

TERM 1 | 2021

# Q

## GRAMMAR QUARTERLY



SUNSHINE COAST  
GRAMMAR SCHOOL

*Coming together is the beginning;  
keeping together is progress;  
working together is success.*

Henry Ford



## TERM 2

Monday 19 April –  
Friday 18 June

### APRIL

Monday 19 Term 2 commences  
Sunday 25 Anzac Day  
Monday 26 Anzac Day  
Public Holiday

### MAY

Monday 3 Labour Day  
Public Holiday  
Tuesday 4 District Cross Country  
Wednesday 5 Grammar Open Day  
Thursday 6 Mother Daughter  
Breakfast  
Thursday 6 P&F Mother's Day Stall  
Friday 7 Mother's Day  
Chassembly  
Sunday 9 Mother's Day  
Tuesday 11-17 Years 3,5,7 & 9  
NAPLAN Testing  
Friday 14 P&F AGM

### JUNE

Friday 4 Music Mix  
Extravaganza  
Thursday 10 Primary Gala Day  
Friday 11 Nambour Show Day  
Friday 18 Foundation Day  
Friday 18 Last Day Term 2

### SAVE THE DATE

### JULY

Saturday 10 Grammar 25th  
Birthday Ball



GRAMMAR  
PARENTS & FRIENDS

## Connect with a cuppa

Thanks to our Grammar P&F for welcoming new families at our New Parent Welcome Evening earlier in the term, along with hosting their 'Connect over a Cuppa' events for parents to engage and connect in an informal setting. Parents interested in helping with the Mother's Day gift wrapping on 21 April, please email [pandf@scgs.qld.edu.au](mailto:pandf@scgs.qld.edu.au).



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Grammar School



Mrs Maria Woods | Principal  
Sunshine Coast Grammar School



Collaboration is the absolute belief that no one gets there unless we work intentionally to move everyone forward.

## LEARNING INTENTIONS

are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basics for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address in their learning.

**SUCCESS CRITERIA** are the measures used to determine whether, and how well, learners have met the learning intentions.

## WHY LEARNING INTENTIONS AND SUCCESS CRITERIA?

- Ensure all students know what they are going to learn and where they are heading.
- Provide guidance to teachers on what their chosen teaching and learning activities are seeking to achieve.
- Provide the basis for feedback and reduce discrepancies between current student understanding and intended learning.
- Assist students and teachers in tracking and assessing student progress.
- Help teachers to understand the impact of their teaching and learning activities, and when they may need to adapt or change these.
- Help students understand what improved performance looks like.

# Collaboration

At Grammar we are always seeking to enhance and improve our practice – not just works for students but what works best.

We are enacting the 3 R's of Collaboration –

- 1. RESEARCH** – what does contemporary research tell us about best practice strategies to enhance and improve student learning and outcomes
- 2. REFLECT** - Using that research, expert teachers reflect on practice, use student data and feedback, interrogate their own beliefs and then deliberately
- 3. RESPOND** – adapt, review, adopt strategies and practices that continue to make a positive difference in their classrooms, to the learning culture and benefit the professional growth of self and others.

As a school that seeks continual improvement we have engaged with Corwin Australia over the next three years to build collective teacher efficacy in establishing, maintaining and enhancing an agreed language of learning for Grammar students. The focus at Grammar is always the learner and each of us knows our impact as the teacher is powerful and makes a significant difference to overall learning outcomes. We have, to date, engaged in professional learning as a whole school P-12, and Corwin has affirmed the many contemporary strategies we employ to engage our students in their learning.

It is formalising those high impact strategies that we already do well, recognising what we need to do differently and more explicitly to ensure we are creating an environment that supports visible student growth and progress.

We know that the work we are doing as teachers makes a difference to student learning, but collectively if we intentionally and collaboratively attend to those things that research tells us makes the biggest difference we can help our students achieve even greater results.

Teachers collaborating with each other and with external expertise contributes to our professional growth and development. Ultimately the students are then the beneficiaries of this collaboration.

The shared strategies and common language the school has adopted in 2021 is visible in classrooms, in discussion with students and through visual symbols.

To ensure our language of learning is age and stage appropriate in collaboration within teams and sub-schools, students are exposed regularly to the following:



LEARNING INTENTIONS



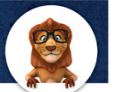
SUCCESS CRITERIA



COGNITIVE VERBS

In the younger years to focus learning purpose and the measures by which to determine whether and how effectively learners have met learning intentions, the teachers collaborated to determine age and stage appropriate language:

*We are learning...*



*I can...*



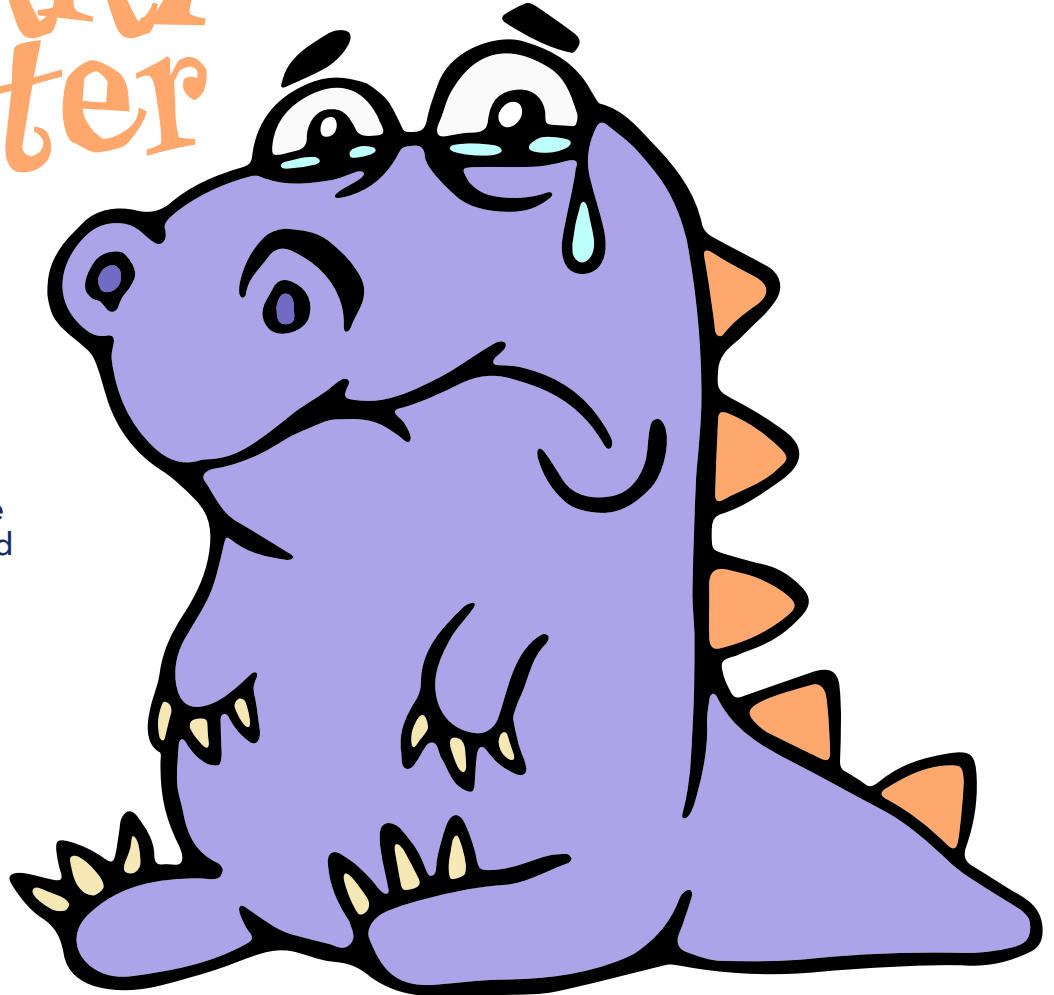
This enhances the continued culture of a growth mindset, students articulating what they are learning and greater student agency about their learning and the power of student voice in understanding what they know, what they need to do next and how they will get there.

Everyday at Grammar we collaborate as a learning community. We work together towards common goals of aspiration, mutual respect, a communal language of learning and celebrating efforts and achievement.



# SOOTHING the WORRY monster

“ Dr Allana Canty is an advocate for reducing the ‘pathology’ of anxiety, and helping children build resilience to healthy and normal human emotions.



In society’s best efforts to reduce stigma associated with mental health, we have also increased the likelihood of pathologising age and stage-related emotional experiences. Dr Allana Canty is an advocate for reducing the ‘pathology’ of anxiety, and helping children build resilience to healthy and normal human emotions. Part of this commitment has been teaching a common dialogue and skill set employed and reinforced by children, parents and educators at SCGS alike.

Dr Allana Canty and Genevieve Long have been delivering an in-house designed wellbeing program to Year 5 students - The Anxiety Academy. The creative, practical and skills-based program covers psychoeducation about anxiety, evidence-based relaxation skills, cognitive challenging and exposure activities. The premise is to befriend ‘the worry monster’, and learn that anxiety is one of our healthy emotions.

Dr Allana Canty advocates for parent and teacher involvement in the program to assist with translation of content across environments and generalisation of the skills learnt. Parents receive an overview of each session and tips for how to apply the skills at home. Further, the strategies taught in session are actively reviewed by classroom teachers and “worry monster soothing kits” are being made available in Year 5 classrooms.

Dr Allana Canty is also offering a one-hour skills-based workshop designed for parents of Primary School students - Soothing the Worry Monster. This presentation complements the Anxiety Academy workshops, and encourages parents to: reflect on when to ‘worry about worry’, detect parenting traps that feed their child’s worry monster, and learn new habits for responding when their child’s worry monster is taking over.

Creating a common dialogue such as that taught through this program is Allana’s step towards building a healthier, resilient community, that can collectively support each other using a skilful approach.



# THINK of YOURSELF as a ‘FRIENDSHIP COACH’



**A**dapted from the work of Dana Kerford, Friendship expert and Kasey Edwards, author and writer.

Dana Kerford, Friendship expert and founder of URSTRONG, encourages parents to think of themselves as a ‘Friendship Coach.’ She explains that coaches don’t go out and play the game for their players. Instead, they give them advice and send them to play. Then, they stand back on the sidelines and watch. When they call their team in, they point out what they saw and give the players some tips and guidance. It should work that way with parents too, coaching our children through their friendships.

” **Rather than acting as lead negotiator in our children’s relationships, she encourages adults to support young people and coach from the sidelines.**

## **LISTEN AND EMPATHISE**

While listening seems so simple, it’s probably often overlooked for that very reason. Just like adults, when kids talk about their problems they want to feel heard, validated and understood.

Dana says that we need to remind ourselves that what might seem small to an adult can loom large in the eyes of a child; so large that it can seem overwhelming.

## **ENCOURAGE KIDS TO STAND UP FOR THEMSELVES**

When my daughter talks to me about her friendship problems, my default response is to say to her the things that were said to me. ‘Just ignore him’, ‘Walk away’, ‘She’s just jealous’ are the kinds of phrases that instantly spring to mind.

But Dana says that these responses can be too passive and minimising. She suggests taking some time to listen and empathise — and then follow up by asking ‘Did you stand up for yourself?’

Rather than retreating, we should encourage our kids to confront their problems and not simply put up with bad behaviour.

Dana suggests asking kids what they could do differently next time and role-play different scenarios so they feel practised and more confident.

## **TEACH KIDS THE DIFFERENCE BETWEEN HEALTHY AND UNHEALTHY FRIENDSHIPS**

This one is the sort of advice that will be useful right into adulthood.

It’s important for our kids to know that they are in control of their lives. Dana says that this includes the people they choose to surround themselves with. Do their friends make them feel good about themselves? If not, they should minimise the time they spend with people who make them feel bad and spend most of their time with friends who treat them well.

‘Let them know that trust and respect are “must haves” when it comes to friendship,’ Dana says. ‘Don’t say, “This is just something all girls must go through.” This statement tells a girl she must suffer through and she is helpless. We cannot normalise the behaviours of “mean girls”.’

## **WHAT ABOUT BULLIES?**

There’s a lot of talk about bullies and bullying at the moment. But Dana’s advice is to avoid the word altogether. The reason is that it’s often misused and leads children

— and their parents — to label kids. Instead, she suggests the term “mean-on-purpose”.

‘Children understand what this means and know when someone is intentionally trying to hurt them.’

Parents can help their kids come up with a quick comeback statement to combat mean-on-purpose behaviour. It doesn’t have to be an Oscar Wildean witticism. A simple ‘Not cool’, ‘Wow’ or ‘That was really mean’ will suffice.

Quick comeback statements should be delivered in a strong voice with authoritative body language, and then the child should walk away.

‘If they’ve tried using a quick comeback and the person continues to be mean-on-purpose, that’s when an adult needs to get involved,’ says Dana. ‘It’s the responsibility of the adults (parents and teachers) to ensure that children feel safe and supported.’

## **TELL STORIES**

Sometimes our kids forget that we were once kids too. Providing examples from our own life experience or of other people overcoming similar difficulties can help guide kids to a solution.

‘Sharing your stories about some of the ups and downs you experienced in friendships when you were their age helps your child view you as not just Mum or Dad, but as someone who has been there before,’ Dana says.

As part of our Wellbeing Program students from Prep through to Year 6 participate in explicit lessons in friendship, providing students with the opportunity to develop important life skills.



## A CONVERSATION ON *consent*

**R**ecent events have sparked a call to enhance programs in schools focused on education around consent and respectful, healthy relationships.

Stories and accounts shared across media landscapes have been shocking, heartbreaking and challenging for us as educators, as parents, as adults who are working in partnership with families to raise decent, respectful, kind and responsible people.

At our school we emphasise respectful, appropriate relationships right from the beginning at Grammar Early Learning Centre through to Year 12. In the formative years we teach children about responsibilities for their own bodies, kindness and care for self and others, through to important conversations around consent aimed at teenagers.

Our curriculum and wellbeing programs highlight how to build respectful, healthy relationships in real life and online, alcohol and substance use and the associated consequences. We continue to partner with external experts such as Dr Michael Carr-Gregg, Safe on Social, cyber experts in Brett Lee and Susan McLean, and invite parents to attend a variety of workshops to encourage the uncomfortable, but necessary conversations.

It is fortuitous that in 2021, we are spotlighting Respect - one of our key values that is a cornerstone for everything we do and everything we are as a school. As the adults we are the example every day for our students and each other, cognisant of mutually respectful conversations and interactions. Children take their lead from the adults.

Recently in the Weekend Australian our PM cited the importance of Respect, Protect and Reflect. In a school context we add Promote as we continue to educate and highlight the compelling reasons to respect self and others, and to challenge any behaviours that contravene human dignity, safety and basic rights.

Thank you to our staff and parents for the important role they play every day to enhance and model high expectations and standards of behaviour.



**When it comes to human dignity, we cannot make compromises. Angela Merkel**

### **SCHOOL TV SPECIAL REPORT: A Conversation on Consent**

The recent conversations in the media around consent has set in motion a wake-up call for many schools to reassess their curriculum around sex and life education.

The clear message arising from this is that education around consent is being delivered too late and that education should account for diverse genders, relationships, intimacy and consent to help navigate relationships in 2021 and beyond.

This highlights a strong need for parents to step-up and start having conversations. It is not enough to assume that your teenager knows or understands what it means and the implications surrounding it. Consent must be explicit, mutual, freely given, informed and clear.

Teenagers need to learn about boundaries, enabling them to respect themselves and their partners. Talking about consent regularly will help normalise it and encourage your teenager to experience healthy relationships as they journey into adulthood.

School TV and Michael Carr-Gregg cover this topic at length in this special report offering parents guidance around normalising the topic of consent to ensure your teenager experiences healthy and respectful relationships.



Here is the link to the School TV Special Report: A Conversation on Consent



# FOUNDATION *Staff Member* RETURNS HOME



From humble beginnings in 1997, Jennifer Worthington was one of the very first teachers employed to help lay the education foundations, and build the culture, of what was then a dream to build one of the leading independent schools on the Sunshine Coast.

Fast forward two decades and a whole lot of growth, Jennifer feels privileged to be able to continue the dream and return to Sunshine Coast Grammar School in 2021 as a teacher in the Primary School.

This year, the School will officially celebrate 25 years since the sod was first turned on the 100 acre Forest Glen site and Jennifer is proud to return to what she describes as an outstanding school of choice and be a part of a culture where everyone has a sense of belonging and respect.

‘It is wonderful to see that the School has continued to go from strength to strength and expanded in enrolments, staff and physical structures. Our learning community is blessed with a well-resourced learning environment in such a beautiful, natural, rainforest setting,’ said Jennifer.

‘Yet walking back into Grammar I can’t help but feel a little nostalgic looking at the turfed play areas and the beautiful gardenia gardens at the front of the School that foundation staff helped create. Returning to Grammar is like coming home, the culture of Grammar has not changed. You get a real sense of belonging and

being part of the Grammar family. I feel very special being welcomed by familiar staff faces from previous years and new staff who now call Grammar home.’

As a foundation Art teacher, Jennifer has many fond memories of developing the Visual Arts program and being part of the visual arts learning journey.

‘Our students’ artwork was proudly shared in promotional art exhibitions in the local community and a number of our students took out awards in the QATAS Awards in Excellence in Art Design. I think our participation in the annual Sea Week Festival and our celebration of caring for the marine environment was a notable part of the art program,’ said Jennifer.

Jennifer and her husband, Graham, who taught Indonesian at the School, left Sunshine Coast Grammar in 2002 to take up two year teaching contracts in Singapore. During their time overseas, they joined the international teaching circuit, which Jennifer describes as a truly rewarding experience both personally and professionally.

‘I was fortunate to teach in a number of international schools in Southeast Asia and Europe. Some were extremely large and recognised as top international schools such as Tanglin Trust School in Singapore and the International School of Geneva in Switzerland,’ added Jennifer.

Joining Grammar in 2021 has been a dream come true for me. I feel very privileged to be back at Grammar where passion meets purpose and I can continue to guide and support our Grammar students to be responsible global citizens and join in our shared guardianship of the planet, making it a better place for all.

While on the international circuit Jennifer taught mainly in Early Years, but also held leadership positions as Head of Curriculum, Year Lead Teacher and Foundation Principal of a new international primary school. She worked with a variety of curriculum from different countries, and met and worked with students, families and staff from around the world. She became an IB PYP Educator to lead professional learning workshops for teachers in IB schools across the Asia-Pacific region and presented at conferences for international schools. She also taught in Australia at Canberra Girls Grammar School as a classroom teacher and was Head of Literacy for the Primary School.

‘I have thoroughly enjoyed my overseas experiences in education, and both Graham and I have seen and experienced so many different countries and cultures. But it is wonderful to be home at Grammar again.’

Jennifer’s new role at Sunshine Coast Grammar is as a classroom teacher in Year 1, and she is very excited about teaching and learning with the school’s young learners and being part of the experienced Primary teaching team.

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# PREP'S FIRST chapel

This term our Prep students enjoyed their first chapel service and received their first bible from our senior leaders. A first of many special Christian Education occasions that was enjoyed by both students and parents.





## International Women's Day



A challenged world is an alert world and from challenge comes change. So let's all choose to challenge.

International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.

Significant activity is witnessed worldwide as groups come together to celebrate women's achievements or rally for women's equality and on Thursday 5 March Secondary students and their mums hosted a breakfast at our Grammar Function Centre to mark this occasion.

The event was proudly supported by Tiffany's Maleny and Member for Maroochydore, Fiona Simpson MP, was our guest speaker for the morning, with a powerful and inspiring message for our students.



*Tiffany's* MALENY  
More than the view.

HIGH TEA | FLOWER CROWN WORKSHOPS | SWEET 16<sup>TH</sup>

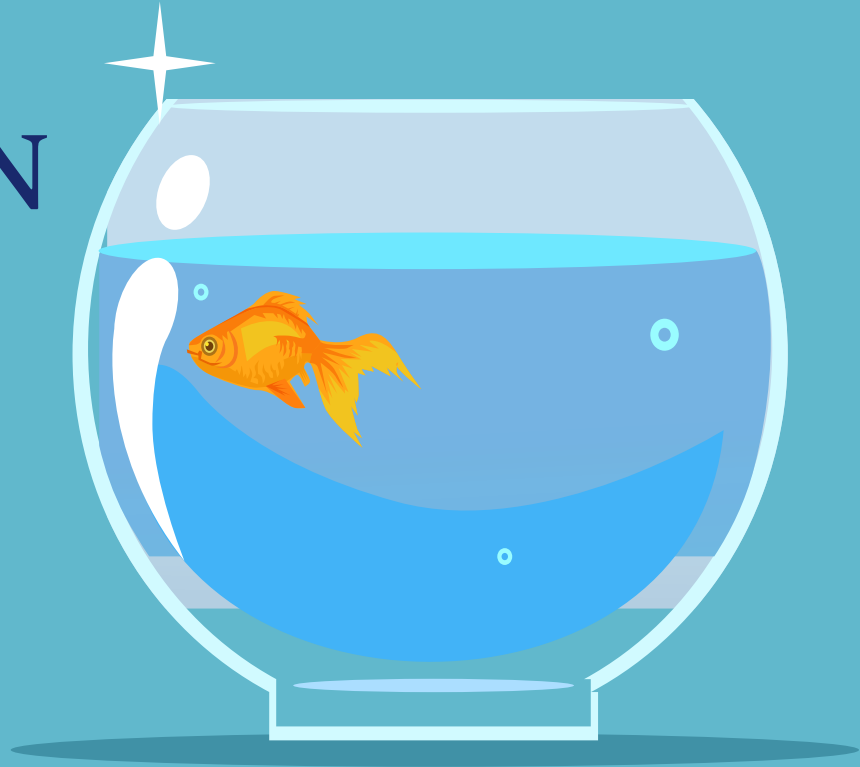
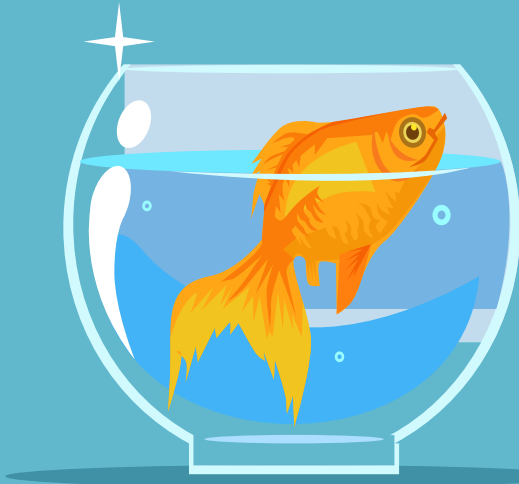
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# year 7 TRANSITION



**W**hen a child starts Secondary School, they suddenly become one of the youngest and newest students at school all over again -- a small fish in a big pond! The transition between Year 6 and Year 7 is one of the biggest jumps in a child's life and is a very important milestone. This can easily become a daunting time for students and parents alike.

Starting Year 7 poses many new challenges, but also exciting opportunities. It comes with a number of mixed feelings. Unfortunately, for many Year 6 students, 2020 was marred with school closures and remote learning due to the pandemic and the overall impact of this is still unknown. Studies have shown that the mental health of this age group already appeared to be deteriorating before coronavirus hit and it is expected that cases of anxiety and depression will be on the rise.

For many students, regular orientation activities at the end of 2020 were less than ideal. Therefore, many students may have been feeling a little bit more anxious than usual about their expectations of starting Year 7 and finding their place in the "big pond". As your child grasps new skills and engages in new study practices, it is important for parents to be supportive, but also realistic, in their expectations. Parents and students can easily become overwhelmed during this time of transition, but there are a number of strategies that can be implemented to start things off on the right foot!

## TIPS FOR A SUCCESSFUL TRANSITION

- Be familiar with your new school environment via orientation or transition activities
- Be organised
- Good study space free from distraction
- Use homework and study planner
- Set up a study routine – never underestimate a good routine
- Set realistic goals
- Be flexible with study options
- Try something new, i.e. music or soccer to meet new people
- Stay in touch with old friends from Primary School
- Stay positive and enjoy the ride
- Establish good relationships with teachers
- Get well, get plenty of physical activity and sleep
- Parents, stay calm and reassure students that feeling anxious is normal



Want to know more,  
watch more online  
here via School TV

A close-up photograph of a child's hands playing with colorful geometric toys on a grey carpet. The child is wearing a green sleeve. The toys include a blue triangular frame, a yellow square frame, and several red and yellow square and rectangular frames. The child is holding a blue triangular frame and a red square frame. The text 'KINDY COUNTS' is overlaid in the top left corner, and 'LET'S TAKE TIME TO connect' is overlaid in the bottom left corner.

# KINDY COUNTS

LET'S TAKE  
TIME TO  
*connect*

Focusing on establishing strong routines, rituals and connection to your child's learning environment helps to establish a sense of security and stability for children in kindergarten.

## RESPONSIVE ROUTINES AND RITUALS

Providing lots of unhurried time to navigate routines and transitions throughout the day will support children's sense of familiarity. Routines that support long, uninterrupted periods of play will allow children to explore and connect with their environment and enable rich interactions with educators and other children. Flexible routines may help children who need time to connect with the program, the environment and those around them. Giving ample notice of changes throughout the day will further support children's sense of security.

## SUPPORTIVE ENVIRONMENTS

The environment has a significant impact on children's learning and wellbeing. Responsive and calm learning environments support children to feel a sense of belonging and connection.

Thinking about intentionally acquainting children with the environment will provide a smoother transition and reduce feelings of apprehension.

Supporting children with consistency and stability in educators, routines and environments as much as possible is important for increasing a child's sense of security.

## CHILDREN'S VOICE, AGENCY AND DECISION MAKING

Introducing children into the environment extends beyond structural transitions (spaces, resources, routines and rituals).

It prompts us to consider each child as a unique learner with ideas, preferences and strengths of mind.

Providing opportunities for children to have input into aspects of decision making as they transition



will support their sense of belonging and self-efficacy.

Your image of your child as a competent, confident and engaged learner contributes to building their sense of agency over their learning.

### PLAY-BASED EXPERIENCES AND TRANSITIONS

Play-based experiences foster children's language, communication, movement, imagination, creativity and wellbeing.

Through play, children explore their feelings and build a sense of security and confidence in themselves, and the world around them.

As children make sense of local and world events, play experiences will help them to make sense of big ideas and to express their feelings.

A focus on creating opportunities for social and emotional learning will contribute to building children's identity and self-regulation skills, and promote emotional connection.

If teachers are intentional, thoughtful, purposeful and deliberate in decisions and actions, they will support children's learning through

social interactions and play.

Positive and flexible routines throughout the day will build a sense of predictability and security.

### TRANSITIONS TAKE TIME AND PARTNERSHIPS

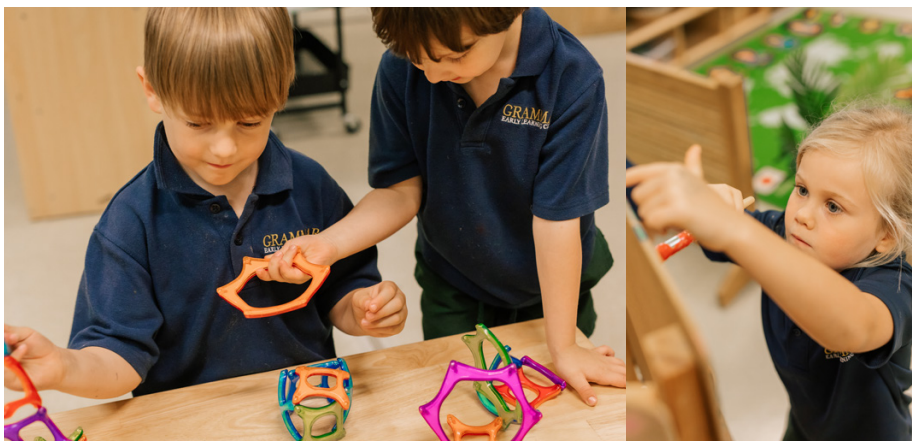
It is important to remember successful transitions take time and are unique for each child, family and educator. As with any transition, ensuring partners have a voice is important.

Relationships are the basis of educators' work with children, their families, each other and the wider community, and are the essential element in supporting effective transitions for all.

### PARTNERSHIPS WITH FAMILIES

It is important time to work with families together to ensure the Centre is a place where children can reach their full potential in a supportive environment.

Valuing children's family and cultural knowledge, and sharing and connecting with families in various ways will support positive outcomes.



## KEY MESSAGES FOR FAMILIES

Your child's successful connection with kindergarten is all about learning, wellbeing and belonging

### Learning

- Children are always learning.
- Kindergarten is a place for children to come together to play and learn.
- Educators are skilled and experienced in building on the strengths and interests of your child to support learning, wellbeing and development.

### Wellbeing

- Connection with others and familiar places and things is essential to wellbeing.
- Kindergarten is a place to connect with familiar friendships, relationships and routines.
- Teachers develop children's resilience, emotional awareness and sense of wellbeing which reduces anxiety and stress.

### Belonging

- Kindergarten is a place where everyone's voice is heard on your child's learning and development.
- Teachers understand that transitions take time and are unique for each child and family.
- Teachers help each child feel safe and secure at kindy.

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## STUDENTS MAKE THE *grade*

2020 saw eligible Year 12 students across Queensland awarded with results ranging in decreasing increments of 0.05 from 99.95 down to 30, with only 30 students across the state receiving the maximum of 99.95.

Sunshine Coast Grammar School is delighted to acknowledge Grace Thomas as one of those top performing students, along with 32 other students who received a ranking score of 95 or above.

The graduating class of 2020 has excelled in their academic pursuits with approximately 11.11% of students achieving an ATAR of 98.9 or above. A further 47.78% scored an ATAR of 91.5 or above and over 95% above a ranking of 65.5.

The realisation of hard work and commitment has finally paid off for these students as the journey they once only dreamed of is now about to become a reality. For many of these young men and women this means going on to pursue their passion in medicine, law, performing arts or finance.

Principal at Sunshine Coast Grammar School, Mrs Maria Woods, is delighted with the results which are some of the best in the state.

'The results achieved are a reflection of the hard work, commitment and positive attitude these students have displayed towards their studies. We are incredibly proud of our Year 12 cohort and congratulate them on their outstanding achievements,' said Mrs Woods.

'2020 was an extraordinary year and we are incredibly proud of all our students and their efforts this year. Parents have expressed their deep gratitude to the Grammar staff for their dedication to their sons and daughters. Our goal has been to encourage, challenge and nurture students so that they can pursue their dreams beyond school.'

'Success comes in many forms and as a School it is our goal for every graduating Year 12 student to be working or studying towards a career that not only values their talents, but for which they also have a real passion and purpose,' said Mrs Woods.



Since 2009, Grammar Helping Hands has been the flagship program of community service at Grammar. Hundreds of students, staff and families have been able to connect with local, national and international charity partners in order to make a difference beyond the Grammar gates.

Our partnerships are built on our desire to show faith in action and do all that we can to meet the variety of needs of our partner organisations. Over the years we have been fortunate enough to link with some amazing local groups including Bloomhill Cancer Care,



Team Adem, The Shack Community Centre, Wishlist, Youturn Youth Support and EnviroCom. In supporting each of these groups, our school community has embraced the opportunity to work closely, often in a hands-on capacity, to assist and show our support. From building care packs for those in hospital to mowing lawns and cooking meals for those undergoing cancer treatment, our partnerships go above and beyond in demonstrating our mantra of service above self. Our connections have grown from strength to strength, allowing our Grammar community to make a real

and purposeful difference. Since 2015 this connection has extended beyond our shores to Timor-Leste. Over 50 students and staff have been involved in spending time in remote Timorese communities, connecting with local schools and church run organisations. The true value of all our partnerships continues to be measured by the impact we have on these groups across our community and beyond our borders. The spirit continues to grow at Grammar in 2021 as we strengthen and broaden our partnerships to make a difference in the lives of those who need a helping hand.



# Early intervention THE KEY TO STUDENT SUCCESS



At Grammar we welcome professionals into our school who have the expertise to enhance and support student learning. Amber Strahan from Speech Stars, and Tara Thomas and her team from Bright Therapy, work with students, and collaborate with teachers, parents and the learning enrichment staff to enable students to access the curriculum.

Amber is a speech pathologist, with experience both in Australia and the United Kingdom. She has been working in our school for many years and has made a difference in the lives of countless students. Speech Pathology is not just about whether a child's speech is easy to understand, but also whether a child has strong language with good comprehension orally and in written form. Amber can guide us on early intervention into literacy difficulties. Amber provides feedback and support to teachers, enabling the children to be successful learners each and every day.

Tara and her team of Louise and Mason visit the school each Thursday. As Occupational Therapists their role is critical in improving fine and gross motor difficulties, helping children plan and organise themselves and learn how to regulate themselves within school context, home and the broader community.

If you were to view one of their therapy sessions, you could think that they are "just playing games". Making early intervention fun is the key to success. Amber, Tara, Louise and more recently, Mason, work alongside our teachers, enabling us to provide support and care to individual students. They advise us of the types of strategies that will improve student outcomes for the students that they work with. We believe that early intervention is the key to student success.

## G.A.T.E.WAYS

Sunshine Coast Grammar School partners with G.A.T.E.WAYS to provide extension opportunities for selected students both at Grammar and the wider community.

In Term 4 students from Years 1-6 were invited to participate in the program held over 2 days. Three different activities held throughout each day, which were hosted by three different children's authors.

The first activity, hosted by Aleesah Darlison, taught the students how to write a mystery story.

Yvonne Mes hosted activity two and taught the students about breaking the fourth wall. They were also given a story where they got to experiment by changing some of the words to whatever they wanted.

Activity three, the last session of the day, was hosted by Dimity Powell. Dimity taught students about the stages of writing an adventure story. After that part of the activity was finished, Dimity listed several situations and the students had to come up with what they would do for that situation.

G.A.T.E.WAYS was a lot of fun for the students selected to participate.



This term, some of our Year 3 children have spent literacy time with Macy our resident story dog. The Story Dogs program aims to make reading fun for children so that they can become confident, lifelong readers.

When children read to a dog, the outcomes are amazing. In this non-judgmental setting, the children's focus improves, literacy skills increase and confidence soars.

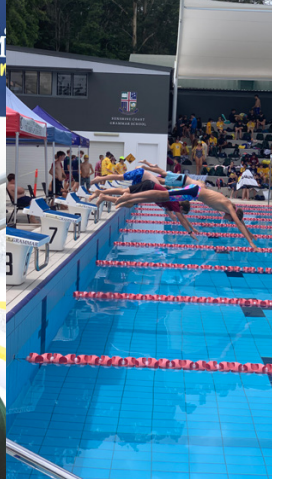
The accepting, loving nature of dogs gives this program its magic and helps children relax, open up, try harder and have fun while reading to a friendly, calm dog.

Where Passion Meets Purpose






# Primary *and* Secondary SWIMMING










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# OCEAN EXPLORATION *for* YOUNG ADVENTURERS

” Building a sustainable ocean economy is one of the most important tasks and greatest opportunities of our time.

Ocean Panel, World Resources Institute 2019

Sunshine Coast Grammar School is excited to announce a collaboration with CASE (California Association of STEAM Education), in association with Actura, to offer an Ocean School exploration.

This STEAM based tour is open to current Year 6, 7 and 8 students and is set to occur in the June/July holidays during 2022. The CASE Junior Ocean School is designed to assist in developing curiosity and interest within the STEAM fields; this program focuses on training young adventurers in an immersive environment, empowering students to pursue their subjects with passion.

Students will visit Brisbane and Cairns, participating in adventure-based activities allowing them to feed their curiosity and find their path. CASE aims to create a wave of passion in students to pursue a future in STEAM and become more focused and inquisitive.

## AN AUSTRALIAN MARINE ADVENTURE AWAITS

A leading nation in ocean exploration and management, Australia sees the benefit of international collaboration as the ocean is a shared resource and the driver of the modern global economy.

The ocean economy is the new economic frontier and one of the fastest growing industries in the world. The ocean promises wealth, and exciting potential for boosting employment, economic growth and innovation.

“Conservatively, ocean-based industries’ gross value added could double in size by 2030, reaching around USD 3 trillion and are anticipated to employ over 40 million people.” (OECD 2016).

The ocean economy is tied to a group of interconnected industries which is rapidly expanding and changing. To succeed in this environment, youth of today will require transferable STEAM skills that can be meaningfully used to address many of the big social, economic and environmental challenges.

” The oceans surrounding Australia and the Australian Antarctic Territories are among the most biologically diverse in the world.

CSIRO, Australia 2017

A vibrant underwater scene featuring various colorful fish swimming among diverse coral reefs. The scene is set against a deep blue background, creating a rich and detailed marine environment.

 **CASE Junior Ocean School**  
**Ocean Exploration for Young Adventurers**

**INFORMATION SESSION**  
**WEDNESDAY 28 APRIL**  
**6:30-7:30PM**  
**GRAMMAR LECTURE THEATRE**  
*Register via Events Online*

**JUNE/JULY 2022**  
**YEARS 7, 8 & 9 IN 2022**



## Music Captains ANNOUNCED FOR 2021



Our very best wishes go to Thomas Reid, Oliver Skuse, Valmae King and Isabella Rogers who were announced as the Music Captains for 2021. 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 2021 and the exciting new initiatives that they are planning to introduce.

## MUSIC TEAMS in the *Primary School*

Students in Years 3, 4 and 5 have enjoyed the start of their school year on an instrument of their choice in the Strings and Band Programs.

Within these programs, students learn to care for an instrument, learn the correct way to hold and play their instrument, understand the importance of time management and organisation with regards to practice, and learn to read music. They learn the joy of making music and experience the pleasure of making music with others. Students also gain valuable performance

experience, showcasing their hard work and progress in two concerts throughout the year.

In addition to these valuable skills, there are more benefits to these programs. Research has shown that learning an instrument for two years has been proven to: lead to permanent positive cognitive change; lead to an improvement in intelligence and executive function; lead to pro-social behaviours and self-regulation; lead to an improvement of psychological well-being.



## YEAR 12 MUSIC EXTENSION CONCERT

The joy of making music together has been alive and well throughout the school with the most senior of our musicians hosting an outstanding concert on Tuesday 2 March. This event showcased the Year 12 Music class as well as the students who also study Music Extension at the most advanced level. Congratulations to all of the students for their musical and engaging performances for their first assessment piece of the year. It was wonderful to have the Year 12 Music parents in attendance back in the Music Hangar.

We look forward to sharing more with the families of Grammar Music throughout the year.



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# collaboration IN THE *languages*

## CLASSROOM AND BEYOND



Collaboration is sharing.  
Communication is sharing.

No one could argue that the key goal of learners in our languages classroom is anything but communication; we spend our days assisting students to be good communicators, albeit in a language other than their own. With this come the soft skills inherent in learning a language; good oral communication, self-management, high-level thinking skills, empathy for others and exposure to an increasing understanding of diverse perspectives. In short, the ability to communicate and collaborate.

Our languages classrooms draw frequently on a wide range of collaborative learning techniques to provide meaningful opportunities for exchange of meaning and perspective. From a restaurant role-play to a job interview, from a whole class survey on pets to class interpersonal team games – collaboration permeates every

lesson. We know that collaborative and cooperative learning methods improve students' time on tasks and motivation to learn. Students enjoy interacting with each other, particularly in speaking activities, and opportunities to do so are firmly embedded throughout our curriculum in either language. Our young people are social beings and learning a language is a perfect opportunity to put those “social” skills to good use.

Yet the opportunities for collaboration aren't limited to the classroom. Our long-standing exchange programs are the perfect opportunity for further collaborative projects between students, families and teachers. These programs also provide the authentic context our young people crave. What greater motivation do we need than to be able to communicate with our friends on the other side of the world



to share and celebrate experiences, similarities and differences? We may not be able to leave the comfort of the classroom just yet, but our links remain strong. We are committed to continuing to provide as many authentic, creative and collaborative experiences as we can for our learners in the meantime! 2021 is sure to offer something for all our learners to connect and work with others.







# WHEN PLANS BECOME *Reality*



The Visual Art team know all about collaboration!

The Visual Art Department has been working on several collaborative tasks over the last few months. One of these is the new Visual Art complex; it is nearing completion and has been a team effort to get this far. A considerable amount of time has gone into designing the rooms, and working out furniture and classroom layouts. All this planning is influenced by the learning experiences that the teachers hope will engage the students in the near future. How can the students not be motivated when the facility that they will work in is going to be absolutely fabulous!

Another collaborative team effort was the joining together in a professional development opportunity at the Tweed Regional Art Gallery. The three Visual Art teachers, Bev Woods, Natalie Rae and Kerrie Corcoran, recently travelled to view the finalists of the 2020 Archibald Prize. Each year at the Art Show the Year 10 students produce brilliant portraits based upon the Archibalds. Having this opportunity to visit the exhibition in New South Wales enabled the teachers to collaborate together to consider resources and tasks that could be developed to give students more learning experiences in both Primary and Secondary, and eventually the successes will be viewed by the Grammar community.







## REAL LIFE SKILLS IN ACTION

Collaboration is a practice whereby individuals work together for a common purpose, often to complete a task or achieve a goal. Collaboration requires interpersonal and communication skills, and sharing of knowledge and strategy; real life skills in action for students studying Food Technology and Hospitality Practices.

This term the Year 10 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 have been demonstrating leadership while working in groups planning and trialling recipes suitable for a hamper for Grammar staff to purchase for Australia's Biggest



Morning Tea in Term 2. Each team is responsible for their hamper produce while considering sustainability, marketing perspectives, costing, cooking and packaging, with a small amount to be donated to the Cancer Council following their event.

Under the Guidance of Ms Kennelly, Hospitality students in Year 12 have been busily preparing for a Breakfast event for our Principal in Term 2. In refining their final recipes, the students have been demonstrating interpersonal communication skills required when working with colleagues and customers in the hospitality industry; real life collaborative skills in evidence.



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makes for a  
*great day*

*Snooze*

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## TEACHER IN CHARGE OF NETBALL

Welcome to our new Teacher in Charge of Netball, Ms Ollivia Beveridge. Ollivia relocated to the Sunshine Coast from Brisbane and brings a wealth of expertise, experience and knowledge to our program to build on the work of Lyn Pugh.

Ollivia was the Open QPL Coach with the Downey Park Netball Association, has coached the U17 QPL, and also the U16 team who placed 3rd in the region. Most recently as the Head of Netball at All Hallows School in Brisbane, Ollivia was responsible for overseeing up to 45 teams. She has undertaken roles as a Met East Open Team Selector and regional coach, and has also

gained international experience coaching in the UK at King's Worcester and Lady Eleanor Holles, taking teams to national grand finals.

Ollivia has played at an elite level in the English Premier League Division 1, and represented Tasmania in her early career days. She was also an Australian U17 National Squad player, so is well versed in supporting our students to pursue elite pathways.

Ollivia is a qualified and experienced HPE teacher and has previously been a Head of Faculty. Ollivia's vast experience in running large, high-level Netball programs and her expertise will help to continue to strengthen our School programs.



Students are supported to be the best they can be and develop as quality people through the values of discipline, humility, work ethic, resilience and respect.



The Grammar Rugby Academy, launched earlier this year, aims to provide all rugby players at Grammar the opportunity to participate in a structured and resourced rugby development program that assists them to reach their full potential and sets them up for future success. Students are supported to be the best they can be and develop as quality people through the values of discipline, humility, work ethic, resilience and respect. The Academy aims to oversee the development of Lambs to Lions through skill development (rugby specific skills), tactical development (game understanding and analysis) and physical development (strength, speed and power). They also provide opportunities and training in the areas of sports nutrition, recovery and rehab, and life skills.

The Grammar Rugby Academy is very fortunate to have an outstanding group of professionals working with our players. Former Rugby World Cup Champion (All Blacks 2011) Hosea Gear, is the Academy Head Coach, bringing a wealth of knowledge and experience to the Academy program. Hosea is well supported by Ian Brown (Director of Coaching) and Anthony Wood (Strength and Conditioner). Ian's role is to educate and support our volunteer coaches and oversee the Referee program. Anthony designs and monitors our Strength and Conditioning programs, joining the Academy staff following stints with the Cowboys and Knights in the NRL.

Rise and Rise again...  
until Lambs become Lions...



## LEXUS OF MAROOCHYDORE

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MAROOCHYDORE





# COLLABORATION - THE ACTION OF *working with someone* TO *produce something.*

Within the Pathways and Partnerships Program at Grammar, collaboration with peers, staff, family and the broader community is thriving, as students seek to create individualised Learner Profiles.

School students continue to be provided with a plethora of curricular, co-curricular, and extra-curricular activities; however, there is a strong demand for individualised learning, with students initiating their own partnerships to create unique and extended learning opportunities. Below are just a few examples:

- Secondary Educational institutions are collaborating to provide a wider range of vocational opportunities for students on the Sunshine Coast. Grammar students take full advantage of the opportunities provided by the Kawana Waters Health Education Unit, Caloundra's Sunshine Coast Trade Training Centre and Suncoast Christian College's Christian Ministry Program.
- Students are connecting with a wide range of off-site Registered Training Organisations, such as Evolution Training, Look Now Training, TAFE Queensland, Empowerdance, Australian Equine Institute, Queensland College of Music, and Redmako, to study a nationally recognised qualification, of their choice, ranging from Certificate II through to Diploma level.
- Grammar collaborates with the Group Training Organisation, MRAEL, and generous donators, such as the Grammar P&F, to provide hands-on training in essential community services, such as The Shack, Nambour, in a Traineeship role.
- Universities continue to successfully collaborate with secondary schools, to offer Head Start Programs, short courses, vocational qualifications and seminars to extend student learning.
- Grammar partners with Skills Generation, The Australian Skills Development Institute and Binnacle Training RTOs to provide in-school certificate qualifications to senior secondary students. We have teaching staff that double as Vocational Trainers and Assessors, who regularly connect with industry to remain current in their area of expertise.
- Our wonderful parents provide a wide range of opportunities each year, for Year 10 students, as part of the Work Experience Program. Long-term partnerships have been formed.
- Students opt to create an individual training plan by collaborating with local organisations, to gain real-world qualifications. An example of this is a student collaborating with a local flight training organisation, Flight Options, to engage in the Outback Pilot Cadet Program.

Students are skilfully juggling their workload, building their employability skill set, and unmistakably, working with someone to produce something of importance and relevance to them. At the core of this is a school that is flexible and adaptable to the needs of young individuals, and teaching staff that are accommodating and supportive of student goals.





**113**  
STUDENTS  
IN COHORT

**99%**

STUDENTS  
ACHIEVED A  
**QCE**

**90%**

WERE  
**OP/ATAR**  
ELIGIBLE  
102 STUDENTS

**42%**

NUMBER STUDENTS  
1 OR MORE  
**VET**  
QUALIFICATIONS

**84%**

WENT ON TO  
**TERTIARY**  
**INSTITUTION**  
1 STUDENT ADFA

**16%**

GAINED  
**EMPLOYMENT**  
12% EMPLOYMENT  
4% APPRENTICESHIP



**CERTIFICATE  
QUALIFICATIONS**

**21**

COMPLETED  
**DIPLOMA**

**6**

COMPLETED  
**CERT IV**

**15**

COMPLETED  
**CERT III**

**18**

COMPLETED  
**CERT II**

**3**

COMPLETED  
**CERT I**

**SCHOOL BASED  
TRAINEESHIP**



**9** **STUDENTS**  
successfully  
completed



**TERTIARY  
PREFERENCING**

82% **FIRST  
PREFERENCE**  
11% **SECOND**  
4% **THIRD**  
- **FOURTH**  
3% **FIFTH**



**TERTIARY  
INSTITUTIONS**

37 **UQ**  
22 **USC**  
19 **QUT**  
11 **Griffith**  
2 **International - NZ**  
1 **BOND**  
1 **ACU**  
1 **UNSW (ADFA)**  
1 **Uni of Tasmania**





Over the years, Sunshine Coast Grammar School has partnered with Study & Play USA to open up opportunities for students wanting to study abroad.

Study & Play USA was established in 2004 to provide Australian high school students a very clear path to pursue their sport and studies in the US University system. The benefits to student-athletes who go down this path are plentiful: an opportunity to have their education paid for HECS-free; an opportunity to find their level of sport and continue to enjoy it in a competitive and fun environment; a pathway to playing and competing professionally for those who wish to continue on after college to do so; an opportunity to study whatever course they wish and receive free tutoring and career advice right throughout their journey; and the opportunity to travel across the USA as part of a team.

From the outset, Study & Play USA provides families with a stress free, smooth application process. They understand that school is a busy time for our students and naturally some stress can be felt when trying to balance studies and sports, along with social and family commitments. Their programs are designed by former educators and coaches.

Study & Play USA have staff who have 'been there, done that' along this same pathway and have returned to Australia to ensure that others can enjoy this unique opportunity. Whilst they prefer to be a hands-on organisation working face to face with families for much of the process, their industry leading portal system complements their staff with easy-to-understand instructions for students and their families to access at various stages in the process.

Once in the USA, the student-athletes receive support both here in Australia and in the USA on their campuses. Study & Play USA have been able to secure travel exemptions through this period, as well as provide comfort for families regarding the strict COVID protocols that currently exist in the US.

On the US side, their support has also been tremendous; student-athletes are treated like professional athletes, are COVID tested regularly and are cocooned from the wider university population where necessary. Student-athletes receive ongoing pastoral support from the team and from the wonderful staff on their campuses and have the option of studying online or in person with strict COVID safety measures in place. Importantly, the current student-athletes are safe, happy, and thriving, albeit in a slightly different world than pre-COVID.

Ultimately, hundreds of families engage with Study & Play USA because they know that they have a 100% success rate over two decades in matching their individual athletic, academic and budget needs with the right universities in the USA. Study & Play USA's reputation among the tens of thousands of coaches in the USA is unrivalled, which means that student-athletes can be confident that there will be no shortage of options put before them. The process is quite complex, so their team have devised and revised a process over many years to allow student-athletes to engage in the process with reduced stress. Unfortunately, there are other providers all over the world that treat their clients as a number. Study & Play USA genuinely views student-athletes as family and they are treated as such.



In recent years there have been a number of Sunshine Coast Grammar students pursue this pathway.



**KOBY JANSEN**  
**2013 SCHOOL CAPTAIN,**  
graduated from the University of Texas, Rio Grande Valley having led his tennis team for four successful years. Koby is presently pursuing graduate studies in Physiotherapy and working in Connecticut.



**PATRICK MEAGHER, 2015**  
graduated from Arkansas State University with a Finance degree and commenced his first post-college job in Dallas, Texas, which was attained through vast networks that he established over his four years.



Both boys were interviewed on the Study & Play USA podcast last year, which can be listened to here:



**RILEY KERR, 2016** is currently captain of the University of Arizonas rugby team and was recently named Arizona Forward of the Year, all while studying Accounting. In 2017/18 season Riley made six appearances, including four starts in growing role in the back row.



**MAJENTA MARCINKOWSKI**  
**2017** is presently thriving at Reinhardt University in Georgia as a tennis player. Her improvement academically and athletically has been noted by her Coach in the US and will hold her in good stead once she graduates.



**CHARLIE PATTERSON**  
**2019** recently started his rugby and study journey at Central Washington University and is settling in very well.



**IZZY MAJOR 2018** is thriving in her third year at Arkansas Tech University as a tennis player and is regularly adding academic awards to her CV.



**HARRY MASTERS 2013** has become Study & Play USA's first ever athlete to secure a professional rugby contract playing for Old Glory DC team in America's Major League Rugby competition after attending Mary Washington University in Washington DC.

## ALEXANDER HESSEY-TENNY 2020

Alexander Hessey-Tenny gained entry into the highly competitive Medical Science program at USC.

USC has become a hive of study activity for high-achieving Sunshine Coast school leavers. Grammar Graduate, Alexander Hessey-Tenny, is one of 20 school leavers from across the country who gained positions in USC's highly competitive Bachelor of Medical Science for 2021.

Those selected in the program at USC in 2021 are looking forward to studying to become doctors while living in their own region, with all the geographic, financial and social conveniences that entails.

Alexander, who excelled in rugby as well as academia achieving an ATAR of 99.60, said he was motivated to make his career his passion.

With his father in the financial industry, Alexander grew up travelling the United Kingdom, Middle East and Sydney.

'I applied to USC for its highly regarded medical program in the perfect location,' he said.

'I want a lifelong career that is challenging and constantly evolving and forces me to be the best I can be,' said Alexander.

## LOUIS WERCHON 2020

Grammar Graduate, Louis Werchon, says he's primed to take his rugby game to the next step after kicking the year off alongside some of the best in union.

The 18 year old was part of the Queensland Academy of Sevens squad that played in the Santos Festival of Rugby in Narrabri in February.

While he'd played in the youth ranks before, the festival was the first time he'd played for Queensland among open level talent.

Louis Werchon has enjoyed a big pre-season with the Queensland Academy of Sevens and Queensland Reds.

'I definitely learned a lot, especially training with the likes of Moses Sorovi. He just taught me the simple things - that helped the most, the experience was really worthwhile.'

Louis believed his Reds experience and time in the Queensland Sevens would have him ready to roll for when he plays with Brothers in Brisbane this year.

Louis has enjoyed a successful few years on field, not only taking out multiple premierships with Grammar, but by lacing up at the World School 7s in 2019 as part of the Australian under-18 boys' team.

He has aspirations to continue his rise through the ranks.

'I'm trying to play footy and have some fun, while hoping to make a career out of it.'





## OLIVIA ANDERSON 2020

with her. Despite organising trucking and then shipping a horse halfway across the country being a logistical nightmare, she is excited to finally have him with her. Onyx has been a massive part of her life for the last two years and she couldn't have imagined selling him.

“For me, horse riding is a great outlet which definitely benefitted me going through senior school, and now it helps me relax and gives me something to focus on apart from my studies,” said Olivia.

Being a lifelong learner, Olivia is already missing the tight-knit Grammar community and is grateful for the amazing teachers and experiences afforded to her.

‘As a Grammar student you are valued and well looked after. I am only just starting on my first assignments and exams, and I cannot express how grateful I am for the amazing, dedicated and thorough teachers I’ve had during my time at Grammar. The first few weeks I have definitely been seeing benefits from how well I was taught essay structure and biology. Despite the fact that Grammar teachers are so willing to help, they also showed me the importance of independent thought and resolving problems by yourself.’

When asked about what she most is looking forward to this year, Olivia said she would like to advance her medical understanding, particularly in histology, biochemistry and theories relating to medical ethics. She is also excited to build a rapport and make lifelong friendships with medical peers, and cannot wait to explore much of Tasmania during semester breaks.

Her advice for current students is to give it their all and have no regrets.

Combining a love for the outdoors and her passion for medical science, Olivia Anderson has embarked on a journey that has taken her across the country with her favourite companion, Onyx her beloved horse, by her side.

Earlier this year, Olivia was accepted into the Bachelor of Medicine, Bachelor of Surgery (MBBS) at UTAS in Hobart. This five year undergraduate medical degree will see her in the classroom for the first three years, focusing on learning content and acquiring skills that will then be applied in the last two years of the degree, in practical placements in hospitals across Tasmania.

‘The course is broken up into four domains: Science and Scholarship; Clinical Skills; Health

and Society;; and Ethics, Leadership and Professionalism. I chose to study medicine at UTAS because this course is an intensive five year course, unlike many other universities where medicine is postgraduate and takes seven years to complete,’ said Olivia.

‘The medical cohort is reasonably small (approximately 100 students), with tutorial class sizes being only eight students, allowing for a close connection between staff and peers. Additionally, spending all my life on the Sunshine Coast, and not being a fan of city life, Hobart seemed like a perfect choice as it is a similar size and has a very relaxed feel. As well, Tasmania has amazing natural beauty which is perfect for me as I love hiking and the outdoors.’

In addition to relocating herself, she decided to take her horse, Onyx,



# HANDCRAFTED *Design*

The future is bright for 2010 Sunshine Coast Grammar Graduate, Tyler Bambury, who harnessed his creative flair and hard work early in his career to start his own handcrafted fine furniture design business almost three years ago.

Born in England, Tyler moved to the Sunshine Coast with his family when he was nine years old and started at Sunshine Coast Grammar in Year 9, where he found his passion in visual arts, design and construction.

'I have always loved manual work and combined with an innate creative ability, I knew that after finishing school the traditional university pathway wasn't for me,' said Tyler.

Soon after graduating Secondary School Tyler completed his Certificate III in Joinery and spent six years fine-tuning his skills in staircase manufacturing and installation.

During this time, Tyler went on to refine his expertise, completing two short courses in Fine Furniture making. Learning very quickly from one of Australia's leading fine furniture makers and personal mentor, Roy Schack at the Brisbane School of Fine Woodwork, to 'work slow and do things correctly'.

It was through this experience that Roy encouraged Tyler to further his studies and in 2017 Tyler extended his experience in the industry, undertaking his Certificate IV in Furniture Design and Technology at Australia's Leading furniture making institution, the Sturt School for Wood in Mittagong, New South Wales.

'I was blessed with some fantastic tutors, being Neil Erasmus, who drilled precision into us and David Upfill-Brown, a highly skilled craftsman in creating organic designs with timber. He taught me many fascinating ways to bend and form timber,' said Tyler.



Daring to be different, in 2018 Tyler made a bold move and started his own business, Tyler Rhys Design.

**“ Tyler prides himself on creating high quality bespoke furniture and his philosophy is to create quality pieces that will stand the test of time.**

'All pieces are constructed finding a balance between traditional and contemporary joinery methods. I love to be able to visualise the space and use inspiration from the surrounds of where my furniture will end up - this helps in the design process to ensure it lives in harmony with its forever home,' said Tyler.

Tyler is really starting to make a name for himself in the world of design and fine furniture, both on the Sunshine Coast and nationally, with all of his designs carefully handcrafted to perfection. In the not too distant future Tyler hopes to create his own collection for exhibition.

You can view more of Tyler's work on his Instagram page [@tyler.rhys.design](https://www.instagram.com/tyler.rhys.design) or visit his website [www.tylerrhysdesign.com](http://www.tylerrhysdesign.com)



## TOP STUDENTS CHOOSE *teaching careers*

**F**our top Year 12 graduates from PMSA schools have won PMSA Teacher Education Scholarships for 2021, showing a positive sign for the future of teaching.

2019 Sunshine Coast Grammar School graduate, Sophie Miles, was one of the four students awarded this teaching scholarship and will continue her second year of a dual Bachelors of Arts/Education (Secondary) at the University of Queensland.

In addition to the PMSA Teacher Education Scholarship, Sophie was also awarded the TJ Ryan Memorial Scholarship from Education Queensland.

'I will focus on English, English Literature and Psychology and hope to be able to make a difference in others' lives like my teachers did for me,' Sophie said.

The PMSA Teacher Education Scholarships are awarded each year to recent graduates of PMSA schools who choose to pursue a career in teaching.

They aim to foster a respect for the importance of teaching as a profession, foster Christian faith and values in schools and encourage future teachers who hold Christian beliefs and values, and assist aspiring teachers of Christian conviction to complete an approved teacher education program to enable them to make a difference in the schools they serve.

Each of the four scholarship winners will receive \$2,000 per year for up to four years as they undertake their teaching degrees.



*Save the Date*



GRAMMAR 25<sup>TH</sup>  
*Birthday Ball*

10 JULY 2021

*Tickets on sale* TERM 2