respond to the changes that impact education. Specifically, 21st Century education should integrate ICTs across the curriculum and students should be given opportunities to use digital tools in a range of different contexts. This includes building the capacity to critically analyse information, to be flexible and adaptable with a positive disposition to digital tools and technologies, and to reconceive individuals as knowledge-producers.





Holy Family Parish Priest, Fr Michael Grace, with the Vinnies team and Mrs Jeffcoat

Thankfulness

by Study Supervisor Helen Jeffcoat

The St Vincent de Paul Society is a lay Catholic organisation that aspires to live the Gospel message by serving Christ in the poor with love, respect, justice, hope and joy, and by working to shape a more just and compassionate society.

With age comes an appreciation of what advantages and gifts we have and how we are more fortunate than many. An important part of the St Vincent de Paul group's work is to encourage students to be involved in social outreach activities. This is sowing the seed for participation in community activities later in life. The group fosters empathy, the pleasure of working together across age and year groups, and the opportunity to help others. In the COVID-environment year, it was harder to organise large activities or conduct visits off campus. We needed to change our focus.

The first endeavour came from a suggestion by students. Many had parents who were health care workers. They saw at home how they were working longer hours, were very tired and

concerned for all. Was there a way for us to thank them? It had to be something we could do at our lunch time meetings. We began to write cards of appreciation to these community members. At first, I thought that our students would need a sample letter to copy and English teacher Mr Luke Critchley wrote one for us. However, students also wanted to express things in their own words. One student suggested that we also write to cleaners, porters and ward staff in hospitals as the COVID crisis meant a lot more work for everyone. The students really embraced the project.

We sent out letters to the Wesley Hospital as it is the closest to school. I approached the office of their CEO with some trepidation, wondering what they would make of this expression of support. They thought it was a wonderful idea and offered immediately to circulate our letters to staff. Months later, I wondered how it had worked out. My son Keith, who is a student paramedic, was in the Emergency Department dropping off a patient. As he waited for his ambulance to be restocked, he saw what looked like one of our letters on display. He examined it and saw that it was signed by "students from Brigidine College". A staff member saw him and said, "Oh yes, a local school sent them to us. How nice is that?". They hit the spot.

We always do a Winter Appeal for Vinnies, focusing on family favourites winter warmer tinned foods. Groceries are collected in Home Rooms and everyone is encouraged to bring in one small non-perishable food item. We collected then sorted them into collection bags kindly donated by Bunnings Indooroopilly. The aim was a balance of food, weight and packet sizes. Our donations went to the Inala Vinnies Family Centre and were much appreciated. Families in need can quickly pick up a box of groceries to tide them over in tough times.



The College Counsellors often comment that gratitude and mental health in teens go hand in hand. The power of gratitude can change lives. It can take us from depression and darkness into a world of possibility and light. Making gratitude part of daily life boosts psychological health, enhances empathy, and improves self-esteem. Throughout history religious leaders and philosophers have recognised the virtue of gratitude, describing gratitude as "social glue" that fortifies relationships—between friends, family, and communities. We reach out and create a ripple effect of appreciating one another. And it goes the other way, too: the more grateful you are, the more connected you feel and hopefully the less stressed and low spirited. Looking a long way back, I remember my mother responding to teenage angst with "count your blessings". Are these tough adult observations? Maybe, but here in our Vinnies group we gently encourage students to look beyond themselves and see what they can do for others. In those actions they will find purpose and a wider view of the world.

As COVID wore on and we learned of schools down south needing to close again, our members asked if we might reach out to our sister Brigidine schools. Could we write to them, send them small presents? Working with the Environment Club we made face masks and cards with photos of ourselves and school events on them. These were sent to Brigidine College St Ives, Sydney and Clonard College, Geelong. Again, this was a project connecting with others that the students could do together.

In the words of John F Kennedy, "As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."

Our students' years at Brigidine are a window of opportunity. Certainly, to learn academic content in preparation for their career choice, but also to learn to be good people. People who care for others and who can put words into actions. Once we get into the habit of doing this our own difficulties – and adolescents often perceive that they have many – will cease to be a problem to be overcome but turn into a challenge to be harnessed for the building up the Kingdom of God on earth.

This is the work of Vinnies and thank you to all in our Vinnies group.

The following reflections come from 2020 St Vincent de Paul members.

"It has been an honour leading Vinnies in 2020. It was tough having to work around the lockdown and trying to figure out what we could do as a school to help those who were struggling. However, Vinnies was able to have a successful year as we were able to carry out our annual Winter Appeal and Easter charity event. We focused more on bringing hope and affirmation to those who were struggling. We finished lockdown with letters of gratitude for our local health care professionals, and words of hope for our senior citizens and regular visitors at Inala Vinnies. In Term 3, Brigidine Vinnies sent our support to sister schools in Melbourne and Sydney with handmade cards and face masks made by our team of beautiful students. I am incredibly proud of the hard work done by all our students this year."

(Priya Mahabeer, 2020 Mission Ambassador)



Making face masks and cards for Sydney and Geelong



"As the Vinnies team gathered in person, we recognised those who weren't as fortunate - our sister schools in Victoria and Sydney. To share our sympathies and well wishes, together we made personalised cards and face masks to send to them, in the hope of bringing something positive to their lives."

(Samantha Lane, Year 11)

"Vinnies isn't about getting a reward for participation; it is more about making a small difference to others when we can. When I started at Brigidine I was finding it hard to settle in and make friends. At lunch time I was kind of hiding out in the Library, just sitting there feeling a bit lonely. Then one day a Year 12 student who must have noticed me, came over and sat with me. She talked to me, told a few funny stories about school and teachers and generally cheered me up. And then at the end she just said to take my time to look for friends and to look for students who would be my tribe. Now in Year 11 I feel that is Vinnies and all that we do there is part of my tribe."

(Isabel Scott, 2021 College Captain)

"As a Year 12 student, Vinnies has been such a valuable opportunity for growth and connection. This group extends beyond the school community to the disadvantaged and downcast, celebrating the humanity that binds us all together. I would not be the person I am today if not for the support and compassion that forms the foundation of Vinnies. In my very first Vinnies

meeting as a Year 7 amongst a group of Year 11 and 12 students, not only was my voice heard but valued as a true member in the community. I am grateful to be able to continue this legacy as a senior student showing the same openness and acceptance as I was given."

(Olivia Durrheim, 2020 Foley Prefect)

"Being a member of Vinnies throughout my high school journey has educated me on the values of inclusion, love, gratitude and community connection. Brigidine women are shaped, through Vinnies, into strong, positive change-makers who never see a need without doing something about it. Looking back, one of my favourite aspects of Vinnies is the collaboration and connection that is formed between peers from all years. It is such a gratifying experience to work with new and old friends on projects and events, such as 'Eggs on Legs' and 'Winter Appeal', that unite our Brigidine Community and beyond. It has always been great fun encouraging my Home Room to order some eggs for friends or bring in groceries. I remember my sister Laura talking about Vinnies here at Brigidine when I was at primary school. It was the first group I joined in Year 7. Being in a service group helps you understand that school is more than classes and study, it is about learning we are all interconnected. If we are able to help, we should. You get back a lot more than you give."

(Jessica Parcell 2020 Arts Captain)



The LMYAC

by Year 11 student Ameya Jaurigue

In 2020, I was privileged to represent Brigidine College on the Lord Mayor's Youth Advisory Council (LMYAC). LMYAC acts as an advisory council for the Mayor seeking to gather youth consultation for ways to make a better Brisbane. Allowing me to collaborate and network with a variety of other young people and council workers, this group was a great way to make a difference in the Brisbane community and meet several like-minded, passionate people.

While 2020 proved unusual, most meetings were able to be held in person and online collaboration and meetings were often held during lockdown. This council has allowed me to provide feedback for projects such as the Active School Travel programme and the Victoria Park project, have a platform to voice concerns for my community, discuss a range of issues and to eventually create a group project to pitch to Lord Mayor Adrian Schrinner. My project focused on celebrating Brisbane's diversity via public and interactive art installations. Working in a group with ten other school students, a proposal and presentation was created and in the final LMYAC meeting in October, this was presented to the whole youth advisory council as well as other council members.

While some volunteering and other LMYAC opportunities were not able to go ahead

due to COVID-19 restrictions, the Council still presented me with many opportunities to make a difference, help others and grow as a leader. Collaboration, communication and leadership were key skills I improved during my time on the Council. Memorable experiences and opportunities provided to me by LMYAC include leadership camps and several youth consultation opportunities. Being a member of the Lord Mayor's Youth Advisory Council has been such a memorable experience, allowing me to grow and gain many new relationships and skills. If anyone has the opportunity to apply for the position and be on LMYAC, it would definitely be something I highly recommend. LMYAC was a defining moment of 2020 for me and I hope that the Brigidine representatives in future continue to have such positive experiences.

As one of our Debating and Public Speaking students, Ameya entered the UN Voice of Youth competition in 2020.

Due to COVID-19, rounds were held via Zoom. The following speech got Ameya through to the State Finals, later progressing through to the National Finals during the Easter break.

Homelessness

by Year 11 student Ameya Jaurigue

Politician Linda Lingle once said, "We have come dangerously close to accepting the homelessness situation as a problem that we just can't solve". This quote comes dangerously close to the truth. Surely the best way to escape from a problem is to solve it. So how do we take action?

I propose the creation of 'ecotowns' as a national government project. Currently state governments across Australia have spent billions in the past decade to create new suburbs. While this increases accessibility housing, it does not address affordability, is still expensive to build and is a short-term solution. Unlike normal suburbs, 'ecotowns' will be made of predominately recycled materials such as bottles and old shipping containers as well as general plastic waste. Houses will be smaller and more efficiently designed and practical than current large houses. Doing this will see an increase in houses that will be cheaper to create therefore lowering housing prices. We will then see the ability to buy or rent a property no longer as difficult for those with less wealth, therefore decreasing rates of homelessness. Furthermore, to ensure that shelter and housing is available to all, these ecotowns will be divided into sections. At least a quarter of houses in these ecotowns will be owned by housing commissions therefore making the properties even more affordable for those who are in a challenging financial situation. Different payment plans can be made for those who need it in properties owned by commissions.

With this solution comes many challenges. Although currently as a nation we have the budget and the amount of recyclable waste to create these towns, we lack research and tools. Furthermore, social change is needed. Realistically speaking would you currently find it appealing to live in a house made of waste? Exactly. To address this, I propose dividing the project into three stages, the Research and Development stage, the Creation stage and the Expansion and Social Change stage.

The Research and Development stage would see university students across the country getting involved. The Government can create and fund university laboratories and STEM resources to help students engage in creating the solution and making prototypes for equipment. With this funding, programs can be created at each university with annual competitions for students to encourage innovation and good design. Furthermore, subjects such as engineering at university could incorporate assessments that

require students to help create and work towards making effective tools and gathering research for the creation of ecotowns on a larger scale. University students would be incentivised to participate and support these changes to gain experience for their future careers and to work to resolve a major issue in the real world.

Situations where similar approaches have been embraced by university attendees include when the government funded and asked UQ to help research and create a vaccine for COVID-19. Once the research stage is completed, the federal government can implement solutions on a larger scale. Transportation of materials to construction sites will need to be changed in order to be more efficient. Currently, large trucks carry items in bulk to cities for new suburbs to be built. For efficiency, trucks can still be used; however, large recycled containers such as old shipping containers that may be used to construct the shelter can be filled with other recycled materials that are necessary to build the houses (for example shipping containers could be filled with pipes).

Once ecotowns have started to be created, the federal government can implement Stage 3. To change views on housing, media campaigns can be run. Furthermore, a national school program can be implemented with students being taught about sustainable housing and how these ecotowns are built. Classes would be interactive and would teach children about how cheaper, sustainable and practical housing can reduce homelessness. Once ecotowns have started to be built and the public are more aware about them, programs can also be created for the homeless. Similar to TAFE, the federal government could collaborate with NGO's and create a course where the homeless can gain skills constructing ecotowns and gaining employment. This will further decrease homelessness rates in our nation and allow for those who are homeless to build their own communities and use their skills to gain employment and eventually pay for their houses being provided for housing commissions.

This is a long-term solution. It will take many years before it can expand nationwide and will take many years to plan. However, some of our greatest projects and schemes, like the Bottles for Change scheme, took decades to become widespread. This will take time and effort however it will see our country become a leader in sustainable communities and reducing homelessness.



Life Around the College

by Marketing and Promotions Officer Rebecca Reis

Science in Action

Here at Brigidine College, we are very appreciative of the strong partnerships we have with industry professionals.

In April, the College welcomed Dr Stephen Snow and the research team from The University of Queensland (UQ) to facilitate an invaluable session on 'Study Fresh' for a select group of Year 9 students.

These students became 'engineers for the day' and created an indoor air quality detection device to test the air quality of their classroom by programming Raspberry Pis.

The Study Fresh research project aims to increase productivity in Queensland schools through ensuring the healthiest possible learning environment.

Throughout Term 2 in 2021, we will have access to six air detection devices at the College so that students can collect data for this project. Feedback about air quality will greatly benefit UQ and will be presented with their research to government.

Brigidine's National Champion



Congratulations to Marissa Hanlon, National Champion for U16 400m. Marissa also competed in the 200m and came away with a Silver Medal. In addition to this, she represented Queensland in two relays; coming 3rd (Bronze) in both the 4 x 100m and 4 x 200m.



Premiership Winners

Congratulations to the Brisbane Lions for winning the 2021 AFLW Grand Final! We are so proud of Alumnae Nat Grider (2017) and Emily Bates (2012).

Innovative Schools Winner

Brigidine College was announced as an Innovative School Winner for 2020 by The Educator. This is in recognition of our Compass Program. The program is both comprehensive in the important areas it targets and addresses some of the most neglected and misunderstood students in Australia's schools by providing unique opportunities for them to build their resilience as learners. The program also answers the call of several key reports (namely The Review to Achieve Educational Excellence in Australian Schools) by reducing the repetition of skills and content whilst increasing students' exposure to creative and critical thinking. We are honoured to receive this recognition.

Winner of 40 Under 40 Most Influential Asian-Australians

In 2020, Alumni Lyma Nguyen (Class of 1999) was awarded the Overall Winner of 40 Under 40 Most Influential Asian-Australians.

Born to a Vietnamese refugee family in an Indonesian refugee camp, Lyma, now a Human Rights Lawyer, grew up in Brisbane with a commitment to make her services available to those most in need.

Lyma has made an invaluable difference in her career and is truly inspirational. Her humble acceptance



speech can be viewed via the following link - <https://www.youtube.com/watch?v=jfvAFkb2MdA>

Staff Awards

Congratulations to Jordan Whitney who was presented with the 2020 Early Career Teacher of Excellence Award. Jordan is dedicated to her students and their learning. She allows students to feel heard as individuals. Jordan works collaboratively with all departments and can be relied upon to complete all tasks at the highest quality. She incorporates evidence-based study skills from the Learning Scientists to teach Middle School students effective ways to study and improve their outcomes.

Congratulations to Niesha Hart who was presented with the 2020 Teacher of Excellence Award. Niesha has made an invaluable difference to our College through her planning and preparation to extend students in Humanities, English and Religious Education. Niesha understands the importance of data to inform her decisions and classroom strategies. She also fosters the core Brigidine values.

Congratulations to Nicole Kapernick who was presented with the 2020 Kildare Ministries Award. This is in recognition of Nicole's outstanding contribution to building a community where all people are valued and where all creation is recognised as sacred, through consistently demonstrating the values of Compassion, Courage, Hope, Hospitality, Justice and Wonder.

The Student Environmental Leadership Network

by Year 11 students Charlotte Smith & Ella Watney

In 2020 we were fortunate to be successful applicants into the Brisbane City Council's Student Environmental Leadership Network. 2020 presented many challenges in our SELN journey, from not being able to attend meetings in City Hall to having to organise a project from home during online learning. Nevertheless, the challenges that initially blocked our vision for the year were able to shape our experience and eventually allow for huge personal growth during the SELN program. The BrigiGreen initiative that we developed through the SELN program aimed to improve biodiversity throughout the College via the implementation of native bee hotels, possum boxes and native plants that attract various types of wildlife to the College.

The native bee hotels were the first part of our project that we implemented. With the guidance of our two SELN leaders, Sharyn and Harriet, and the support of our Brigidine SELN facilitator, Mr Wilson, we developed a project and began to research significant stakeholders. Various emails were sent to the marketing, budgeting and maintenance teams to organise for the purchasing and placing of bee hotels in the College and, eventually, with a generous donation from the P&F Association (for which we are very grateful) and lots of help from the Maintenance team, the bee hotels were here! They are now the main attraction for native bees to lay their eggs.

Throughout this process we also placed an order for 100 free native plants through Brisbane City Council's Arbour Day initiative. These arrived in

November 2020 and have been a beautiful way to improve biodiversity and add some colour throughout the College.

After the bee hotels were introduced and the native plants ordered, we began to work with our Environment Club to build four possum boxes. This project required an after-school building session where we saw determination, drive and passion from the Environment Club members. There had been lots of sightings of possums in the College bins so, to create a more accommodating environment for the possums and to further encourage wildlife conservation and biodiversity throughout the College, we built and added homes for our possum friends as part of our SELN project.

To wrap up 2020, we attended an online SELN graduation ceremony. Mr Cahill presented us with certificates acknowledging our efforts and we were able to celebrate alongside SELN representatives from schools all over Brisbane. We were especially thankful that this graduation gave us the opportunity to express our gratitude to our support teacher, Mr Wilson, who dedicated so much time to helping us with our project, and our wonderful Environment Club who never stopped striving to make Brigidine a greener school throughout 2020, no matter what obstacles landed in their way.



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