It is an honour to be writing in this first edition of The Bridge in 2014, our Diamond Jubilee year in which we celebrate 60 years of dedicated Brigidine and Catholic education of girls in this beautiful part of Sydney. In 1954, the College began with nine girls and now proudly proclaims an enrolment of over 900. While our student numbers have reached their finite point, it has been our capacity to evolve and adapt throughout those 60 years that has allowed the College to develop into what is one of the best girls’ schools in Sydney. While governments and contexts change, the core of Brigidine holds its purpose firm – the education of young women modelled on the strength and gentleness of St Brigid.

There are three key celebrations to be held during the year that allow us to acknowledge this milestone in the College’s history. The first is the Diamond Jubilee Gala Performance where creativity and performance will showcase the talents of students and staff, past and present, on 5 June in Bowie Hall. This will be followed by the Jubilee Mass, held at St Mary’s Cathedral on 17 June, to celebrate our spiritual heritage and stand as a proud statement of our commitment to our Catholic identity. The Mass will be celebrated by Bishop Brady who will be supported by a group of priests who work with the girls in their class and College Masses.

Our final celebration will be the opening of the new Anita Murray Centre for Performing Arts and Sciences on 22 July. With state of the art facilities in music, drama and science, the new building stands firmly in the 21st century providing a fitting parallel to the Synan Wing on the opposite side of the campus, framing the history of education at St Ives. Governor, Her Excellency Professor Marie Bashir will open the new building and the College is looking forward to her presence. 2014 marks the year that Australia sees the departure from office of its first female Governor General, Quentin Bryce, and NSW’s first female Governor, Marie Bashir; a powerful statement indeed of where we have come to in our understanding of the role of women in leadership.

It is a joyful year of celebration and a proud moment in a journey that will continue.

Jane Curran
Principal

Front cover: Brigidine Novices and Sisters on the main College driveway, published in the Catholic Weekly, January 1963 with an article about Catholic Vocations.
Completion of the Higher School Certificate and of all the years of study leading up to Year 12 is the culmination of so many experiences and achievements. The College community congratulates all girls from the Class of 2013.

Some of the highlights of results for the Class of 2013 are:

- From a cohort of 112 candidates in the 2013 HSC at Brigidine College, 41% gained a place on the Distinguished Achievers List for at least 1 achievement of Band 6 (top 10%).

- The Dux for 2013 was Madelin Strupitis-Haddrick who achieved an ATAR of 99.45. Madelin was also placed second in the state in German Beginners. Our 2013 Proxime was Susan Keighery with an ATAR of 98.90.

- Yerin Yoo achieved an ATAR of 98.3 and is the recipient of the UNSW Academic Achievement Award, awarded to academically gifted students for one year.

- Four students are All Rounders and we congratulate Madelin Strupitis-Haddrick, Susan Keighery, Isabelle Kersten and Gemma Weller. An All Rounder is a student who has scored over 90 in at least 10 units. As well as these four girls, 46 students were placed on the Distinguished Achievers List for achieving at least one Band 6.

- Annalise Neal’s Major Textiles Project has been selected for exhibition in Texstyle, the HSC exhibition of outstanding Textiles and Design major works.

It is notable that there was depth to the academic success of the 112 eligible students:

- 10 students achieved an ATAR >95
- 25 students achieved an ATAR >90
- 44 students achieved an ATAR >85
- 58 students achieved an ATAR >80

Sue Martin
Assistant Principal, Teaching and Learning

"The HSC marks achieved by the cohort of 2013 were of a high standard resulting in a set of very pleasing ATARs. Of the 112 students in the year, 103 are known to have received a place at university to study the course of their choice. Our goal is to enable girls to feel accomplished, confident about their future and capable of making a difference in the world around them. We will continue to encourage girls to accept the challenge of academic rigour for the value it brings to their ATARs and tertiary study."

Jane Curran, Principal

"It is with great pride that we acknowledge the work of our 2013 HSC students. The results reflect the extraordinary commitment of the students and their application to their studies, across a broad range of 36 subjects. Congratulations to our students and sincere thanks to all our staff who have guided and supported them."

Sue Martin, Assistant Principal, Teaching and Learning
Being asked to write an article on the changes in education from the 1950s to the present day brought an instant image of writing my name on a little stone slate with chalk in my infants’ classroom while, at the same time, I was putting my thoughts together on another little slate, an electronic one – my iPad. Having started school in the late 1950s and having remained in education ever since gave me pause to contemplate how much has remained the same and how much has changed. Had it really been a sort of stone age to electronic age? From being a student to a teacher, a long time has passed and I realise I have lived through the social, cultural and technological changes of the past 60 years with all the associated policy changes that have affected education, especially that of girls. What I do tend to remember of those years, however, are not the paradigm shifts or government policies but rather all the memories that seem so unimaginable today I cannot help but laugh in amazement or shake my head in disbelief. This article presents those memories, and those of other members of Brigidine College staff, as a colourful narrative to the changing educational context of the last 60 years.

60 years in Education

At the age of 5, like everyone else, I walked to school about 1.5 kilometres away on my own. Primary school was an old building of blackboards on easels, Dick and Dora reading books and after progressing beyond the slates, learning to handwrite using a pen with a nib dipped in an inkwell. Blotting paper was dabbed on every other word, especially for me, being a left-hander who had to develop all sorts of contortions to avoid my hand sliding through the ink and making a mess. We chanted our way through the rote learning of alphabet, multiplication tables, nursery rhymes and compass points even when, as a class, we went on nature walks and learned to identify every tree and wild flower in the hedgerows. Life in primary school was simple but structured and orderly.

One of my favourite memories is stopping class to turn on the ‘magic speaker’ in the corner of the classroom and sing with the Let’s Sing program – everything from The Beatles to African tribal songs.

Desks were wooden with a place for the old inkwell. The lids lifted up and you placed your books within the storage space underneath it.

At the age of 5, like everyone else, I walked to school about 1.5 kilometres away on my own. Primary school was an old building of blackboards on easels, Dick and Dora reading books and after progressing beyond the slates, learning to handwrite using a pen with a nib dipped in an inkwell. Blotting paper was dabbed on every other word, especially for me, being a left-hander who had to develop all sorts of contortions to avoid my hand sliding through the ink and making a mess. We chanted our way through the rote learning of alphabet, multiplication tables, nursery rhymes and compass points even when, as a class, we went on nature walks and learned to identify every tree and wild flower in the hedgerows. Life in primary school was simple but structured and orderly.

During the 1950s, secondary schools were built all over Australia to meet the need for workers in a growing, industrially based economy dominated by manufacturing, farming and business. In New South Wales, Harold Wyndham was charged with the task of reviewing this model and recommended that the entrance examination should be removed so that all students could proceed to secondary school. The School Certificate replaced the Intermediate Certificate in third form (Year 9) to become the standard credential at the end of Year 10. The Higher School Certificate was introduced in 1967 for those staying on to Year 12 making the Leaving Certificate obsolete.
Despite this, the majority of young people left school at the age of 15, especially girls.

The age of comprehensive education began and schools changed, with a broader range of subjects being offered including visual arts, industrial arts, music, drama and languages.

The goals of secondary education throughout this time were similar to those of today in that they were to prepare young people for life as well as for work, as intelligent and critical citizens in a rapidly changing world. Learning was structured according to age-based groupings, normative expectations of young people at each age level, a view that students knew nothing of the topic being taught and the strict separation of school and learning from the community, families and workplaces. The treatment of young people was based on institutional control defined by age and gender related behavioural expectations.

I remember being banned from playing soccer with the boys and when I did I received two lots of 6 straps from the Sister.

– Jo Baker, PDHPE

We had to learn to knit and sew when the boys went off to woodwork.

– Sherill Townsend, English

In our secondary school we continued to sit in neat rows, complete our work in exercise books with neatly ruled margins and dates which were collected once a week for marking. We learned what seemed like an enormous amount of knowledge in the form of facts, figures, dates, formulae and vocabulary. No calculators, no photocopying, no search engines but we did have log books, dictionaries, atlases and fine mental acuity. Even studying Latin, French and German as I did, was more a Sudoku puzzle of correct conjugation, declension and gender; it never occurred to me that we might have to speak it. Lessons were not about orals, role-plays or group work. The timetable was similar to the present day but the lessons were shorter and there were more of them.

We would watch teachers attentively in case they ‘lost it’ and appreciated our Maths teacher opening the window when he chose to light up a cigarette in the classroom. Everyone smoked then; when the men’s staffroom opened, a cloud of blue smoke billowed into the corridor and those tweed jackets they wore always stank to high heaven. In later years senior students had a designated smoking area in the playground.

We sympathised with a friend who was given zero in an examination because he had not put his name on the top of the paper in the right place. No one complained, our parents were not involved in any of this; they did not contact school, they did not attend speech day, watch competition games on a Saturday nor help in any voluntary role. We never thought they should.

– Annemarie Mitchell, Head of Languages

In 1972–73 in fifth and sixth form (Years 11 and 12), we had nine 40 minute lessons from 8.40am until 3.50pm each day, with some subjects after school until 5pm.

– Brian Loughland, Assistant Principal Pastoral Care

Outside of school we played, gathered and talked; at the beach, up trees, by the river all day, every day, only returning home to eat a meal at the table, for which we were never late. We had a sense of being seen but not heard. In my house, we were not allowed to open the paper until my father had finished reading it. He sat in his chair and was waited on hand and foot even though we would argue whose turn it was to make him a cup of tea at 7.30pm. Trooping across the fields to a local tarn with an old door to float as a raft was great fun; the fact no one could swim did not occur to anyone, including our parents.

In 1974–75 I went to Christian Brothers College in Manly for Years 5 and 6. We would always have our towels and swimmers with us because the teachers would take us all down to the beach for a swim and games on the sand on a hot afternoon. I don’t think we had first aid kits, sunscreen, hats, parental notes or even lifeguards. I loved it and just the promise of a day like this occurring some time soon kept me motivated to learn!

In the 1960s and 1970s, Australia prospered. Significant shifts in thinking were emerging, contributed to by the diversity of values from a more multicultural society and a more technological media. Tolerance of different viewpoints, a concern for equality...
and a desire by parents to participate in their children’s education were drivers of change. Women’s rights, indigenous rights and environmental movements made significant progress. Following the referendum in 1967, all indigenous Australians were counted in the national census for the first time, students took to the street with widespread protests against Australia’s involvement in the Vietnam War and the music scene flourished with popular music from the UK and USA streaming through radio and television. The conventions of the past were rejected as colours, patterns, hairstyles and skirt lengths changed with a flurry of pink paisley shirts, bell-bottoms and mini skirts. The Karmel Committee in 1973 questioned the isolation of schools and advocated more community involvement, recommending that parents and students become more involved in the actual task of schooling. By 1973, the free milk scheme initiated in 1951 to promote bone growth, wellbeing and general good health was ended, much to the delight of many an Australian student.

We were given a small bottle of milk each recess but it was always warm because the crate sat in the sun from 9am until recess – yuk!

– Liz May, Mathematics

As a teacher in the 1970s there were no lengthy syllabuses, programs or assessments, just a record book, examinations and a report. It was a simple report, handwritten, with a mark, the average and a comment from the teacher carefully selected from a small repertoire of ‘excellent, v.good, good, satisfactory or unsatisfactory.’ It took about half an hour to complete a set of reports for 40 students. It did take some time, however, to obtain the final mark and the average, adding the marks of the homework tasks and the examination on a scrap of paper. Had we really done all our mathematics without the assistance of a calculator? With so many students in the classroom one would think class management would be difficult but discipline loomed large in the culture and was exercised with creative flair.

My Maths teacher had a really bad temper. I remember her flinging an advent wreath one day, ‘Frisbee style’ at neck level, causing candles and Ivy to fly in all directions.

– Karen Dunsmore, Mathematics

In the 1970s new technologies hit the classroom. One was a gestetner, which enabled worksheets to be created on purple stencils and duplicated quickly. Handing them out to the students became a mass sniffling exercise of the metho fumes associated with them.

As a student teacher, I was given a desk in a public school print room. Many of the practice lessons were planned under the delicious waft of the gestetner fumes.

– DiAnne McDonald, Head of Drama

By the late 1970s, the overhead projector rolled into classrooms, offering a whole new delivery of ready prepared notes in an array of carefully chosen colours. I loved my overhead projector and to this day still have every hand drawn topographic map and country of Europe.

The school ordered two films a week a term in advance. They were shown on a film projector and watched by everyone. Then video tape recorders arrived! Peel to reel, black and white, the size of a small suitcase. At last, we had moving pictures to use in the classroom.

– Jenny Preston, Head of Social Science

In 1975 a report ‘Girls, School and Society’ was published articulating the educational disadvantages suffered by girls and women. Girls were recognised as being less confident and ambitious than boys, less inclined to see themselves as influential and learned to define themselves as accommodating and relatively incompetent in terms of public action. As such, they were unlikely to remain at school beyond Year 10, denying themselves opportunities to achieve qualifications that might lead to higher levels of pay or responsibility. I taught in a girls’ school in London and remember taking a ROSLA (Raising of the School Leaving Age) class of girls who were very unimpressed about having to remain an extra year in school. These girls aspired to be typists in the “pool” or punch card operators until they married. They did Commerce for two years, non-elective, where they learned shorthand and typing skills. The clatter of typewriters could be heard all the way down the corridor. A number of the girls’ mothers were employed in the local factories on the production line and the new phenomenon of the ‘latch key child’ emerged. There was general shock that a child should return home from school to an empty house and have to wait for a parent’s shift to finish. Some have suggested that this experience has turned these children into the Gen X ‘helicopter parents’ of today. Who would know?

That same report in 1975 challenged the notion that gender was a learned social construct and that schools were reinforcing the stereotype with biased curriculum materials, not using materials that valued women’s contributions, under-valuing the skills of interpersonal relationships and not appointing women to positions of high administrative responsibility in schools and school systems. By 1986 the first National Policy for the Education of Girls in Australian Schools proposed objectives for improving schooling for girls. In the non-government sector, Catholic schools began developing programs and policies for girls to counter sex-stereotyping but this was not necessarily the case for boys.

As young women, Monte taught us that we could achieve anything we wanted to – and we believed that; we probably still do.

– Anne Reading, English

Throughout the 1980s, I was privileged to work in a Catholic boys’ school in Bankstown. My classes of 38 were a mix of Lebanese, Polish and Italian second-generation migrants. They were the most hardworking, dedicated bunch of boys imaginable, striving to make something of their lives with the complete support of their parents, many of whom seemed to own small businesses that were open all hours.
I remember Vincent, who had arrived from Vietnam having been put on a boat on his own by his mother, and watched him trying to come to terms with the language and new cultural expectations. It was upsetting because he was just thirteen but a revelation to watch his independence and quiet tenacity. Two years later he was able to share his story with a fluent command of English and a swag of academic achievements. During this time, corporal punishment ceased and the customised straps of many a teacher disappeared – strips of linoleum, purposely fringed and knotted leather, brushes, hole punched leather ‘to cut down wind resistance’, rulers or whatever else was used to discipline boys. It did not prevent teachers from being imaginative.

I remember a boy in Year 2 who was asked to stand in the corner and the teacher wrapped masking tape around him to stop him from moving.

— Anne Reading, English

Australia was booming and with it came an era of rampant consumerism and materialism. Video-cassette recorders entered our homes; fast food chains and supermarkets influenced our eating habits and American culture started influencing our identity through music, films, television programs and sport. The 1980s was the decade of greed, until it all came crashing down in 1987. The ‘golden days’ of men’s near universal employment were over, and with the decline in manufacturing, the demands for a better educated, more skilled workforce increased. Students were actively encouraged to complete six years of secondary schooling and contemplate post-secondary education before entering the workforce. Education and employment trends impacted on relationships, families and led to the postponement of marriage and children.

Throughout the 1990s the nature of equality was still focused on girls with the National Action Plan of 1993-97. Syllabuses were rewritten across the board and became more gender inclusive. Outcomes were the new features of programs, which presented a different way of thinking about the aims and objectives of the syllabus. The rise of tertiary sector employment favoured women as more and more entered the workforce in part-time and full-time employment. As a consequence of all the social forces at work in schools and in the broader society, girls thrived. There was a remarkable shift in the academic achievement of girls, with the numbers entering university rising dramatically. The year 1996 saw 63,000 males and 82,000 females graduate from universities across a range of courses, many of them previously dominated by males. A concern was emerging for the future of boys’ education with a realisation that specialised programs were required to enhance their participation and performance, in the same way that had been done for girls. In 1997 following a period of recession, students were to be charged a Higher Education Contribution Supplement (HECS) for courses leading to a degree. The HECS debts incurred caused many students to seek part-time work to cover costs and led to a trend of young people living at home longer.

The classroom began to benefit from the advent of newer technology, which was developing at a rapid rate. Televisions appeared in nearly every classroom and computers made their entrance. Once teachers could see the computer as being more than a television attached to a typewriter, they began to recognise the value of transferring their work to a one megabyte floppy disk, which seemed to store everything and, with a couple of moments of astute editing, could update a document in a flash. The time one could save instead of handwriting everything! A fax machine was purchased for the office; how was it possible to photocopy...
something and have it appear on a machine in another school or city? It all seemed so remarkable.

The original IBM PC (1981).

The technology seemed set to revolutionise our lives. We were sure time would be saved; the convenience, the thrill of the teacher wheeling in a television stand, complete with VHS player, to watch a video!

– Chris Rutherford, Drama

It is difficult to write succinctly of the fifteen years have confirmed it. It is debatable whether teachers have been given adequate support to embrace and embed all the possibilities that technology presents. During all of this time, I have been an Assistant Principal and have enjoyed the benefits of all these developments, even though I cannot part with my SLR film camera, my CD collection, regard Facebook suspiciously as an invasion of privacy and object to the instant demands of a mobile phone. Whilst that is true for me, who has access to everything, it is not the case for many young people. Not all young Australians have equitable access to the Internet, a laptop or a smart phone, especially if they are indigenous, poor or live in remote rural areas. Educational policy has been guided by the Melbourne Declaration (2008) goals of equity and excellence, and a desire for all young people to become successful learners, confident and creative individuals, and active and informed citizens.

A considered, national curriculum supported by a national broadband network with technology assistance and an appropriate funding model does make sense if it were not so expensive to deploy.

Even for those students with access to everything, other concerns emerge. Life is a hectic 24/7 world with information overload, constant intrusions and a level of connectivity to anyone, anywhere at any time. The world can appear overwhelming and unsafe, adding a layer of anxiety on parents and students who strive to maintain a balance. The emphasis on standards, national and global, to measure learning creates a mass of data for analysis and informed future planning. It is attached to a concept of school improvement, of strategic plans, management plans and operational plans. In Australia, we are not focused on explicit improvement targets but the notion of doing one’s best and aiming to improve is in everyone’s mind. Since 2000, Work Health Safety regulations, Child Protection obligations, privacy notices, copyright restrictions and risk assessments have been required for all work place practice and these have created more layers of accountability that did not exist in schools prior to this date. We all work longer hours than ever before with vastly reduced ‘down-time’ to relax with family and friends. There is a constant challenge to be mindful of wellbeing and this is a major consideration for girls and the teachers entrusted to their education.

Schools are busy places and the core purpose of schools – building skills and knowledge for life and work — has not changed in principle since the 1950s. Life has become fast-paced and less carefree. For girls so far, the story has been a success but with such rapid technological change and its capacity to impact the healthy development of young women, the future requires serious consideration. At Brigidine College the girls are very fortunate to be surrounded by dedicated teachers committed to their learning and wellbeing. In another ten years we may be able to look back on these years and share a laugh at what may have become unbelievable. Maybe the emergence of 3D printing, Google glass, driverless cars, holographic televisions or texting by thinking will lead to something!

– Graham Hughes, Learning Technologies Advisor

Sue Martin
Assistant Principal, Teaching and Learning

We used to buy CD singles and listen to Discmans, we would carry them in our blazer pockets! But we were afraid of the Y2K and what would happen.

– Anne Reading, English
## Brigidine College Across the Ages

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1807</td>
<td>Brigidine Congregation founded in Ireland</td>
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<tr>
<td>1883</td>
<td>First group of Sisters arrived in Australia, First Brigidine school opened in Australia, in Coonamble</td>
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<tr>
<td>1900</td>
<td>First student enrolled at Brigidine College St Ives</td>
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<tr>
<td>1901</td>
<td>Randwick Convent/School founded</td>
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<tr>
<td>1949</td>
<td>Initial block of land purchased at St Ives</td>
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<tr>
<td>1950</td>
<td>Construction of Brigidine College and Convent commenced</td>
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<tr>
<td>1952</td>
<td>Second parcel of land at St Ives purchased</td>
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<tr>
<td>1953</td>
<td>Completion of Murray and McMahon wings (5 classrooms, Library, Science block and staffroom)</td>
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<tr>
<td>1954</td>
<td>First student enrolled at Brigidine College St Ives</td>
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<tr>
<td>1955</td>
<td>Synan Convent/College completed</td>
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<tr>
<td>1960</td>
<td>Appointment of Sr Lawrence Kinkead as Principal</td>
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<tr>
<td>1962</td>
<td>First College basketball teams</td>
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<tr>
<td>1964</td>
<td>Hall and first College extensions completed (classroom, office and canteen), Officially opened 15 November</td>
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<tr>
<td>1966</td>
<td>Appointment of Sr Theresita Bonser as Principal</td>
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<td>1968</td>
<td>Appointment of Sr Thomas Keating as Principal</td>
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<td>1969</td>
<td>Appointment of Sr Carmel Gravenell as Assistant Principal</td>
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<tr>
<td>1970</td>
<td>Introduction of 3 College Houses – Prague, Fatima and Kildare</td>
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<td>1971</td>
<td>Novices transferred to Clovelly and part of the Novitiate converted to classrooms</td>
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<tr>
<td>1972</td>
<td>Construction of current Library, extensive renovations of Science facilities and Administrative facilities</td>
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<tr>
<td>1973</td>
<td>Second College Yearbook published</td>
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<tr>
<td>1974</td>
<td>Silver Jubilee, 1979</td>
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<td>1976</td>
<td>Inaugural Year 11 Play – Our Town</td>
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<td>1977</td>
<td>Inaugural musical – The Mikado</td>
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<td>1978</td>
<td>July appointment of Advisory Committee to advise and assist</td>
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<td>1979</td>
<td>Appointment of College Council responsible for the business and financial management of the College</td>
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<tr>
<td>1980</td>
<td>Completion of Murray and McMahon wings (5 classrooms, Library, Science block and staffroom)</td>
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<td>1985</td>
<td>Silver Jubilee, 1979</td>
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<td>1986</td>
<td>Appointment of Sr Joan Smith as Principal</td>
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<tr>
<td>1987</td>
<td>Extension of McCammon Wing – classrooms and Sr Anita Murray Prayer Room</td>
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<tr>
<td>1988</td>
<td>Appointments of Mrs Joy Bruce as Assistant Principal (Pastoral)</td>
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<tr>
<td>1989</td>
<td>Appointment of Ms Monica Appleby as Assistant Principal (Studies)</td>
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<td>1990</td>
<td>Opening of Chisholm Centre</td>
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<td>1991</td>
<td>Gymnasium completed, opened 16 June</td>
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<td>1992</td>
<td>School orchestra formed</td>
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<td>1993</td>
<td>Opening of Sr Adrian Wing, Connolly Wing and extension to McMahon Building</td>
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<tr>
<td>1994</td>
<td>Opening of the Henry Lindo Tennis Courts</td>
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<td>1995</td>
<td>Golden Jubilee</td>
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<td>1996</td>
<td>Resource Centre, classrooms with staff facilities</td>
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<tr>
<td>1997</td>
<td>Opening of the Henry Lindo Tennis Courts</td>
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<tr>
<td>1998</td>
<td>Inaugural Year 10 Parent Daughter Dinner</td>
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<tr>
<td>1999</td>
<td>Appointment of Mr Pat Moran as Assistant Principal (Staff)</td>
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<tr>
<td>2000</td>
<td>Resource Centre, classrooms with staff facilities</td>
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<tr>
<td>2001</td>
<td>Opening of the Henry Lindo Tennis Courts</td>
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<tr>
<td>2002</td>
<td>Golden Jubilee</td>
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<tr>
<td>2003</td>
<td>Golden Jubilee Mass, St Mary’s Cathedral</td>
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Some long-standing members of staff were asked about their fondest Brigidine memories. Here, they discuss those favourite moments and the main changes they have seen take place at the College during their time here.

**Ros Boyd**
Head of Music

My job has changed considerably since starting at the College in 1989, going from using records, to cassette tapes, to videos, to DVDs, to CDs, to music files on the computer – technology has moved in leaps and bounds – I can’t believe I’ve managed to keep up! Over this time the Music department has had various ‘homes’, first moving from the old Music rooms which were two little rooms in portable buildings on the College grounds, then having Music classes held elsewhere while the Connolly building was built, then to the Gym, then the Chapel, then Bowie Hall, and now we have the Anita Murray Centre.

My favourite memory would have to be the Musical, *The Pirates of Penzance* (2001). Two of the first three Chisolm Centre girls, Sally and Mary, were Policemen in the chorus, wearing their cute policemen outfits complete with a baton. For the finale all the cast came on to do an encore, singing the song *With Cat-Like Tread*. We had rehearsed and rehearsed the dance steps but no one had thought about what would happen to the police batons while they were dancing. Sally and Mary had the answer though! They put them between their legs and kept dancing – everyone in the front row was crying with laughter.

**Philippa Goddard**
Library Assistant until 2013,
Archives/Alumni

I’ve been employed by Brigidine since 1986 and since then the College has more than doubled in size. When I started here the nuns were still over in The Convent and as I worked in the Library, Sr Romuald used to come down every day to say hello and then head off to the canteen to say hi to the mothers who helped there.

The Library had the old Commander system for videos and it was a card index system. Now we have a Library suitable for the needs of girls today, which is very different from how it was in 1986.

I have so many fond memories of Brigidine College during my time here. One that stands out was when Sr Anita Murray retired at the end of Term 1 in 1989 after fourteen years as Principal and the girls formed a Guard of Honour with tennis racquets in the old Romuald Hall, which is now the Romuald Art Centre. Sr Anita had always supported tennis at Brigidine and it was just a lovely way to farewell her.
Noela King

English and History

I came to Sydney in 1988 and was employed in Term 4 by Sister Anita Murray. For me, the core of the College has always been the girls we teach. One of the terrific things about teaching here is that there is a nice groundedness in the students and a lovely sense of humour. They do care about their academic results but there is also the willingness to do so much more. Perhaps the biggest change in teaching over these years has been the IT revolution. I am glad I have been part of this as it has added so much flexibility and creativity to the types of lessons we devise. Simple things like not having to swap rooms to have access to a TV to play a video, the ability to easily show documentaries via YouTube and students being able to share and present their work with data projectors and in virtual classrooms instead of using cardboard posters. The girls’ work created on laptops can be up to publishing standard. Heavy bags may soon be a thing of the past as more and more textbooks become digital. Laptops and the range of different Apps have made teaching and learning exciting in the 21st century.

A stand out memory for me is Medieval Day one year when we had enough bales of hay to cover the floor of Romuald Hall. We recreated a Great Hall with a staff high table and all the teachers dressed in costume. Someone even brought a real pig’s head along!

Di Lawrence

Director of Development and Community Relations

I have actually made a ‘come-back’ to Brigidine. From 1995 to 1999 I set up the Development office at the College and worked with John Bowie on Marketing and Fundraising. In 2011 I returned to lead the Development team which had grown since my previous days. Over the years of my involvement, the College has changed in so many positive ways. The core of Brigidine, which I loved so much during my first time here, has not changed. The strong sense of belonging amongst the girls and the staff is almost palpable.

However, schools must advance themselves if they are to be effective. So there has been a healthy change to the educational offering, cocurricular choices, facilities and indeed, leadership.

The Development function has been extended over time due to the expectations of the people we serve; students, parents, staff and community. Development and Community Relations now includes enrolment, marketing, communications, publications, web and social networking, Alumni, database management, events, archives and of course, fundraising. These facets all play a role in communicating the messages of the College to the community; past, present and future.

Amongst my memories of Brigidine are many stand-outs of generous staff who make such a difference to girls’ lives, parents who are supportive and appreciative of all that the College offers and the incredibly capable Alumni who come back to visit. My son even married a Brigidine girl, Katherine White (Class of 2002), much to my delight!

Maree Lindsay

Mathematics and Year 12 Coordinator since 2001

I started teaching at Brigidine, my first school, in 1988. I was the mentor teacher for 7Z and all 29 of the girls had the same mixture of fear and excitement as the girls have now about starting high school. My Year 10 Mathematics class had 35 students and we used a chalk board, overhead projectors, calculators (of course) and we had fun, even without technology.

I left after a couple of years to travel, returning in various roles before taking on the position of Year 12 Coordinator in 2001. The role of a Year Coordinator has changed dramatically over this time, as it should to reflect the changing experience of life as a 17 or 18 year old. Some things have remained constant – formal dresses, driving, turning 18 and everything that comes with it – but the exciting advances in technology have somewhat complicated life for our young adults.

When I began at Brigidine we were encouraged to be involved in the life of the College, so I became a Netball coach and also began my long rewarding association with the Brigidine Musical.

My first show was A Tribute to Broadway in 1989 and it is probably one of my favourites. Each show has been special and has important memories attached to the teachers who have become like family and to the students who astound me every year with their talent and good humour.

It is a great pleasure to teach at Brigidine and I am thrilled that my own daughter is a proud Brigidine girl.

DiAnne McDonald

Head of Drama

I’ve been employed at Brigidine for a looong time. Although I am still blonde (occasionally with pink embellishments) and I still teach Drama, I have a few more wrinkles than when I arrived. And did I mention we now have the amazing Anita Murray Centre which I have the pleasure of working in every day?! My favourite memories are of all the drama, hilarity and laughter; Musicals in Romuald Hall then Bowie Hall, Year 11 plays, street retreats. I also love running into Brigidine students in completely random places, such as when I was in Times Square, New York, in a city of 20 million and hearing “Hey, Miss Mac” called out; it was hilarious! It also happened recently when I was paddleboarding on Narrabeen Lake. Brigidine girls seem to be everywhere!

Vicki Scott

Principal’s Secretary

Having been in my position since 2001 I’ve seen the school grow with infrastructure, although it has been able to maintain its caring and considerate ambience. My role has also changed with new Government regulations and Acts.

I have so many great memories of my time here, but outstanding are the events that I have been privileged to be a part of, such as the Opening of St Brigid’s Chapel and Henry Lindo Courts, Bowie Hall, farewells and hosting AHiSA. All were done with great style and fun.

The Bridge • May 2014
At the start of 2014, the College’s Diamond Jubilee year, the Murray Theatre and adjoining Music, Drama and Dance facilities opened to classes. In Week 7, while students and staff were at camps and retreats, Science equipment was moved into the completed Stage 2 laboratories, so that on the Monday after camp, students received their first Science lessons in the new facility. By the end of Term 1, the multipurpose court had been fully surfaced, and hopefully the final regulatory issue (a problem with the sprinkler system in the car park, arising from a failure of pressure in the Mona Vale Road water main) will soon be resolved to allow use of the basement space.

Four and a half years in planning and execution, the Anita Murray Centre for Performing Arts and Sciences (AMC) comprises the first two stages of the Brigidine Master Plan. While the western end of the building is very much enclosed, and finished in deep “theatrical” colours and quite beautiful and functional acoustic treatments, the Science labs and ground floor classrooms exemplify a contemporary approach to classroom design with extensive glazing giving long sight lines, operable partitions to allow for interaction among classes and teachers, different room shapes as well as open and covered “breakout spaces” for individual and collaborative group working.

The spaces are quiet and tranquil, well-insulated and light. They are fitted throughout with the latest LED lighting, reducing power consumption both directly and through the reduction of excess heat. Cross-ventilation of spaces aims to reduce the use of air conditioning, and sensors will switch off both lights and air conditioning when rooms are empty. (There is a lot to learn here for the Property and Services team.) Rain water is harvested; gas hot water is solar assisted, and there is provision in the wiring for extending the solar component in future.

The paved courtyard between AMC and McCammon is full at recess and lunch, especially on slightly cooler days. When it is too hot, the AMC veranda provides a very generous shaded space. Radiant heating has been provided here to allow for the colder weather. Furniture will be added as the Term goes on.

Besides providing more than 20 excellent teaching spaces and granting some easing of local tensions around car parking, the Anita Murray Centre has defined a very exciting new “look” for Brigidine – despite the numerous architectural compromises during the lengthy Court proceedings that preceded the build. Just as aimed for in the original concept, the powerfully imposing north and east facades symbolise strength; while the meandering, timbered inner facades, curved garden beds and sweeping steps begin a flowing gentleness of form that will extend across the site past the new grass-roofed Library to an eventual echo of the shapes in a renovated Synan Wing and new Connolly, which we will see in later stages of the Master Plan. By the end, the open space lost in building along the northern boundary will largely be recovered in the centre of the College.

On the way, we will continue to learn, to refine and to improve the responsiveness of our built and open space to the changing needs of teaching and learning.

Michael Layden  
Director of Support Services
In September 2011 the Vatican approved Kildare Ministries, the new Church body that has been formed to take responsibility for the educational services and community works sponsored by the Brigidine Sisters. This journey began in November 2007, with an initial meeting of NSW and Victorian Province representatives regarding the future of their schools.

On Monday 31 March, Brigidine College St Ives had the honour of hosting the NSW launch of the Kildare Ministries and the commissioning of Trustees.

The celebration began with a Mass in St Brigid’s Chapel where Brigidine Congregational Leader, Louise Cleary csb raised a candle with the Kildare Ministries logo of a vibrant flame and open circle and pronounced the launch of Kildare Ministries. She also welcomed the Presentation Sisters Victoria as a congregation with common threads to the Brigidine story in becoming the second member of Kildare Ministries. Bernadette Keating pbvm, Congregational Leader for the Presentation Sisters Victoria accepted the invitation to partner with the Brigidine Sisters in Kildare Ministries. She spoke of the shared symbols both congregations have in their Celtic heritage with the acorn, the oak and the flame.

Bernadette joined Dorothy Costigan, NSW Brigidine Community Leadership Team in lighting the Kildare Ministries candle. In appreciation for the generations of inspirational leadership, strong governance and wise guidance, Jane Curran joined Brendan Cahill from Brigidine College Indooroopilly in presenting gifts to Dorothy Costigan csb. Nine Brigidine colleges, including Brigidine St Ives, were entrusted into the care of Kildare Ministries along with a college and two community works from the Presentation Sisters. The Members Council of Kildare Ministries, Louise Cleary csb, Anita Murray csb, Jane Keogh csb and Helen Toohey csb commissioned the first Trustees who will form a new Members Council representing both the Brigidine Sisters and the Presentation Sisters.

After accepting the commission the new Trustees, Brigidine Sisters and Presentation Sisters joined with guests for supper and drinks in the courtyard of the Anita Murray Centre. It was a lovely, balmy autumn evening fitting for the celebration of what has been a long process which will see the 200 year old heritage of these congregations continue into the future.

Kerri Genovese
Archivist

Our Diamond Jubilee . . .
the Future looks Bright

We are excited to launch a new College website in our Diamond Jubilee year. We invite you to take a look to see the many opportunities and experiences our girls enjoy.

www.brigidine.nsw.edu.au
A tale as old as time, but a new one for Brigidine College…

We were proud to present our stage version of Disney’s *Beauty and the Beast* at the end of Term 1. Whilst our production made use of the characters and songs brought to life in the 1992 animated film (including showstoppers such as *Be Our Guest* and the title song), we also emphasised the original French context of the story. The enchanted objects were dressed as ghostly visages of the fallen Prince’s household servants, complete with powdered wigs and white faces, as if they were members of the French aristocracy. The angry mob of villagers took the castle armed with French flags, evoking the Revolution that gripped France in the late 1700s.

These choices reminded the audience that although *Beauty and the Beast* is a fairy tale, it teaches us important lessons about real life. The Beast’s redemption shows the importance of maintaining our humanity and Belle’s role in his transformation speaks to the power of simple acts of kindness. Her compassion, intelligence and ability to act with strength and gentleness is what eventually reveals the Beast’s true form. It is fitting that during the College’s Diamond Jubilee we presented a musical with a lead character who embodies the same qualities we admire in St Brigid, our namesake.

In a year commemorating 60 years of the College, it is especially wonderful to be a part of the longstanding Musical history of Brigidine. The experience has allowed me to get to know students across the various Year groups and collaborate with many of my talented peers on staff. My congratulations to the cast whose careful rehearsal and commitment during the run brought a little magic to Bowie Hall. May you, too, be transformed by the show and carry it with you into the future.

*Chris Rutherford*  
Director
Pat Cohen from Co-Wyn builders took possession of the site in September 2012 and commenced excavation of the car park.

The success of a construction project of this size depends on many people working together as a team. Leading our team was Michael Layden, Director of Support Services, supported by Brian Riordan. Clive Chandler volunteered his Project Management expertise.

Excellent weather conditions, meticulous planning and a solution seeking mindset to the inevitable construction challenges resulted in the College being in a position in September 2013 where the Board authorised the construction of Stage 2 to be scheduled for completion together with Stage 1.

This year, staff and students have moved into the new 220 seat Murray Theatre, Dance, Drama and Music studios, seven new Year 10 classrooms and 7 new Science laboratories. The feedback has been overwhelmingly positive.

In February the College held an inspection of the facilities for the Capital Appeal 2012/13 and Annual Giving Donors to celebrate their support.

Drinks and food were served on the outdoor deck area near the theatre. It was a night of much enthusiasm and excitement and we look forward to many more community events enjoying this area of the College.

New donations and pledges have continued in 2014 through the College website and by people contacting Di Lawrence at the College. The Capital Appeal will remain open until 30 June 2014.

All supporters for the Capital Appeal – Imagine Create Inspire – held during 2012/2013 and this year, will be acknowledged by listing the Donor’s names on a contemporary Honour Board which will be in place for the opening of the Anita Murray Centre on 22 July by Her Excellency Professor The Honourable Marie Bashir AC, CVO.

The new Anita Murray Centre adds to Brigidine Colleges St Ives’ proud history of development of facilities.

Thank you to all our community for your continuing support.

Brett Kimmorley
Chair – Capital Appeal 2012/13
An initiative was introduced in September 2013 called Annual Giving. This is a concept taken up in many independent schools to approach the whole school community for support of special projects that will benefit the students. Life members of the Alumni, past and current staff, Donors and the parents of graduating students were invited to support Annual Giving through special projects such as Theatre seating, bursaries for students in need and technology for the Murray Theatre. Most current families were not invited to participate in this program as they were supporting the 2012/13 Capital Appeal.

We were delighted with the support given for our first Annual Giving which provided over $22,000 towards these projects. There was a particularly strong message of support from current and past staff for the Murray Theatre, symbolising both the recognition of the importance of this long-awaited performance space and the strength of connection and dedication Brigidine staff have for the College. The sense of connection was also demonstrated by families who chose to support Theatre seating and record their time at the College through a plaque.

We are most grateful for other gifts which are now assisting Brigidine girls whose families are experiencing difficult times and those who have helped with funds directed to Theatre technology.

The College is delighted to acknowledge the gifts of families and individuals and those anonymous gifts received. Such gestures of support make these valuable projects possible and provide important advantages for our girls. Thank you!

Annual Giving Donors 2013

Julianne Abercrombie
Jo Baker
Wendy Baxter
Andree Baxter (Class of 2000)
Russell Bebb
Ros Boyd
Sherryl Bremner
Lee Burrows (Class of 1957)
Patricia Byrne
Shirley Cambitzi
Helen Carlson
Jacqueline Chan (Class of 1989)
Margaret Cook
Judy Dawson
Dickens Family
Barbara Driscoll (Class of 1958)
Margaret Driscoll
Marie Duffy
Sandra Favaloro
Ferrer Family
Anne Garvan
Ross and Jill Gavin
Dick and Angela Glover
Philippa Goddard
John and Geok Gordon
Mark and Frances Hewitt
Graham Hughes
Francis Kelly and Joanne Seve
Mike and Felicity Kersten
Di Lawrence
May Family
Anne Mayoh (Class of 1963)
McElhone Family
McClean Family
McGain Family
Glinda Mullen (Class of 1963)
Carol Notter
Kerry-Ann O’Sullivan (Class of 1976)
Palmer Family
Paul and Asra Tinker
Raffi and Anita Varvarian
Sonja Walters
Whitehouse Family
Annual Giving 2014

It’s about Inspiration

Can you hear the applause?
It is so exciting!

Who is it for?
A Brigidine girl/woman?

Is she an inspirational presenter, musician, debater, public speaker, actor, dancer, leader or performer?
Perhaps . . .

But she might be in the audience.
Then she will be inspired and motivated by those who are on stage.

But she needs a seat!
Can you help?

Every Brigidine girl can be inspired by the many presentations and performances that the Murray Theatre will offer. By making a gift of $500 towards a seat you are supporting and inspiring more Brigidine girls in their preparation for life.

Can you help us inspire our girls?

Taking a seat
Your gift of $500 toward the Murray Theatre will help us as we meet the costs of this wonderful facility. In recognition of your gift we will record your daughter’s or your family’s name on an engraved plaque mounted on the seat back.

Bursary support
A Brigidine girl’s family may experience a period of financial hardship – sometimes through business difficulty, the illness of a parent, or even the death of the breadwinner. In times like these we strive to provide support, enabling girls to remain within the security of their familiar friends, staff and College. Donations to the Bursary fund will greatly increase the College’s ability to help families at such times of misfortune.

An eye on the universe
Our girls live in a world where they not only need to be globally aware but need to keep one eye on the universe as part of their Science studies.

Astronomy is integral to the Science curriculum at Brigidine. Beginning with Year 8 Science, when girls study the topic ‘Lost in Space’, through to Year 12 Physics and Astrophysics, the study of astronomy plays an important part in the girls’ scientific education.

To better facilitate Astronomy at the College our Science staff are keen to acquire a high quality computerised telescope to provide bright, sharp views for the study of celestial objects. The cost of this equipment is $10,000.

The Celestron telescope will provide:
- high magnifications to deliver pinpoint images
- computerised storing of star alignments without the need for realignment
- an advanced high-definition optical system with a wide field of view perfect for astrophotography.
  With a camera mount photos can even be taken using an iPhone.
- daytime observation and tracking of sunspots
- family fun at night-time observations.

Each of these Annual Giving projects is vital and will give our girls new opportunities to discover and develop their own talents and enjoy new experiences to lead them into their future, better prepared for life-long learning. Contributions to Theatre seating and Bursary support are tax deductible.

Visit our website to find out more about Annual Giving and other ways you can support the girls. Annual gifts may range from $50 to $10,000. Whatever the gift, it will be greatly appreciated and it will make a difference.

Di Lawrence
Director of Development and Community Relations
Last year saw a great deal of change and innovation within our education system. The introduction of the Australian Curriculum saw a multitude of layers introduced which need considering when we are planning or assessing work. The learning outcomes continue, but the emphasis of the general capabilities and cross-curricular priorities have been heightened. The general capabilities, in particular, make for very interesting reading. The usual literacy, numeracy and ITC are listed, and no one can deny their importance. The other capabilities are listed as ‘critical and creative thinking’, ‘personal and social understanding’, ‘ethical understanding’ and ‘intercultural understanding’ – all of which have a strong presence in educational research.

Our learning goal at Brigidine College is stated in our operational plan: “To reframe the learning paradigm to one of possibility, growth and success”

Edward De Bono has a mantra which he lives by of “Excellent, but not enough”, highlighting the idea of striving to always improve and always go a step beyond where we are, even when we feel we are already doing well. However, rather than an “either/or” attitude to pedagogy which can narrow rather than broaden our outlook, we choose to adopt a “both/and” approach. We believe there is a place both for teacher-centred and student-centred learning, for a focus on school and student success, for both auditory and kinaesthetic learning, for a belief in both fluid and crystallised intelligence. Without all the colours there would be no rainbow. If, as a school, we were to adopt one basic approach such as insisting on a particular technology for delivery of lessons, or a specific pedagogy that must be used every lesson, then after a relatively short time students would be less engaged by that technology or pedagogy, simply because they were using it all the time. All teachers are different and need to find their own strengths to build on.

Within our College we are fortunate to have a vast number of staff who are very knowledgeable in different aspects of research, so in January of this year we decided that rather than bring in an expert from outside to tell us how to improve, we would use the collective wisdom we had within. We have a multitude of staff doing engaging and interesting things on a daily basis that other staff rarely have the opportunity to observe. Our Pastoral team is focusing on Positive Education as central to their work. The departments who need to implement the Australian Curriculum are considering the general capabilities and how to infuse them within their programs. We have staff who have attended professional development courses on brain theory, amongst other topics. Would it not be a richer and deeper experience if all these things were brought together to give a new vision for education at Brigidine, rather than to see them all as separate entities?

Over two days at the start of Term 1 we heard from over 30 staff at our College, through keynote speeches, workshops and showcases. The result was an incredibly rich and positive experience that started our year with everyone focused on the learning paradigm shift that was possible and what we wanted to achieve.

We heard from the Pastoral team about how important positivity is in our relationships with the students and each other, in terms of recognising accomplishment and finding a purpose to our activities. This was backed up by the brain theory behind our fight or flight response to fear, and how that can block the process of learning. A workshop taught us ways of determining how happy our classroom is and some techniques to improve it by using optimistic language and discussing the concept of “Dolphin and Shark Thoughts”. Dolphin thoughts are nice thoughts that help us see the good in things (“I can do this”) and Shark thoughts are destructive and unhelpful thoughts (“I can’t do this and I’m useless”). Knowing the impact we can have as teachers is incredibly important, and we should keep tabs on our positivity ratio, being that three positive comments are needed to counteract one negative comment. We also discussed how to encourage the belief within our classrooms that it is okay to make mistakes, as that is how you learn.

A keynote speech on brain theory talked about working memory capacity, and how some things need to be learnt and become automatic so that our cognitive resources can then be used for deeper thinking. The ‘Positive Engagement’ session showed us that we should aspire to have our students working in “flow”, as described by Csikszentmihalyi, which is when you are intrinsically motivated and utterly absorbed in what you are doing.

We learnt about Howard Gardner’s Five Minds for the Future in which he asks us to consider the question “What is the purpose of school?”. The aim should be to equip students with the skills they will need in their future. The issue is, of course, that we do not know what the future holds. Indeed, all we can honestly say about the future is that it will be different. Stephen Hawking famously said that “Intelligence is the ability to adapt to change”, and we want to give our girls
the ability to do just that and succeed, whatever life throws at them. Gardner breaks this down into five main minds: The disciplined mind, the synthesising mind, the creative mind, the respectful mind and the ethical mind. These can be linked back into both the general capabilities and Positive Education, so we have an overview of what we are trying to achieve with our girls.

We had valuable workshops on how to get our creative juices flowing, whatever our subject area, and how to encourage critical thinking through questioning; arguably the most important pedagogical skills of all being how to question effectively. Whilst we discussed and considered all the many questioning and analysis techniques around, from Bloom’s Taxonomy to De Bono’s “hats” and Socratic thinking, many staff came away from that session recognising that they needed to make a conscious effort to increase the time they wait for a response from a question they pose, before leaping in with an answer or alteration.

Assessment was discussed at many levels, particularly the difference and importance of assessment for learning, as opposed to the traditional assessment of learning which would take the form of an examination or assignment. Whilst this is obviously important, remembering our “both/and” approach, the other techniques of self-evaluation, peer assessment or assessments where students select their own tasks using a Bloom’s Taxonomy overview can be valuable learning tools in our programs.

One of the most powerful messages that came from many staff was that when students say “I can’t …”, to insist that they finish their sentence with the word “yet”. So that these negative sentences, or “Shark” thoughts are turned into positive “Dolphin” thoughts. “I can’t … yet” implies that a time will arrive when they CAN.

Students are often told that they are given so many opportunities, and indeed they are. There are an amazing number of activities available to them on a daily basis. However, we want to consider another opportunity that is available to them every day within the classes they attend: the opportunity to learn, to build resilience to challenges, to develop their critical or creative thinking and to think ethically. Staff also have these opportunities, and we feel positive about the way forward in 2014.

Rebecca Lovelock
Head of Mathematics

May 2014
We are blessed with new staff who bring to the College their skills, expertise and enthusiasm.

There was a great energy on Friday 21 February when over 200 new parents were welcomed to the Brigidine community, enjoying a night of food, wine, music and company. Bowie Hall was abuzz as our new parents were introduced to Jane Curran, College staff, Board members and our P&F Committee, along with having the opportunity to get to know one another.

If you would like to join the P&F or volunteer at one of our functions we would love to hear from you!

We have many roles available, whether it is joining us on the Committee itself or simply helping out at our various events.

Please email pandf@brigidine.nsw.edu.au
Brigidine College Parents and Friends annual cocktail party brought the community together on the evening of Friday 28 March to celebrate the 60th Anniversary of our College with the theme ‘Sparkling brightly and better than ever’. Bowie Hall was aglow with all things sparkly, including stars, candles and other decorations, not to mention the fabulous and varied items of bling that adorned the partygoers!

The aim of these annual P&F events is to build the College community by offering both parents and staff the opportunity to forge new friendships and have a fun night out.

Along with the food, drink and live music, the P&F Committee also held a raffle, with College Front Office staff member, Judy Stanley winning a selection of wines as first prize. All the prizes are generously donated to the P&F in support of our fundraising efforts. Big thanks to all who donated.

Each year we raise funds to help the College in a way that will benefit girls from all Year groups. Last year, we were raising money to go towards the new audio visual equipment for the Murray Theatre and we were thrilled to present a cheque for $30,000 to Assistant Principal, Sue Martin as our contribution towards this valuable equipment at this year’s event.

I would like to thank Gerardette Seeto and her team for all their hard work in planning the event and all the volunteers who assisted on the evening welcoming guests, selling raffle tickets and serving food and drinks. I would also like to thank Di Lawrence and her team for their continued support of the P&F, and also Brian Riordan and his Maintenance team for setting up the hall and equipment.

Laura Hurstfield
P&F President
Colour, racing, cheers, laughter, fun and participation neatly sums up this year’s Swimming Carnival, held at Warringah Aquatic Centre on 28 February. Congratulations to all those who attended and participated. Thank you to our House Captains and all of Year 12 for their leadership on the day, whose spirit and enthusiasm was infectious and well received by the student body.

**Records Broken**
- **13 years Backstroke**
  - Mia Rolfe 35.05
- **AWD Butterfly**
  - Ellen Hester breaking her own record 57.20
- **Senior Relay**
  - Lourdes 2:09.76

**Final House Points**
- **1st** Lourdes
- **2nd** Fatima
- **3rd** Prague
- **4th** Kildare

### 2014 Age Champions

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Place</th>
<th>2nd Place</th>
<th>3rd Place</th>
</tr>
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<tr>
<td>12</td>
<td>Ella Cooper</td>
<td>Katherine Brown</td>
<td>Chloe Bryce</td>
</tr>
<tr>
<td>13</td>
<td>Mia Rolfe</td>
<td>Lily Flynn</td>
<td>Annabelle Oh</td>
</tr>
<tr>
<td>14</td>
<td>Katie Manning</td>
<td>Isabelle Ronksley</td>
<td>Caitlin Wilcox</td>
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<td>15</td>
<td>Madison Long</td>
<td>Courtney Young</td>
<td>Grace Atkinson</td>
</tr>
<tr>
<td>16</td>
<td>Jasmine Follett</td>
<td>Olivia Findlay</td>
<td>Sophia Tonoli</td>
</tr>
<tr>
<td>17</td>
<td>Madison Spencer</td>
<td>Jacinta Perret</td>
<td>Lauren Piper</td>
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<td></td>
<td>AWD</td>
<td>Mei Tribolet-Ho</td>
<td>Juliet Liddy</td>
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The Bridge May 2014
In 2014 a new Director of Sport was appointed at Brigidine College. Mrs Belinda Moore is a former Sport Director from the Independent Girls Schools Sports Association (IGSSA) and she brings a wealth of experience, sports leadership and innovative thinking to this new role.

Working with the Sports Office staff of David Chant, Sally Dickens and Rachel Copeland, Belinda will endeavour to improve the achievements and involvement of students at Brigidine in sport. The College has always had outstanding athletes and competitors, with many of these athletes competing across a wide range of sports. In 2013 a Sports Review highlighted the need to develop sport in a clear and consistent way at the College.

Belinda is delighted to be working towards enhancing opportunities for all students, improving coaching and team grading procedures, building skills development in all sports, developing future facilities and also continuing to develop a culture of excellence in the College for sport.

Sport is an essential element in the wellbeing of many girls at Brigidine. The opportunity for physical activity and the training and teamwork involved in sport create both lasting friendships for students as well as the foundation for a healthy lifestyle beyond their school years. With the Sports Review in 2013 and the new appointment of Belinda as our Director of Sport, it is hoped that all students involved in sport at Brigidine will flourish and thrive in their sporting endeavours.

Brian Loughland
Assistant Principal, Pastoral Care
So far this year the following girls have represented the College and Broken Bay at CCC trials:

- **Softball** – Georgina Beauchamp (Year 11), Georgia Slater (Year 11) and Kate Menzies (Year 10)
- **Golf** – Tess Clarke (Year 10) who finished 1st in the Open age level and 2nd overall to qualify for the NSW All Schools tournament in May.

In addition, the following girls have been selected at BBSSSA trials to represent the diocese in Term 2:

- **CCC Swimming** – Ella Cooper (Year 7), Ellen Hester (Year 10), Juliet Liddy (Year 9), Madison Spencer (Year 12) and Mia Rolfe (Year 8)
- **CCC Tennis** – Lauren Djani (Year 9), Brooke Menzies (Year 12) and Ashly Murray (Year 12)
- **CCC Touch** – Jane Vanzino and Clare Vanzino (both of Year 11).

As an independent school, the College is also fortunate to be able to access the IGSSA (Independent Girls’ Schools Sports Association) representative pathway as well. There are 31 member schools and over 14 sports to trial for. The state representation is at NSWCIS (NSW Combined Independent Schools). We attended two IGSSA trials in Term 1:

- **Hockey** – Isabella Purnell (Year 11)
- **Basketball** – Allison Bradley (Year 12).

Many students are also achieving in their chosen sporting fields outside of their College commitments:

- **Madison Chan** (Year 11) has been selected to represent Australia in the upcoming Acrobatic Gymnastics World Championships to be held in Paris in July this year. Madison has worked towards this for six years.
- **Helena De Gruchy** (Year 8) finished up with two medals from State Age Track and Field Championships in March, receiving Silver medal for 400m and Bronze for 200m Hurdles.
- **Sydney Evans** (Year 9) has been selected for the NSW Dressage Youth Development Squad for 2014 for riders 25 and under. Sydney is the youngest rider to be selected.
- **Melissa Fitzsimmons** (Year 10) also competed at the State Age Track and Field Championships in March and made the final of her three events: 100m, 200m and Long Jump.
- **Charlotte Huntley** (Year 12) received 2nd place at the IGSSA Rowing Regatta in the School Girls’ Single Skulls at the Sydney International Regatta Centre at Penrith. She then came 8th at the Head of the River in single skulls.
- **Katie Manning** and **Caitlin Wilcox** (Year 8) teamed up with another Mona Vale team-mate to finish in 4th place in their Board relay final at the NSW Surf Lifesaving Championships in February.
- **Georgia Marshall** (Year 12) has been selected for the U21 ACT Netball team.
- **Mia Rolfe** (Year 8) competed at the 2014 NSW U10-12 Years State Age Swimming Championships at SOPAC in January. She received 2 Gold medals, 2 Silver and 2 Bronze medals. Mia has achieved four national times for her age and competed at the Age Nationals in April.
- **Our Water Polo Captain, Madison Spencer** (Year 12) is reaching great heights in her Representative career. Madison has been selected in the U18 NSW Water Polo team which will compete in the Nationals in mid-April.
- **Jessica Villegas** (Year 8) competed in her second State Trial for Level 7 NDP Gymnastics (Intermediate) and qualified for State Championships. She placed 2nd on apparatus, 5th on Vault and 6th on Floor. She also placed 5th in the All Around.
- **Ashleigh Wiseman** (Year 10) competed in the NSW Equestrian Discipline of Eventing and achieved the overall highest point score for pre-novice junior riders 18 years and under in 2013. She was then requested to attend a gala event, presented by Equestrian NSW in March this year to honour those riders who have shown excellence in their chosen disciplines.

Belinda Moore  
Director of Sport
**AHIGS Festival of Speech**

The Festival of Speech was held at PLC Sydney in October. This is a competition where students from 28 independent girls’ schools from all over the state take part. It is a very diverse speaking competition which involves not only Debating and Public Speaking but also includes Readings, Poetry, Current Affairs, Religious and Ethical Questions and Drama. Brigidine College St Ives had a team of 20 students who participated in most of the sections and put in a great deal of preparation.

Overall, the College was placed 4th out of the 28 schools; an excellent achievement. Congratulations to all girls and staff involved.

Special mentions go to the following students who were awarded a place:

- 1st Place for Senior Readings – Holly Dalton (Year 11)
- 2nd Place for Junior Readings – Francesca Rowlinson (Year 9)
- 4th Place for Junior Poetry – Lara Czysnok (Year 9)
- 5th Place for Drama – Hannah Garcia, Emily Stuart-Jones, Sabrina Thompson, Jodi Williamson (Year 11).

**CSDA Public Speaking**

Round 1 of the CSDA Public Speaking competition took place at Marian College, Kenthurst on 21 February. Seven students from Brigidine College took part in the competition, competing against students from all over the metropolitan area.

Our student representatives were:

- Year 7: Meaghan Collins, Olivia McNamara
- Year 8: Abbey Butler, Yazmyn Lewis
- Year 9: Amelia Malone, Ralhana Mangal
- Year 10: Dominique Bennett.

Well done to all of the speakers who did a great job on the night. Meaghan Collins (pictured left) and Yazmyn Lewis went on to compete in Round 2, held at OLMC Parramatta on 28 February, with Meaghan making it through to the Final Round. Congratulations to Meaghan for achieving such a high standard in her speaking at such an early stage of the year.

**Rostrum Public Speaking**

Rostrum Public Speaking was held at Hornsby Girls High School on Thursday 20 March. The Brigidine team consisted of four students; Olivia McNamara (Year 7), Lucy McKern (Year 8), Dominique Bennett (Year 10) and Jasmin Singh-Brar (Year 12). Dominique won her heat and Jasmin was the runner-up in her heat.

**Lions Youth of the Year Contest**

Each year Brigidine College is invited to enter our senior leaders into the Lions Youth of the Year competition. On Wednesday 19 February, Maddison Breen (College Senior Vice Captart) took part in the Frenchs Forest Lions Club competition and on Monday 24 February, Shiryn Hagh, College Captain, competed in the St Ives Lions competition. Both girls were interviewed by a panel of judges on the weekend prior and they were required to answer impromptu questions and present a prepared speech at the presentation dinner.

Shiryn and Maddison were both worthy representatives of the College and it was a pleasure listening to their speeches.

**Mock Trial**

Congratulations to the Mock Trial team who won their first Trial against Masada College in March:

- Barristers – Alice Edwards and Amanda Liem (Year 11)
- Solicitor – Rebecca Bau-Gaspar (Year 11)
- Witnesses – Eliza Cameron (Year 11) and Erica Rounds (Year 10)
- Magistrates Clerk – Mimi Rosenbaum (Year 10).

It was an excellent start to the Mock Trial Competition and we look forward to future trials.

**Jan Whiddon**

Centre for Excellence Coordinator
The annual Alumni Reunion Day for past students and staff was held in October where we celebrated with the Classes of 1973, 1983, 1993 and 2003. Alumni of the 40, 30, 20 and 10 year Reunion groups gathered at the College to view archival displays of their school days and take a tour of the campus and our wonderful facilities.

A carnival atmosphere prevailed with the Alumni enjoying the sounds of the Brigidine Big Band as they sipped refreshments on the College Green. There was plenty of laughter and great stories exchanged as the girls reconnected with their former classmates and teachers. For many Alumni it was the first time they had returned to the College since their student days and all were impressed with the many changes that have taken place since their time here as students.

Each Year group then moved on to their own specific Reunion venues for further celebrations: The Class of 1983 attended sunset drinks and even modelled their old school uniforms; the Class of 1993 enjoyed a special Reunion cake at their harbourside function; and the Class of 2003 played a game of Rock ‘n’ Bowl where they were presented with the Time Capsules they had made in Year 12. Several members of the latter cohort are currently living and working in London and held their own Brigidine UK Reunion especially to open their Time Capsules.

Reunion Day for the Class of 2003 was particularly memorable for Alumni first-time mothers Alex Collings (nee Westhoff) and Danielle Stott (nee Hopcroft) as they celebrated their own special 10 year reunion together in Mona Vale Hospital. Alex had a little girl, Imogen Grace, and Dani had a little boy, Jasper Zayne, who was actually born on Reunion Day. Both girls are also in the same mothers group with their newborns, and so the Brigidine connection continues.

Calling members of the Classes of 1975, 1985, 1995 and 2005

2015 is your 40, 30, 20 and 10 year Reunions. We are currently looking for coordinators to assist with these Year group functions, to be held in October 2015. If you would like to help please email Alumni Coordinator, Wendy Baxter at alumni@brigidine.nsw.edu.au or call 9988 6254.
Vale

Sr Patricia Donlan CSB
1931 – 2013

Pat Donlan (Mother Duchesne) was one of the Pioneer sisters at St Ives living at the College and teaching at Corpus Christi Primary School from 1954 to 1963. She also taught piano and violin to girls in the local community before and after school. She loved to sing and taught the choir, who stood on portable steps in the corner of the Home Science room. It was a seemingly biased repertoire of Scottish tunes and elocution. Her former students now wonder how she managed to obtain the harmonies and parts from such a small collection of girls! Years later she commented, “I think that choir was the best thing I ever did”. Pat played for countless Masses and composed for several significant occasions, being very generous in sharing her beautiful gift for music. She is described as short and friendly with a playful spirit and a wonderful capacity for fun, a great sense of humour, patient, helpful, someone whose company was always enjoyed and a smile that lit up the room. If Pat missed the bus she was not permitted to walk unaccompanied to Corpus Christi, one of the students would escort her and then return on her own. This is remembered fondly, not just because they “missed” class but also for the opportunity to chat with her. Pat left for Coonamble in 1963, returning to Sydney in her later years. She wrote a hymn and the antiphon speaks eloquently of her life: Hear then what Yahweh asks of you – to live justly, to love tenderly and to walk humbly with your God.

Reflections by Sr Pat’s former Brigidine students:

“Pat, or Mother Duchesne to me, was my cheerful piano teacher from 12 to 16. It was lovely to visit her recently and I appreciated looking at her beaming face and recognising the features I’d looked at from the piano all those decades ago.”

Ann Lomas – Golden Girl (Class of 1959)

“I was named after Mother Duchesne (pronounced De Shane). Every single person that knows her talks about her wonderful music. She tried to teach me piano but I was hopeless!”

Margaret Sill – Golden Girl (Class of 1962)

“I have memories of Mother Duchesne’s singing classes – I remember her as bright and energetic. I will be united in prayers of thanksgiving for the most recent Brigidine Saint… Alleluia, Patricia! Blessings!”

Sr Vivienne Goldstein – Golden Girl (Class of 1963)

“Sr Pat and Sr Maureen (Mother Germaine) were wonderful teachers and I have fairly vivid memories of Sr Pat teaching and conducting our choir. Looking back, they were both such young, caring and enthusiastic teachers. We were very fortunate to have been taught by them. The College and its early days are in my thoughts.”

Moira Proud – Golden Girl (Class of 1962)

“Mother Duchesne taught me piano. As a child, I thought you spelt her name “Mother de Shane”! I had a wonderful grounding in piano.”

Shane Grieve – niece, Alumni (Class of 1988) and current College staff member

She was a lovely person and I have wonderful memories of her. May she rest in peace.

Tess Quinn – Golden Girl (Class of 1958)
Sr Valerie McKenna
CSB (Mother Marietta)
1928 – 2014

Sr Val entered the novitiate at Randwick at the age of 23 and became a much loved member of the Brigidine congregation for 63 years. She was a highly regarded teacher, Province Bursar, mentor to her ex-students and a faithful friend to many.

Sr Val came to Brigidine College St Ives from Coonamble in February 1975 as Principal. Unfortunately, her period of administration was marred by illness and a family death (she was one of thirteen children), which meant she was unable to give adequate attention to the role of Principal and departed from the College in October 1975. Despite her short term of office, Val’s managerial skills and strong interest in justice are remembered. She worked towards a greater separation of the responsibilities and practices of the Brigidine community and College institutions. She also introduced more businesslike practices within the College.

Sr Val was integral in bringing the St Brigid’s statue, which graces our grounds, from the Brigidine School in Scarborough when it closed. Her ecumenism was noted in her approach to religious education – an ethos that has stayed with the College.

Val’s interest in the College was rekindled in 1993 when she returned as a Congregational representative to the College Council and later the College Board, a position she held for 12 years. Here, her clear thinking and prodigious energy made her a valuable member of the College’s guiding body.

Sr Val’s life was lived with integrity and dignity. She will be missed.

Carol Notter
1944 – 2013

It is safe to say that Carol Notter was one of the many examples of the true Brigidine woman of strength and gentleness. Carol worked for 23 years in Administration at Brigidine College. For many of the students and parents Carol was the ever friendly and always helpful lady at Reception who kept her calm in every situation. Staff at the College could rely on her efficiency and thoroughness, as well as her delightful approach. Amongst her friends Carol was a witty, fun-loving person who could entertain all with stories of her early days of travel and adventure. Carol’s daughter, Michelle was also a student at Brigidine, graduating in 1992.

Any time spent with Carol was usually characterised by a conversation that started with her interest in you and what you have been doing. It then progressed to family and proud stories of her children, Michelle and Damien, and grandchildren whom she loved so dearly. They have all been a joy and comfort to her.

Carol was such a generous girl. There is nothing she would not consider doing for you and as a result so many people rallied when she contracted Motor Neurone Disease (MND). That in itself is a true reflection of what she meant to us all. It was indeed the cruellest blow that Michelle also contracted MND and passed away so quickly before Carol.

Since Carol and Michelle’s diagnoses many members of staff have committed to donations towards MND research and support. Others have also donated towards two seats in the new Murray Theatre for Carol and Michelle in their memory. These two fine Brigidine women are sadly missed but will be well remembered.

Di Lawrence
Director of Development and Community Relations
**Weddings Special – Class of 2002**

**Tiffany Madsen**

Tiffany Madsen married Tim Leahy at a beautiful ceremony held at St Stanislaus College Chapel, Bathurst on 4 January 2014. Bridesmaids included Class of 2002 Alumni Brooke Fanshaw and Alle Grace, along with sister, Erica Miller and friend, Minya Simsic.

A black tie reception was held in a restored historic 120 year old woodshed on the Leahy family property ‘Melton’, decorated with an amazing array of white flower arrangements. The night then continued under the stars where guests were entertained by a five-piece band.

Following the wedding, Tim and Tiffany enjoyed a relaxing honeymoon in the Margaret River, WA before settling back down on Sydney’s Northern Beaches.

**Melissa Prentice**

Melissa Prentice married Mark Hansson on a beautiful day in January 2014 at The Red Feather Inn, Hadspen, Tasmania. Melissa was attended by her sister, Wendy (Class of 2000) and Melissa Bateman.

Guests at the celebration included members from the Class of 2002 Rebecca Morrison, Amy Story, Tahlea Gough (nee Jarvis), Katherine Hatton (nee White), and Catherine Heath from the Class of 1999.

**Bianca Esposito**

Bianca Esposito married Andrew Smith on 21 December 2013. The ceremony was held at Shore Chapel, North Sydney followed by a reception at Dunbar House, Watson’s Bay.

The bridesmaids were all Brigidine Alumni from the Class of 2002 (pictured).

L–R: Georgia Knox, Clare Craddock (nee Craighead), Melanie Vrachas and Jane Wilson (nee Mackay)
Brooke Fanshaw

Brooke Fanshaw married Kane McMonigle on 17 August 2013. The ceremony was held at Mosman Art Gallery followed by a reception dinner at Ripples, Chowder Bay.

Brooke’s bridesmaids were her sister Carly Fanshaw (Class of 2000) and Tiffany Madsen (Class of 2002).

Brooke and Kane shared their special day with family and closest friends with many guests travelling from Melbourne and country Victoria. Class of 2002 guests attending included Alle Grace, Hayley Newport, Deborah Earsman (nee McIntosh) and Laura Marning.

Kane and Brooke are currently living and working in Melbourne.

Alex Grace

Alex “Alle” Grace married David Bain in a private Villa in Canggu, Bali on 29 May 2013. The reception was also held at the Villa.

The couple met in Bali in 2004 and when David proposed, they knew it was the place they wanted to marry.

Bridesmaids included 2002 Alumni Tiffany Leahy (nee Madsen), Nikki Ronald and Hayley Newport. Other Brigidine guests included Brooke McMonigle (nee Fanshaw), Jane Wilson (nee McKay), Deborah Earsman (nee McIntosh) and Laura Marning.

Guests attended from Sydney, Melbourne, UK and New York and enjoyed a week of wedding events and parties. Following the wedding, Alle and David flew to Hawaii for their honeymoon, before settling on Sydney’s Northern Beaches. Alle and David welcomed their first baby girl, Amelia Grace Bain on 25 February 2014.

Deborah McIntosh

Deborah McIntosh married Michael Earsman on 6 April 2013. The ceremony was held at St Francis of Assisi Church in Paddington where Deborah’s grandparents, David and Colleen McIntosh (pictured) were married in 1954, which was a special honour to share with family and friends.

A reception dinner was held at Water Restaurant, The Rocks.

Bridesmaids were 2002 Alumni Clare Craddock (nee Craighead), Hayley Newport, Laura Marning and sister Rachel McIntosh (Class of 2008).

Other Brigidine Alumni guests attending were Alle Grace, Brooke McMonigle (nee Fanshaw), Tiffany Leahy (nee Madsen), Carly Halliday, Brooke O’Brien (nee Larsen), Mel Vrachas, Georgia Knox, Jane Wilson (nee McKay) and Bianca Smith (nee Esposito).
Nathalie Gibson
(Class of 1998)

I recently spoke at my first industry conference in Melbourne and it reminded me of my public speaking days at Brigidine. To this day, I believe this was the best skill I learnt whilst being a Brigo girl! Having to speak in front of your classmates from Years 7 to 12 has given me confidence to do this throughout my career in Sports and Event Management, which is a necessary skill in my line of work.

I present at many events and functions but this was my first conference where I was one of the guest speakers in front of my peers – it was just like I was presenting in front of the blackboard in one of the classrooms in St Ives.

We weren’t able to use any technology, so I had no fancy visual aids in the form of videos, PowerPoint or social media – just good old fashioned talking and answering questions from the floor. Maybe that’s why this presentation reminded me so much of my Brigidine days – speaking without the added ‘wow’ factor of technology!

Elizabeth “Lissy” Clough
(Class of 1993)

After graduating from Brigidine, Lissy attended the University of Western Sydney, completing a Bachelor of Arts in Communications (Public Relations, Professional Writing, Media Studies) in 1996. Her career commenced at a communications company in Sydney working as a junior PR Consultant.

Lissy then moved to London where she worked for BBC TV as a TV Publicist and then a Press and Publicity Officer in international communications.

On her return to Sydney she worked for The Movie Network and then Foxtel as a Senior TV Publicist, where she was responsible for a variety of channels including the Sport Channel, working on the Winter Olympics in Vancouver, the Commonwealth Games in Delhi and the London Paralympic Games.

Lissy’s other positions include PR Manager at the Australian Newspaper, Senior Publicist at ABC TV and currently as Publicist with Channel 9 where she is responsible for several programs including the NRL Footy Show, Cricket, Today Show and Financial Review Sunday.

Lissy has generated a lot of experience and respect across her industry.

It’s funny how months and years go by post high school and then just one small experience throws you back in time to being a teenage girl wearing a summer tent (length hitting my knees as per the school rules) for you to reflect on those times.

I’m sure the students currently at Brigidine don’t think this is important (I know I certainly didn’t think so at the time) but it may surprise them in the future, to know how important this skill is in whichever path they take. I know most of the students from the Class of 1998 thought the process was nerve-racking and challenging, especially getting our topic posted on the notice board and having one night to prepare before presenting to our classmates and English teacher within the designated timeframe, hoping to make it into the final!

I do remember having to do my speech one year in front of Miss Mac in Year 10. I am proud to have been a Brigidine student and hope that this Public Speaking tradition continues into the future. A truly great school for girls.

Best wishes to you all.
**Melissa May (Class of 2005)**

Initially left school unsure of what I wanted as a career but knowing I’d always enjoyed science based learning during my years at Brigidine. I completed a Bachelor of Science, focusing my studies towards Human Anatomy and Physiology. I became particularly interested in Chiropractic Science and completed a one year bridging course that allowed me to begin a Masters in Chiropractic Science. Whilst I enjoyed my study, I felt it wasn’t quite the career path I’d always wanted. An opportunity to help those in need eventually led me to begin a 3 year Diploma of Paramedical Science.

In 2010 I applied for NSW Ambulance to become a Paramedic and was accepted via the Vocational Pathway to begin a 3 year Diploma of Paramedical Science. This allowed me to work and train as a Paramedic from day one of the program, completing both theory and practical components along the way. I am currently an Intern Paramedic working full-time “on the road” in an ambulance under the guidance and supervision of a fully qualified Paramedic. I am due to complete my Diploma of Paramedical Science and become a qualified Paramedic in August.

Although at times the jobs I attend and the patients I meet can be challenging and confronting, it is a rewarding career that allows me the opportunity to help those in need, however big or small their troubles might be. I work with a wide variety of people who are part of such an inspirational, professional and caring community and I am honoured to be considered as “the best part of a person’s worst day”.

**Laura Hallett (Class of 2003)**

After leaving school in 2003, Laura studied Agriculture at the University of Western Sydney for a year, however after deciding it wasn’t for her she worked for 18 months before applying to join the NSW Police Force. She was accepted and commenced studying at the Police College in Goulburn. Laura completed her training in May 2007 and was sworn in as a Police Officer. She was posted to North Sydney Police Station where she remained for the next 5 years, working as a General Duties Police Officer for 3 years, then rotating through a number of other roles, all of which she enjoyed. In February 2012, Laura landed her dream job within the Police Dog Unit as a Dog Development Officer assisting with the development of training dogs. This position entails basic training, socialisation and development of German Shepherds, Labradors and English Springer Spaniels from the age of 8 weeks up to 2 years. The socialisation of police dogs involves taking them to public places and exposing them to environments they are likely to encounter during their working lives, such as train stations and shopping centres or noisy and crowded places, and ensuring all their early experiences are positive and fun. The dogs are paired with a handler when they are around 15 to 24 months old at which time they train together to become a police dog team. Laura feels very fortunate to be able to head to work every day to a job she loves!

**Madelin Strupitis-Haddrick (College Dux, Class of 2013)**

Not everyone, within months of finishing the HSC, finds themselves boarding a plane to embark on a journey to a new life on the other side of the world in a country where they know no one. Three months ago however, I threw a few items I’d received for Christmas only days before into an already brimming suitcase, said teary goodbyes to very close friends who were already meeting new people and beginning the next stage of their lives, and flew to Perthshire, Scotland to begin a gap year working as a Residential Assistant at Kilgraston School.

I arrived in the freezing cold after dark and walked into a dining hall to find a circle of unfamiliar faces all sitting together. It was quite a daunting experience but really reflected that I was starting anew in a completely foreign environment. Since then, I have found myself working in the boarding houses, taking the girls on outings, supervising a kindergarten PE class, helping senior classes with Maths and travelling to other schools to coach netball.

Stepping away from my life as a student to being a member of staff has been a quick change, but a natural progression, given that these first 18 years of my life have all been in preparation for life after school. Working and living far from everyone I know gives me great freedom, independence and unique opportunities, like the chance to conduct a majestic choir and to experience another life with different routines, work and pastimes to my life at home.

It has also been truly incredible in the fast development of friendships with young staff from different corners of the globe. United by our shared experience and despite our funny accents and different backgrounds, being in each other’s company at any time of the day or night gives us all the chance to unwind and be truly comfortable.

For now, the cold wind is calling and future travels await. All the skills I’ve developed during my time at Brigidine have enabled me to embrace this new, autonomous life in a land of castles, tartan and stunning scenery.
Term Dates

2014 Term Dates for Students

Term 2
Thursday 5 June: Diamond Jubilee Gala Performance
Monday 9 June: Queen’s Birthday Holiday
Tuesday 17 June: Diamond Jubilee Mass, St Mary’s Cathedral
Friday 20 June: TERM 2 ENDS

Term 3
Tuesday 15 July: TERM 3 COMMENCES
Tuesday 22 July: Opening Ceremony for the Anita Murray Centre
Friday 19 September: TERM 3 ENDS

Term 4
Monday 6 October: Public Holiday
Wednesday 8 October: TERM 4 COMMENCES
Thursday 4 December: TERM 4 ENDS

2015 Term Dates for Students

Term 1
Thursday 29 January: Year 7 and New Student Orientation Day
Friday 30 January: TERM 1 COMMENCES
Wednesday 1 April: TERM 1 ENDS

Term 2
Tuesday 21 April: TERM 2 COMMENCES
Monday 8 June: Queen’s Birthday Holiday
Friday 19 June: TERM 2 ENDS

Term 3
Tuesday 14 July: TERM 3 COMMENCES
Friday 18 September: TERM 3 ENDS

Term 4
Monday 5 October: Public Holiday
Wednesday 7 October: TERM 4 COMMENCES
Friday 4 December: TERM 4 ENDS

Reunion Dates 2014
Class of 2004
10 Year Reunion
Saturday 25 October 2014
Contact: Bianca Partington (Chidrawi)
bcchidrawi@hotmail.com

Class of 1994
20 Year Reunion
Saturday 25 October 2014
Contact: Siobhan Campbell (Munro)
sjcammell07@hotmail.com

Class of 1984
30 Year Reunion
Saturday 25 October 2014
Contact: Sally Hudson (McElhone)
s.hudson@optusnet.com.au
or Rowie Dillon
rowie@rowiescakes.com.au

Class of 1974
40 Year Reunion
Saturday 25 October 2014
Contact: Wendy Baxter
alumni@brigidine.nsw.edu.au