

A lush forest scene with sunlight filtering through the trees and large ferns in the foreground. The sun is visible as a bright, hazy glow in the upper center, with rays of light streaming down through the dense canopy. Large, vibrant green ferns are prominent in the foreground, their fronds reaching upwards. The background is filled with tall, slender tree trunks and more foliage, creating a sense of depth and a serene, natural atmosphere.

The Bridge

Semester Two 2021



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At a time when many in the broader community are anxious and concerned about the future during a global pandemic, Brigidine College remains engaged and connected with all. While some of the ways we do things has changed, the strong links to all students, staff and families provide care and support.

Key aspects that continue to run true are the ways we continue to engage with our ethos and values, as well as the key ways our community promotes a culture of learning.

Justice and Democracy

The Brigidine Sisters said, "As women of the gospel, we are called to continue nourishing and developing a spirituality that is true to our heritage, faithful to the revelation of the Divine in Scripture, in the unfolding of creation, in human experience and grounded in the issues of today." They understand spirituality as:

- the energy that shapes us and moves us at the core of our being
- a movement that impels us to action
- the insistent call of a compassionate heart
- a movement toward being in right relations with the one sacred community of life
- a belief in the transforming power of compassionate justice
- the basis of life and culture

Just as the Sisters were called to serve by Bishop Delany, we are also called to act and serve others with compassion and love. As the College settles into its routine of school life, it is incumbent on us to seek out injustice and attempt to assist those in need. Just as Brigid stretched out her 'cloak' to all those in need, let us "enlarge the site of your tent and let the curtains of your habitation be stretched out: do not hold back; lengthen your cords and strengthen your stakes" Is. 54:2.

Whether through Catholic charities whose aim is to "reduce poverty, support families, and empower communities", or through direct action linked to social justice issues, all of us can improve the everyday lives of many by serving their needs with strength and gentleness.

Learning at Brigidine

For more than two hundred years, the belief that education has a fundamental role in spiritual, personal, social and intellectual development has engaged the imagination and energy of Brigidine women. This led to involvement in all levels of education, both in teaching and in administration – primary, secondary, tertiary, adult – in countries around the world.

Over recent years the face of teaching and learning in schools has changed dramatically. The 'digital age' unfolds and creates our everyday engagement and interactive connections to exchange ideas so that learning can evolve. Even devices have become the critical means for our students. I continue to be amazed and truly thankful that the teachers at Brigidine continue to change the face of teaching and learning in our classrooms.

Whilst learning is now interactive through a variety of digital and extension opportunities, we must also remember what truly leads to effective teaching and learning. As we strive to engage with the digital world, the relationships forged at school are the ones that can be directly linked to successful students and effective learning.

As many teachers can attest, a strong learning bond between students and their teachers provides those moments where transformation can take place. The understanding of the mathematical formula, the chemical reactions, the philosophy behind social justice, the ability to critique writings or the creation of a piece of art, are opportunities to share the gift of enlightenment. These can be the times when we understand that learning is for a lifetime.

Let's continue to forge those links that connect and bring us closer together through faith and learning, in *Strength and Gentleness*.

Just as the Sisters were called to serve by Bishop Delany, we are also called to act and serve others with compassion and love.



Peer Tutoring Enhances Learning Culture at Brigidine

by Program Leader Middle Years Niesha Hart

Support, encouragement, and the acquisition of 21st century skills are just a few of the benefits of Middle School Study Hall

On Thursday afternoons from 3:15-4:30pm, middle school students are encouraged to attend Middle School Study Hall to gain further assistance with their learning. Students in Years 11 and 12 volunteer their time as academic tutors for students in Years 7, 8, and 9. Together, these students of varying ages engage in a cooperative and collaborative approach to learning that can involve studying, revising learnt concepts taught in class, completing homework or assessment tasks. Although the peer tutoring program aims to improve middle years students' access to academic support, the social impacts of Middle School Study Hall are invaluable.

Learners develop their communication skills by attending Study Hall. The safe and comfortable environment promotes the sharing and discussion of knowledge about learning disciplines between students. Middle school learners become open to clarifying information, exchanging ideas, and asking questions about their work with supportive and older peers. Consequently, a constant state of open dialogue between two learners develops the interpersonal and soft skills of both the tutor and tutee, which are vital for young people entering into an adult world (Pendergast, Main & Bahr, 2020).

Interestingly, Middle School Study Hall provides a space for younger learners to develop confidence and optimism through social interactions with older peers. Senior tutors support the uncertainties their younger peers face, offering positive encouragement, feedback, advice, and approaches to learning that can help middle school students cope in challenging situations and develop resilience. Quiet conversations, scaffolding, peer-editing, and modelling are learnt strategies used by older students and have the potential to change a younger student's perception of how difficult a learning task is (Pendergast, Main & Bahr, 2020). As a result, the middle school learner's self-efficacy can be influenced by attending the Learning Enrichment Program and interacting with peers who cater to the individual needs of younger students.

By participating in Middle School Study Hall, both middle and senior years students are actively learning together and developing their 21st-century skills at the same time through open and effective communication, collaboration, and problem-solving challenging learning situations. Consequently, by attending Middle School Study Hall, our Brigidine learners are not only confident, supportive, resilient, and caring; but have an innate desire to see the potential success in one another.

Reference

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NAIDOC Day

by Deputy Principal Mission Andrew Beiers

As they prepared to engage in the Welcome Dance at Ambrose Treacy College's NAIDOC Mass, ochre paint was culturally applied by members of the dance team to each of the students.

Dean of Identity, Matt Warr, as well as First Nations' coordinators, Brett Greinke and Damien Zammit had invited Brigidine students to participate in sessions leading up to NAIDOC celebrations 2021. The students began the Ambrose Treacy Liturgy with the Welcome and the Mosquito Dances. Although our students were nervous, there was a real sense of pride in their participation with the community.

Later in the day, Year 12 Brigidine students, Charleston Eastment and Ellah-Louisa Cassady provided a First Nations' Quiz to Years 5 and 6 students. The students concluded the day with a BBQ and games.

For many years Brigidine College has been celebrating NAIDOC week with students learning about the significance of this day.

"NAIDOC invites the nation to embrace First Nations' cultural knowledge and understanding of Country as part of Australia's national heritage and equally respect the culture and values of Aboriginal peoples and Torres Strait Islanders as they do the cultures and values of all Australians" (National NAIDOC Secretariat, 2021).

NAIDOC reminds us of the wonderful contributions Aboriginal and Torres Strait Islander cultures have given to Australian heritage and culture. The NAIDOC 2021 theme, Heal Country, calls on us to continue to seek greater protections for our lands, waters, sacred sites and cultural heritage. As part of the Australian curriculum, we are reminded of many important historical and contemporary contributions to learning, science, horticulture, and spirituality. Our students develop their love and care for the environment through connections to First Nations' stewardship of lands, seas and waterways.

Later in the week, Ambrose Treacy and Brigidine students combined to explore the celebrations with our Year 7 cohort. Elder, Uncle Joe Kirk, along with Damien Zammit, Brett Greinke and graduate student Rhianna Patrick, delivered workshops about traditional medicine and foods, Torres Strait Islander cultural activities, cultural dance.

This year, we pay tribute to Ellah-Louisa Cassady and Charleston Eastment for their reflections on learning, teaching and partnering with Kildare Ministries organisations in cultural awareness, developing understanding, and ongoing reconciliation. This leads us to continue further cultural infusion; providing a full spectrum of Aboriginal and Torres Strait Islander incursions into our education; across our ministries.

The First Nations' Homework Club students collectively reflected on the day:

NAIDOC Week this year was a very historical, engaging, and inspirational event. The 2021 NAIDOC theme was **Heal Country**, calling Australians to care for the flora and fauna that Aboriginal and Torres Strait Islander peoples have protected for over 60,000 years.

Along with Ambrose Treacy College, we came together as an Aboriginal and Torres Strait community to educate, to teach and to lead the younger generations. NAIDOC Day consisted of traditional dancing, cultural activities and many more engaging activities that were operated by the First Nations' students along with the help of teachers.

Another event occurred later that week hosted by Brigidine College. We were extremely lucky to have the company of a well-respected and wise elder, who came to the College to openly share his knowledge with the Year 7 Brigidine students and the First Nations' students from both Brigidine and Ambrose Treacy Colleges.

Both days were extremely successful and powerful. Through teaching one generation they then understand the importance and values of the history, culture, achievements and the traditions of Aboriginal and Torres Strait Islander peoples.





Consent Education: Formation Program at Brigidine

by Deputy Principal Students Melinda Egan

In recent times, brave voices have raised Australia's consciousness about sexual violence, assault and harassment. We've seen the 'Me Too' movement gain momentum and make a difference; Grace Tame receive Australian of the Year in 2021, and Rosie Batty Australian of the Year in 2015; a spotlight on gender equality in parliaments; attention on sexual assault and harassment in the workplace; and online petitions initiated by school students. These events have set in motion an important and open discussion about consent education for adolescents, in both the home and school environment.

It is widely agreed that no matter a teenager's age, gender or sexuality, they need to know and understand boundaries, enabling them to respect themselves and others. Talking about consent regularly helps normalise it and encourages teenagers to experience healthy relationships as they journey into adulthood. With the best will, schools can assist with knowledge and understanding, but families play an integral role in equipping their children with the skills, knowledge and strategies that they need to negotiate relationships now, and into the future.

Consent is about people being comfortable with the relationship that they are engaging in and agree to what is happening. People have the right to stop physical touch at any time, and nobody should feel pressured, forced, or threatened to be involved. Consent is relevant to diverse gender identities and sexuality. Consent can also be considered in all types of relationships, including platonic friendships, in terms of seeking permission to physically touch another person. The idea of body sovereignty – being in control of what happens to one's body – is important for young people in childhood and as they progress into adolescence and adulthood.

The reality is that consent is more than just about sex. Other factors related to consent are identity, gender norms, healthy relationships, social media self-expression, sexualisation and objectification of women in the media, party-culture, peer pressure, amongst others. We all want to see young people have joy and love in their relationships – which is a good place to come from when speaking with children. That is, proactively educating them about what it means to connect with others from a place of responsibility; doing what is ethical,

legal and good; knowing what they want from a relationship; feeling trust and respect; being prepared and having self-determination about their experiences. Consent education is deliberate and part of an ongoing conversation with young people.

Our work in formation of young people at Brigidine is a significant part of an holistic education. Whilst we have a timetabled Formation Program, formation of the young person involves the whole experience of College life and beyond. At Brigidine, our College values inspire the education of young women to be courageous, compassionate and just.

Reflecting the values of the College, the explicit Formation Program educates our students about how to care for and respect one another. The Formation Program addresses the specific developmental needs of each year level to enable students to flourish as they progress from Years 7-12. Across all year levels of the Formation Program, there is a focus on four main elements: Self-Awareness, Positive Relationships, Growth Mindset and Student Agency. Without a strong sense of self, positive relationships, mental toughness, and engagement in College life, it is a challenge to fully engage and flourish.

These four aspects of formation are relevant to consent education. This year we have heard the active voices of our students about consent education, particularly the senior students. They have seen a need and initiated conversations with staff about how the Formation Program could be developed to include more specific references to information about healthy relationships and consent. Listening to their voices, either through the Sisters Inspiring Sisters group, or other meetings, the students have raised salient points about the experiences of young women today. Through these conversations, they were seeking agency about the topics covered in Formation classes and gave insight about the age-appropriateness of certain aspects of the topics. We recognise that the Formation Program is constantly evolving to meet the needs of where the students are at, and are impressed by the courage and compassion shown by the students in these conversations.

Various aspects of consent education are featured in the Formation Program, appropriate to stages of adolescent development, including: defining a healthy and respectful relationship; body sovereignty; changing friendships; effective communication; positive online behaviours and authentic online identity; positive body image; establishing personal boundaries and healthy emotional boundaries; social media and the law; pressures and influence of alcohol and drugs; sexual harassment, sexual violence and the law; and reporting and seeking help.



The Formation Program also integrates a range of guest speakers who inform students about aspects of consent from various perspectives, including our Adopt A Cop, Senior Sergeant Jacqui McLeod from the Queensland Police (pictured).

An important aspect of consent education is ongoing professional development of staff. It is important that staff are aware of the signs of sexual abuse and how to respond and report if information about a student is disclosed.

In terms of support structures for students at the College, there are a range of options depending on the need, including access to personal counsellors and student protection contacts. Families are encouraged to communicate any challenges students may be experiencing so that their needs can be accommodated and supported where required.

The growth and development of young people doesn't happen in isolation in schools. The approach at Brigidine is to work alongside parents, with the student's best interest at the centre of what we do. Recently, Brigidine and Ambrose Treacy College collaborated on a Consent Education Parent Information Evening. This featured guest speakers Jessica Laidlaw, Project Officer for the Inclusion Team within the Catholic Archdiocese of Brisbane; and Jane Hegerty, Social Worker from Zig Zag Young Women's Resource Centre. Parents were able to take away knowledge about the importance of consent education in the lives of young people; and confidence about normalising ongoing conversations about consent with their teenagers. Parents are encouraged to continue learning about consent education by accessing parent resources available on the College website.



Online, Self-Paced and Self-Managed Learning

by Assistant to the Principal Professional Teaching & Learning
Allison Johansen

Here at Brigidine College Indooroopilly (BCI), we are in the business of improving skillsets, be that for our students or staff. Our key belief is learning for life, promoting curiosity and wonder in all that we do. We actively promote wonder in our classrooms as we look for the beauty in everyday life. Sometimes it is the small things, such as a butterfly resting on a leaf, or the big things, such as learning a new skill after hours of practise! Wonder opens new opportunities.

We provide our staff with new opportunities through professional learning, the focus being the quality of teaching and the quality of leadership. To continue to value our educators' professional time, flexibility is required. The key to ensuring our professional learning experiences get maximum attention is the availability of professional development when teachers want it, and how they want it. Thus, we need to do it in a style that means it isn't rigid, concerned with time and place and face-to-face, and importantly, is sustainable.

Our revised model of professional learning addresses these concerns. We want our educators to feel they are supported when

they need it. Shawn Achor, the New York Times bestselling author of *Big Potential*, *The Happiness Advantage* and *Before Happiness* comments that, "Research shows that when people work with a positive mindset, performance on nearly every level; productivity, creativity, engagement improves...every business outcome shows improvement when the brain is positive" (2011). Thus, confirming our belief that teachers need support when they need it, and are therefore receptive to it.

To nurture positivity towards further learning, our professional development reflects what we conduct with our students – personalised learning. Our professional learning model focuses on the needs of the learner – the educator. Filmed professional learning modules means that it is accessible to everyone at a time that suits them, allowing the participant to be receptive to learning. It also allows for communication of key messages to staff returning from leave, those new to the College, and those wanting a recap – it is flexible and sustainable. Our focus is on sustainable innovation to support deep learning for the individual.



Feedback from teachers is overwhelmingly positive:

- 100% participation from staff at the College
- Voted 4.79 stars out of 5 regarding satisfaction
- Mel Armsden, English and Arts Teacher, states, "I found this a much better approach as we can work at our own pace and it isn't as overwhelming."
- Estelle Chapman, Teacher-Librarian, Religious Education and English Teacher reports, "It is good to be able to do a variety of short courses and fit it into a time that suits us. Content is interesting and varied with something relevant to all interests."
- Adam Juang, Curriculum Middle Leader Mathematics, reflects, "It is flexible, efficient and productive."

To be sustainable, the professional learning model is based on teachers sharing their professional learning with others. By giving teachers ownership of the professional learning, we are building teacher capacity, and promoting a culture of creative and innovative practice using the AITSL standards to guide professional development. It enables our educators to keep up with developments in research and professional knowledge and is intrinsically linked to our College's strategic plan and staff requirements. This, in turn, makes it more valuable and worthwhile to our staff. The message is clear, consistent, and concise.

Through the modules, educators engage in professional discussions with colleagues in an online forum directed at evaluating and improving professional knowledge and practice. This encourages the sharing of expertise and the building of staff efficacy (Lancer, 2015). Tools for participation and collaboration are required to create a new 'participatory culture' based on listening, reading, and reflecting. This participatory culture means educators focus on clear learning intentions and success criteria, record information sharing, as well as discussion and reflection through chat functions. Tools such

as these support the self-motivation of our teachers to engage with teachers across the campus. This connection helps build a strong sense of belonging at the College – supporting teacher wellbeing.

The professional learning model is also accessible to support staff, who are encouraged to present and undertake professional learning. All staff affiliated with the College have a role to support one another to improve students' outcomes. Simon Sinek's TED Talk on 'Why good leaders make you feel safe', comments that great leaders, "want to provide their people opportunity, education, discipline when necessary, build their self-confidence, give them the opportunity to try and fail, all so that they could achieve more than we could ever imagine for ourselves" (2014). By giving opportunities for growth, we can attain this culture.

Brigidine College's leadership style of practice embeds a healthy, well-balanced approach to learning. The focus is to ensure that staff are retained and flourish in our work environment. Our educators and support staff are role models for our next generation – we want our students to see the adults around them being flexible, loving learning and encouraging those around them – using new ways of learning and being supported to do so.

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A Career in the Arts

by (Acting) Damien Pastoral Leader Karen Schofield

I always loved music and was lucky to be born into a family that valued music and encouraged my involvement in it. My parents had vastly different musical tastes, my Dad was a huge fan of the bluegrass style of music (which is where my love for American group The Chicks previously known as the Dixie Chicks comes from); my mum loved musical theatre and opera, and although we never went to live shows, I grew up watching *Annie*, *Showboat*, *The Jolson Story* and *The Sound of Music*.

Despite my upbringing, neither my family nor I had the concept that one could work in the arts; certainly no idea that someone could make a career out of music. In fact, if you'd asked me before the age of about 15, I was going to be a Vet or a Scientist.

As it often goes, I met a teacher when I was 13. She highlighted an alternative pathway to me. She was an older woman who had spent her music career playing the oboe with the Sydney Symphony Orchestra. Until that moment, I had no idea that a career in an industry that some consider a hobby or passion was even a possibility, that this passion could turn into a career, into something that could pay the bills.

As we say, the rest is history. Here is a snapshot of my pre-Brigidine career.

I loved every moment of my professional performance career. But, like anything worth doing, it certainly had periods of great sacrifice and others of overwhelming beauty. I hope these moments that helped define my career might resonate with you; hopefully your journey will be a little easier once you leave the beautiful arms of your Brigidine sisters and mentors.

You are making your connections now. Right now the people that you go to school with, that you play sport with, that you work with or live next door to, they are your future colleagues. They may well be in the position to hire you in the future. My first 'big break' came from a woman with whom I had gone to school. She was the year above me at high school and had moved into a career in management. As it turns out, ten years later, Kate was working with the Melbourne Symphony Orchestra. They had a last-minute emergency where one of their flute players had to be replaced. As you can imagine, there was a list a mile long of casual flute players, but Kate saw my name and remembered me from high school. It was a changing moment in

my career as following that, I was continuously booked, gaining me the essential experience to move into my own tenured orchestral job a few years later. Kate had said that she remembered that I was always well-prepared and a nice person. This moment never lost its impact on me. People will remember you. They will remember how you behave, and they will remember how you make them feel. Your connections right now are more important than you might think.

You are making your connections now. Right now. The people that you go to school with, that you play sport with, that you work with or live next door to, they are your future colleagues.

Something else that has always held true for me is that if you find something you love, something that you can lose hours in without even realising, that you find yourself turning to in the happiest and the most grief-stricken moments of your life, choose to do that. It may not guarantee you a life without angst, but it will ensure that you will spend vast amounts of your time doing something that you 'are called' to do no matter how insignificant or unrealistic you think pursuing it may be.

Every artist or athlete I have known has been told they will not 'make it' at some point. Much of that advice is out of love and concern for you and your future; your future is unknown. You are unique. What you have to offer the world has not been seen before. In the constantly changing and evolving world that faces you, the needs, wants, tastes, trends and jobs that will be in the future cannot even be imagined right now. Your path is limited only by your imagination and a concept of how your career may look.

Having said that, if you follow your passion, or you have visions that are yet to become a reality or even a possibility in the future, you will need to make sacrifices. You will miss parties. You will spend hours (before and after school) training, rehearsing and practicing. You will miss countless weddings, birthday parties and functions these always occur on the weekends and evenings. In following a career in the arts, you will often be either working or rehearsing at those times. And at this stage of your life, you will feel like you are missing out on teenage fun. But the trade-off will be significant. I promise you.

I found what I loved around Year 11; I followed my dreams. I chose to follow a path that no one, including my parents, really thought was viable. I found something I loved, and in my previous teacher, I had found the inspiration, the vision and the path to follow and then I kept looking for the next teacher that would help shape my craft and career. Since leaving school, my performance career has taken me around the world and enriched my life more than I could

have imagined.

I have played in the most incredible and the most bizarre venues; the oldest mine shafts in Bendigo, Australia (because the acoustics are so unique!), the top of mountains in Banff, Canada, in the concert halls of Europe, and our beautiful concert halls and opera houses in Australia. I have worked with inspirational and exceptional artists whose craft and artistry transcend language, nationality, and race. To name just a few, people like Placido Domingo from The Three Tenors, Guy Sebastian, Andrea Bocelli, Ben Lee, Kate Ceberano, the Bolshoi Ballet, The Whitlams, and Tim Minchin.



I am humbled to have been part of what felt like defining moments in history: the premiere of Brett Dean's 'Fire Music' with the Australian Ballet was a reflection of and in memory of the catastrophic Black Saturday bushfires of 2009; the first Australian staging of Wagner's 'Ring Cycle' (the World Cup of Opera); and the premiere of Christopher Wheeldon's score to the 'Alice's Adventures in Wonderland' ballet, now performed to critical acclaim all over the world.

Every performance season or gig made up tenfold for every party I ever missed. What became apparent to me through this period was that art and artists have a unique role in our society. The Arts document, record, express and reflect upon events and Societies in a way that no other method can. At times, art alludes to the future. It inspires, warns, celebrates, and questions society and holds us accountable, as well as providing humans with a means in which to express notions that may be inexpressible in other forms. Every piece of dance, visual art, music, drama, or film is a thread that binds, informs, and creates intricate layers that reflect on, represent, and shape the context in which it is made. The best thing about this is that everyone in society contributes, whether you are a performer or not. The inclusivity of art is unparalleled.

If you decide to pursue a profession in the Arts, I have some sage advice for you. Make your education, qualifications, and practice of your skill of paramount importance. Research

shows that careers in the performing arts and most other fields are unlikely to span decades as your parents' careers may have done. Be prepared to step sideways and consider paths that complement your skills. Ensure that you are qualified so that you have choices about where and with whom you work. If COVID-19 has taught us anything, it is that things can change,



dramatically! Careers in the performing arts, like those of athletes, can be short. You need a plan for your future. For me, that meant ensuring that throughout my performance career, I researched, taught, and lectured in music – which was easy to do because I love looking at all how music enriches and informs our world, how it underpins identity both on individual and collective levels. I now feel privileged to have the opportunity to share my love with you.

Finally, be brave. And by that, I mean ask for help and advice. I have never been the cleverest person in any room, but I asked for help. People are inherently generous. Asking those who you admire about how they do things has the benefit of guaranteeing that their skills continue to assist everyone, as well as ensuring that people are celebrated for their unique gifts; not just your teachers, but everyone in your circle. When I have been stuck with grammatical concerns, Mr Robinson has offered endless help, and when I have needed tech advice, Sophia Lush gave up her study period. Every teacher and student at Brigidine has been generous beyond measure with their time, expertise, and spirit. This spirit permeates through the entire Brigidine cohort. I see daily acts from the student body of generosity, grace, and selflessness. My wish for you is that you experience the same everywhere you go in the future, and if you don't, please make your mark by ensuring people feel that spirit everywhere you go.

Gate to Gate

by Year 11 student Madison Ellice

At the end of Term 2, Brigidine held its inaugural Gate to Gate competition. The aim of Gate to Gate is to encourage participation, and not just amongst the runners. We ran from the Marian Centre, through Delany and finished at the Holy Lawn. We were so pleased and proud to see many students give it a go, running for fun and House points.

As a new initiative, the event was a huge success, with over four races in each of the heats. The runners gave it their all - it was amazing to see! However, it is not just about the runners, the support from spectators was amazing as well! There was a huge turnout for the final race, with music playing and runners from earlier heats staying around to support. It created such an absolutely amazing atmosphere and was exactly what we aimed to achieve.

Congratulations to the following competitors: Zaria Fetineiai (3rd, Year 12), Josie Riddell (2nd, Year 11), and Bridie Ellice (1st, Year 9). Many thanks to former Director of Sports, Ms David, and Sports Aide, Ms Cuthbert for supporting the event and



putting the initiative into action. Additionally, the event would not have taken place without the help from the Gate to Gate Committee, involving students from Years 9-12. Thank you everyone for all your hard work and support. As always, well done Brigidine: we can't wait for next year's Gate to Gate!





The Culture of Growth

by former Director of Sport Laura David & Sports/HPE Aide Rebecca Cuthbert

Annually as senior students complete their schooling journey, they intend to leave a legacy for future students. Over the past five years, the legacy of the development of culture within Brigidine College sport has been the focal point of Sports Captains, Ambassadors and the wider sporting community. This growth culture has been driven by senior students year-on-year. It is exciting to see so many young women displaying the confidence, courage, and resilience to take their first steps into a new sport or do their best for themselves and their teammates in their chosen sport.

At Brigidine College, the culture of humility, resilience, support, hard work, and enjoyment speaks to the place currently held by sport in the College ecosystem. At Brigidine, the identity of community is intertwined with sport and goes to the larger purpose of an individual, team or sport. This community has been built from an acceptance and understanding of our Brigidine way of life. With the development of culture and the anecdotes from students regarding their engagement with College sports, there is an appetite to look and feel connected to something bigger than themselves.

The Brigidine College Sports staff have listened to these anecdotes, identified key trends in sport at Brigidine College, and understood the power of women's sport pathways, athlete mentors and opportunities in various sporting fields. The focus on holistic health has been front of mind with the Gut Health and Fatigue Management presentation by Alexandra Lindeberg, as well as opportunities to meet elite and notable female athletes, including Ash Barty, Mel Jones, Ellyse Perry (2019), Maddie Groves, Jamie Howell, Daisy Richardson (2020), Nat Grider (2017), Emily Bates and Emma Zielke (2021).

The Sports Department has seen the upgrade of new, contemporary competition uniforms. Professional photos and video content showcase our sporting community and reflect on the fantastic work done on and off the field by our students, as well as the addition of female athlete coaches in our programs through Emily Krummel (Swimming), Emma Zielke (AFL) and Holly Class-Auliff (Rugby 7s).

In late 2020, a group of students approached the Sports Department with a fresh idea to embed community culture into Brigidine sport. This

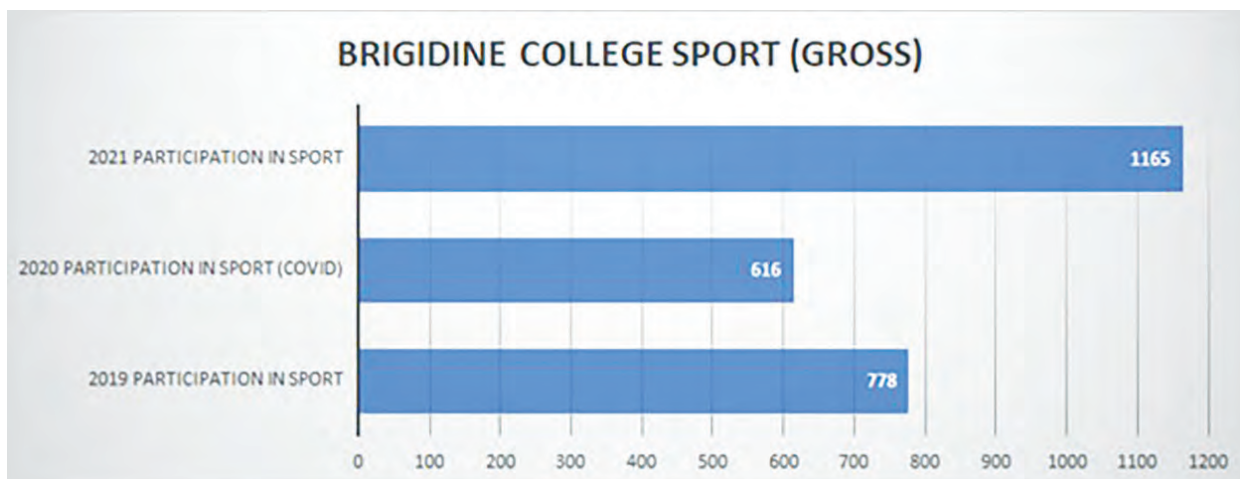


Figure 1

event is inclusive of all students regardless of ability and is named Gate to Gate. The race is from the Marian Centre driveway/gate, around the corner of Fairley/Ward Streets, and looped back into the College via the Ward Street gate, past the Holy Lawn, and the finish line being the Fairley Street main gate. The inaugural event was a huge success, driven by the student project team, the Gate to Gate committee. It is another brilliant example of the development of Brigidine sporting culture by students and staff.

Over the past three years, participation in sport has grown in large numbers across all sports. From 2019 to 2021 there has been a 49.7% increase in overall participation. This reflects the positive development of sporting culture at the College, driven by students, for future students. The opportunities offered to students are done, in the hope, that they learn resilience, hard work, a growth mindset and empowerment of themselves and others. Opportunities for Brigidine students include playing, officiating, coaching and working in project groups; all active roles women in sport occupy within the private and public sports sector.

The Sports Department aims to continue to develop the culture to enrich students' lives through sport for years to come. Our focus is on purposeful connection, continued development of the community and operating daily with integrity. These are critical to ensure the focus is culture-based first and results-based second.

“The standard you walk past is the standard you accept.”



Gut Health and Fatigue

by Sports Captain Zaria Fetineiai

On 14 June, Alexandra Lindeberg, Nutritionist and Director of Inside Out, The Essence to Health, visited Brigidine College to present her clinic about Gut Health and Fatigue Management.



Lindeberg (pictured) presented many insightful findings about the relationship between gut health and the cause of exhaustion. She listed foods that cause fatigue and exhaustion; and provided alternatives which uplift the digestive system and prevent these symptoms.

The clinic also included a range of exercises for students to practice that allow proper digestion, activation of the vagus nerve and the parasympathetic nervous system. Other

than addition to learning about managing diet, students learnt about alternate factors that cause fatigue, including lifestyle aspects regarding exercise, sleep, consumption of micronutrients, and mental health.

Ms Lindeberg noted the importance of the close connection between the body's response to different foods and our energy levels throughout the day. We learnt that feeding your gut specific foods that are high in nutrients such as microbiome fructans, igosaccharides, omega-3, polyphenols and tryptophan will improve the friendly gut bacteria to improve your mood, focus and energy.

A few tips from her presentation included:

- students practicing breathing exercises to improve digestion
- adding foods high in nutrients into your diet to improve brain function, and
- improving lifestyle choices such as sleep and physical exercise to prevent fatigue and exhaustion.

High Performers

As part of the Catholic Schoolgirls' Sporting Association (CaSSSA) strategic vision, 2021 saw the inaugural CaSSSA High Performance Camp offered to up-and-coming sporting stars across each of the CaSSSA Schools.

The CaSSSA High Performance Camp was held at the end of Term 3 at the Gold Coast Performance Centre and offered students access to support, knowledge and guidance to assist in pursuing their sporting goals and enabling them to reach their potential. Brigidine College athletes Madison Ellice (incoming Sports Captain), Marissa Hanlon and Monique Hanlon represented the College at the Camp.

Madison, Marissa and Monique describe their experience: "At the end of Term 3, we attended the CaSSSA High Performance Camp at the Gold Coast Sports Centre at Runaway Bay. We were all very excited; the itinerary that we were given outlined the big three days ahead. The camp wasn't necessarily based on performance and training, rather, it focused on educating us about women in sport and how to keep ourselves healthy including talks surrounding diets, menstruation, and job opportunities for women in the sporting industry.

We also participated in sessions about proper technique for our individual sports, as well as gym sessions. We heard from both Olympic and Australian athletes who shared their knowledge and experience. We made lots of new friends and memories and learnt so much about developing ourselves as athletes and people. Whilst staying in cabins with students from other CaSSSA schools, we bonded with people who had similar interests to us. We would 100% recommend this camp to anyone looking to develop their skills and knowledge of sport and female health."





Sisters Inspiring Sisters (SIS)

by Year 11 student Samantha Lane

Sisters Inspiring Sisters is a group created by the 2021 College Captains which focuses on building the sisterhood and community spirit at Brigidine. As a group of students from various year levels, we meet weekly to brainstorm initiatives that will encourage students to engage positively in College events and activities, and build a sense of belonging and purpose for members of our community. This group aims to provide an opportunity for all students to be active voices of change. It is a safe and welcoming environment that allows students to collaborate, brainstorm and develop leadership skills. It is a great opportunity to be surrounded by like-minded, inspiring women of the future.

This year we have focussed on topics such as consent, healthy relationships, and College spirit. Some initiatives that we have planned include an Advice Night, where a group of senior students talk to students in other year levels about important topics. These may include topics such as wellbeing, friendships, and general school stressors. Additionally, we held



a Year 9 Picnic Lunch, at which students were encouraged to talk to new people and write an affirmation for that person. This helped to create and strengthen connections within the year group. We are so excited to continue to grow this initiative and put into action more activities that build our 'sisterhood' at the College next year and into the future.



How to learn a language faster

by Curriculum Leader Languages Catherine de Vos

My son has never learnt grammar. He makes many mistakes when speaking English. This is not related to my speaking to him primarily in French. In fact, some of his errors are linguistically very advanced. For instance, at four years of age, he has worked out that the rule for making verbs into the past tense in English is to add “-ed” to the end of the verb; only he has not yet learnt the exceptions to the rule, resulting in words such as “go-ed, fly-ed, eat-ed” and so on. Interestingly, when given the option: “is it go-ed or went?”; he will choose the correct answer, yet he continues to make these errors. He is not bothered by his mistakes, and he achieves his communication goal. What this means is that he is constantly producing a large quantity of language, implicitly incorporating grammatical structures that he has heard into his speech.

In a traditional adolescent language classroom, students are taught vocabulary and grammar explicitly. When asked questions to test their understanding, only a few might put up their hands to answer. The rest remain silent, afraid of getting the answer wrong, or concerned about what their teacher and peers might think. These students will not produce enough language and errors to receive valuable feedback and improve their fluency.

If you look in the classroom of our Year 7 and 8 French students, you will see the teacher gesturing words. Students are asked to choral along, using the gestures as cues so that every word spoken in the target language is also spoken by the students. The expectation is set that any

time a student wants a response to a question, it is asked in the target language – even going to the bathroom. The teacher supports the students with gestures where necessary. In this model, students acquire the target language implicitly through constant input and output before learning the accompanying grammatical rules in context. They gain confidence through constantly communicating in the target language, and are helped, rather than hindered, by their peers to produce utterances that will convey meaning. In short, the language is necessary to communicate and therefore students work together to learn and use it, as they know they cannot communicate without it.

There exists a false preconception that it is only those people who are ‘academic’ who can succeed in learning a second or third language. In reality, strong, academic students will learn all the grammatical rules, but this doesn’t necessarily translate to fluency (Poole, 2020). Indeed, many students gain more fluency because they learn more like a child: their primary goal is to communicate. These students are not afraid to make mistakes, but instead, recognise them as a necessary part of learning.

The lesson we can all learn from my four-year-old is this: the more mistakes you make in the classroom, the faster you learn!

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Connecting to the Real World through Technology

by Japanese Teacher Yoshiko Steven

Since the COVID-19 pandemic hit in March 2020, Brigidine College has unfortunately been unable to participate in traditional Japanese exchange programs. The College has two sister schools in Tokyo and Kanagawa prefectures, and we have various student exchange programs including a biennial trip to Japan.

In mid-2020, Mrs Ukon from Otsuma-Tama school in Tokyo approached us to start an online exchange program. Thanks to modern technology, the Years 10 and 12 students met with their Japanese counterparts on Zoom five times during Terms 3 and 4. We introduced each other using the target languages and asked and answered questions in Japanese and English. These lessons brought us a lot of success. The students from both schools enjoyed the interactions and were able to experience the real world in an in-class setting.

This program was highly acknowledged by the Ministry of Education, Culture, Sports, Science and Technology in Japan, including being highlighted on their website. This year, Mrs Ukon and I have extended the program by creating an academic cocurricular group to enable students to meet more regularly after school. 15 Year 11 and 12 Japanese students in this group met

using Zoom, showing each other our school campuses and discussing different topics as whole groups, break-out groups and individually. In August, we also started an individual E-pal program to enable students to interact more socially and improve their target language in a more realistic setting.

Recently, a high school teacher from Kamakura Women's University also approached us to start another online exchange program. It is hoped that the current Year 9 and 10 students will have an opportunity to enjoy this program.

We are uncertain as to when we can recommence our traditional exchange programs; however, in the meantime, with COVID-19, we can still meet, talk, and experience different cultures using internet technology.

Some Year 12 students offered the following reflections:

"iiTomo Club has been lots of fun. I have really enjoyed talking to different students of my age and learn about school life and Japanese culture. Talking to the students has given me confidence and improved my Japanese speaking."

(Ella John, Year 12)



of Japanese culture - particularly the operation of high schools. I have enjoyed engaging in school tours with the Otsuma-Tama students, learning more about their studies and school traditions while showing aspects of Brigidine. This exchange has been incredibly helpful in assisting with external exam preparation and providing additional insight into a range of assessment topics, such as future plans. Overall, the iiTomo Exchange Program has been a highly valuable experience."

(Ella Duffield, Year 12)

"The iiTomo Program was very enjoyable as it allowed me to meet many new people and talk about our hobbies and interests such as listening to music and reading. Through this program, I was able to improve my Japanese speaking skills and familiarise myself with casual conversation in Japanese, which was beneficial for excelling in my Japanese assessments. I was also exposed to Japanese culture and school life, finding many similarities and differences. I would definitely recommend any students doing Japanese to join this program!"

(Kristina Ly, Year 12)

"The iiTomo Exchange Program has been a fantastic opportunity to further my Japanese language skills whilst developing my knowledge

"I found the iiTomo Exchange Program with Otsuma-Tama, our sister school in Japan, fun and useful. We conversed with the Japanese students over Zoom and found out about how they are dealing with COVID-19 in Japan. We also had a virtual tour of the school, and it was interesting to see the differences between Australian and Japanese schools."

(Kim Dinh, Year 12)

"The online exchange with Otsuma-Tama High School was a very good experience. I really liked interacting with other students in Japanese and I feel like my conversational Japanese has improved. It was interesting to learn about another culture."

(Aimee Dunn, Year 12)





Language Means Leadership

by Year 12 student Elise Duval

We live in a global society, making languages very powerful. When we learn another language, we are learning so much more than how to speak. We are learning how to understand how someone else thinks. This understanding creates human connection, so we create allies rather than enemies. There are so many wars happening around the world because we don't understand each other. So many conflicts could be solved through the skills of being bilingual and culturally aware. Understanding can make a significant difference to real issues. The world is expanding its imports and exports, and, for the future, we need to be able to communicate with other countries to improve our laws, communication, and trade. The use of multiple languages in parliament can give a sense of unity, and create internationally-minded leaders, with the courage to care.

Not only does bilingualism improve diplomatic communications, but it also improves medical services. Could you imagine if all our doctors and nurses knew more than one language? Bilingualism can save lives! We have our general emergency routines such as DRSABCD and COWS but how are they useful if the person in need can't respond because they don't understand? Having bilingual medical professionals would provide proper health care and save many lives.

The language we grow up with and the language we speak affects the way we think. Many languages have grammatical genders where nouns are assigned a gender and these genders differ between languages. For example, the sun is feminine in German but masculine in Spanish and for the moon, it's the reverse. This categorising of nouns into genders has consequences in the way speakers of these languages think. If you ask German and Spanish speakers to describe a bridge, Germans are more likely to say it's elegant or beautiful, while the Spanish say it's strong. We even get different interactions in languages, such as English, where sentences are structured in a way that blames a person. For example, if someone accidentally knocks over a vase, in English we say, "he broke the vase"; however, in Spanish they would say, "the vase broke". This shows how people who speak different languages will pay attention to different things depending on what their language requires them to do. English speakers remember who broke the vase, while Spanish speakers remember that it was an accident. Two people can watch the same event and reach two different conclusions purely because of the language they speak. Our language gives us one perspective of the world but learning another can give us multiple perspectives.



Archbishop Coleridge conducted the entire Mass in French

Languages grow your creativity, innovation, communication, and social skills and give you the skills to be a critical thinker. What if you want to go on exchange? It's a valuable learning experience which you probably couldn't have without language, and travelling gives you a broader perspective of the world. What if you want to study outside of Australia or don't want to go to university here? For example, say you get offered an internship overseas but can't take it. Maybe you want to be an engineer. What if you got offered an engineering job in Germany, one of the engineering capitals of the world? But again, you don't speak German and, more broadly, you don't speak the languages of the neighbouring countries. The Department of Foreign Affairs won't hire you unless you at least know one other language. These are just a few examples on the world of opportunities future workforces will miss out on without being bilingual. Knowing more than one language will be what sets you apart from the crowd and opens new job opportunities.

At Brigidine, Year 12 French students were offered the amazing opportunity in July to attend a Bastille Day Mass, conducted entirely in French, at St John Fisher College. The Mass provided an immersive learning experience for all students in the school, especially for those learning French and Religious Education through French. This enriching experience highlighted the importance of celebrating languages and culture within a school community, in preparation for integrating into the global society in which we live.

Archbishop Mark Coleridge who officiated the Mass speaks fluent Italian, French, Latin and German, despite being born in Adelaide.

He said that, when he was growing up, many questioned his choice of studying French, saying he would never use it. He proved them wrong, as languages have become a significant part of his life. Archbishop Coleridge told the community that learning languages has in fact been the most useful thing he has ever done as they have provided him with so many opportunities. He explained that learning a language will take you places literally and figuratively. Not only will it develop your cultural understanding, but your skills in your native language as well.

Language is something we depend upon as it is essential for communicating. It does not matter whether it is your body language or the language we speak, language is the most important tool we use to get our message across, whatever that may be. We no longer die in the city we were born in. We need to be thinking outside of what is in front of us. We need to broaden our perspectives, gain insights into cultures and have growth in our workforces, all of which are achieved by being bilingual. We live in an era when it has never been easier to teach yourself a language. So why not use that to your advantage? Language can be a barrier stopping you from everything, but if you take the time and put in the effort, nothing will stop you, and you can do anything. Being bilingual is essential to our futures.



We were treated to a delicious French-themed Morning Tea following Mass



Companions on the Journey

by Study Supervisor Helen Jeffcoat and Deputy Principal Mission Andrew Beiers

'How many orders?' The answer was 554 orders for our Easter 'Eggs on Legs' fundraiser. The previous year there had been 350 orders, so this increase was a testament to promotion by the St Vincent de Paul group (Vinnies) and enthusiastic take-up by students and staff.

and help those less fortunate than themselves. My favourite event this year has been 'Eggs on Legs'. When delivering the eggs to students, the smiles on their faces make my day, and we raise a lot of money for Vinnies."

(Amy Manthey, Year 11)

What does an 'order' mean? Online orders are placed for a bag of easter eggs to be delivered to yourself, a friend, or a teacher. During the last week of Term 1, just before Easter, the decorated bag is delivered during Home Room to the recipient. The Vinnies group make the bags and fill them with a selection of Easter eggs. Through the sale of these eggs, generous donations and sponsorship enable the Vinnies group to raise valuable funds for the St Vincent de Paul Society.

In Term 2, we held our Winter Grocery Appeal. This year we invited the President of the St Mary of the Cross Conference at Inala, Mrs Monica Tupicoff, to be our guest speaker as we prepared for the appeal. Helpfully, she provided a list of the most useful and needed grocery items. Students and families were very generous, and every Home Room filled (at least one) box with donations.

The bags are decorated during lunchtime meetings. It is peaceful, creative work and is open to participation from all year groups. It took many helpers over six break times to complete the bags ready for delivery. There is also considerable competition in the design of the bags by popular choice and, for the second year running, Indiana Tichon won best 'Eggs on Legs' paper bag design.

"Vinnies is such a great opportunity for all students at Brigidine to get involved in service





This year the Vinnies students and staff delivered the donations during the Semester break. It was a testament to the students' commitment that the team volunteered their time during the holidays. As well as unloading the groceries at Inala, we also visited some Vinnies shops along the way, finishing at their distribution warehouse to witness the work of St Vincent de Paul in our own neighbourhood. At St Vincent de Paul in Oxley, which has the second-highest turnover of any Vinnies shop in Brisbane, we met the volunteers on duty and heard about their work.

"Vinnies is an integral part of my Brigidine life, and it offers many opportunities to show support and love to our community. Our Vinnies 'road trip' opened my eyes to the ways that people give themselves to others so wholeheartedly, and how we can do the same for each other at Brigidine."

(Alice Conway, Year 11)

"I loved collaborating with the students this year, especially as we share similar values and are enthusiastic about Vinnies. Our Vinnies 'road trip' furthered our understanding of what Vinnies really is and how we, as a College, can help those less fortunate. It was fun going to the op shops, where we met volunteers and managers, delivered the Winter Appeal groceries and we did it all together! It was one of the best days of the holidays! I do like school, but really, it is groups like Vinnies that make going to Brigidine really special and meaningful."

(Hannah Loli, Year 11)

At the Family Centre, the students unloaded the groceries and helped the volunteers to repack them into family bundles. It was an eye-opener for the students to see how many boxes

the centre needs and to hear about the number of families that benefit each week. Most of the volunteers were retirees and they welcomed our young crowd. It showed the students that volunteering can be a lifelong experience. The Vinnies Family Centre has a specialist energy bill debt counsellor, and the students came to understand how debts can take up so much of a family's income. The Centre does a lot of work helping families with energy bills, arranging payment plans and amnesties. Students listened carefully and respectfully; it was a sober group on the bus as we drove away.

At the Vinnies distribution warehouse in Sumner Park, the manager explained how they sort, clean, price and distribute donations across South-East Queensland. This showed the students what a large and vibrant organisation Vinnies is, and the opportunities there are for helping. The students enjoyed shopping at Vinnies locations it fits with the sustainable fashion topic covered in Technologies and also with the Environment Club.

"My favourite activity was visiting different Vinnies shops and getting a tour of their warehouse. Also, Mrs Jeffcoat scored a great red jacket, and I bought a pair of paisley Vans. They





were so terrific that I put them on right away and wore them home!" (Amy Manthey, Year 11)

Early in Term 3, we received a letter from Vinnies in Inala thanking us for the groceries and for the visit. Mrs Tupicoff thanked us for the means to help their companions who come to them for assistance. Not clients, not the needy, not the poor, but companions. The concept that we are all on a journey and that we are all one people was sinking in. Then a student said that it was like the hymn they sang at the recent Year 9 class Mass. It was indeed.

We are companions on the journey,
Breaking bread and sharing life;
And in the love we bear is the hope we share
for we believe in the love of our God,
We believe in the love of our God.

As Mission Ambassador Isabella Laurens commented, this hymn is based on Micah 6:8:

"He has shown you, O mortal, what is good.
And what does the Lord require of you?
To act justly and to love mercy
and to walk humbly with your God."

So that is what we are in Vinnies, humble companions working together. All are welcome.

"Vinnies at Brigidine embeds a pattern of service, fun and leadership for ALL who are



involved. Being part of Vinnies ensures that every student who wishes to offer her gifts and graces to neighbours near or far can do so."

(Ms Jenny McNaught, Teacher)

"Vinnies at Brigidine has opened my eyes and enriched my days at school, there isn't any other way I'd rather spend my lunchtimes. It has created a lifelong connection to my community, teaching me how we can support our companions who might be doing it tough, and how we can all walk the journey together. Our Winter Appeal was such a success, where students and their families gave generously without hesitation – demonstrating our shared drive to give and serve our companions and offer them the same dignity that is known to us."

(Alice Conway, Year 11)





Caitlin Gabbett (Year 10) - Fauna category 1st Place

The Nature Photography Competition

by Year 10 student Indiana Tichon

As a passionate wildlife enthusiast, in 2020 I became involved in Australia Zoo's Youth Ambassador Program as a Visionary Wildlife Warrior. As part of the program, I complete conservation missions and raise funds for conservation.

I have always had a deep love and appreciation for the Earth and photography is a budding passion of mine. From this passion came the idea to run a nature photography competition involving students from multiple girls' schools in Brisbane. However, I quickly realised the competition would also be a women's empowerment initiative. I listened to Robert Irwin – the competition judge and multi-award-winning photographer for Australian Geographic and The National History Museum – discussing how there was a lack of women in the field of photography, so I felt compelled to change this.



Indiana pictured with Robert, Terri, Bindi Irwin and Chandler Powell

Maddison Finlay (Year 12) - Flora category 1st Place



The competition was an incredible success; I was very impressed with the quality of photographs submitted.

The competition raised \$571.55 and these vital funds will go towards Wildlife Warrior's conservation projects including Africa's all-female anti-poaching unit, research on whale and grey nurse sharks, saving tigers in Sumatra, creating peace between elephants and farmers in Cambodia and, of course, croc research!

Alexandra John (Year 8) - Landscape category 1st Place (cover image)



Amy Frazer (Year 10) - Funny Pet category 1st Place





Our Common Home: Environment Day 2021

by Study Supervisor Helen Jeffcoat

Humanity still has the ability to work together in building our common home. A true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor.
Pope Francis, Laudato Si, 2019

Concern for and understanding of our responsibility towards the environment starts early. If you comprehend as a child that it is everyone's responsibility to care for our planet then, as an adult, it is part of your way of life. You don't just toss rubbish around, you use reusable containers, you reduce packaging, and you make responsible clothing choices. These ideas are explored at Environment Club meetings each Friday lunchtime.

The event that brings these concerns before the whole school is Environment Day which was held on 4 June. Club members chose stall ideas such as endangered animals and cloth bags. The stalls were fun, interesting, and engaged many students.

Endangered Animals

During Environment Day planning meetings, students made a display featuring endangered animals. The plan was to make a poster with a picture of the animal and a caption explaining why it was endangered. The connection became obvious, all these animals – large and small, from the black rhino to the leatherback turtle and the orange-bellied parrot – are battling extinction due to the actions of humans. Students explained that shrinking environments, poaching, rubbish in the water, overfishing are quickly and quietly pushing some species to the verge of extinction. These sorts of activities provide students the opportunity to apply skills from academic subjects such as Art and English, to real-life applications.

We have only one heart, and the same wretchedness which leads us to mistreat an animal will not be long in showing itself in our relationships with other people. Every act of cruelty towards any creature is contrary to human dignity.

Pope Francis, Laudato Si, 2019

Bag it and Bin it

Every time you see rubbish on the ground you think, “Why didn’t it get put in the bin?” We wondered what students thought could be the solution to this problem. At the start of 2021, Mr Cahill announced an initiative to reduce rubbish around the school. For a fortnight at lunchtime, he tasked year groups with collecting rubbish around the campus and binning it. Students did not like doing this, but it certainly brought home the fact that they wouldn’t have to do it if all students put their rubbish in the bins all the time. After the fortnight, the grounds were noticeably cleaner.

For Environment Day, the Environment Club conducted a survey. The survey had six humorous questions. Though amusing, the aim was to reinforce the use of different bins and to encourage rubbish-reducing behaviour. There was also a space for students’ thoughts on new ways to reduce rubbish around the school.

Out of the 147 survey responses:

- 25 wanted more bins and specified that they should be placed next to where students eat. They pointed out that bins hidden in discrete locations were “too much trouble to use”.
- 13 asked for compost facilities at school.
- 36 said “just pick it up”.
- Six suggested taking responsibility for cleaning up your area at the end of lunch, whether it was your own rubbish or not.
- Five praised Mr Cahill’s rubbish blitz and suggested he do it again.

There were also many comments about food containers:

- 65 said “bring your own reusable containers”.
- Seven said “ban all plastic containers from school”.
- Three said “buy less from the tuck shop” and nine wanted a “nude food” day.



Students received a cloth bag for completing the survey – designed to discourage single-use plastic bags. The bags were made by St Vincent de Paul group members out of donated fabric. No two bags were the same and all had a scrap of uniform material incorporated in them, so they were truly ‘Brigidine Bags’. The message is:

***Use the bins,
Reduce rubbish and
Recycle when you can!***

We must regain the conviction that we need one another, that we have a shared responsibility for others and the world, and that being good and decent are worth it.

Pope Francis, Laudato Si, 2019





Coffee with Mel Andreatta

by Marketing and Promotions Officer Rebecca Reis

It was wonderful to catch up with alumna Mel Andreatta (graduate 1996) who is the Assistant Coach for the Matildas Senior Women's National Football team.

Q - What activities were you involved in when at Brigidine?

A - I was involved in as many activities as possible! Futsal was massive, as was the 11 aside game! Our cohort led the way with Football being a sport of passion at Brigidine. We loved it and took every opportunity to play. I also played Touch Football and Cricket. I would represent the College at any opportunity possible.

Q - What has life been like since graduating?

A - I studied PE teaching and taught for 21 years. I also still play Football and am now proudly the Assistant Coach for the Matildas Senior Women's National Football team.

Q - Favourite memory of life at Brigidine?

A - My fondest memory was perhaps getting up to some mischief at lunchtime (sorry to my teachers), we may even have stepped on the Holy Lawn! I loved school camps, sporting carnivals and making memories; particularly in the cocurricular offerings. Year 12 was memorable; great teachers, great friends. It was a very special and fun year.

Q - What does a typical day look like for you now?

A - Early to wake, check-in with the sports science and medical team to follow up on the players, clarify what the training session should be like. Every morning is training time and the afternoon is for recovery. Every day is about how we can best prepare for games; to be Olympics ready.

Q - What hurdles have you overcome in life?

A - The hurdles I have overcome have been varied, and many. Fortunately, I have been surrounded by many great people and mentors like I was at Brigidine. My network has continually encouraged me to follow my dreams. The biggest hurdle can often be self-belief and your own 'inner critic'. I think with time you do start to believe in yourself. Financial challenges impacted me as well. At one point I was working full-time as a teacher and then racing off to club teams to coach. I worked very long days – up until 2-3 am most days. I couldn't afford to just coach at the time; however, I am very thankful I can now focus on my role as Assistant Coach.

Q - Best piece of advice you can share?

A - Really find your inner belief – that you have something of value to contribute and that you can make a difference. Surround yourself with people, your tribe, who can support you through the challenges.





Life Around the College

by Marketing and Promotions Officer Rebecca Reis

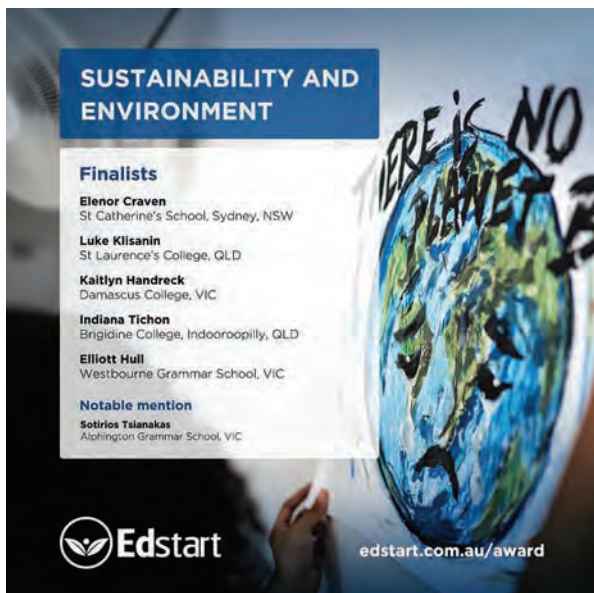
Poetry Finalist

Congratulations to Bianca (pictured with English teacher Ms Hawkes) who recently received a Highly Commended award for her poetry entry in the Years 9-10 Literary Awards. This was facilitated by the Independent Education Union Queensland and Northern Territory Branch and is Queensland's longest running literary competition.



A love of Physics

Congratulations to Lauren in Year 10 (pictured with Ms Guthrie Curriculum Leader Science) who has been selected to attend The University of Queensland Junior Physics Odyssey. The three-day program aims to develop problem-solving skills as well as an appreciation and understanding of physics. We can't wait to hear about Lauren's experience.



Building a sustainable future

We are very proud to share that Indiana in Year 10 was announced as a winner for the Sustainability and Environment Category in the Edstart Awards. Indiana won \$1500 towards her initiative. As a passionate animal advocate and environmental enthusiast, Indiana developed the idea to create animal kits consisting of basic supplies to assist animals hit by cars or burnt in fires. Through her project Indikits, she hopes to equip communities with resources to better assist injured wildlife to ultimately improve wildlife care and conservation.



Alumna News

Alumna Dr Amber Khan is the author of a children's book titled *When the World Came Together*. This book is filled with uplifting stories from everyday people who have made a difference during our pandemic. Dr Amber Khan visited College recently and donated a copy to the Tullow Centre. We are so proud of Dr Khan's achievement.

An outstanding citizen

Year 12 student, Millie was a well-deserved recipient of the Secondary Schools Citizenship Award from The Order of Australia Association, Queensland Branch, for 2021. One of only 12 students across Queensland to receive this prestigious award, Millie was presented with her award on Friday 17 September at Parliament House by His Excellency the Honourable Paul de Jersey AC CVO, the Governor of Queensland.

Throughout her time at Brigidine, Millie has been involved in social service activities; both within the College and the wider Brisbane community. Millie understands what it means to be part of the Brigidine College community. Her volunteering included: Peer Mentoring, the College Spirit Squad, the Justice and Democracy club - in both junior and senior years; Environment Club, as a Middle school tutor. Millie was also instrumental in R U OK Day activities, Gate to Gate, participated in multiple school sports, and, as a member of Karibu Club, she visited migrant girls to engage socially and helped develop their communication skills. Millie has also been a member of Brigid's House supporting a local migrant family to learn English through social activities.

Outside of the College, Millie continued her work with the community as a Red Cross Volunteer; and was part of the Homeless Connect event, providing clothing, food and emergency supplies to support vulnerable members of the community. Millie was involved with the Lord Mayor's Youth Advisory Council and the City's Youth Week. In addition, through the Red Earth Immersion Program, Millie had the opportunity to travel to Aboriginal and Torres Strait Islander communities and live, learn and work in the community to understand their culture, challenges and rituals.

"Millie's enthusiasm for service is admirable and contagious amongst her peers. She is highly regarded by staff and students, and she is an ambassador of our College motto *Strength and Gentleness*."

(Ms Egan, Deputy Principal Students)

Congratulations Millie, you'll certainly be missed next year at Brigidine; however, we are sure you'll have a bright future, certainly a positive one for those around you.





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