

TERM 1 | 2020

Q

GRAMMAR QUARTERLY

DESTINATION >>

RESPONSIBLE
CITIZENS
OF THE

world

RESEARCHERS

SELF MANAGERS

COLLABORATORS

PROBLEM
SOLVERS

CRITICAL THINKERS

COMMUNICATORS



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GRAMMAR SCHOOL

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Mrs Maria Woods | Principal
Sunshine Coast Grammar School

The world has changed but our commitment to each other, our community and our students remains steadfast.

When we talk about having 20/20 vision we are referring to the clarity or sharpness of our vision. On the back of outstanding 2019 results, we had a keen eye on the plan for our school. I started the year asking specific questions as we

looked to the year ahead. To be at the end of Term 1 traversing uncharted waters, we have to the best of our ability kept our eye firmly fixed on our mission to provide learning opportunities and experiences in a constantly changing landscape.

Our students are guided by what they see in us. We have remain anchored to our core values and have made conscious choices about our behaviours, words and actions to ensure we are exemplary role models in a world where we have seen the best and worst of humanity.

At this school we have made a purposeful commitment to building resilient, courageous, agile and creative students. In these most testing of times, we have been called to demonstrate these very skills ourselves.

31 March 2020 was an historic day at Grammar. We introduced ZOOM to as many classes as we could. Some 368 plus ZOOM lessons occurred throughout the day. To see and hear our students reminded us of the importance of connection and emotions were high. We experienced in action our core values of relationships, care and community. It was important to create some normalcy of school routines, but when our students have not seen or spoken with their teachers, this day of connection



was one of the most significant in 2020.

We remain committed to seeing it through – a relentless pursuit of excellence in all we can provide for our students as we face uncertainty beyond the Easter break.

We chose wisely in our bible verse for 2020 – Jeremiah 29:11. May we be sustained by our faith, family, the Grammar community.

God bless one and all. Stay safe, healthy and we will face Term 2 together.

Seeing ahead

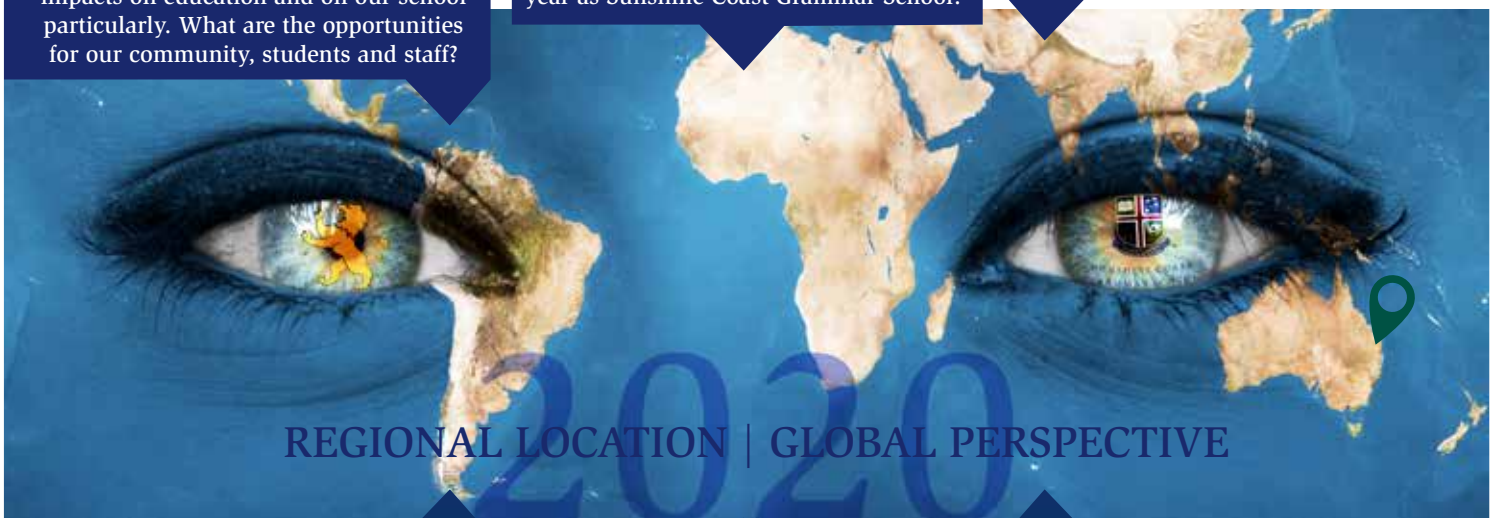
Keeping abreast of state, national and international trends and challenges, threats and opportunities locally and in the wider environment; anticipating the impacts on education and on our school particularly. What are the opportunities for our community, students and staff?

Seeing behind

Honouring and extending our school's achievements in all realms. How do we celebrate student effort and success? What do we continue to build upon in our 24th year as Sunshine Coast Grammar School?

Seeing above

How are we contributing to the PMSA Strategic Plan and enacting policies and practices consistent with PMSA, state, national and global imperatives?



Seeing below

How are we demonstrating a deep understanding of the needs, interests, motivations and aspirations of our community, staff and students?

Seeing beside

What professional networking knowledge and skillsets are we building to ensure best and next practice?

Seeing beyond

How do we effectively seek out best practice in other educational systems and in relevant fields other than education to inform our thinking?

Seeing it through

Are we consistent, persistent and relentless in our pursuit of excellence?

(Mintzberg 1995, Fullan 2019)

For I know the plans I have for you declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future. Jeremiah 29:11

WE VALUE



WELLBEING

Addressing all dimensions of wellness (emotional, physical, nutritional, environmental and spiritual) in our lives builds a holistic sense of wellbeing and fulfillment. Wellbeing and Resilience are enhanced with a focus on critical life skills such as; the ability to recognise and regulate one's own emotions, establish and maintain positive and respectful relationships, make responsible decisions, effectively problem solve and apply individual character strengths.

Through these critical skills, we cultivate a culture where all are motivated to pursue their purpose and thrive in an everchanging world.



MINDSET AND SKILLSET

Our learning environment promotes curiosity and creativity, as well as growing confident, capable and successful individuals.

The world our children will inherit is a world of complexity and ever-changing innovation. A world where it is insufficient to have knowledge and ideas without a positive growth mindset and skill set to apply knowledge and implement ideas.

It is essential to foster the cultivation of an adaptive mindset and skillset set, that together with knowledge from traditional disciplines will equip all to embrace change as opportunity.



COMMUNITY

We all contribute to build an inclusive community of belonging, connection, mutual care and respect. We all participate in the community at a range of levels including the development of partnerships and service from local, to global.



CHRISTIAN FAITH IN ACTION

At the heart of our Christian faith in action are our six values underpinning Christian identity. With a strong focus on relationships, we encourage all to live with honour, humility, compassion, gratitude, love and forgiveness.

Student WELLBEING

A good prompt for parents being asked questions or overhearing conversations, regarding COVID-19, is “Fact or Fiction” or “Fact or Prediction?” and then giving information if they perceive it to be a fact when it is not.

Address the questions that have been asked - rather than assuming fear and worry. For example: What are you worried about? What have you heard about Coronavirus?

- Worry about getting sick is normal. We all want to be well and have healthy bodies.
- Explore understanding. Asking your child what they know already, which then allows for correcting misinformation. Second ask them to share what they are worried about.
- Empower by sharing what they can do - You can help by keeping your hands clean, get lots of sleep, eat nutritious food (to make your body

strong), going to the doctor if you're sick, and reminding your friends of the truth if they are worried.

- Combating worry by working together to be scientists. Scientists look at all the facts before making a decision. Scientists are very good at thinking “is this a fact/truth or is this a prediction?”. A prediction is something that may or may not happen.
- What are the facts about coronavirus:
 - o No student or staff member has corona virus
 - o I am healthy. My family is healthy. My friends are healthy.
 - o All sick people are getting tests to make sure they are well enough to return to school
 - o Our school has good hygiene – we wash our hands regularly
 - o Most people who get sick get better quickly. We only ask them not to come to school so they don't spread the germs.

- o Hospitals and Doctors know how to treat people who get sick. Scientists are working on making a vaccine (we take a medicine so we reduce our chances of getting sick).
- o When people get scared they can have big reactions – for example, buy things they don't need. It can be helpful to remind ourselves that person is doing something because they are ‘scared’ not because of a ‘truth’.

We encourage families and students to brain storm a list of activities they may like to do to keep busy. Allocate an activity a day even if you don't ‘feel’ like doing it. It is an opportunity to try new things and participate as a family.

A to Z KEEPING BUSY ideas

- Build a house with a deck of cards
- Build the highest block tower you can
- Choose a picture book each and read aloud to each other
- Choose an inspirational quote and create a poster for your room
- Create a sensory shaker bottle using an old bottle, glitter and water (and whatever else you'd like to put in there!)
- Create an Alfoil river in the garden and float things down it
- Do a backyard scavenger hunt
- Find three toys to give to charity
- Fold paper planes and see how far they will fly
- Go through recipe books together and have a bake off challenge
- Go through your board/card games and challenge yourself to play them all; design your own game
- Have a handball tournament
- Have a living room disco – play freeze, musical chairs, or a dance off
- Interview the members of your family
- Keep a balloon in the air for as long as possible
- Knitting, crochet or beading

- Lawn bowls
- Learn to finger knit, french knit or braid wool into friendship bracelets
- Listen to a kid's podcast or audio book. Podcast suggestions:
 - o Brains On
 - o Wow In The World
 - o Circle Round
 - o Little Green Pod
 - o Fierce Girls
 - o Story Pirates
 - o But Why?
- Make a bottle rocket
- Make a paper chain to hang up in the dining room
- Make a paper cut-out family
- Make a paper plate whale
- Make a pretty lantern using an old jar, tissue paper and glue
- Make a time capsule (of this time) to be opened in 10 years
- Make greeting cards to be used for birthdays and other occasions
- Make Origami animals or paper ninja stars
- Organise your Lego and then have a building challenge
- Painting, drawing or tracing
- Play cinema – make tickets, popcorn, give your guests a rug and watch a movie together

- Press flowers within a few heavy books
- Set up camp in the garden and play inside the tent
- Skype friends and family
- String up a sheet tent in the backyard
- Take everyone's height measurement on a door frame
- Treasure hunt (with clues, hide a favourite toy somewhere in the house)
- Try shadow drawing, leaf rubbings, painting bark or stones
- Try the travelling water experiment
- Use a mirror to draw a self portrait
- Using Lego characters or other small toys, make a stop motion movie (download the app Stop Motion to your phone or iPad)
- Water play – buckets, scoopers, whisk, pouring jugs, straws, bubbles!
- Work together to design a family emblem, motto or song. Include elements that are important to you and your family
- Write notes of love, compliments or doodles and hide them around the house for family to find
- Yoga via YouTube

INTRODUCTION OF ATAR

In 2020 Year 12 students in Queensland will receive an ATAR (Australian Tertiary Admissions Rank), rather than an OP, which has been the ranking system used for the past 28 years (1992 – 2019). As the title suggests, an ATAR will be used by students seeking entry to university. Students in Queensland have always been able to receive a Tertiary Rank instead of an OP, so it is not a massive change. Queensland Universities have always accepted students from other states based on their 'rank', utilising a conversion table comparing a rank with an OP.

For students to be ATAR eligible, they must study a minimum of 5 'General' subjects or 4 General and 1 'Applied' or 4 General and 1 VET subject. At Grammar we currently offer 26 General subjects; 5 Applied; and 4 VET subjects. Some universities will consider VET qualifications as an alternative to an ATAR in the cases where a student might have been ATAR ineligible.

The biggest noticeable change for Year 12 students is that they will now all complete four pieces of assessment for each subject they study. Three of those assessment pieces are conducted 'Internally'. This means that they have been written by Grammar staff and approved (endorsed) by the QCAA (Queensland Curriculum and Assessment Authority). The final assessment piece is an External Exam that has been written by QCAA and is common to all students in Queensland who study that particular subject. These exams will occur over a three week block beginning 26 October. For Mathematics and Science subjects, this external exam will count as 50% of their result and for other subjects the external exam will count as 25% (the internal assessments make up the balance of 100%). Prior to this year



all individual subject assessment was internal and a separate exam known as the QCST (Queensland Core Skills Test), with no subject specific content past Year 10 was used to compare students across the state.

The ATAR is calculated by QTAC

(Queensland Tertiary Admissions Centre) and will be announced mid-December (as was the OP). QTAC will be applying a very strict algorithm in order to conduct inter-subject scaling to compare the relative performance of students across different subjects. Inter-subject scaling is important because not all subjects are equally difficult to perform well in. An 80% for Specialist Maths is not the same as 80% for Essential Maths. The specific details of these scaling parameters will only be available to schools in the February after each relevant cohort receives their results in December.



SPOTLIGHT ON Leonie Butler



1 WHAT IS YOUR ROLE WITHIN THE SCHOOL?

As Dean of Curriculum and Innovation, I am primarily responsible for overseeing the Year 7-12 Curriculum and leading Teaching and Learning within the Secondary School. This involves keeping abreast of the latest Educational Research on best practice and using this information to inform change agendas to drive continuous improvement in teaching and learning.

My role is really about supporting teachers to provide our students with all the high quality learning experiences that will enable them to develop those necessary 21st Century skills.

2 TELL US A LITTLE BIT ABOUT YOUR BACKGROUND.

I graduated with a Bachelor of Science (Mathematics) and a Bachelor of Education (Secondary) from the University of Queensland in 2008, and began my teaching career as a Maths/ Science Teacher at Emerald State

High School, in Central Queensland in 2009. At the end of that first year I decided I wanted to return to my home in Brisbane, so I jumped over to the Independent School sector and took up a position as a Mathematics Teacher for Sheldon College. Over the course of that year I realised that I actually did miss having Science as part of my teaching load. So from 2011–2016 I was employed by Cannon Hill Anglican College as a Chemistry Teacher and the Subject Coordinator. During this time I also completed my Masters of Educational Studies (Science) at UQ. For that program of study I completed a research project looking at ways of accelerating the development of Critical Thinking Skills in students. I was particularly interested in looking at Integrated learning programs for Year 7s. Most Recently (2017–2019) I was employed as the Director of Teaching and Learning (Middle School) for The Cathedral School of St Anne and St James in Townsville.

I am also currently completing a postgraduate degree, this time in Educational Leadership and Management through QUT.



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3 WHAT ARE YOU MOST EXCITED ABOUT IN YOUR NEW ROLE?

I am very excited to be living back in South-East Queensland, and on the Sunshine Coast in particular. I am quite excited about the prospect of seeing how much I can contribute to enhancing student learning outcomes across Year 7-12. By changing school context I have the opportunity to engage with new and different challenges. It also gives me the opportunity to meet and work with new people. I love doing this because I get so many different ideas from seeing different perspectives and ways of working.

4 WHO INSPIRES YOU?

Many people inspire me, both past and present. Last year I read the biography of Martin Luther for a post-graduate university assignment. I have always been fascinated by Luther's significant contribution to what is now known in history as the Reformation of the Catholic Church and the creation of Lutheranism in Germany in the 16th Century. By nailing his proclamation of the '95 Theses' to the Wittenberg Castle Church Door in 1517, Luther played an instrumental role in starting a movement that ultimately resulted in the creation of all the Protestant Christian Denominations (including both Presbyterian and Methodist).

I am inspired by all those people who are change-makers. People who seek to help and empower others or rectify social injustices through education. I am inspired by all those who are currently working tirelessly on Environmental Sustainability solutions and other world problems. I am inspired by all those who devote themselves to the service of the community – in Health Care, Defence,

Education etc and anyone out there trying to make the world better for those around them. I am also inspired by my Mum. She is my role-model and the person that encourages me to 'Reach for the Stars'.

5 WHAT QUALITIES DO YOU DEEM MOST IMPORTANT IN NAVIGATING SUCCESS?

I don't think you can ever underestimate the importance of a 'can do' attitude and a strong work ethic. Everything is possible, the impossible just takes a little longer. I also think it's really important to be able to regulate your own emotions – stay calm in stressful situations and find humour in day to day life. Success is really about learning how to navigate and overcome bigger and bigger hurdles. The things we learn during challenging times often become critical skills that we rely on in the future when we face even bigger challenges. There is a reason that wisdom only comes with age – life experience is a prerequisite.

6 WHAT ARE YOU CURRENTLY READING?

I have just recently been given a copy of Brené Brown's book 'Dare to Lead' which I will get into over the upcoming Easter holidays. I have been reading the autobiography of Luke Richmond entitled 'One Life One Chance'. I had the pleasure of meeting him face to face in Hobart in January, where he was selling his book at the Salamanca Markets. He has recently become the first Queensland born person to complete the '7 Summits Challenge' of summiting the tallest mountain on each continent. Having summited Mt Kilimanjaro in Africa myself and having been to Mount Everest Base Camp (with no intention of trying to summit Everest) and eager to also do some of the other 'non-technical' summits, I was eager to hear him talk

about what made him decide to commit to climbing all seven, including risking his life in the death zone (above 7000m altitude) of Mt Everest. After talking casually to him for awhile I thought I might as well buy his book and read his story – he did offer me a discount and a signed autograph after all! Mostly; however, I have been reading journal articles for my postgraduate study. I have one subject left to go – Strategic Management. and I have been reading papers that highlight case studies of effective strategic leadership in very successful organisations.

7 FAVOURITE TRAVEL DESTINATION?

I'm not sure I could identify just one! I thoroughly enjoyed traveling to Nepal last year and completing the 12-day return trek to Mount Everest Base Camp (altitude 5364m), and would like to go back to the Himalayas and do some of the other world-renowned treks in that region.

8 HOW DO YOU SPEND YOUR WEEKENDS?

Parkrun Day (formally known as Saturday) is sacrosanct in my book so I begin with a 5km run alongside friends at an official venue somewhere. Lately I have been driving to places such as Yowie because I am on an insane mission to run at each and every Parkrun Venue in Queensland. I currently have ten venues left to go from a list of 105. Then I come home and spend the remainder of the day doing washing, cleaning and meal prepping for the next week. On Sundays I will often go hiking or relax at a café with friends or family. Sometimes I will take my two toy poodle puppies to the beach. Sunday evening I go to church and then try and go to bed early ready for the next week.



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MAROOCHYDORE

AN *equal* WORLD IS AN *enabled* WORLD

Individually, we're all responsible for our own thoughts and actions - all day, every day.

We can actively choose to challenge stereotypes, fight bias, broaden perceptions, improve situations and celebrate women's achievements.

International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women - while also marking a call to action for accelerating gender equality. During March we celebrated International Women's Day with a breakfast for our Year 6-12 students and their mums at the Grammar Aquatic Centre.

The sell-out event proudly sponsored by Weddings at Tiffanys was a wonderful opportunity for guests to hear from inspirational speakers, Kelly Tilse from Weddings at Tiffanys, Jade Law from Sunshine Coast Council and Sunshine Coast Business Women's Network Young Business Women of the Year, as well as Lisa Green from Telstra Corporation - Brisbane.

The IWD 2020 campaign theme was drawn from a notion of 'Collective Individualism'.

We are all parts of a whole. Our individual actions, conversations, behaviours and mindsets can have an impact on our larger society.

Collectively, we can make change happen. Collectively, we can each help to create a gender equal world.

We can all choose to be *#EachforEqual*.

Thank you to all those who came along and supported the event *#Grammarpride* *#IWD2020* *#GenerationEquality* *#UNWomenAust*



Space School for Curious Young EXPLORERS



Over the Summer School Holiday break, 17 curious and eager students from Sunshine Coast Grammar School embarked on an opportunity of a lifetime, partnering with Actura and travelling to the United States to participate in Space Camp.

Students from Year 7-9 spent a week in Huntsville, Alabama at the US Rocket and Space Center and another week based in Houston, Texas. In an engaging hands-on adventure, students learnt about the development of space-related technology and were lead through several simulated missions where they worked together to overcome challenges and adversities.

The program integrated elements of space science, medical science, biological science, and energy to foster student interest in STEAM through experiential learning and included site tours of America's leading Space Centres where students actively took

part in training exercises, simulations and lectures.

Students had the chance to unleash their passion through immersive and exciting astronaut training. This unique and energetic experience enabled students to extend their curiosity, and embrace the STEAM field with a new found enthusiasm.

Built on the foundation of the Seven Survival Skills, the Space School program offered three key pillars of activities including enriched space and earth science activities, inspiring leadership development, and engaging personal development. Students had the opportunity to work in small groups to collaborate, trial newly developed skills, take a leadership role within these teams, meet astronauts and space engineers as well as hear some engaging and motivating talks by world class presenters. In addition, students participated in hands-on lab sessions including dissecting, building energy systems and learning about biology relevant to space travel.

Returning from the expedition, students were certainly more focused and more inquisitive to pursue the subjects they are interested in.



YOUNG CITIZEN OF THE *year*

Congratulations to our very own Ella Woodborne, who was awarded Sunshine Coast Young Citizen of the Year at the Australia Day Awards, attended by more than 400 dignitaries, nominees and their guests.

Through her constant, unwavering effort, determination and kindness, Ella has become an inspirational role model to the entire school and beyond. Ella founded the Grammar Green Team, and is the primary spokesperson of this rapidly expanding school initiative.

The Grammar Green Team teaches others about the planet - its animals, plants, as well as strengths and weaknesses. Each day, Ella aims to educate others about world issues, conduct research and explore new ways to help the Earth become a healthier planet.

Ella is also a Youth Ambassador for EarthTech, a local start-up that focuses on encouraging and supporting young people to develop technologies that can be used to combat environmental issues such as climate change.

Sunshine Coast Mayor Mark Jamieson said the annual Sunshine Coast Australia Day Awards had again highlighted the outstanding work of so many community-focused Sunshine Coast citizens and organisations.

"Our nominees in the Australia Day Awards are a very special group of achievers and this is our chance to say thank you," Mayor Jamieson said.

"Their stories highlight just how fortunate we are to have so many everyday heroes amongst us.

"All of our award recipients are truly deserving of these accolades.

"Their passion and dedication to helping those in need and our broader community is inspiring and they make a difference to so many lives.

"From creating sporting opportunities for all, improving our environment, championing the arts, caring for our animals and giving back to this wonderful community, these awards are a true reflection of our healthy, smart and creative community."



Each day, Ella aims to educate others about world issues, conduct research and explore new ways to help the Earth become a healthier planet.



➔ CONGRATULATIONS

Congratulations to Year 12 student Mikaela Mulveney who was recently awarded a Summer Scholarship to Cambridge University. During the holidays Mikaela entered an Immerse Education Essay Competition.

The competition asked students to write an academic paper, discussing English literature and delve into the topic of what constitutes a "classic". Students from over 80 countries entered the competition. Mikaela's success can be attributed to the insightful observations and sophisticated analysis displayed by her paper.

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Grammar *spirit squad* SQUAD

Sunshine Coast Grammar students have continued to look outwards to others at this time of uncertainty in our community and have decided to create a short series of video messages directly from the staff and students to the hardworking frontline medical staff at Sunshine Coast University Hospital. The video, shot around the campus, delivers the very simple message of 'Thanks'. It's a fantastic reminder to us all to be grateful for those who are working around the clock to support those most in need at this time. Our school community extends its message of love to all those in our community and acknowledges that, more than ever, it's important to be vocal about just how grateful we truly are. We will be looking to continue to support our fantastic community partners such as Bloomhill Cancer Care and The Shack Community Centre – groups who are at the frontline of working with those who will be really feeling the effects of the current situation.

We encourage all in our community to join us in sending a message of hope, support and thanks to those who need it most. A simple act of kindness goes a long way.

HOW TO HELP

your local healthcare workers

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AN INTRODUCTION TO THE 2020 SCHOOL CAPTAINS AND VICE CAPTAINS



Grace Thomas School Captain



1 WHEN DID YOU START YOUR SCHOOLING JOURNEY AT GRAMMAR?

I started school at Grammar in Year 3.

2 WHAT IS ONE OF YOUR FIRST/ FAVOURITE MEMORIES OF LIFE AT GRAMMAR?

One of my favourite memories of Grammar in Primary School was Fun Friday Games; every Friday afternoon after lunch Mr Koch would take the class out for dodgeball or other activities – highlight of the week!

3 WHAT DO YOU VALUE MOST ABOUT SCHOOL?

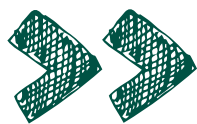
I value the relationships with friends and teachers, and the many opportunities that Grammar has provided me in both my academic and sporting pursuits.

4 WHAT LEADERSHIP QUALITY DO YOU ADMIRE AND WHO DO YOU LOOK UP TO?

I admire Ash Barty for her humility and unerring self-belief – both qualities that are key to her success as a professional tennis player.

5 WHAT IS YOUR VISION FOR 2020 AND WHAT WOULD YOU LIKE TO BE REMEMBERED FOR IN YOUR LEADERSHIP YEAR?

I think in the current climate everyone's expectations for 2020 have changed. At the moment, I just hope that everyone is happy and healthy, and that I can help in ensuring the best possible year for not only our Year 12 cohort, but for all year levels at Grammar.



Sachi Nipperess School Vice-Captain



I started my schooling journey at Grammar in Year 7. My first and most treasured memory of life at Grammar was transition day from Year 6 to 7 and having all the friends that I had made through netball come and meet me at the start of the day.

The thing that I value the most at Grammar

is the sense of community throughout the school and how Grammar encourages students to take charge of their learning and to be independent. A leadership quality that I admire is clarity and honesty. As girl vice-captain of 2020, my vision is to support the captains, Grace and Oey, and to create change to better Grammar for students.

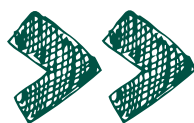


Osayed Cheema School Captain



I began my schooling at Grammar in Year 4. My highlight at Grammar would be achieving my high score of 25 runs in cricket when I was 13, I remember the crowd chanting Oey! That's what I value about Grammar, the encouragement and support we provide each other when we are

successful, whether it be on the field or in the classroom. The leadership quality I admire most is empathy, being able to put yourself in someone else's shoes is essential in my opinion. My vision for 2020 is to bring the community in the school closer together and form a sense of unity in each year level in order to achieve big things together!



Tai Scott School Vice-Captain



1 WHEN DID YOU START YOUR SCHOOLING JOURNEY AT GRAMMAR?

I began my journey at Grammar when I was in Year 9, at the beginning of 2017.

2 WHAT IS ONE OF YOUR FIRST/ FAVOURITE MEMORIES OF LIFE AT GRAMMAR?

It would have to be Mr Mayall asking me to join the emerging leader team in my first term at Grammar, or when I joined the volleyball team and got to develop relationships with students who were a couple of years older than me, and eventually became my mentors.

3 WHAT DO YOU VALUE MOST ABOUT SCHOOL?

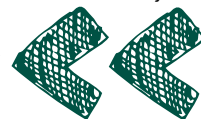
I value the sense of community and close relationships I have developed with my peers and teachers. I love going to class and being greeted by several people on the way, or finding out about passions I share with my teachers that I wouldn't have known if we didn't get to have genuine conversations.

4 WHAT LEADERSHIP QUALITY DO YOU ADMIRE AND WHO DO YOU LOOK UP TO?

I admire empathy in a leader; I think it is important to be able to put yourself in the shoes of the people you are leading, and consider every point of view equally. A person I admire is Kobe Bryant. Kobe was an incredible leader and athlete, inspiring his teammates and everyone around him on and off the court. He had an unmatched mentality when it came to winning, and it shows in his life achievements.

5 WHAT IS YOUR VISION FOR 2020 AND WHAT WOULD YOU LIKE TO BE REMEMBERED FOR IN YOUR LEADERSHIP YEAR?

So far 2020 has presented some big inhibitors to normal school life, and as a result my vision is to unite the school body and maintain the sense of community which charmed me about Grammar when I first arrived back in 2017.



Primary and Secondary SWIMMING



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TOGETHER**

Friday 20 March 2020 marked the 10-year anniversary of the National Day of Action against Bullying and Violence

The theme for 2020 was 'Take Action Together'. This was aimed at building student voice and empower young Australians to join the national conversation about bullying. Students are at the heart of the NDA and have a big part to play to take action against bullying and violence in their school, community and beyond.

At Grammar we believe that students need to be inclusive of one another, and inclusivity is more important than ever. Bullying stems from a variety of mindsets. Some students choose to bully as a way of achieving popularity and friends. Children sometimes bully others because it feels like fun and they don't realise how much it hurts. They may in

fact be jealous of someone, or have been bullied themselves and are taking it out on another student.

It is interesting to note that one aim of bullying is to achieve acceptance of the peer group. This is where the peer group and indeed the bystanders can play a significant role in curbing the behaviour. Without bystanders to watch the reaction of the victim, the bully will not gain their gratification.

We were pleased to see our school leaders addressing this and identifying bullying behaviour, and then speaking about how we can all play a role in stamping it out.



**it isn't BIG to make
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ED SHEERAN



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KUMON

FOOD TECHNOLOGY and HOSPITALITY



It's been 12 months since our kitchen renovation and students have continued to utilise this space, with terrific outcomes in Term 1.



Brisbane's strategic role during World War II

On Wednesday 19 February, the Year 10 Modern History students travelled to Brisbane to further expand on their studies regarding World War II and the significant role that Brisbane played.

They firstly visited the MacArthur Museum to learn about the important functions of MacArthur's Chambers during the war years, and to experience and interact with a number of World War II artefacts held there. They also visited the 'war room' where General Douglas MacArthur, Chief of Staff of the United States Army, directed the Allied war efforts for the entire Pacific region.

Secondly, they travelled to the University of Queensland where they were lucky enough to enjoy a lecture from Associate Professor Martin Crotty, an expert in the field of World War II. He spoke to students about the significance of the St Lucia campus in the early 1940s and had many interesting stories to share about the impact of the war on the Australian home front.

The students gained many important insights during this excursion and were excellent ambassadors for Grammar.

Year 12 Geography students investigating our *local catchments*

The Year 12 Geography students have been studying changes to the Earth's land cover, including changes to vegetation and water quality. Recently, the students conducted local fieldwork to investigate the health of the Cornmeal Creek and Petrie Creek catchments and how flora and fauna has been affected due to the impact of human activity. They collected water samples to observe the macroinvertebrates present and to conduct water testing. Students also made observations about riparian vegetation patterns and evidence of change as a result of human intervention. They are now using their observations and primary data collected to create field reports as part of their summative assessment for the subject. These pieces of work will focus on the issues observed as well as reasonable solutions for the future.





LANGUAGE AMBASSADORS 2020

We were proud to be able to present badges this term to our 2020 Language Ambassadors. This year we have four students who are currently studying French and Japanese; Olivia and Emily (French) and Chloe and Will (Japanese).

All students have illustrated an outstanding commitment to the language they are studying and we are proud to have them on board as our representatives. Félicitations! おめでとうございます (Omedetou gozaimasu)!

WHAT ROLE DOES LEARNING AN ADDITIONAL LANGUAGE PLAY IN DEVELOPING GLOBAL CITIZENS OF THE

WORLD

Tammy Di Pietra



To truly understand the increasing importance of additional language education in our schooling system, we need to have a greater understanding of what it means to be a “global citizen”; a term which has come to have many meanings. Oxfam (2020) provides a great summary when they say, “A global citizen is someone who is aware of and understands the wider world - and their place in it.”

To be able to understand the world around us we must have the opportunities to engage in building knowledge and understanding of others – their lifestyle, belief systems, traditions, language – their culture. From this knowledge base we are then able to start making analysis, where we conduct research, make comparisons and begin to answer the “why”. Finally we are able to evaluate culture to providing us with a greater understanding of the world.

Of course a language classroom provides students with rich opportunities to engage with language; however, our language learning environments do more than just teach language. We explore

the world through the lens of a culture different from our own; for some of us this engages analysis through more than one layer, as we enjoy great cultural diversity in our own school community. So, a language lesson starts here on our beautiful lush campus; however, we are instantly transported as we walk through the classroom doors, through immersive language, cultural displays and music. A language classroom is now a dynamic learning space full of busy minds expressing ideas through a second language all while following the cultural etiquette of the target language.

Add to this the opportunity to engage face-to-face with native speakers when we open our school community to our Sister Schools. This now affords students the opportunity to apply this knowledge and understanding as they interact daily with visiting students. While they are here to enjoy the wonderful Grammar way, we are always mindful of their cultural norms and values, and accommodate these to ensure everyone is made to feel part of our community and us theirs. Through these rich experiences barriers are crossed –

“**Learning another language is not only learning different words for the same things, but learning another way to think about things.**”
Flora Lewis

language barriers, cultural barriers, and new frontiers are built.

Our well-developed language programs are further enhanced when Grammar students are afforded the opportunity to go on exchange. In these situations it is not just our passport and clothing that we must pack; rather our rich understanding of language and culture. Students are now truly engaging in a country so vastly different from their own as successful citizens. This does not happen instantly, we have essentially been preparing them for this experience from our first language lesson together.

It becomes obvious that “global citizenship” is more than just learning an additional language; however, teaching an additional language is also more than just that.

In a globally connected world, languages are valuable and useful as tools for communication, relationship building, and the transfer and advancement of knowledge. The ability to speak a language in addition to English enhances Australia’s edge in a global economy (Asia Education Foundation, 2014).



MUSIC CAPTAINS ANNOUNCED FOR 2020

Our very best wishes go to Emily Cronk, Ryan Maclean, Liam Reed and Alesya Sweeney who were announced as the Music Captains for 2020. These fine young musicians are a testament to the talent found in the Grammar Music Department and we look forward to seeing their vision for 2020 and the exciting new initiatives that they are planning to introduce.



Barbara Sisley award

The Communication, Speech and Performance Teachers Inc. presents the Barbara Sisley Awards annually to students who are recognised as the State's highest achievers in AMEB (Drama and Performance/Speech and Performance) and Trinity College London (Speech and Drama) examinations in the preceding year.

Two of our very own Sunshine Coast Grammar Speech and Drama students, under the tuition of Miss Katrina Harvey, have been recognised for their outstanding achievements in Speech and Drama and will be presented with a Barbara Sisley Award at Parliament House in Brisbane later this year.

Zara in Year 8 has achieved the highest result in Queensland for Trinity College London Speech and Drama for her Grade 5 examination in 2019. Ivy in Year 5 has also achieved the highest result in Queensland for Trinity College London Speech and Drama for her Initial examination in 2019.

A huge congratulations to Zara and Ivy. #grammarpride

Trinity College LONDON

33
talented
students

Each year, our Speech and Drama students elect to undertake an examination with Trinity College London. Trinity College London offers an unrivalled choice of qualifications for our students of Speech and Drama, and these exams are designed to encourage development of performance and communication skills over time – each level marks an achievement and recognises each student's individual talent and abilities. These exams are also recognised internationally in many countries.

In November last year, 33 talented students from Year 2 to Year 10 undertook their examinations in Speech and Drama through Trinity College London, under the tuition of Miss Katrina Harvey. We are very proud of our students and the amazing achievements they continue to accomplish.



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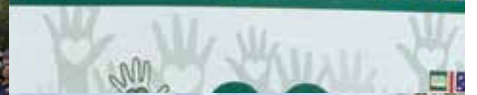
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Our annual GHH Beach Blitz saw our biggest turnout yet with over 100 students, staff and parents donning gloves and picking up 96kg of rubbish. The Grammar Helping Hands force came together to collect rubbish from the beach and surrounding areas at North Shore Beach at Twin Waters.

A fantastic effort by all involved. Our thanks to everyone who helped out and to EnviroCom for all their assistance and support in making our morning a great success.



BEACH BLITZ

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Brisbane International Schools Challenge

Congratulations to our Grammar Tennis players who competed at the Brisbane International Schools Challenge and State League Finals in January.

Some of our students got to meet their role models on Centre Court and a very big congratulations to our 12/U team for coming third.



BLAKE COCHRANE PARALYMPIAN *swimmer*

Our Grammar Year 3 to 6 students were thrilled to be part of the Australian Olympic Committee (AOC) and the Queensland Academy of Sport (QAS) Olympics Unleashed program this term.

Paralympian swimmer, Blake Cochrane, inspired and motivated our Grammar learners ahead of the Tokyo Olympics. Messages of acceptance of diversity, growth mindset, the power of the word, goal setting, healthy living and wellbeing were shared by Blake, as he told his personal narrative through the good and not so good experiences growing up, as well as the resilience he displayed and developed.

We look forward to following Blake throughout the Paralympic Games, next year.





Congratulations to our Grammar students who competed at the State Aquathlon Championships. Jude, Grace and Molly were selected to compete at Nationals which unfortunately was cancelled due to the COVID-19 pandemic.



Congratulations to Cameryn Bracegirdle for breaking the 50m backstroke record, in a time of 38.81, which is an amazing time for a 10 year old girl and a record which has stood for 19 years.

T20 CRICKET

Mitch and Stewart played a T20 cricket match against the ICC T20 World Cup Thailand Women's Cricket team On Sunday 9 February in preparation for their World Cup campaign.

Other than the 23 year old captain in the Maroochydore team, the rest of the players were aged between 14-16.

Thailand won the toss and batted first. Maroochydore bowled them out in the 19th over and they made 10/62.

Mitch and Stewart both bowled two overs each and both took a wicket. Mitch 1/4 off 2 overs and Stewart 1/8 off 2 overs.

Maroochydore batted second for the full 20 overs, making 7/101. A win for the boys by 39 runs.

Our two Grammar boys were the remaining not out batsmen at the end of the match.



SECONDARY *swimming*

Congratulations to our Secondary Swimming team who made history, becoming the first Grammar team to win the Secondary Independent District Carnival! Our swimmers were excellent – they were well organised, ready to help and extremely positive.

Congratulations also to our swimming captains, Lucy and Zac, who did a great job both in and out of the pool during the carnival. #grammarpride



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Elizabeth Britchford, Class of 2011

After graduating from Grammar in 2011, I attended UQ to initially study a double degree in Arts/Business. I was there for two years and lived on campus at Emmanuel College, which was a wonderful (albeit slightly wild) experience. I then decided to study Law/Business and transferred to QUT, where I graduated in July 2018.

Throughout my time studying, I worked at various law firms in Brisbane before moving to Sydney in January 2018. I was admitted to practise as a solicitor in NSW in February 2019, and have been working as a commercial and corporate solicitor ever since. It's been really rewarding and I have learnt so much in my short time practising. I would certainly say it is my greatest achievement to date after so many years of study!

I would love to continue advancing in my legal career, ideally in an in-house role. I think it would be amazing to work in-house for an airline and this is certainly one of my future goals. Another potential career path would be to work in the start-up space, helping entrepreneurs to get started with their ventures from the legal side of things. The firm I am working at presently does a bit of work in that space and I love it, so it's certainly something I would love to pursue more in the future.

I feel very privileged to have had many travel opportunities since leaving Grammar, both for work and fun, and it's certainly something I would recommend to anyone who is feeling the travel bug. Back in 2014, I spent ten weeks in South Africa volunteering at a wildlife reserve, which was an incredible opportunity and I made some lifelong friends in the process. An absolute life highlight for me has been cage diving with great white sharks both in South Africa and South Australia. It's awe inspiring and I promise not as scary as you'd think!

Grammar afforded so many opportunities and experiences to students, and I have favourite memories of excursions like going to the Qantas Aircraft hangar, spending a few nights on a houseboat on the Gold Coast and getting a boat licence. The list goes on. I was lucky to have many inspirational teachers at Grammar, particularly Mr Mayall who always brought so much enthusiasm to classes and was so passionate about teaching (the ratio song he wrote for BOM still pops into my head from time to time).

I think the best advice I can give is to try and not plan life too much. Be open to opportunities. It's easy to set a plan for yourself, but inevitably things can, and will, pop up that steer your life in a completely different direction. I never thought I'd become a lawyer and be living in Sydney, but I have relished every moment of it, despite the occasional challenges. If things don't appear to be moving in the direction you planned, it usually means something better for you is lining itself up.

← WHERE ARE THEY NOW?



Izzy Major, Class of 2018

In August 2019, talented tennis player Izzy Major excitedly packed her bags for the USA where she had been awarded a four year Athletic and Academic Scholarship at Arkansas Tech University in Russellville, Arkansas. She is currently studying a Bachelor of Science in Hospitality Administration and Event Management, with a minor in Business Administration.

At Arkansas Tech, Izzy is a representative of the Student Athlete Advisory Committee, whose role is to enhance the total student-athlete experience by promoting opportunities for all student-athletes; protect student-athlete well-being; and foster a positive student-athlete image.

"All athletic teams at ATU take part in weekly community service, and ATU athletes recently won the Division II NCAA Team Works Community Service Award for the year. The tennis season has just commenced with tournaments played across the country, and we are travelling to states such as Missouri, Oklahoma, Mississippi and Florida to compete. During the Fall Break, I travelled with members of the tennis team and stayed with them in Houston, Texas, and then for Thanksgiving I stayed with friends at the Hot Springs in Arkansas. This Spring Break I am looking forward to going on tour with the tennis team to Florida where we will stay at the beach while competing.

"My college time has been extremely hectic! My day starts early with strengthening and conditioning training, classes, on-court training, community service, going to watch and support other sports such as basketball, volleyball, football and baseball, playing tournaments and, of course, studying!

"I am loving the experience of being part of the athletic team at college, it is so much fun and feels like being part of a huge family. I am so grateful that I am able to obtain a degree while playing a sport that I love at a very competitive level.

"My friends here are diverse – from America, Mexico, Spain, Netherlands, England, India and even two Australian girls who play basketball.

"I am looking forward to a great tennis season and fun times with the team. I came home to the Sunshine Coast for the Christmas break and I'm looking forward to returning home again at the end of this semester for the USA Summer Break."

Patrick Gilligan, Class of 2014

Crazy how time flies! Seems like yesterday I was playing lunchtime handball, training for the HPE biathlon, and painting myself blue for the mighty Chisholm Chiefs. Attending Sunshine Coast Grammar School has produced some of my fondest memories, and often, I am told to “move on from school” after talking about it excessively.

Since graduating from Grammar in 2014, I have completed a Bachelor of Economics and International Business from the Queensland University of Technology. After completing internships for both Qantas and Deloitte, I wasn’t sure I was cut out for the corporate life and decided I was better suited to a hands-on, people-focused environment. Subsequently I changed industries, and I’m now studying Physiotherapy at the Australian Catholic University in Brisbane.

Whilst undertaking my degree, I am currently working in business development and administration at Forge West End, a private practice offering Physiotherapy, Exercise Physiology and Pilates. I am grateful to be provided relevant, quality experience in my future field. My co-workers and I are a tight-knit group, participating in triathlons and open water swimming events. I completed the Noosa Triathlon in November,



and throughout March 2020 I am swimming 60km as part of the Laps for Life charity, raising money for mental health in young Australians together with fellow Grammar Alumni James Norton (from the Class of 2012).

During February this year, I visited both America and Canada with my first stop Los Angeles, where I stayed at the University of Southern California. Seeing their sporting facilities and how everything operates was mind-blowing! A highlight was definitely watching LeBron James play for the Los Angeles Lakers. From there, I linked up with my family in Vancouver which included a day trip to Whistler. Via a flight to Kelowna, we then spent a fortnight at Big White Ski Resort where I met with former classmates Bob Brierty (Class of 2014) as well as Jake Kither (Class of 2016).

“Take chances, and do what makes you happy.”

My friendship group from 2014 is still extremely close, we catch up regularly and, most importantly, compete in fantasy sporting leagues and tipping competitions. I had some amazing teachers at Grammar. Being passionate about HPE and Water Polo meant Paul Cross and I got on like a house on fire! He constantly motivated me in both academic and sporting settings.

Some great advice I have received, and am currently taking on board, is “Take chances, and do what makes you happy.”



Joe Makim, Class of 2019

After graduating from the school just last year, Joe was offered several job opportunities and decided to take a chance on an outback job in western Queensland where he worked with a team building a feed-lot for 10,000 head of cattle near Goondiwindi. With a start time of 3:30am and 11-12 hour days with no breaks in sweltering 39-49°C heat, it took a big effort mentally and physically to get into the swing of things, however Joe thrived on the challenge. He loved the work and gave it his all, with an incredible pay packet reward!

Continuing north, Joe’s next adventure has found him now working on a station in Julia Creek, in the heart of North Outback Queensland, before he heads further north to the Northern Territory mustering cattle. He plans to work his way around Australia before returning home to commence a Diesel Mechanic apprenticeship.





OP 1-5
43.9%

State average 22.5%



**CERTIFICATE
QUALIFICATIONS**



OP 1-10
71.1%

OP 1-15
84.7%

34% successfully completed
Diploma qualification

11% successfully completed
Certificate III

11% successfully completed
Certificate II



**AFTER
GRADUATION**



17%
STUDENTS
STUDIED A
**DUAL
PATHWAY**

67% University
9% Cert III - Diploma,
Apprenticeship, Traineeship
3% Working full-time
9% Working part-time/casual

13%
STUDENTS STUDIED
MORE THAN ONE
Nationally recognised
CERTIFICATE

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1 CENTRAL QLD
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