



The challenge of leadership  
is to be strong, but not rude;  
be kind, but not weak;  
be bold, but not bully;  
be thoughtful, but not lazy;  
be humble, but not timid;  
be proud, but not arrogant;  
have humor, but without folly.

*Jim Rohn*







## Spreading kindness

Our Senior Leaders have been spotted across campus this term spreading kindness wherever they go! They have spent time with every year level across campus sharing stories and getting to know younger students. As part of our connecting with kindness theme this year, it's wonderful to see our seniors authentically engaging with students and strengthening relationships with others in the our community to make a real difference.







Mrs Maria Woods | Principal  
Sunshine Coast Grammar School

# Leading the Way



*The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.*

Martin Luther King Jr.



This expression of leadership has been tested in the course of 2020 and our students, and our community have risen to this challenge.

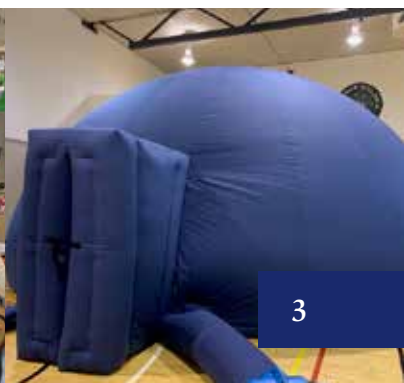
At every turn our staff have created opportunities from obstacles – parents have borne witness to this in Speech and Drama lessons via Zoom with Ms Katrina Harvey, music tuition has continued all year – face to face, then virtually and then back to a hybrid model of face to face, online performances, splitting ensembles, live streaming performances. We have continued to honour key milestones and we are challenging ourselves to create traditions to ensure we can celebrate all that we value.

As a school we have kept moving forward - obstacles are not roadblocks, they are part of the terrain. When interschool and QDU debating was cancelled for the year after one debate in 2020, our Debating Coordinator, Mrs Meg Dunstan, saw an opportunity to use the technology we had become comfortable with and create something new. Schools across the coast have had the chance to compete in interschool Zoom debating this term. Each school was able to enter a senior team in a round robin competition that will conclude in a grand final in Term 4. Mrs Dunstan has led by example, changing our perception of obstacles and focusing on the goal of ensuring this amazing opportunity for students has continued.

We have created a 'bubble' for our students so that all programs – curriculum, co-curricular and extra curricular are progressing as we keep health, hygiene and safety front of mind. Excursions are closer to home and when we can't go somewhere, we bring that to us. Think Starlab incursions, our version of Gold Rush Day and most recently the Year 12 Visual Art Exhibition showcased in the Aquatic Centre.

Leading by example is at the heart of who we are with our mantra of service above self evident in action through our 2020 Connect with Kindness campaign. In the course of Term 3, our Year 12 leaders have connected with every year level P-12, encouraging, supporting and challenging their peers to be the living examples of service that Jesus Christ modelled for us all. *For even the Son of Man did not come to be served, but to serve, and to give His Life a ransom for many. Mark 10:45*

In most situations, we have no idea where our small contributions may best be utilised in our community, but our recent care packs for those in our community we know have been well received. One such pack was received by 86 year old war veteran, Bob Pepper, who took the time to write to us. His words humbled us as he thanked us for the care pack, but of greater value to him was that here was a school community who genuinely cared for others. Bob has become an honorary Grammarian whom we maintain connection with. Our community is certainly leading by example.





**PAUL CLEGG**  
Head of Primary

# Australian Curriculum Review



**DR ALLANA CANTY and FRASER LANDRETH**

## Creating opportunities for the next generation

Dr Allana Canty and Sunshine Coast Grammar School's psychology service had the pleasure of welcoming Fraser Landreth to the wellbeing team in January 2020. Fraser is a provisional psychologist on placement at Grammar from the University of the Sunshine Coast. Fraser has been delivering individual and group-based psychological intervention to students under the supervision of our school psychologist, Dr Allana Canty.

Dr Canty elected to complete her Clinical Supervisor accreditation in 2019, with the intention of extending the breadth of psychological services offered at Grammar and 'giving back' to the psychological community by offering professional development opportunities for our next generation of psychologists. Clinical supervision

On 12 June 2020, education ministers agreed that it was timely to review the Foundation – Year 10 Australian Curriculum, which has been in place since 2015.

The Australian Curriculum Assessment Authority, has benchmarked the Australian Curriculum against the curricula of Singapore, Finland, British Columbia and New Zealand, and sought feedback from state and territory jurisdictions through our annual monitoring process.

This work found that the Australian Curriculum is consistent with some of the best curricula internationally and is well-regarded by teachers across the country; but that it needs refining, updating and 'decluttering' to better support teachers.

is a voluntary service that Dr Canty offers to post-graduate psychology students and clinical registrars to assist them in building the requisite professional knowledge and skills required for their registration and/or endorsement as psychologists.

Dr Canty is dedicated to supporting supervisees to strengthen their evidence-based practice. She is committed to emulating the outstanding mentorship she received during her own PhD. Dr Canty reflects on the profound ripple effect the supervisor's behaviour, integrity and treatment can have on the standard of practice the supervisee offers to the community.

Dr Canty describes four key values that, when embodied and consistently reflected upon, assist in leading the way as a clinical supervisor:

- **HUMILITY** – being honest and reflective of your professional strengths and limitations encourages supervisees to model their own vulnerabilities. Further, I encourage my supervisee to challenge me with their knowledge and psychological approaches to client care. Professional development can be symbiotic, and overtly valuing the erudition that your supervisee offers nurtures the mentoring relationship.
- **INTEGRITY** – commitment to what is in the best interests of

Sunshine Coast Grammar School Primary Teachers were provided with an opportunity to speak directly with ACARA's CEO, David de Carvalho, and ACARA Curriculum Specialists, Natalie Jonas and Virginia Ayliffe, as part of the Australian Curriculum F-10 review.

Primary Teachers discussed current curriculum strengths and barriers for teachers and student learning, and ways of improving the Australian Curriculum and the ACARA website.

It was a great honour to be the only Independent School in Queensland provided with the opportunity for direct discussion with the CEO of ACARA and Primary School Teachers.

the client and/or supervisee can be a delicate balancing act. Some clinical choices are uncomfortable. Guiding supervisees through discomfort in early practice strengthens adherence to our ethical code of conduct and builds professional resilience and decision-making.

- **SEEK FEEDBACK** – who better to learn how to be a mentor, than from the person you are mentoring. Consistent with humility, being open to the vulnerability of evaluation allows supervisees to experience tailored, enriching supervision where they feel heard, nurtured and supported.
- **DON DIFFERENT HATS** – switch out your 'teacher hat' for your 'consultant hat'. Effective supervision means balancing your desire to teach with the wisdom of allowing the supervisee to explore their own conceptualisations to guide their answers.

Clinical supervision is key to the thriving and future success of up-and-coming practitioners. Under the wings of a trusted, knowledgeable and competent supervisor, a novice psychologist's intellectual understanding transforms into real-life interventions that can profoundly affect others' lives for the better.

*A big THANK YOU to Fraser for being a trusted and cherished confidante of so many Grammar students.*



THOMPSON  
INSTITUTE USC  
by Michelle Kennedy  
PHD Candidate

## World-first study in Combatting Anxiousness in Learning Minds

The number one mental health concern in children aged 5-14 years is anxiety. With the prevalence of anxiety disorders increasing in children worldwide (World Health Organisation), the major concern is the negative impact of this disorder on children's mental health and wellbeing. If children understand how and why they feel anxious and develop coping strategies, they can generally minimise the development of an anxiety disorder longer term.

Leading the way in researching how anxiety impacts children is the Combatting Anxiousness in Learning Minds (CALM) Study. This study is investigating the cognitive and neurobiological symptoms of anxiousness and inattention in 9-11 year olds, and whether symptoms can be reduced following a mindfulness intervention. This world first study is being conducted at the Thompson Institute, a leading research institute focusing on mental health. As part of the University of the Sunshine Coast, the Institute's research is translated into innovative programs that benefit the Sunshine Coast community.

The CALM study has 94 children participating from the Sunshine Coast region, with a number of Sunshine Coast Grammar School students being part of this study. Children complete cognitive assessments and an MRI scan before and after a 10 week mindfulness intervention. Researchers are analysing study data and hope to identify a link between anxiety and attention issues in children.

*If children understand how and why they feel anxious and develop coping strategies, they can generally minimise the development of an anxiety disorder longer term.*

Often children are misdiagnosed with attention issues, when the underlying cause may be attributable to anxiety.

Parents play an important role in helping children manage their anxiety. It is important to understand that their child's brain is still developing, which makes it difficult for children to regulate their emotions. Some key things to remember:

1. Listen and validate children's anxious feelings – this is vital as children's feelings are real to them, so help them move through these emotions by listening to them without judgement.
2. Discuss how feelings of anxiousness are normal – do this when children are calm, children need to know these feelings are normal and eventually pass.
3. Practise some strategies with your child – do this when they are calm. Gradually taking slower breaths in through the nose and out through the mouth calms the physiological response often associated with anxiety.

It is essential children develop strategies to cope with their anxiety. It is well documented that mental health problems often begin in childhood. If children develop strategies early to deal with anxiety in the context of their brain development, we as a community can begin to make an impact on children's anxiety levels before they affect their daily functioning longer term.





## Young Conservationist Award showcases region's eco-warriors

A Secondary School student who has worked tirelessly to make our school a more environmentally-friendly place has been awarded the inaugural Les Hall Conservationist Award 2020.

Ella Woodborne was recognised for her work starting the Grammar Green Team which grew from a few students to a large team working on sustainability projects like waste

reduction, eliminating single use plastics and introducing recycling programs, as well as fundraising to sponsor a local sea turtle.

As a tribute to Dr Les Hall OAM, who passed away in February 2019 after 40 years of major achievements in the zoology world, Sunshine Coast Council partnered with the Hall family for this inaugural award.

Mr Hall's daughter and wildlife biologist, Clancy Hall, was proud to make the announcement.

The entries were judged over five criteria – leadership, innovation, environmental impacts/outcomes, social impacts and reach, and vision.

Ms Hall said the future was looking bright with young eco-warriors developing innovative solutions to protect our environment.

'What Ella has achieved with the Green Team, in both action and intention, shows incredible passion, grit, awareness and understanding of both environmental problems and their solutions,' Ms Hall said.

'As my father offered his brightest charges, Ella will receive an opportunity to participate in a wildlife conservation field experience.

'The World Wildlife Fund Australia is supporting this award, and this year they have generously offered the winner access to a wildlife activity such as a Queensland marine turtle research project, valued up to \$2000.

'Your community supports you and thanks you for everything you've done.

'As a respected researcher and conservationist, my father would be proud of the young citizen scientists in our community who are developing their own passion for the environment and taking that extra step to look after it.

'It will be wonderful to share the achievements of those

who are following in his footsteps and to recognise youth who are making a difference in their local environments.'

Environment and Liveability Portfolio Councillor, Maria Suarez, said she was proud council was able to support these young conservationists.

'It's fantastic to be able to support these passionate children who have applied some creative and innovative solutions to make a positive change in our world,' Cr Suarez said.

This is the second award Ella has won for her work starting the Grammar Green Team – she was also named the Young Citizen of the Year in the 2020 Sunshine Coast Australia Day Awards.

Environment and Liveability Portfolio Councillor, Peter Cox, said the award aligned with Council's Environment and Liveability strategy and he hoped our community was inspired by the winner's and finalists' actions.

'Nature and our environment is an important part of our lifestyle here on the Sunshine Coast and together we need to look after it to ensure we keep it this way for our future generations,' Cr Cox said.

'The Les Hall Award is consistent with Council's aspirational vision for the Sunshine Coast to be Australia's most sustainable region – healthy, smart, creative.'

As the late Dr Les Hall OAM said in 2014, 'Unless you put it into action, knowledge is not worth having.'

## National Schools Tree Day

It was National Schools Tree Day this term and our very own Grammar Green Team proudly acknowledged and celebrated this event by planting several trees in the gardens outside our Music Block.

After the devastating bushfires last year, it is now more important than ever to care for our ecosystems, connect with our natural world, and build a greener, brighter and more resilient future. Thank you to those students who participated and we hope to hold another tree planting event in the near future.







## Nurturing young readers and leaders

On any given Wednesday during the middle session it is not unusual to spy a group of Prep students perched among the leafy, serene environment, next to their newfound mentors.

We are using an open-air environment and peer mentoring as the vehicle to enrich our young students' love of reading.

Our Acting Dean P-2, Mrs Brutnell guided the Year 9 Emerging Leaders

through a training session on the importance of nurturing reading in the Early Years. The Year 9s then practised a 'read aloud' with each other and discovered the importance of exploring a book further through questions, retells and connecting to the story.

Our program is now in full swing with students not only connecting to stories, but to each other.



## Science Week - engages next generation of learners

As part of Science Week - what better excuse to hook our next generation learners in than through a space investigation. 2020 saw the 5th generation Mars Rover aptly named *Perseverance* launch into space with its wheels set to land on Mars next year. It follows in the footsteps of *Curiosity*, *Spirit*, *Opportunity* and *Sojourner*. Our Prep Teachers also set up a portal in the prep room which beamed to the kindy room where children were naturally curious to see what and who was on the other side and how they got there!



[Watch the video here](#)

## Safety First

Our Prep Bike and Scooter Day is always a hit with our little learners as they apply their knowledge and put their road safety skills to the test!





## ACADEMY AWARD-WINNING CINEMATOGRAPHER WORKS WITH STUDENTS

During the term our Year 9 Drama students worked with Academy Award-winning cinematographer, Greg Huglin, from the Noosa Film Academy. The fantastic film, the students produced in just one day, will join over sixty other films on exhibition at Maryborough in the Story Bank (Birthplace of P.L. Travis, author of Mary Poppins) as part of the Kindness Umbrella project

Our students were very excited to work with industry professionals and industry-standard equipment to create their own film. Thank you to Greg and the Noosa Film Academy for sharing your experience and for unforgettable day.



## Junior Eisteddfod showcases outstanding talent

Congratulations to all of our Grammar Speech and Drama students who competed in the 53rd Sunshine Coast Junior Eisteddfod from Friday 31 July to Sunday 2 August at the Buderim War Memorial Hall.

The weekend was a wonderful opportunity for the students to present a number of pieces to the audience and Adjudicator including Memorised Set Verse, Humorous Poetry, Australian Verse, original self-written monologues, character monologues, Shakespearean and improvisation.

This year the Eisteddfod was run in a modified version to meet COVID-19 Regulations. Students were pleased that the event was able to go ahead, to share their amazing talents and hard work with the audience, parents and fellow performers. There were some outstanding results in all categories; thank you to our Grammar Tutor, Miss Katrina Harvey.



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# ELC nurtures a love of learning

The centre was one of the first childcare centres of its size to be built on the coast, with eight fully equipped classrooms, catering for children from six weeks to five years.

Grammar ELC is privileged to have large indoor spaces and expansive outdoor yards where children have the opportunity to run, climb, explore and discover. Comprising of four oversized yards, there is no limit to opportunities that can be provided for children at the centre.

Kindy children have the opportunity to discover the ultimate playground with Bush Kindy once a week, positioned in a small pocket of the school grounds.

Grammar ELC was one of the first centres on the coast to implement Bush Kindy into their weekly program. This isn't the only thing that sets this program apart from the rest. Grammar ELC gives students the tools they need to set themselves up to succeed as they transition into the formal school environment. The Kindy program is structured, fosters investigative learning and most importantly, a natural love of learning.

Grammar ELC sets the benchmark high with educators that are not only nurturing, but are also high achievers.


Mrs Sarah Peterson, our Kindy Teacher, has achieved her Masters in Education, while Miss Olivia, Miss Chantelle and Miss Anita are all qualified Early Childhood Teachers. In addition, three of our Lead Educators, Miss Hannah, Miss Courtney and Miss Jayah, are studying towards becoming Bachelor Qualified Early Childhood Teachers.

Grammar Early Learning Centre has been setting the benchmark for Early Education on the Sunshine Coast for over 14 years.




Join the pride


## Tips for getting PREP READY




**ORAL LANGUAGE.** We love our learners to engage in regular conversations to develop the skills to converse as well as to foster their speech/language development. We recommend students who display speech difficulties be assessed by a speech pathologist as early as possible as early intervention is key to assisting in children's long term educational outcomes.




**LITERACY.** A love of books. Children need endless opportunities to be exposed to great literature, and to enjoy hearing and playing with language and vocabulary. Being able to say, enjoy and recite familiar nursery rhymes is highly valued.




**GROSS MOTOR SKILLS.** We value students having time to actively develop their bodies which plays an important role in developing sustained concentration, motor planning, coordination and positive learning dispositions. A Perceptual Motor Program with core strength and large arm muscle movements is beneficial. Prep students at Grammar participate in PMP three times a week in addition to PE lessons.



**FINE MOTOR SKILLS.** Creating opportunities for learners to participate in a variety of fine motor skill development – threading, Lego, mobile, drawing, painting, playdough, cutting. Although some young learners have a willingness to write, it is not a necessary skill when entering Prep. Most children do demonstrate writing their name and if this is encouraged we value a focus on letter formation as habits develop quickly and it can be more challenging to correct poor formation than teaching from the start of Prep.




**ALPHABET KNOWLEDGE.** We would expect most learners can recognise their own name and letters in their name. We would encourage students to learn sounds and letter names as incidental learning.




**LOVE OF LEARNING.** We believe our learners should bounce through the door each day. To develop a life-long love of learning it is important children are nurtured to have a growth mindset. Mistakes are okay, attempts are valued, you need courage to try new things and the power of YET. Parents and early

childhood educators can have significant impact on nurturing a growth mindset in children, particularly through modelling that they too make mistakes, try new things and need to persist to learn new skills.



**PERSONAL AND SOCIAL DEVELOPMENT.** Viewing students as capable and allowing children to grow in independence where they are capable to do so. Opening containers, managing lunch items and personal belongings. Basic personal hygiene and independent use of the bathroom is expected. Ability to learn and play with others and be on the journey to learning self-awareness of big emotions.



**CURIOSITY AND THINKING.** At Grammar we nurture the learning assets of inquiry. We support our students to be self-managers, thinkers, collaborators, researchers and communicators. We value the natural curiosity in students and encourage questioning from our teachers and learners as a way to drive student agency.





**MISS SARAH PETERSON**  
ELC Kindy Teacher

### WHAT IS YOUR BACKGROUND IN EARLY CHILDHOOD EDUCATION AND TEACHING?

I first began working in the industry as a school based trainee, in one of the Queensland trial prep classes in 2006. I went on to study a Bachelor of Education (Early Childhood) in Toowoomba. I then taught for two years in Scotland and three years in New Zealand. While working in Auckland, I completed a Post Graduate Certificate in Digital and Collaborative Learning, which was instrumental in driving me back to full time study of a Masters of Education (Leadership and Management) at QUT.



**FAREWELL**  
Miss Jan Murray

Miss Jan started at the brand new New Leaf Early Learning Centre the week that it opened in 2006, as an assistant in a support role across all the rooms and with all ages. During those 14 years she had one year off to attend to other duties, but over that time she has had the privilege to be a small part of so many children's lives and meet so many wonderful families.

Miss Jan has also worked with amazing staff members and always appreciated the way they work together as a team, and have been supportive and adaptive to the ever changing environment. 'A big thank you to Steph Ogle who was with me right from day one and has been very supportive over the years. I have really appreciated the way the staff have given assistance to me and shown their compassion, especially over the last 12 months as I have had to deal with various health issues.'

Technology has been the great advancement that she has witnessed in childcare, with quick and easy access

### HOW LONG HAVE YOU BEEN IN YOUR ROLE, WHAT DO YOU LOVE ABOUT WORKING AT GRAMMAR ELC?

My Grammar ELC journey began at the start of the 2018 school year. Grammar has a real sense of community, with older children stopping to talk to the little ones as they move through the school or waving if they see you out and about in your Grammar shirt.

I love seeing the children grow their love of learning. Having the ELC as part of the school we continue to see that growth long after they have left our class. The spark in their eyes when they get something for the first time and we are there cheering them on is pretty magical too.

to information and communication. Once 'cut and paste' was scissors and a glue stick the old fashioned way – how times have changed! Nothing will replace the chat with parents to ensure the best possible outcome for their child's day, however, Miss Jan will certainly be missed, and remembered for her 'Interactive Storytelling' which the children always seem to enjoy. 'I have always tried to find ways to make learning fun, to get the children involved and to engage their imaginations. I have sometimes been called Mary Poppins as I carry my magic bag from room to room with special books, a collection of puppets or a fun activity inside.

'Grammar Early Learning has been like a second, extended family to me over the past 13 years and as I reach retirement age I have to thank the children for allowing me to still feel like a 'kid at heart' – to have fun, dance, sing, dress-up and act just a little silly! Thanks also for the way they enthusiastically greet me each morning and for all the hugs; that sets the tone for the whole day.

'Due to the uncertainty of COVID-19 I haven't made any major plans for my retirement; however, I am looking forward to the next stage of my life and enjoying my 'senior years' but more importantly, I will take some time to 'SMELL THE ROSES'. Thanks for all the memories.'

### WHAT DO YOU THINK IS ONE OF THE MOST CHALLENGING PARTS OF YOUR ROLE?

The end of the year is always hard. We have worked together (parents, children, peers and staff) to achieve all of their goals. We see them develop great friendships, learn new things and overcome challenges. It's a time of great excitement for the new things coming, but also a little sadness that it's the end of our part in their journey.

### YOU NOW HAVE A BUB OF YOUR OWN. HOW DO YOU MANAGE THE JUGGLE OF DAY TO DAY LIFE AS A WORKING MUM?

Life is busy and I'm very lucky that Robert can be in care at Grammar. Being organised is key; Sundays are my organisation day, when I prepare everything for the week. I also love making lists; there's a great sense of satisfaction in being able to see what needs to be done and what you have achieved!

### HOW DO YOU MEASURE SUCCESS/ GREAT LEADERSHIP IN YOUR INDUSTRY?

The measure of great leadership is often evident through the team working together. A passionate and charismatic leader will often have a team of people who are excited and passionate about their job.



### Early Childhood Educators' Day

On Wednesday 2 September we took the opportunity to recognise and celebrate the work of our educators in early learning for their wonderful contribution to the wellbeing and healthy development of the young children in their care. Thank you!



# Athletics

## Year 3 – Year 6

LAWSON	2115
BRADMAN	1514
STURT	1087
CHISHOLM	1025



Our Year 3 – Year 6 Athletics Carnival was held on our school grounds for the first time. It was a huge success with children active in eight different activities all day. We had our timing gates for the 100m which helped with the close finishes and their times. Our 200m had a staggered start with one lane which worked well. The 800m was on the training oval and thus it was a little different from the University 2 laps. The long jump, shot put and discus had incredible results from our talented athletes. The students also participated in ball games, tug of war and other fun activities. Our high jump finals were held at lunchtimes due to the time period they take to run. The results from this event continue to impress anyone who watches the children jump.

Congratulations to Lawson who won the point score and Bradman were victorious in the house spirit award.





# Athletics Secondary



STURT	1174
CHISHOLM	1168.5
LAWSON	882.5
BRADMAN	863



It was a perfect day at the track and our students were ecstatic at being able to participate in our Secondary Athletics Carnival after having so many opportunities missed due to COVID. A very close competition saw Sturt cling to a slender lead through the relays at the end of the day to win Champion House. The judges could not split Sturt and Chisholm on their house spirit and therefore the two houses shared the trophy for 2020.

A huge thanks goes to the Secondary staff for their professionalism on the day and also to the House Coordinators and House Leaders for organising their teams.

*Congratulations also to the following record-breakers*

*Bronte N – 17 Girls 800m – 2.40.48  
Jemma S – 17 Girls Shot Put – 10.51m  
Clay A – 13 Boys Long Jump – 5.51m*







## Proof that not all superheroes wear capes, but they definitely wear masks!

A hearty thanks to Mrs Bolton and our staff who gave their time to lend a hand in the Grammar Helping Hands Community Kitchen Cook Up.

For those new to Grammar, these meals are frozen, stored and distributed to families in need across our school community through our Chaplain, Jon Taylor.

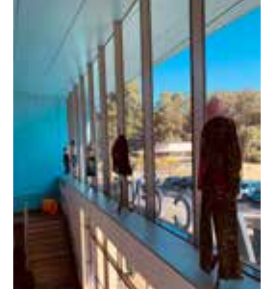
A great way to show our love and support in tough times.



## Body of Works

What better way to say goodbye than to hold a Farewell Exhibition for the Year 12s. At the exhibition the students displayed their Body of Works which they had been making during this year.

The range of mediums was exciting and the students were very proud of their achievements. The school community was able to visit the exhibition during lunch and it has been terrific seeing so many people enjoy the displays.



## JOLT groups step out in faith

JOLT (Jesus Over Lunch Time) groups meet in both the Primary and Secondary School. During Term 3 it has been wonderful to be able to gather in person again. There has been opportunity to be together as we eat our lunch, chat informally, hear some wonderful Worship music and receive Biblical input about the incredible love of God through His Son, Jesus Christ. Students have lead the way by stepping out in faith to attend these groups, praying, listening, learning and loving others.





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## GRAMMAR Hospitality

Janelle Derrington

Food Technology and  
Hospitality Coordinator



Current Year 10 Kitchen Practices students have been introduced to a range of food production, presentation and service skills related to manufacturing food in a kitchen setting. They have been exploring a range of cookery techniques and are gaining an introduction to beverage production and service.

The students are currently planning their small-scale event, a Picnic Lunch Basket, where each student demonstrates leadership in producing their chosen products suitable for the Basket for Grammar staff to purchase in Term 4.

Under the guidance of their teacher, Ms Kennelly, the students have been making sandwiches and fancy wraps such as ribbon sandwiches; bite size savoury foods such as muffins and mini-quiches; sweet treats such as cookies, scones, apple roses, muffins, slices and cupcakes; and a variety of beverages such as iced tea and fruit punch.

The students have also considered sustainability, marketing perspectives and interpersonal communication skills required when working with colleagues and customers in the hospitality industry; real life skills in evidence.



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# LANGUAGES

*Learning another language requires dedication, determination and the ability to keep going even when you make mistakes! It is also extremely rewarding and can lead to many leadership and professional opportunities.*



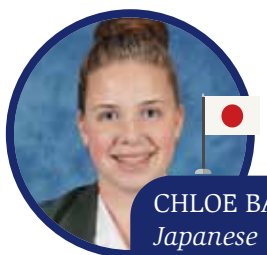
## WHY DID YOU CHOOSE TO APPLY TO BE A LANGUAGE AMBASSADOR?



**EMILY PARKER**  
*French*

In 2017, I hosted an exchange student from Aurillac and stayed with her as part of the 2018 French Tour. This experience opened my eyes to a new culture, new friends and taking on new languages and I loved it so much I hosted again in

2018. Whilst I only learn French, I think language learning is vital in today's world as it provides new learning opportunities and opens so many pathways for new relationships and further study.



**CHLOE BANNINK**  
*Japanese*

I believe a Language Ambassador is someone who encourages other students to be enthusiastic about learning a new language. We can support students and also promote the different cultures we are learning about, and present

students with opportunities to learn about other countries.



**OLIVIA ANDERSON**  
*French*

I have been studying French at Grammar since Year 3, have hosted two students and have taken part in both Tour and Exchange. I have been lucky enough to travel

to various different countries and I love discovering and

learning about new cultures and their languages. Through these experiences, I have learnt the importance of language not only for communication but for cultural identity. Through learning French, I have been given so many unforgettable opportunities, especially hosting and going on exchange. I think that in undertaking a leadership position of this type it also gives opportunities to support and encourage younger students to embrace the opportunities we have here.



**WILL GUNSON**  
*Japanese*

I have been very committed to my Language Studies since my time at Grammar and have hosted a Japanese student, participated in the Japan Tour and studied in

Japan on an individual exchange. I enjoy assisting the visiting

groups when they come to Grammar and helping them integrate and be involved in our school life. In 2019, I was successful in completing N4 in the Japanese Language Proficiency Test. The role of the Language Ambassador is to encourage and motivate students to be enthusiastic about learning a language.

## Did you know these leaders are/were multilingual?

Mrs Woods	Pidgin, dialect from Papua New Guinea and English
Malcolm Turnbull	Ngunnawal and English
Kevin Rudd	Mandarin and English
Angela Merkel	German, Russian and English
Pope Francis	Italian, French, Spanish, Portuguese, German and English
Franklin D Roosevelt	German, French and English
António Guterres (Secretary General of the UN)	French, Spanish, Portuguese and English
Justin Trudeau	French and English



It's much more than the language itself – it's the values of understanding, appreciation for others, respect for difference and when you have struggled through challenges – a much deeper respect for hard work and resilience.

*Maria Woods*



# MUSIC

## OUTSTANDING MUSIC ACHIEVEMENT

Liam Reed (Year 12) has successfully been awarded his Associate Performance Diploma (AMusA) on Euphonium, having passed this professional level exam with a High Distinction.

This is an extraordinary achievement from a school aged student and our heartfelt congratulations is extended to Liam for his success in this aspect of his education.

With this qualification, Liam joins the ranks of professionals in this field and is able to teach students privately and write AMusA as a qualification after his name.

Congratulations Liam on this outstanding achievement. You are a true musical leader and ambassador for Grammar Music.



*Where Passion Meets Purpose*



## Welcome Mr Corkill

Mr Corkill began at Grammar in Term 3. He comes to Grammar with a wealth of experience and knowledge, and we look forward to working with him in the years to come.



## Music Specialists showcase depth of talent

Grammar Music is fortunate to have the outstanding services of sixteen Instrumental and Vocal Specialists who teach over 280 Grammar students every week.

These talented teachers are also all talented performers in their own right and this depth of talent was clearly on show at the annual Instrumental Music Specialists' Concert.

Families were able to watch the tutors' live streamed performances in a night of outstanding music and flair on show.





# Spring into

# summer

Water sports are the perfect way to keep cool and active as the weather starts to warm up and we prepare for another Australian summer! Over the coming months it is more important than ever to reinforce vigilance and safety around the pool, near waterways and across our beautiful beaches.

Before letting children jump into the water it's important they are prepared by knowing how to swim. Supervised swimming lessons with a qualified instructor can teach children the many far-reaching benefits of swimming and make the water a fun and stress-free place to be.

Grammar Swim School focuses on developing water safety skills and awareness in a fun and stimulating environment. There is plenty of evidence that shows consistent and regular aquatic activity also helps improve water safety skills.

While every child will be different, the team at Grammar Swim School align individual swimming abilities and skills with the national framework so many children still learning to swim will benefit greatly from regular swimming lessons which not only improve capabilities, but also confidence in the water.

## Here are 5 top reasons to enrol your child in swimming lessons

### 1 Swimming lessons save lives

A child who learns to swim when young, develops crucial lifelong water awareness and swimming ability; however, adult supervision is required at all times when a child is in the water.

### 2 Improves fitness

Swimming is a low-impact form of exercise that provides a great alternative to sedentary activities like watching TV and playing computer games. It's also a sure-fire way to tire the kids out, as swimming provides a workout for the whole body. In particular, it improves coordination, balance and flexibility.

### 3 Increases confidence in the water and on land

Not only is swimming great for the body, it's also great for the mind. It can improve mood and self-esteem. Learning to swim early on will also reduce a child's fear of water, making pools and beaches less stressful environments. As they develop confidence in their swimming ability, they will feel more comfortable splashing around and learn to enjoy themselves in the water. Swimming can also be a great social activity.

### 4 A skill for life

Once the skill is learned, your child will always know how to swim, regardless of their fitness level. This is especially useful for taking part in other recreational water activities, such as kayaking, surfing, diving or even sailing.

### 5 It's fun!

It's a fantastic and versatile activity that can be done all year round, indoors and outdoors, alone or in a team, at a beach or in a pool, as a competitive sport or as a recreational activity with friends and family.

All school-aged children in Australia have the opportunity to learn to swim in Primary School. Enrolling your child in a swimming program at an earlier age or taking them to extra-curricular swimming lessons; however, will reinforce the water skills learned at school and improve their general level of confidence in the water.

*For more information contact the Grammar Swim School today 5477 4499 or visit [www.grammarswimschool.qld.edu.au](http://www.grammarswimschool.qld.edu.au)*





## Congratulations

Congratulations to our Grammar Netball Captain, Ana Taka, on her selection into the USC Thunder 18s team to compete at the State Titles in September. All players at these titles are vying for selection into the 2021 19s Queensland Team. A special mention to Abbey Morcom who was selected as a training partner for the USC Thunder 18s Squad.

## CRICKET BLAST

The Primary Schools Cricket Blast was a hit this term for our Grammar teams. Our girls won the four games they played, beating St Andrews in the final, taking out the whole competition. While our boys won three of their four games, going down to Mathew Flinders Anglican College in the final.



## State Water Polo

Harry, Preston and Sam have been selected in the U14 Qld Water Polo team. A great effort by these boys and a rarity to have three Grammar students making the same State team. It bodes well for the future of Grammar Water Polo.

## Tennis Queensland Primary Schools Cup

Congratulations to all of our Primary tennis players who competed in the Regional Competition of the Tennis Queensland Primary Schools Cup Red Ball competition. Our students were wonderful ambassadors for our school both on the court and off. Our girls' team won their competition and will now progress to the State Finals in January while our boys' team finished second.



# Make a splash

DIVE IN TODAY TO  
START YOUR SWIMMING  
JOURNEY WITH US

The Grammar Swim School offers classes for BABIES THROUGH TO PRE SQUAD LEVEL and for those ready to take the next step, squads are also available. Each level has been PURPOSEFULLY DESIGNED to establish a skill set that will provide children a gift of life.

BOOK IN  
FOR YOUR  
**FREE**  
ASSESSMENT  
TODAY

**GRAMMAR**  
Swim School

SUNSHINE COAST  
GRAMMAR SCHOOL

Sunshine Coast Grammar Aquatic Centre 372 Mons Road Forest Glen  
Please contact us on 07 5477 4499 or email [aquatics@scgs.qld.edu.au](mailto:aquatics@scgs.qld.edu.au)

- Boutique size classes run Monday - Saturday
- Experienced and caring instructors
- Heated facilities - programs offered all year round





## AI Programming Bootcamp

Over the June/July school holiday break, Year 10 student, Jakob Kerin-Bird spent his time as a teaching assistant on the 5-day AI Programming Bootcamp at the Peregrin Digital Hub.

Jakob acquitted himself extremely well and was a credit to the School. The team at the Peregrin Digital Hub were thrilled with the contribution he made in assisting the cohort of 20 with the university-level Computer Science concepts covered and have since offered Jakob a position on the leadership team of the AI Cadetship program.

## Off to a flying start

A full class of 21 students have launched themselves in the new Certificate in Engineering and Aviation pathway this year. The 'Skills Generation Build and fly a Drone Project' has been incredibly popular with students wanting to obtain knowledge and experience in a broad range of engineering disciplines.



## TRAINEESHIP IN COMMUNITY SERVICES...



At Sunshine Coast Grammar School we connect with a number of training providers across the region and are able to offer a range of pathways for students in the Senior Phase of learning. Thank you MRAEL and the Grammar P&F for

supporting Patrick as a School-Based Trainee who has been working at The Shack Community Centre Nambour as part of his traineeship in Community Services.

Patrick has had the opportunity to learn and

grow through his traineeship while connecting with and supporting his local community.

*You can watch more here:*





# Studying teaching in 2021?

## PMSA Teacher Education Scholarship applications

### NOW OPEN

Scholarship winners receive \$2000 per year for up to four years. Applications close 16 October.  
Visit <https://pmsa-schools.edu.au/what-we-do/scholarships/> for more information.







# Find your Purpose

## Year 10 Pathways Program

### *Steers students in the right direction*

Over the course of Semester One, students participate in information sessions and activities based on careers and pathways. The students have the opportunity to:

- Explore their skills, interests, personal qualities and goals.
- Complete a personality questionnaire.
- Consider how the world of work has changed through creating a family career tree.
- Identify job clusters that match their qualities and contemplate what training or work skills they may require.
- Consider pathway opportunities beyond Year 12.
- Explore further training and education options, including university entry and prerequisites.

Usually students then have the opportunity to experience an occupation of their choice, as a part of the 5-day Work Experience program held early in Term Three. The main aims of Work Experience include to:

- Provide students with an opportunity to relate school studies with workplace contexts.
- Prepare students for the demands and expectations of the working world.
- Assist students make informed career decisions by assessing their aptitudes and interests, and exploring potential careers.
- Improve students' maturity, confidence and self-reliance.
- Provide a link between school and local community.
- Provide opportunities for students to become more informed about the current labour market issues.
- Provide students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work.
- Provide an opportunity to extend the theoretical learnings of the classroom into practical applications in the workplace.
- Provide schools with an initiative to forge stronger links between education and industry.

The remainder of the term then focuses on Year 10 families partnering with the pathways team to complete the mandated SET (Senior Education and Training) Plan. Each family sits with a senior member of staff to discuss interests, future pathways and map aspirations back to senior subject selections. The one hour coaching session has many benefits including:

- Individualised support, information and guidance for each Grammar student in a caring environment.
- A chance for staff to document the students chosen pathway(s) and work out how to best meet the student's needs over their final two years of schooling.
- Identification of students planning an alternative or vocational pathway.
- The creation of a relationship with each family, where the parents have a familiar point of contact at Grammar for their child's senior phase of learning.
- An understanding of the partnerships the Pathways team can develop through the connections made with parents.



## OTHER PATHWAYS

### Vocational Education and Training

More than 90 percent of Australian schools now offer Vocational Education & Training (VET) in Years 10 to 12. VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.

The benefits VET offers to students include:

- Development of work-related skills that enhance employability.
- Access to learning opportunities beyond the traditional curriculum, including work-based learning.
- Competency-based assessment that meets industry standards.
- Pathways to further training, education, and tertiary learning.

The nationally accredited qualifications offered at Grammar are part of the curriculum offerings and students elect to study the VET courses as one of their timetabled subjects. A VET qualification contributes to a student's QCE, and a Certificate III or above can be used to calculate a student's ATAR. A Certificate III or above will also gain a standalone ranking that can be used as entry to many universities.

Grammar has Partnership Agreements with four RTOs to deliver the following qualifications:

#### Year 10 (Course length: 1 year)

- Cert II Engineering Pathways – 1-year course – flows into AVI30316

#### Year 11 & 12 (Course length: 21 months)

- Certificate III Fitness plus entry qualification: SIS20115 Cert II Sport and Recreation
- Certificate III in Aviation (Remote Pilot)
- Certificate IV Entrepreneurship and New Venture Creation
- Diploma of Business

### Standalone VET

Students also have the opportunity to pursue a VET course of their choice whilst enrolled at Grammar. Students use the allocated time at school to study a nationally accredited qualification of their choice. Students drop one subject in Years 11 and 12, picking up the VET course in its place. The benefits of doing this include:

- Students have the opportunity to complete study in an area that interests them.
- It can keep a student engaged in their learning, where other curriculum offerings may not be of interest.
- It gives the student a chance to 'try before they buy' into further study at tertiary level, as it may assist in directing students into a desired career pathway.
- It gives the student a chance to gain a nationally accredited qualification whilst at school.

Generally, courses attract a fee. The fees are as varied as the number of courses available. The parent pays the course fees directly to the Training Organisation, and the student is responsible for meeting their training plan deadlines and assessment submissions.

Some examples of independent VET studies students have elected to pursue:

- Diploma Business
- Cert IV Dance Teaching and Management, Crime and Justice
- Cert III Film and TV, Horsemanship
- Cert II Electrotechnology (career start), Mechanical, Health Services, Rural Operations
- Cert I Construction

### School-Based Traineeships and Apprenticeships (SAT)

A school-based apprenticeship or traineeship (SAT) provides Secondary students with a unique opportunity to combine a VET qualification with an employment contract while also completing their Senior Secondary Certificate of Education. School-based apprenticeships and traineeships provide the clearest line of sight to a job, are highly valued by employers and are often identified as the preferred pathway for students to transition from school to work, particularly in the trades.

Commencing an apprenticeship or traineeship while still at school has other benefits such as improving the confidence of students. A school-based apprentice or trainee has usually made their decision to commit to a SAT based on a strong understanding of and interest in the industry. Unlike a full-time apprentice or trainee, a school-based apprentice or trainee has access to pastoral care support through their school. This can help them manage their relationship with their employer and deal with any personal issues that might affect their engagement. This support helps reduce dropout rates. A school-based apprentice or trainee also continues learning as part of their Senior Secondary Certificate of Education, which can develop their skills in other areas of benefit to the employer such as critical thinking, teamwork or advanced mathematics.

#### Common SATs:

- Apprenticeships in Carpentry, Cabinet Making, Plumbing, Mechanical, Diesel and Electrotechnology
- Traineeships in Hospitality, Business, Horticulture, Childcare, Community Services and Beauty Services

## PARTNERSHIPS

Grammar has strong partnerships with the following organisations:

Binnacle Training Pty Ltd  
Skills Generation Pty Ltd  
Look Now Training Pty Ltd  
Australian Skills Development Institute Pty Ltd  
TAFE East Coast

SCTTTC (Sunshine Coast Technical Trade Training Centre, Caloundra)  
Prestige Training Services  
Kawana Waters State College  
Unity College  
MRAEL ACE Apprenticeship Centre

USC  
MRAEL GTO  
Grammar P&F with SCTTTC  
Flight Options  
CQ University  
Griffith University

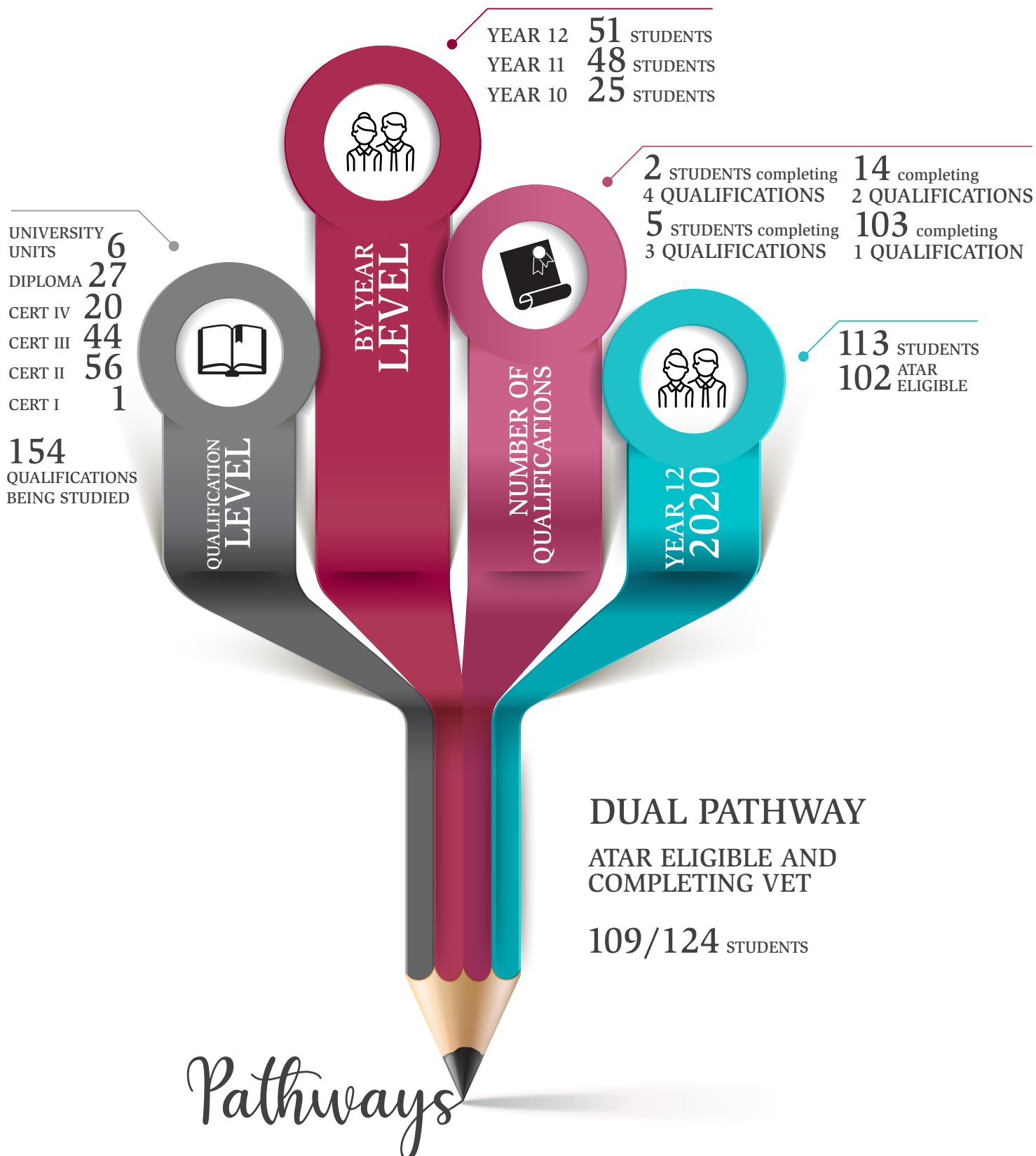






SUNSHINE COAST  
GRAMMAR SCHOOL

SUNSHINE COAST  
**GRAMMAR**  
*Pathways*







## Lucas Henley 2018

Lucas is set to soar to lofty heights, after graduating from Sunshine Coast Grammar School in 2018. Lucas was accepted into the Bachelor of Medical Science/Doctor of Medicine program at the University of Newcastle Joint Medical Program.

This five-year undergraduate medical degree will allow Lucas to work as a doctor (JMO). After completing the MD, Lucas will need two to three years of internship and residency before he can fully move into a speciality of choice.

'I'm certainly leaving my options open, and I have all sorts of specialities I'm still interested in. Surgery (particularly cardiovascular, plastic and neuro) interests me a great deal, as well as interventional cardiology, radiology and nuclear medicine,' said Lucas.

'My first time going into an operating theatre felt like stepping into a high-tech, futuristic dream - with a live X-Ray (fluoroscopy) as the interventional cardiologist installed a pacemaker into a patient; it was surreal seeing the heart beating in real-time as we watched a screen that mirrored the cardiologist's every movement of the pacemaker leads within the patient's heart. Since then, we've also done a great deal on the lungs, digestive system, kidneys, blood, and neurology; Lucas already has many highlights since starting medical school, but outside of the classroom he has his head in the clouds. Recently, Lucas has developed a great interest in aviation and flying, too.

'Near the end of last year, I took a test ride in a small general aviation aircraft and I thoroughly enjoyed it, and so this year, alongside my course, I am also going for a Recreational Pilot's Licence after which I plan to go for a Private Pilot's Licence,' said Lucas.

With every lesson, Lucas has improved and can already perform every take-off and some landings with only minimal input from his flight instructor. On his latest flight, Lucas had to check, start and 'turn off' (for lack of better words) the plane himself with the instructor nowhere to be found - and it is certainly not as simple as pressing a button or turning a key (at least, if you want to do it safely). Very shortly Lucas will be performing his first solo flight, which he is tremendously excited about.

'I have enjoyed the last year and a half since moving out of home, though my study requirements are mounting rapidly. I'm very excited for what the future holds;



## Patrick Donovan 2019

He may not have been out of school very long, but Patrick Donovan is leading the way having already received top marks in his chosen field. Our 2019 Dux is currently studying a Bachelor of Science with a major in Mathematics at UQ and has been accepted into the UQ Provisional and Graduate Entry Pathway into Doctor of Medicine.

'I found that university is a completely different experience compared to school, in that you don't have the same connection with your teachers,' said Patrick.

'In my experience, Grammar was really helpful, not only in building fundamentals, but also and more importantly the school indirectly allowed me to find my optimal methods for study; Patrick is inspired by many of his fellow life-long Grammar friends who, through their efforts, inspire him to want to work hard and achieve great results.

'It has been great to have a number of friends from School doing similar courses at university and we have already had the opportunity to help each other out; His advice to current seniors... it's important that you find your best way to study, because it may not be the same as your friends. Make use of your teachers while you are still at school, because they are there for you and can help in many ways.

Finally, it is important that you still allow for time outside of study; you don't want to look back at your time at school and regret not spending more time doing sport or exploring cultural pursuits or simply connecting with friends.



## Renee McCreadie (nee Fraser) 2005

Renee graduated from Sunshine Coast Grammar School in 2005 before going on to study a Bachelor of Business Management majoring in International Business at UQ. Renee graduated from university in 2008, and has worked all through the Asia

Pacific in media sales and business development for international interior design agencies. After returning to Australia, Renee spent time at home with her children while also managing a local brewery in Springfield Lakes. Due to COVID, Renee and family have decided to pack up and travel Queensland in a motorhome until Christmas, always looking for the next adventure!



## Jessica Vercoe 2013

Jess graduated

from Grammar in 2013 and immediately commenced her undergraduate degree at the University of Queensland. She elected to study a dual degree - a Bachelor of Science and a Bachelor of Arts, where she

majorled in Microbiology and Economics, respectively. The intersection of these two fields meant Health Policy emerged as a clear field of interest and she was lucky enough to study a five week Economics of Health Policy course with the Harvard Summer School in Boston in 2018.

Jess extended her four and a half year degree to five, as she elected to spend a year abroad in her third year. The first six months of the year were spent at the University of Leeds in England, while the remaining time was spent travelling. In this time, she was able to spend three months living and working on a farm in France, brushing up on her French language skills.

After graduating from UQ at the end of 2018, Jess moved to Canberra to pursue a Masters degree in Economics at ANU, where she would be at the forefront of Australian policy development. While her time spent within the field of Economics has been invaluable, she chose to sit the GAMSAT exam in early 2020 in order to apply for medical school. Ultimately, the clinical application of health is where her passion truly lies and she is incredibly excited to have now accepted an offer from the University of Sydney to study medicine in 2021.



## Sam Morris 2008

Sam Morris graduated in 2008

and immediately took a gap year to work at a boarding school in Scotland. He then attended QUT for a year and a half, studying Construction Management.

'Study did not go well for me and after taking a semester off and working another ski season in Canada, I moved to Melbourne to attempt university again,' said Sam.

This time enrolling in a Business Degree at La Trobe University and after another unsuccessful semester, Sam finally admitted that tertiary study was not for him. He decided to pursue a trade and began his carpentry apprenticeship in 2013. During the final year of his apprenticeship he enrolled in a Diploma of Building and Construction at Holmesglen TAFE, studying part-time 2-3 evenings a week. While completing this Diploma and after finishing his apprenticeship, Sam moved into an office-based role and went on to receive a job opportunity as a Contracts Administrator and Junior Project Manager with his current employer in 2018.

Sam is hoping to continue to progress into senior project management roles and manage larger projects in the future. He is also about to become a dad for the first time; he and his wife Charlotte are due in September.





## Stefanie Cleeton 2016

Stefanie Cleeton graduated from Grammar in 2016. While there were many opportunities that presented themselves upon graduation, Stefanie was not set on any career path. Following graduation, she took some time out and worked for her parents in real estate before heading off to university.

Stefanie was eager to find a purposeful career and tried her hand in sales, retail and hospitality; she even did some work experience back at Grammar while she was considering the path of a Primary School PE Teacher. Nothing she tried felt quite right, but she was extremely determined to find a career that she was passionate about.

Stefanie has always been artistic and her favourite subject at school was Visual Arts. It never crossed her mind; however, that she could make money being an artist. A friend of hers enrolled in a jewellery class and that's what sparked her interest in jewellery design. She made contact with just about every jeweller across South East Queensland and finally had a response from a manufacturing jeweller in Brisbane. Following two days of work experience, Stefanie was offered an apprenticeship and after more than a year into her apprenticeship, she is absolutely loving it!

'I am so grateful that I didn't give up and I continued to explore my options and find a career in something I am passionate about,' said Stefanie.

Where Passion Meets Purpose



## Courtney Angel 2010

Courtney graduated from Grammar in 2010. Since then, she has completed two degrees, lived in three cities, worked for two organisations and started one business. Upon Coast, majoring in Marketing and Public Relations. Upon graduating, Courtney moved to Brisbane to work at an advertising agency in the city, where she worked on the Flight Centre account. After working in the agency, she wanted to work for an in-house marketing team and moved to Melbourne. Courtney gained employment at a software company, in their marketing team, learnt a lot and in 2019 decided she missed the warm weather of Queensland and moved back to the Sunshine Coast. Luckily, she was offered a remote position for the Melbourne software company and still work for them as a Product Manager.

In late 2019 Courtney started a marketing business, C Angel Marketing. She is a freelance marketing consultant and marketer, working with Sunshine Coast businesses to take their businesses to the next level with quality marketing strategies, plans and implementation. Going forward, Courtney hopes to continue growing her business and work with local, Sunshine Coast businesses that need marketing advice or want to outsource components of their marketing activity.



## Jessica Simpson

# 2016

Jess Simpson graduated from Grammar in 2016. From the onset, Jess knew she wanted to attend James Cook University and study medicine; aligning with her passion for improving healthcare in underserved communities. Jess was successful in gaining a place in the Bachelor of Medicine/ Surgery program at the end of Year 12, commencing her undergraduate medical degree in Townsville in 2017.

Jess is now in her fourth year of the program and is completing full-time clinical placements shadowing doctors in public, private and rural hospital settings. Thus far, Jess has completed placements across General Practice, Obstetrics and Gynaecology, Emergency Medicine, and Rural Medicine. With just two years left until her graduation as a Doctor, Jess looks forward to more hands-on learning opportunities both within Australia and internationally. She is travelling to the Atherton Tablelands at the end of September for three weeks of remote emergency experience, and she also hopes to travel to Fiji for her neonatology rotation in 2021.



## Alex Pettigrew



Congratulations to Alex Pettigrew who has been enlisted with the Royal Australian Navy as a Marine Technician. Alex was enlisted in a ceremony in Sydney earlier this year and will be heading to Melbourne where he will be based.

## Keira Tunnah (nee Reason)

# 2007

Keira is a true inspiration for many young women in business and doesn't do anything by halves. She started at Sunshine Coast Grammar School in Year 5 and graduated in 2007. After school, Keira was accepted into QUT where she studied a Bachelor of Business and graduated while she was working two jobs. Following the successful completion of her degree, Keira was accepted into the NAB Graduate Program in Melbourne. She has since worked her way up and is now an Associate Director, managing the foreign exchange requirements for more than 200 branches as well as creating FX strategies for small business customers. Keira also holds a Diploma of Financial Markets, a RG146 and is currently undertaking her Diploma of Financial Planning. She is certainly a high achiever and volunteers her time as a mentor with the Smith Family as part of their graduate program. Keira is not one to sit still for even a moment; she admits that she is also competing her law degree with only a few units until she graduates. On the home front Keira juggles all of this and more, with three beautiful children under two.



# FROM HOME TO HOLLYWOOD Emm Wiseman 2008

Emm Wiseman has the kind of luminous screen presence that can't be taught. It's a combination of natural acting ability, an ice-blue gaze that portrays both strength and vulnerability, and that magical quality every actor wishes they had: charisma.

The former Sunshine Coast Grammar School student (2008) took a giant leap in February last year, moving to Los Angeles, and in a short time has established herself as a new Australian talent to watch.

In her first feature film, the 2018 gothic thriller *Winchester*, she starred opposite Dame Helen Mirren. 'To be able to work with Helen Mirren was surreal,' she says. 'For someone of her status and celebrity, she was so gracious and patient.'

'I remember her saying to one of the directors after the

first table reading, "you don't have to worry about me. I will never be late. You can always rely on me." I think that set a real precedent for how I go about work. It's about respect and professionalism, and I think that's what a lot of the Aussies in LA tend to have a lot of.

'I heard about Aussies doing well in LA when I was growing up, but I thought it was a myth,' she adds. 'I think there's something about us; we're a bit exotic, even though we don't see ourselves as exotic. Aussies come here to work and they work really hard.'

'They're really lovely about it most of the time, they're welcoming and they enjoy doing the work, which I think is really well-received.'

Also in 2018, Ms Wiseman appeared in an award-winning Australian feature film called *Celeste*, gaining the attention of key industry insiders. 'The producer Lizzette Atkins said in the audition room, "she's like a young Nicole Kidman"; she says.

'Any little glimpse that you are going in the right direction is always validating. There are so many rejections that sometimes you can drive yourself a little crazy, thinking, what am I doing, what is this freaky thing I've decided to embark on? For someone to say something like that is so encouraging.'

Ms Wiseman was born in the US, spent her early years in South Africa and moved to Australia with her parents at the age of five. The family moved to the Sunshine Coast when she was a teenager and she attended Sunshine Coast Grammar School. Her parents still live in Buderim and she considers it home.

'I am a Sunny Coast kid through and through,' she says. 'It is one of the most beautiful places in the world. I just remember finishing school and we'd hop on the bus and



go down to Mooloolaba Spit and buy fish and chips. Those memories are the best.

'I was always a creative kid, but I never thought acting was a viable career choice until later on. My drama teacher, Katie Livock, took me under her wing and made the drama room a safe place for me to try and understand what was going on in my world at the time. It was kind of a tumultuous time and I really think it was from her seeing me and the struggles I was going through, and encouraging me to explore that in the drama room, that started my journey to where I am today.'

After school, Ms Wiseman moved to New South Wales to study, before landing a job in TV production. 'One day I was sitting in the office, looking out the window, and I thought, this is not where I'm supposed to be.'

'I've tried this, I've done the nine to five, but I'm not going to do it anymore. In 2016 I signed an agent and it kind of went from there. I think the naïveté of not knowing how the industry worked helped, because there was no fear. I just put down a bunch of scenes of myself on camera with my friends and sent it to the top 10 agents in Australia.'

As fate would have it, she stood out from the crowd and won the role in *Winchester*. After realising she had a real shot at an acting career, she sold her car and bought a one-way ticket to LA in February, only to immediately win two TV roles in Australia and be flown back. She appeared as Jules Jelly in the Channel 9 remake of *Seachange* and appeared in a new series called *The Cloaming*, on Stan.

Life in LA is faster than what she's used to, but she's settling in well. 'I really love it here,' she says. 'There's something special that happens when different people from all walks of life come to the one place to create something. You find yourself meeting really interesting, passionate people who you would otherwise not get the chance to work with.'

'Moving to LA was very impulsive. It happened very quickly, but I'd been thinking about it for a long time. I was terrified. You have no idea what's going to be on the other side of that flight.

'I did go completely out on a limb and against everybody's advice. People were like, "What are you doing, this has come out of nowhere?" They knew I was creative, but it took me a really long time to admit to myself that I didn't try, I'd regret it. If for some reason another door opens, that's great, but at least I was following a path that was my own.'

*Article featured in My Weekly Preview*  
*Words by: Leigh Robshaw*



Since graduating from Grammar in 2018, Mia has been studying a Bachelor of Fashion Management at Mod'Art in Paris, France.

After graduation, she took a gap year and worked as an au pair in France. During this time, she decided that she wished to remain in France to further her education - Mia toured a few schools, was accepted into her first choice, and then went through the arduous process of getting a French visa. She is now about to commence the second year of her degree, and a lot has happened in a year.

During her first year of studies she completed two internships which gave her great insight into the workings of the fashion industry. Mia interned as a retail assistant in a concept store, and also as a social media assistant. 'Fashion is so personal and complex, and I couldn't have chosen a better city to study in,' said Mia.

'Despite the good times, my year in Paris has been anything but simple. 2020 started with a large transport strike all around France. Then of course, COVID-19 happened. I spent the majority of my second semester of

university online, in a government mandated 'confinement'; 'The French Government took coronavirus very seriously, and we were in lockdown for two months - it was required by law to fill out a form when we left the house, and we could only leave for very specific reasons such as buying groceries, or doing exercise for maximum 1 hour a day, in a 1 kilometre radius of your house. It was a very intense situation, but nonetheless I continued with my online lessons and ended up finishing at the top of my class;

Currently, France is entering into a second wave, and there are upwards of 3500 new cases recorded daily. As it stands, Mia is scheduled to start her second year in person, at the end of September (with masks obligatory, of course), but there is a real chance they may go online once again.

'I choose to remain positive and am so thankful to be in Paris, doing what I love. I urge anyone who is wanting to study abroad, whether it be in France or elsewhere, to take a chance - despite the current difficulties, it was the best decision I ever made.'

Mia Levings  
2018



# Jessica Betteridge 2011

Jessica's story thus far is one of resilience and survival, she is a true inspiration.

Since Graduating in 2011, Jessica has moved to Geelong and subsequently Melbourne. Jessica has been studying Architecture and Construction Management at Deakin University and the University of Melbourne. She was initially admitted to a Bachelor of Design (Architecture) at Deakin University. However, after taking a few construction subjects in her first year, particularly in management, and reassessing, she thought it would be valuable to her future architecture practice to have a background in construction management. In 2013 Jessica decided to transfer to the double degree in Design (Architecture) and Construction Management.

It was in this second year of architecture school that Jessica was diagnosed with an extremely rare, life threatening, genetic metabolic disease called Hereditary Coproporphyria. She went from living a fairly normal college life to being in hospital at least 40% of the year. Since her diagnosis, Jessica has had 60+ surgeries plus countless rounds of treatment. For a good portion of her Bachelors and Masters she has been working from hospital.

In 2016 Jessica was elected president of the Australian Porphyria Association which is the national advocacy and research organisation for her disease. The association was essentially non-functioning when she took over.

I didn't want anyone else to have the same experience that I did when I was diagnosed. We built it up from the ground up and it has been a huge learning experience. I have spoken all over the world, at significant medical conferences, about advocacy and the need for more research to be done in the field. My organisation also holds

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national conferences where we bring together the top doctors in the field in Australia and New Zealand to improve treatment outcomes for patients locally;

I remember in 2018 my options, medically, were narrowing and doctors had to have very serious discussions about my long term survivability. It was devastating. This has been incredibly hard and taken a massive amount of resilience to pick myself up and keep going; said Jessica.

Despite these odds, Jessica believed that she would pull through, she kept studying to prepare herself for the future. In March 2019 Jessica was accepted into a compassionate access program for a novel gene silencing treatment. The results have been just short of amazing.

I have not been in hospital with an attack for over a year now and I live a fairly normal life these days. I managed to graduate and receive a distinction average throughout it all. Many people, including my doctors, are amazed that I was able to finish university and progress with a scholarship into my Masters;

In 2019 Jessica took a semester off university to work at the NSW ski fields and is currently in her final semester of her Master of Architecture at Melbourne University, specialising in healthcare and educational architecture, with an interest in biophilic design.

At the time of writing this article, Jessica is in Stage 4 lockdown, writing her architectural thesis on The Identity of Us; Redefining the Principles of Biophilia.

In 2013, when Jessica started her construction management degree, she was only one of seven females enrolled in her course.

When I was in high school, I had the very narrow-minded view that only men work in the construction industry and that you have to be on site all day, however what most people don't know is that there is a huge team of people behind the construction workers on site, organising everything from schedules to quantity surveying. The industry is very diverse, you could be working on anything from bespoke architectural projects to infrastructure projects. It was this diversity that first attracted me to the industry; said Jessica.

Jessica believes that the new generation coming up will be much more diverse than the previous generation that was predominantly male and says that the qualities most important in her industry are hard work and creative expression.

'At the moment I am just enjoying the simple things in life, my friends, my family and my puppy over facetime. Almost dying at age 23 has certainly given me perspective and I look forward to seeing where life takes me;

Five years from now Jessica hopes to be working at a big architecture firm specialising in healthcare, in either Melbourne or Sydney, and hopes to travel again once borders reopen.



Mrs Maria Woods | Principal  
Sunshine Coast Grammar School



## Welcome to our fourth annual Grammar Alumni magazine.

Our Grammar Alumni family numbers more than 1800 members from our first graduating Class of 2002 to our Class of 2019, with alumni now studying, working or travelling around the country and indeed, the globe. Our Alumni are Grammar's ambassadors who, through their professional and personal achievements, are a valuable asset to our School and we are proud to recognise their stories in our Quarterly magazine.

2020 has thrown us many challenges and it has been inspiring to connect many alumni as visitors, guest speakers, coaches and mentors to current students. The Grammar community includes our alumni, and we are immensely grateful that when you maintain connection to your school through particular school initiatives there are mutually beneficial outcomes to our past, present and future.

As always, we love hearing from past students to see where Grammarians go once they graduate. All alumni are invited to connect through email, social media channels and hopefully we can catch up in person sooner rather than later.



*Do not follow where the path may lead.  
Go, instead, where there is no path and  
leave a trail.*  
*Ralph Waldo Emerson*





If your actions  
inspire others  
to dream more,  
learn more,  
do more and  
become more,  
you are a leader.  
*John Quincy Adams*