Contents

Supporting Girls Grammar 2
Secure Your Place in History 2

WELCOME
The Wonder Years 3
Guiding the Primary Council 3

PREP TO YEAR 6 CARE
Feeling Safe is a Necessary for Learning 4

PRIMARY LEADERSHIP
Student Voice and Participation 5

PREP TO YEAR 6 LITERACY
Loving Literacy 6

PREP TO YEAR 6 NUMERACY
The Girls Grammar Commitment to Mathematics Success 7

INFORMATION AND COMMUNICATION TECHNOLOGIES
Computers Strengthening Connections 8

PREP TO YEAR 6 MUSIC PROGRAM
Music for Life 9

EARLY LEARNING
Learning Highlights 10

THE DISCOVERY CENTRE 11

PRIMARY SPECIALIST CLASSES 12

SENIOR PRIMARY
Learning Enrichment 14

OSHC AND VACATION CARE 15

CURRICULUM ENRICHMENT 16

Primary Cocurricular Opportunities 17

COMMUNITY NEWS
Foundations and Collections 18

Gaia Festival and Open Day 19
Support Groups 20

Girls Grammar Race Day 21

Littleton Plaza 22

Alumni News 23

Date Claimer 23

SUPPORTING GIRLS GRAMMAR

A generous donation from the Littleton family will see ‘Littleton Plaza’ become the heart of Girls Grammar. Max and Margaret have a long association with the School, through generations of daughters. This wonderful project will provide a lasting legacy, and appropriate recognition for the family’s generosity. Details of the project are on page 22.

SECURE YOUR PLACE IN HISTORY

You can be involved in this wonderful project. Have your name engraved on one of the Littleton Plaza pavers as a lasting record of your valued support for the School. For $200 (tax deductible) you can record your name and graduation year, a memorial to a loved one or celebrate a family connection with Girls Grammar.

BE QUICK - OFFER CLOSES
1 NOVEMBER 2013

Please contact EnterpriseManager@rggs.qld.edu.au for order forms or further information about giving to the Girls Grammar Building or Scholarship Funds.
Welcome

THE WONDER YEARS

I recall our son returning from his first day as a Prep student and dramatically announcing that he ‘was never going back to School’. We were understandably concerned. Prompted by our bemused questioning, he eventually explained that he had ‘gone to school to learn to read and write and it hadn’t worked’.

His expectations were high and unrealistic. Of course, over the next 16 years of learning in Primary, Secondary and Tertiary settings he honed his craft and he is now a successful journalist. I thank his Prep teachers for their patience and for their skill in opening these pathways for an impatient writer.

Learning is a complex process. It is a process which takes time. It should be a joyous and meandering journey through a wonderland of discovery. There has to be fun along the way. Children need to be encouraged to try new things, to invent and imagine and wonder. They need to be nurtured towards having persistence and developing resilience while they explore new concepts and their understanding of the world.

Young people who feel both safe and valued are naturally hungry for learning. They exhibit an unfiltered, unfettered passion for doing, for discovering and for knowing. The early years of a child’s education are crucially significant in nurturing this quest for discovery, mastery and to develop the essential capacity for lifelong learning.

The physical, cognitive and emotional growth of a young person is more concentrated in these early years than during any other period in their lives. At Girls Grammar, we have an unparalleled focus on providing a truly caring environment with small class sizes and personalised learning for each student. Our wonderful Primary staff and the Director of Primary, Scott Fuller, are dedicated to delivering the best possible start for your daughter’s learning journey.

Melinda Scash
Principal

GUIDING THE PRIMARY COUNCIL

It has been a great honour to be the 2013 Prefect for Primary Council. I love having been able to both represent and be a voice for the Primary girls, as well as trying to be a good role model to help guide the youngest girls in our Girls Grammar family. The Primary girls are always very enthusiastic, energetic, smiling and friendly.

Our meetings are informative and interesting as we plan for Primary functions and fundraising activities. We have extended the well-established tradition of raising funds for charities and learning how we can celebrate and extend our learning.

Keeley Harker
Primary Council Prefect
FEELING SAFE IS NECESSARY FOR LEARNING

Every child at Girls Grammar has a Mentor. Her development is carefully monitored and she is supported in every facet of her learning journey: physical, emotional and academic. Our Director of Student Wellbeing, James Lye has responsibility for ensuring cohesive personal development programs are developed across Prep to Year 12. The Director of Primary has a specific focus on ensuring the existence of a nurturing and supportive environment for our youngest learners. Two elements of our extensive Care Programs are highlighted here.

PRIMARY VIRTUES PROJECT
The Virtues Program supports a culture in which respect, patience, self-discipline, tolerance and joy for learning are among the virtues our students master.

The Project is integrated with the Girls Grammar Care Program which our girls experience daily. The five key strategies of the Virtues Project support the values fostered at Girls Grammar and the understanding of these values through this project brings out the very best in our students.

Scott Fuller
Director of Primary

‘BIG SISTER’ PROGRAM
The role of a Big Sister is to be a friend for girls who are new to Girls Grammar. Big Sisters answer any questions and make sure new members of the community are feeling happy, safe and comfortable as they settle in to our School family.

A Big Sister makes every effort to help students feel that Rockhampton Girls Grammar School is their second home. Big Sisters visit their Little Sisters regularly. The role of the Big Sister is taken very seriously and these connections often last a lifetime.

James Lye
Director of Student Wellbeing
Primary Leadership

STUDENT VOICE AND PARTICIPATION

Every student in Year 4-12 is a member of a Student Council or Committee. Each group includes around 20 students and is led by an elected student leader Prefect. Timetabled meetings enable the Committees and Councils to actively participate. Each Prefect is supported by a Teacher Mentor.

STUDENT COUNCILS
Student Councils are made up of elected leaders from each Year level. The student leaders have an opportunity to voice their ideas and present ideas on behalf of their cohort. The three elected Councils include: Primary School Council (Years 4-6), Middle School Council (Years 7-9) and Senior School Council (Years 10-12).

There are also two additional Councils, the Boarding Council and the ATSI Council which meet separately to represent their groups.

STUDENT COMMITTEES
All students in Years 4 to 12 who are not members of the Councils are members of one of the 12 School Committees. Committees are led by an elected Year 12 Prefect and include Agricultural Science, Dance, Drama, Environment, Expressive English, Library, Magazine, Mathematics, Music, Science and Visual Art. Each committee makes a valuable contribution to ensuring that its interests are promoted within the student body and that activities are made available for students throughout the year.

HOUSES
In addition, every student from Prep to Year 12 is actively involved in their House team throughout the year. House competitions include Swimming, Athletics and Cross Country. Students in Years 4-12 also compete in Touch Football and House Music competitions. Each House is also led by an elected House Prefect. The four Houses are Downs (Green), Paterson (Red), Smith (Blue) and Williams (Gold).

STUDENT VOICE
Student voice is respected and valued through these forums and ensure that their ideas have a forum for growth.

James Lye
Director of Student Wellbeing
Literacy is a cornerstone of confidence in learning. Reading is a bridge between imagination and empathy.

READING WORKSHOP
The Girls Grammar Reading Workshop model offers students time to read, make choices about what they will read and enjoy conversations about their reading. We provide students with authentic reading experiences in a supportive environment.

Primary teachers focus on the strengths and needs of each student and provide direct instruction in strategic reading. We provide dynamic reading experiences for all our students. Through modelling reading behaviours and by giving our students time to practice being ‘real readers.

It is our goal to encourage students to reflect and think about what they’ve read and then explain their understanding. In this way, students move beyond remembering material to the deeper level of comprehension.

Through the Reading Workshop, Girls Grammar teachers put ‘real reading’ behaviours at the heart of teaching practices.

Our Primary teachers systematically observe, record and evaluate changes in the reading performance of each student. Through this process the individual reading level of every student is identified and extended.

SPELLING TO COMMUNICATE
Spelling is an essential part of the literacy program and a critical component of the writing process. Accurately implemented conventions assist in effectively conveying the writer’s message to the reader.

We embrace the technology-based program ‘Sound Waves’ as the foundation of our spelling program.

Sound Waves is used from Prep to Year 6 providing continuity and consistency as students develop spelling confidence and accuracy.

Sound Waves employs the phonemic approach to teaching spelling. This approach uses a sound-to-letter strategy which acknowledges that, in written form, sounds can be represented in more than one way. This approach focuses first on the basic units of sound in our language – phonemes. It then explores the letters that represent these sounds and how they can be put together to form the written words in our language. The phonemic approach promotes deeper understanding by replacing rote learning with a range of strategies for reading, writing and spelling.

Through regular diagnostic checks we track the progress over time of every learner. This provides teachers with information to effectively plan spelling instruction.

Corinne Shaw
Train the Trainer Program
Prep to Year 6 Numeracy

THE GIRLS GRAMMAR COMMITMENT TO MATHEMATICS SUCCESS

Across the School, Girls Grammar is excelling in Mathematics. In addition to the National Curriculum, we now offer Extension and Foundation classes with specialist teachers in Years 8-12. This commitment to Mathematics success begins in Prep.

ENSURING PROGRESS IN NUMERACY

Girls Grammar has adopted and expanded the National Curriculum to develop our own overarching direction for Primary Numeracy.

Mathematics teaching at Girls Grammar balances the need to consolidate fundamental skills with the challenge of developing real life problem solving capacities.

Teachers ensure academic rigour and have developed a numeracy tracking tool which monitors and illustrates the progress of each student. Along with analysis of NAPLAN data, this iMaths tracking diagnostic tool provides a detailed understanding of each student’s academic progress in numeracy. We are able to identify areas for improvement and areas for extension. Teachers are able to construct individualised student learning programs which are based on continuously updated and informative data. We also run additional tuition after School for students who would benefit from revision of concepts.

Mathematics is a foundation stone of learning and we ensure that each student is supported as she develops her understanding and confidence in this essential learning.

John Fry (Dr)
Director of Learning

NAPLAN Results

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>READ</th>
<th>WRIT</th>
<th>SPEL</th>
<th>GP</th>
<th>NMCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>408</td>
<td>395</td>
<td>384</td>
<td>407</td>
<td>359</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>READ</th>
<th>WRIT</th>
<th>SPEL</th>
<th>GP</th>
<th>NMCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>534</td>
<td>475</td>
<td>540</td>
<td>539</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>READ</th>
<th>WRIT</th>
<th>SPEL</th>
<th>GP</th>
<th>NMCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>582</td>
<td>552</td>
<td>574</td>
<td>582</td>
<td>543</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Information and Communication Technologies

COMPUTERS STRENGTHENING CONNECTIONS

SEAMLESS COMMUNICATION – GIRLS GRAMMAR BLOGS, FACEBOOK AND PARENT LOUNGE

It is not only the students who benefit from Information Technology at Girls Grammar. Communication between school and home has never been easier, faster or more informative.

Parents access the daily events of classes via the classroom blogs through our SharePoint portal. The classroom blogs provide a place to learn what is happening, locate information and discover links to relevant websites that parents can share to support their daughter’s learning.

Our Facebook and Twitter feeds remind parents and friends of our community events, report on outcomes and celebrate achievements.

Confidential information can be accessed via our secure Parent Lounge Portal. The Parent Lounge contains personal information including medical details, student timetables and academic results. In addition, more general information such as the school calendar, daily notices, upcoming events and cocurricular information are all easily accessible here.

School families are increasingly leveraging the power of our IT infrastructure to enable seamless communication between school and home. If you want to learn more or need support, please contact Ryan Cheers at DirectorTechnologies@rggs.qld.edu.au.

Get online and check out our new Website and look out for our new Pinterest feed … coming soon.

Ryan Cheers
Director of Interactive Technologies
Prep to Year 6 Music Program

MUSIC FOR LIFE

The Girls Grammar Music Centre is open every school day between 7.30am and 4.45pm. The School Concert Band achieved silver in Hawaii. The Girls Grammar Glee Club were awarded Gold at the Nationals Rockhampton Eisteddfod. Results included:

• Year P-3 Choir achieving second place. Mini Glee Club achieving first place,
• Year 4-6 Choir achieving first place,
• Senior Choir achieving second place,
• Chamber Singers achieving second place for the folk section and third place for small group,
• Concert Band achieving highly commended,
• Stage Band achieving third, and
• Flute Choir achieving Highly Commended.

PRIMARY OPPORTUNITIES

From Prep, Girls Grammar students experience Music with specialist teachers. Students in Prep to Year 3 participate in the Eisteddfod-winning P-3 Choir, and perform at community events and school functions. In addition to classroom music theory, instruments are provided for students in Years 2 and 3 who have the opportunity to learn how to play the violin within the music curriculum. Students in Years 4, 5 and 6 choose their instrumental pathway in the Band program. The instruments that are provided include woodwind, brass, strings and percussion options.

Girls in Prep to Year 12 can elect to take private lessons for instrumental and voice tuition. Students take their scheduled lessons with specialists during the school day.

These students also have the opportunity to perform each term at the Progress Concerts. These events enable parents and family to celebrate the progress made by their daughters throughout the year.

There are also specialised groups in each instrumental area. The school nurtures the performance experience for Primary students through String Ensemble, Primary Piano Ensemble and Mini Glee Club. These auditioned groups offer extension opportunities for motivated and interested students who are undertaking private lessons in their chosen instrument.

Christina Bond and Jessica Dawes
Music Coordinators
Early Learning

LEARNING HIGHLIGHTS

MASTERING WRITING
When a child can communicate her thoughts in writing she is mastering a very complex combination of patterns and language rules. Sustaining engagement in this challenge leads to greater confidence to explore and expand a writing repertoire.

FOCUS ON MEANING
Prep students enjoy taking part in our Writer’s Workshop each week. Students are exposed to the organisation and thought required to create a sentence or to write about a favourite topic. Students select their topic and create works to read to classmates.

Writer’s Workshop begins with a mini-lesson in guided writing.

For example, students may review their understanding that sentences are made up of words, begin with a capital letter and end with a full stop. The girls begin their independent writing using their own whiteboards. The emphasis is on fluency of ideas and the connection of thought to page. As confidence grows, so does each learner’s self-esteem.

The students edit their writing and when they are satisfied they transfer their work into a writing journal. They usually draw an illustration to accompany their sentence. At the end of our writing session, students have the opportunity to share their work with each other. This is a favourite part of the workshop as the girls are always proud of the work they have created.

Acacia Gall
Prep Teacher

NURTURING EXPERIMENTATION
In Year 1 the focus for writing instruction is to foster an enjoyment of writing, encourage students to experiment and to value writing as a social practice which follows patterns.

At this level, students are beginning to learn the conventions of writing. We work on building a bank of words that can automatically be spelled and developing phonological awareness and punctuation skills. Knowledge is built about different text forms such as reports, narratives, descriptions and procedures.

It is important for early writers to see writing as an enjoyable experience and to develop confidence to see themselves as successful writers.

Corinne Shaw
Year 1 Teacher
The Discovery Centre

The Discovery Centre, for students in Years 2 and 3, anchors learning in hands-on activities through which students acquire understanding through doing.

HANDS ON MANUFACTURING

In an examination of technological advancements in manufacturing processes over time Year 2 focused on children’s toys. We visited the Queensland Museum site and explored the history of children’s toys. The students were able to take a step back in time as they examined photographic examples of hand-made toys from the past. To assist the girls’ appreciation of past methods of making toys, prior to mass manufacturing, they pulled out their needle and thread and created their own cloth dolls. Some very cute dolls were created and students enhanced their understanding of the manufacturing revolution.

VIRTUAL TRAVEL

The popular children’s story, ‘Are We There Yet?’ by Alison Lester, came alive for the Year 3 students. Utilising technologies we embarked on a virtual travel experience which enabled students to visit a range of destinations without leaving our classroom. Through this virtual journey the students developed their understanding of Australia’s rich culture and famous landmarks.

LEARNING BY DOING

Growing their own vegetables has been a wonderful way for Year 2 students to study the life cycle of plants. Gardening has allowed them to see on a daily basis how the plants grow from seed to fruit. Incorporating a worm farm into our studies has also demonstrated to students how managing their food scraps can be helpful to the environment and beneficial for our gardens.

COLLECTING AND SORTING

Year 3 students collected living and non-living organism specimens to create an in-class museum as part of their hands-on research of ‘Furs, Feathers and Leaves’. The students extended their experience further by working and learning in the Secondary Science Laboratories.

Kiley Crighton
Year 2 teacher

Emma Whitehand
Year 3 teacher
GLOBAL THINKING FROM PREP

Learning a language other than English in Primary is not only about acquiring another language but having the opportunity to experience the customs and lifestyle of a different culture. The traditions of its country are important to the people of Japan and so it is vital that any student of the language understands them as well. For example, when you eat in Japan, you are allowed to pick up the bowl and ‘push’ food into your mouth. Slurping soup is expected and burping when you have finished eating is a sign of your appreciation of the meal. How different from Australia?

Learning more about another country’s culture helps us to understand its traditions and beliefs and in turn appreciate our own. Primary students have a smorgasbord of experiences from making origami cats to wearing a traditional kimono. Students create their own robot and describe it in Japanese; Senior Primary students compare and contrast traditional Japanese fables with Western folktales. They explore cultural festivals and study transport and travel.

Learning a language other than English in Primary school is perfect preparation for high school. It not only provides a foundation for potential language development, it also introduces awareness of other cultures. This allows students, who may not yet have had the opportunity to travel, to appreciate that not all cultures are the same and each should be valued for its contribution to our world’s rich tapestry. Learning a second language in secondary school is often reinforced with overseas cultural tours which enable students to experience first-hand the culture and language of the country they are studying.

Nicole Graham
P-12 LOTE Teacher

DRAMATIC THINKING

In 2013 Girls Grammar implemented our first full Drama program for all Primary students. We are one of the few schools in the state offering specialty Drama to all Primary students throughout the full academic year. This commitment reminds us of how fortunate we are to have a school community that fosters a passion for the arts from such an early age.

Our girls have taken Drama in their stride, participating in a range of creative, hands-on activities designed to develop stage confidence and devising skills. Early Primary students have played, practiced and performed their way to success, building confidence and ensemble skills through their exploration of a variety of dramatic conventions. Older students have improvised, interrogated and imagined, creating a variety of unique performance works. Our girls are thoroughly enjoying the practical nature of the subject and relish opportunities to exercise their dramatic flair and ‘tread the boards’.

As well as being a lot of fun, the study of Drama develops students’ social and emotional understandings of the world they live in as they negotiate roles and collaborate with classmates in respectful and productive ways. Drama challenges our girls to apply higher-order thinking skills in creative new ways as they explore important social, environmental and cultural perspectives. Themes studied range in complexity from basic ideas of respect, inclusion and kindness to more challenging concepts such as human rights, equity and conservation.

In this respect, Drama is supporting students in their wider studies, fostering critical thinking and creative problem solving. It has been an absolute pleasure watching our girls create their own short works and we look forward to much more dramatic activity around the Primary School as the program grows.

Jessica Lamb
P-12 Drama Teacher
Primary students are happily engaging in extended opportunities to experience the wonders of Science. Year 7 students hosted a dynamic Science session with the Prep class in which they helped the excited younger students make slime and instant snow, constructed simple working helicopters and then raced balloon-powered cars.

As a specialist Science teacher, I am working with each classroom teacher to deliver the National Science curriculum to students in Years 4, 5 and 6. This expertise complements and extends the theory delivered in the classroom by providing a practical lesson in a science laboratory or specialist environment.

This hands-on learning fosters both interest and enthusiasm through activities such as making volcanoes and growing egg shell geodes during a study of earth forms; creating kaleidoscopes and playing with shadow puppets while investigating the properties of light; investigating physical and chemical changes in food when making popcorn and ice-cream; and designing paper planes and racing balloon powered cars on different surfaces while investigating forces and gravity.

The young minds of our Primary girls are wonderfully absorbed in these activities. The students’ natural curiosity and inquisitiveness are fully engaged as they connect the wonders of Science with their growing understanding of the world around them.

Christie Dey
P-12 Science Teacher

SELF-EXPRESSION THROUGH VISUAL ART

Art is an integral part of the Primary curriculum. Students in Years 4-6 work in the specialist Art Room. Year 4 students are creating their own portraits inspired by mind maps in which they have explored characteristic elements of both themselves and their personalities. Year 5 girls are experimenting with optical illusions and have created some beautiful paintings, drawings and tessellations.

The Year 6 students have commenced an Australiana unit and created their own Ken Done inspired landscapes, featuring Bondi Beach, Uluru, crocodiles in bikinis and giant dingos.

Experience in the Visual Arts helps students develop confidence for self-expression and the capacity to reflect their understanding of the world.

Primary Art Club is also a cocurricular activity open to students in Years 4-6. This term in Art Club, students are looking at nature and creating wonderful works through sun prints, drawings and sculpture.

Hannah Mounsey
4-6 Visual Art Teacher

“The young minds of our Primary girls are wonderfully absorbed in these activities.”
LEARNING ENRICHMENT

eLEARNING
At Girls Grammar, one-to-one devices are provided from Year 4 to support and enhance student learning. In 2013 tablet technology was introduced for Year 4 students. Teachers facilitate the learning as students explore and make decisions for themselves. Technologies in the classroom encourage self-directed learning and enable students to engage in activities beyond the limitations of the physical classroom. Their naturally inquisitive nature is enhanced by technology as they gather information at a rate much faster than ever before. Students can become teachers, guides, presenters and reporters, they can investigate, explore and create.

In-built video cameras, still cameras and voice recording applications give students opportunities to demonstrate their learning through a range of multimedia. The application of one-to-one devices at Girls Grammar is not only motivational for student learning but provides more authentic and deeper opportunities to learn.

Naomi Beacom
Year 4 teacher

LIVING HISTORY
Year 5 students have been examining what it might have been like to live in Australia’s early colonies during the 1800s. Students have learnt what life was like for people during the period and researched significant events and people. We developed an understanding of Britain’s decision to establish colonies in Australia. Students also examined frontier conflict, internal exploration of Australia and the expansion of agriculture. Each girl played the role of a person living during this time and penned a letter to England, informing the government about life in Australia. In addition, students investigated poetry writing and researched some of Australia’s more famous poets.

Paula Goodman
Year 5 teacher

HANDS UP FOR HANDS-ON LEARNING
Benjamin Franklin once said ‘Tell me, I’ll forget. Show me, and I’ll remember. Involve me, and I will learn.’ He was obviously a kinaesthetic learner. As humans, we use all of our senses to both interact with and make sense of our world. The sense we rely upon most strongly when learning is identified as our learning ‘style’. There are three main styles – auditory, visual and kinaesthetic.

Think back to your own schooling experience. Remember making ‘elephants toothpaste’ in Science, building that stool in Woodwork or cooking cupcakes in Home Economics? These were invaluable learning opportunities skilfully crafted by your teachers. In the classroom we endeavour to involve students in all learning styles, but perhaps the most memorable is kinaesthetic. When students are involved in games or using manipulatives to grasp concepts in Science they enjoy the experience and therefore learn more readily.

Across the Primary sector Maths investigations are implemented to give students the opportunity to cement their knowledge and apply this learning through challenging activities. In upper Primary classrooms kinaesthetic learning is also embodied in expert jigsaw activities, role-plays, and building models and experiments to extend students’ understandings in all key learning areas.

Lauren Logan
Year 6 teacher

“Tell me, I’ll forget. Show me, and I’ll remember. Involve me, and I will learn.” Ben Franklin.
The values which underpin the Girls Grammar ‘Out of School Hours Care’ provision of a quality service are:

- Children’s physical, emotional and social needs are met in a safe, caring and supportive environment.
- The best interests of the child are the paramount concern.

We provide care in a way that:

- Protects children from harm.
- Respects children’s dignity and privacy.
- Promotes children’s wellbeing.
- Provides positive experiences.
- Respects and believes that all children have the right to have both their individual and cultural identity recognised and respected.

We value Australia’s Aboriginal and Torres Strait Islander cultures as a core part of the nation’s history, present and future.

After School care operates Monday-Friday, 3.00pm to 6.00pm. Vacation Care operates Monday-Friday, 8.00am to 5.30pm.

Successful vacation care programs often include off-site trips to local areas of interest such as the Mt Morgan Railway Museum and Putt Putt Golf. We also set up an on-site Amusement Park and much more. We introduced an ‘art club’ and invited local artists to run workshops with the girls to consolidate and extend established activities.

Leonie Carroll
Coordinator OSHC
Girls Grammar is committed to offering to all Primary students enjoyable educational experiences which complement the curriculum. The school engages the services of ‘School Performance Tours’ which provide the opportunity for enrichment activities.

**FUN WITH MATHS**

‘I enjoyed the letter box activity the most. We had to write a sum without the function and my partner had to work out what the function I was using’ - Isla Houston Year 6

‘I loved the activity where two people were chained together and had to work out how to escape using maths. Anna and I couldn’t do it, but we had fun trying.’ - Mackenzie Morgan Year 6

**ROBO-TEC**

A performance encouraging students to think mathematically and scientifically while exploring the fields of robotics, electronics, innovations and design.

**A FISH STORY**

An imaginative performance for children about problem solving, creative play, and of course words.

**GREAT GALAXIES**

Viewing our solar system and Galaxy in a different and interesting way.

**IT’S A MAD WORLD**

Dramatic performance of circus skills.

**ADAMORIGINAL (URBAN ABORIGINAL ARTS)**

Presented by Adam Hill using a map of Indigenous Australia, Adam provides an informative interactive introduction to various language groups, indigenous instruments and songs.

**LITERATURE FESTIVAL**

A daylong event hosted by Girls Grammar for Prep-12 students to experience and interact with visiting authors during age-appropriate workshops.
“The breadth of cocurricular activities offered at Girls Grammar provides students with vibrant opportunities.”

**PRIMARY COCURRICULAR OPPORTUNITIES**

Healthy young people are active and busy. The breadth of cocurricular activities offered at Girls Grammar provides students with vibrant opportunities in which they can experience and then improve their creative, physical and intellectual abilities and talents.

Cocurricular activities offered by staff

- P-6 Getting Active
- P-6 AFL Aus Kick
- 2-6 Primary Dance Group
- 4-6 Boot Camp
- 4-12 Running Club
- 4-6 Chess Club
- 4-6 Touch Football – Paula Goodman
- 4-6 Netball
- 4-6 Art Club
- 4-6 Mini Glee Club
- 4-6 Before School Swimming
- 4-6 Primary OptiMinds
- Mathematics Tutorials

External Groups offering cocurricular opportunities at Girls Grammar

- P-6 Swimming - Caribeae Swimming Academy
- P-6 Junior Kung Fu – Brett Mackay
- P-6 Alliance Francaise – Susan Yates
- P-6 Speech and Drama – Peta Horneman-Wren
- Divine Drama - Tegan Divine
FOUNDATIONS AND COLLECTIONS

Each year Girls Grammar celebrates our Day of Foundation, 19 April 1892, at an Assembly in the Maud Bendall CAB Undercover area. This year the entire school gathered to hear about the Principals who have led Girls Grammar throughout our 121 year history. Our Year 1 and 2 students paraded the Principals’ names and tenure details while some staff who attended Girls Grammar as students and a member of the Board of Trustees, Suzanne Phillips, spoke about their memories and experiences with the Principals they have known.

We heard about the significance of a Girls Grammar education in the very extraordinary life of Dr Natascha De Wet. Her daughters Chloe and Mirae Ries are Girls Grammar girls. We are indebted to Dr De Wet and the other speakers and attendees who made the event so meaningful and memorable for our School community.

Celebrating our history is also the main focus of plans to restore Paterson Hall and establish a Heritage Collection Museum. To assist these ambitious plans to come to fruition, the students and staff collected gold coins and formed a complete circle around Paterson House at the conclusion of the Assembly. An astounding total of $2066.55 was raised to assist with the establishment of our Heritage Collection.

“An astounding total of $2066.55 was raised to assist with the establishment of our Heritage Collection.”
“Girls Grammar has adopted her [Gaia’s] strength, resilience and care as a talisman for the annual Festival and Open Day.”

GAIA FESTIVAL AND OPEN DAY

‘Gaia’ is the Greek Earth Mother Goddess and Girls Grammar has adopted her strength, resilience and care as a talisman for the annual Festival and Open Day. Our Gaia Festival & Open Day celebrates women, our role within the wider Rockhampton community and our connectedness as a Girls Grammar family.

Students from Prep to Year 12 were outstanding ambassadors, welcoming visitors and sharing their love for their school. They entertained throughout the Festival, showcasing their talent in Dance, School Aerobics, Drama, Fashion Parades, Rock Bands and Choir Performances.

Over 60 market stall holders displayed their handcrafted treasures and guests enjoyed everything from jumping castles to Devonshire teas. A multidraw raffle raised $459 for the Capricorn Helicopter Rescue Service. Australian cricketer Jessica Jonassen was the guest speaker and Cricket Australia ran mini clinics.

In 2014 the Gaia Festival and Open Day will be held on Saturday 24 May from 10.00am – 2.00pm. We look forward to seeing you there!
SUPPORT GROUPS

RACE DAY COMMITTEE
Our new Early Learning Centre playground was officially opened by Vicki Jackson on Friday 3 May 2013. Vicki is the President of the Girls Grammar Race Day Committee which organises and hosts our annual Girls Grammar Race Day. This spectacular social event raised the funds to purchase and install our splendid new playground. The opening was a family fun afternoon of play and celebration, and the girls were eager for the ribbon to be cut so that they could test out their playground. The School community is very grateful for this generous and greatly appreciated addition to our ELC.

P&F COMMITTEE
The Girls Grammar Parents & Friends Committee hold many events throughout the year. Wonderful family celebrations such as the Meet & Greet family BBQ to welcome new families into the Girls Grammar fold in February, the Carnival Morning Tea in September and the Bulls ‘n’ Barrels in October. The Committee also hold a number of working bees and their contribution to the beautification of the School grounds is essential. The Committee donates funds for the enhancement of the School. The numerous and comfortable student bench seats and the extensive black fencing would not be an integral part of Girls Grammar life without this generous donation of time and funds from the P&F.
GIRLS GRAMMAR RACE DAY

On June 15, Girls Grammar and the Rockhampton community gathered together once again to celebrate and support Girls Grammar Race Day. The Race Day Committee, for over a decade, has been led by Vicki Jackson and supported by a dedicated team: Merin Weston, Wendy Mulry, Veronica Goddard, Glenys Orford, Pat O’Beirne, Mark Thompson, Ken Murphy and John Bryant. They have exceeded all expectations once again and delivered a Racing Carnival highlight. The workforce of parents, staff and students which support the Race Day Committee help make this a spectacular calendar event. From Beverley Harwood washing the dishes, Peter O’Beirne helping the chef, Glenys Orford creating the spectacular bougainvillea arch to the army of volunteers preparing the ingredients, student waitresses and volunteer barmen giving their time and enthusiasm – we are so grateful.

RACE DAY SPONSORS

Agrify
Aqua Pumping and Solar
Ascot Hotel
Ausmine Mechanical Hiring Services
B & J Car Sales
Bollino Civil and Mining Solutions
Brown & Hurley
Capricorn Education Resources
Capricorn Survey Group (CQ) Pty Ltd
City Printing Works
Code D Engineering
Haymans Electrical
Holcim (Aust Pty Ltd
Jaffra Brahmans
Kennas
Keppel Bay Marina
Kingfisher Valley
Peter Boodle Quality Meats
Ray White Yeppoon
RBS Morgans
Rocky’s Own
Savage Barker Backhouse
South and Geldard
Southside Holiday Village
The Mechanic Shop
The Professionals Livingston Molloy
Thiess-Curragh Mine
Trend Interiors Carpet and Tile Court
Wendy Mulry Travel
Westpac

THANK YOU
LITTLETON PLAZA

A generous donation from the Littleton family will see ‘Littleton Plaza’ become the heart of Girls Grammar. Thanks to Max and Margaret this contemporary space will connect the Luck and McKeague buildings with landscaped seating, gardens and viewing platforms.

The removal of the old Science building will open Littleton Plaza to Paterson House and the Terrace. McKeague Hall is being refurbished and opened onto a deck adjoining Agnes Street. New learning spaces are being created in the Undercroft and a reconstructed flight of stairs will provide access from the carpark to the Plaza. A new entry into the School will be created from Agnes Street.

The Littleton Plaza construction and McKeague refurbishment will begin in October 2013 and the Grand Opening Celebration will be in conjunction with Foundation Day, Celebrations on 3 April 2014. Save the date!
MEMBERSHIP RGGS OLD GIRLS ASSOCIATION

Contact: Mrs Marilyn Watts
2/37 Margate Pde, Margate Q 4019
P: 07 3283 7256
E: Marilyn_m_watts@yahoo.com.au

ANNUAL FEE $15
(Seniors 60 and over $10)

LIFE MEMBERSHIP (Once only fee)
$125 (Seniors 60 and over $100)

REUNIONS

It has become a tradition for reunion groups to meet at the Girls Grammar Races in June. This year there were reunions for 10, 20, 30 and 40 years. These 10 Year reunion girls were snapped by the Morning Bulletin photographer on the day.

Many reunion groups visit the school for a tour and meal on the Sunday. The 20 Year Reunion group met for morning tea.

Find them on Facebook: www.facebook.com/RGGSOGA

19 October

DATE CLAIMER

Girls Grammar P&F are hosting the annual Bulls ‘n’ Barrels at the Great Western on Saturday 19 October. It is a wonderful family night and money is raised for Breast Cancer research. Are you tough enough to wear pink?
ALUMNI BRANCH CONTACTS

Rockhampton:
Mrs Kim Dixon (Bredhauer)
RGGSOGA Liaison Officer
P: 07 4930 0964
E: EnterpriseManager@rggs.qld.edu.au

Rockhampton:
Mrs Margaret Black (Clark)
P: 07 4928 2490
E: blackpm@dodo.com

Sunshine Coast:
Mrs Freda Wengert (Pack)
PO Box 173 Nambour Q 4560
P: 07 5441 2623

Biloela:
Mrs Jean Ratchjen (Churchward)
PO Box 305 Biloela Q 4715
P: 07 4992 1170

Brisbane:
Mrs Marilyn Watts
2/37 Margate Pde Margate Q 4019
P: 07 3283 7256
E: Marilyn_m_watts@yahoo.com.au

Sydney:
Mrs Chris Serrano (Bencke)
1 Whittle Ave Seaforth NSW 2092
P: 02 9949 1304

Gladstone:
Mrs Bonita Farmer (Brice)
“Hazeldean” Calliope Q 4680
P: 07 4975 7450

Melbourne:
Mrs Pat Rabi (Webb)
4 Manatee Ave Mt Eliza V 3930
P: 03 9787 8107

Mackay:
Mrs Jannett Dark (Davey)
7 Comey Street, Nth Mackay Q 4740
P: 07 4942 2434
E: jdark46@hotmail.com

Townsville:
Diane Gottani
17 Terek Walk, Kayinda Chase, Bottle Plains, Q 4817
P: 07 4723 3270
E: jaddl@scetelco.net.au

United Kingdom:
Mrs Geraldine Taylor-Sidhu (Taylor)
9 Princess Park Cie, Hayes London UB31JZ UK
E: hi_geraldine@hotmail.com

Cnr Denham & Agnes Streets
Rockhampton Qld 4700
PO Box 776
Rockhampton, Qld 4700
T: 07 4930 0900
F: 07 4922 4809
E: reception@rggs.qld.edu.au
W: www.rggs.qld.edu.au