



TERM 3 | 2021

GRAMMAR
QUARTERLY



SUNSHINE COAST
GRAMMAR SCHOOL

ALONE we can do so little;
TOGETHER we can do so much.

Helen Keller

TERM 4

Tuesday 5 October –
Thursday 2 December

OCTOBER

Monday 4	Queen's Birthday Holiday
Tuesday 5	Term 4 commences
Wednesday 6	Friendship Assembly
Friday 8	Burying of Time Capsule
Friday 8	Tonderai Secondary Public Speaking Competition
Wednesday 13	Language of Friendship Online Parent Session
Thursday 14	Secondary Father Daughter Breakfast
14-15	Year 3 Camp
Friday 15	Prefect Induction
Saturday 16	SCRUMs Cocktail Event
Friday 22	Year 4-6 Assembly Recognition of Leadership
Friday 29	Open Day

NOVEMBER

Thursday 4	Year 4-6 Gala Day
Thursday 4	Romp in the Forest P-3
Thursday 4	Japanese Immersion Day
Friday 5	Prep Orientation Afternoon
Friday 12	Prep Orientation Afternoon
Friday 12	Mini Music Festival
Wednesday 17	Year 5 Market Day
Thursday 18	Year 12 Walk of Honour
Thursday 18	Year 12 Formal
Friday 19	P-2 Swimming Carnival
Wednesday 24	Primary Christmas Chasassembly
Thursday 25	Year 6 Celebration
Friday 26	Year 6 Fun Day
Monday 29	Primary School Celebration of Learning
Tuesday 30	P&F Grammar Games

DECEMBER

Wednesday 1	Secondary Awards Evening
Tuesday 2	Last day of Term 4
Wednesday 3	Student Free Day



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SUNSHINE COAST GRAMMAR SCHOOL

4ECO



Mrs Maria Woods | Principal
Sunshine Coast Grammar School



People will come from the east and west and north and south and will take their places at the feast in the kingdom of God.

The verse highlights people gathering at a place where God calls them; a community of people whose shared purpose and values underpin all we are and all we give.

In 2021, we have seen both interstate and international migration to our region and to our school; a place where community is at the heart of who we are. The events of the last 18 months have highlighted time and time again that belonging to a safe and connected community supports wellbeing and encourages each of us to continue in our work and play.

We are grateful that for the most part, our students have been at school face to face and extra-curricular activities continued with some COVID compliant adjustments required. This is a very small price to pay to ensure our students can play sport, their musical instruments, debate, compete in various competitions, attend camps and excursions; all important aspects that complement a vibrant teaching and learning community.

The Olympics and Paralympics forging ahead this year was a triumphant expression of community. In the midst of anxiety and uncertainty, to be able to join together as a nation to celebrate and acknowledge excellence, sacrifice, determination and national pride, provided inspiration to encourage our students to be bold and brave, and steadfast in pursuing their own goals and dreams.

It would be remiss not to acknowledge the work the school has undertaken under the direction of our GECO Coordinator to ensure seamless learning online, particularly during remote learning. Our learning management system presented itself as an ideal platform for use during periods of remote learning both in 2020 and 2021. Grammar Educational Community Online (GECO) connected classes, we then added assemblies and concerts, and have continued this in 2021 to ensure community engagement and connection. When parents haven't been able to be onsite we have brought our school news to you. We have certainly honed new skills and demonstrated to our students we can all learn new information and skill-sets regardless of age!

Our school recognises our place in the broader community and the opportunities to serve others beyond our gates. This term our staff have filled the freezers with ready-made meals to go to families in need, made care packs for children in hospital working in partnership with Team Adem, and continued fundraising where we can to play our part as members of the Coast community.

At the end of Term 3 our students have benefited from the connections to our broader community when our Grammar Netballers were inspired by the life story and achievements of Sunshine Coast Lightning goal shooter, Peace Proscovia. Peace reminded all of us that it is a privilege and blessing to belong to a community where everyone works together to ensure our students can flourish and thrive amidst challenge and adversity. They can be stronger, resilient and courageous in pursuit of their goals.



6

tips for wellbeing during COVID

Fraser Landreth
School Psychologist

With any period of adjustment comes the unavoidable shot of cortisol and increase in stress, even for the most resilient and flexible of us. The impact of COVID-19 has necessitated being at our most adaptable, creative, and open to change over the last 18 months. Accompanying this; however, is our brain living in a heightened state of readiness, trying to analyse and predict what may happen next, and being prepared with multiple plans for any eventuation. I'm sure, as a result, many are now feeling a sense of fatigue, a bit burnt-out, and quite ready to get back to everyday life.

Unfortunately, while our southern compatriots are right in the thick of it, we too will still have some hurdles to navigate on this journey. To get through we are going to need to take care of ourselves and each other. So, here are my top six tips for maintaining your psychological wellbeing during the pandemic:

1. MAKE A ROUTINE

Situations that are both unpredictable and outside of our control can put us in a tailspin. Your typical daily routine has probably been left in 2020 with the Tiger King, however, it is important to still have one. As much as possible try to stick to a rhythm and take control of the things that we can.

- Set a sleep and wake time.
- Schedule your work and study hours.
- Have set times for food and stretch breaks.
- Schedule in down-time to relax and do things you enjoy.

Having a routine makes things more predictable, reduces stress, stimulates feeling productive and helps us gain some control. It also allows us to make sure we are keeping a balance between work, play, connecting with others and time for ourselves. Where typically a routine may be monotonous, at the moment we have more than enough excitement elsewhere. Give your brain a break by knowing when it will get one next.

2. GET ACTIVE

Moving your body is one of the best things we can do for our mental health and wellbeing. Your body is

probably used to sport, gym or running around at play time. Or if not, then even getting around the supermarket, walking between meetings, or out to get lunch or the bus. Your body will notice having less activity, and respond. If you are feeling stuck with a foggy brain, move your body.

- The Australian guideline is a minimum of approximately 30 minutes of moderate exercise per day.
- Bonus points if you get outside in nature and catch some sun!

are now more connected than ever with the internet and technology, so use all of the tools available to you to check in and stay engaged with friends, family and your communities. But remember, nothing beats face to face interactions for stimulating our brains and maintaining our wellbeing (the original FaceTime).

- Try to have a mindful, in-person interaction each day. Visit someone, arrange a catch up or sit down for a non-distracted conversation with someone at home.
- Video calls allow the next best thing to a face-to-face conversation. Perhaps book it in as a regular time to catch up.
- Write to relatives or old friends.
- Check in on a neighbour.

3. CONNECT

Humans are biologically, cognitively and physically wired to connect, to love and to belong. In the absence of connection, our functioning can significantly deteriorate. We are the most socially complex species on the planet, and so much of our brain has developed solely to engage in communication and just waiting to be activated. We

Connecting is also about engaging positively with people in your community when shopping or out and about. You never know the impact it can have. Wearing masks significantly impairs our ability to make or pick up a friendly smile, and we are losing a huge part of non-verbal communication. Try to compensate for this by increasing your use of hand gestures and be mindful of your body movements, using your eyes and eyebrows, and being clear and friendly with your words.



4. DISCONNECT

Despite all the benefits of connecting with others, there are certain times where we might be best to do the opposite - disconnect. Stress is infectious, and the media tends to focus on the things people are worried about. Give yourself permission to disconnect and switch off the noise from social media, news or even radio for most of each day. It is also appropriate to excuse yourself from people who may be creating additional stress, if you are not in the position to be supporting them.

- Check in to reliable news sources once or twice a day, but otherwise, disconnect.
- Replace the news or passive social media use with things that can help you, like doing things you enjoy, listening to music, entertainment, games, or even meditation.
- Be wary of information overload and try to stick to just what you need to know.

5. DO SOMETHING

An effective antidote to stress and worry is to get organised and take action. If you are worried, then putting that anxious energy into something practical may help. Perhaps the extra weekends at home and cancelled events can be time to do something different. When you recognise you are getting stressed, ask yourself, 'What can I do to help manage this situation or make it easier?'

- Make plans and write a list of what you need to buy, organise, or set-up, and start doing it. Tick off each item on your 'To-Do' list as you work through.
- Declutter, organise and arrange your environment to promote wellbeing.
- Assist family or friends who may need help getting organised, e.g. teach Grandma to use FaceTime.

Sometimes we have exhausted our options of things we can practically do to manage a situation. We are planned,

prepped and organised, but the stress remains. In this case, you can still attempt to put your anxious energy to work, ask yourself, 'What can I do that will make me feel better?'

- Do something that you enjoy, e.g. a favourite TV show or old movie.
- Create something - a meal, craft, finally getting to that project.
- Learn something new.
- Connect with others or get active (Tip 1 and 2, reprise!).

6. DO NOTHING (INTENTIONALLY)

To contradict myself again, my final tip is the opposite, I encourage you to take some time to do nothing. While there are notable benefits to engaging in activities that will help our situation or our wellbeing, we sometimes just can't. Beating yourself up for not always being productive doesn't help anyone, least of all ourselves. Be kind to yourself, it's OK to have some blob days where we don't get done what we intended to. Better yet, notice when we need to do nothing and be mindful about it. Slow down, take a time out, and give your brain a break from 'doing', to try just 'being':

- Go for a mindfulness walk and notice the things in your neighbourhood.
- Drive without the radio or music on.
- Sit somewhere to enjoy the view.
- Daydream.

Finally, remember who you are. Most people are good, kind and sensible. They care for others and the environment, and want to make the world a better place. Remember to be gentle, kind and respectful to yourself and to others. People are probably as stressed and worried as you are. Reach out if you need help and encourage others to do the same. Try to support others if you are able, as you will not only be helping them, but will also help to feel good about yourself.

The pandemic has put all of our resilience, adaptability and creativity to the test; however, the unexpected gift of experiencing any stressful situation on a community level is witnessing the ingenuity, acts of kindness, and compassion of others. Often the most genuine and powerful of these acts don't tend to get as much airtime or happen out of sight of cameras. So,

remember to keep a look out, or create one of these moments yourself.





teaching *kids to* navigate *friendships*

When Canadian teacher Dana Kerford realised the girls in her Year 4 class needed serious help navigating friendships, she developed a program to empower children with the tools to face friendship troubles head-on. She used simple to understand ‘friendship facts’ and other age-appropriate skills and language to enable kids to take control of their friendships.

The URSTRONG program has been in high demand since Dana brought it to Australia and she has since rolled the programs out to primary school children across the country. We asked her to bring her in-real-life bully management expertise to the issue of digital friendship conflict.

In what ways do anti-social playground/classroom behaviours migrate to the cyber dimension?

One of the biggest things we’re trying to teach children is that conflict is a normal part of a friendship. *Friendship Fact #1*: No friendship (or relationship) is perfect. Once they understand and embrace conflict (realising they can put out their Friendship Fires™, as we call them), they are less likely to engage in stereotypical behaviours – which are ultimately all linked to conflict avoidance. This natural urge to avoid conflict is reinforced when children are told by adults to, “Just ignore them!” What happens is, they have to put out the Fire somehow, so they choose unhealthy ways to essentially make themselves feel better.

In the cyber dimension, it’s very easy to ‘avoid’ conflict (i.e. not face it directly) while still trying to make themselves feel better. So, a passive-aggressive text message...or they

don’t tag that friend in an Instagram photo...or they share a Snap with everyone but that person they’re mad at, all of these are subtle ways to reinforce an unhealthy urge to avoid conflict.

Does the process happen in reverse? That is, do some Friendship Fires arise first on social media and then make their way to the playground?

Absolutely. Children’s online worlds are a big part of their social experience and hurt feelings, exclusion, gossip, ‘The Silent Treatment’...all of these behaviours (referred to as ‘relational aggression’) happen on social media platforms all the time.

What are the most common friendship challenges in the online domain?

One of the biggest problems is that non-verbal communication (i.e. body language), which accounts for 80 to 90 percent of how we interpret the world around us, is removed from the online experience. We’re left to make assumptions. Because of this, misinterpretations and misunderstandings happen all the time. Judgements are based on limited information. Tweens are susceptible to misinterpretation of that missing link, given their social-emotional competence (or lack of it).

Some kids who are 8 to 12 years old are still learning how to read and write, and sometimes it’s as simple as that – a spelling mistake or a misplaced word. Simply put, they’re too young. We use this example in our workshops: When your friend tells you something surprising, you might say, “Shut up!” You’ve got a smile on your face and you say it jovially, so your friend knows what you’re really saying is, “Wow! Are you serious? That’s amazing!” When you simply type those two words, removing body language and tone of voice, your friend may picture you with your eyebrows furrowed in a grumpy, annoyed tone.

Can children use the in-real-life solutions from your programs in their social media networks?

We define conflict in two categories: Normal conflict (which we call Friendship Fires) and Mean-on-Purpose behaviour. A Friendship Fire, a situation between you and a friend that results in negative feelings, is very different from a situation where someone is intentionally trying to hurt you.

For Friendship Fires: We teach kids that Friendship Fires should never be dealt with online (they should always be put out face-to-face) and you should never type something you wouldn’t say to their face. If a friend tries to engage in a Friendship Fire through text, for instance, here’s what we’d recommend: keep it short and simple. Don’t engage in a conversation over text and simply type, “I really care about our friendship. Let’s chat in person! K?” If they’re not ready to talk in person, just give them time and say, “No worries! Lemme know when ur ready to chat.” Throw in a heart emoji or frog – something to lighten the mood and let them know you’re aiming to resolve the issue and that you care about your relationship with them.

For Mean-on-Purpose behaviour: In our workshops, we teach children to say a Quick Comeback (a short statement) in a strong, sharp voice, when they hear or see Mean-on-Purpose behaviour, then walk away and report the behaviour to an adult. Online, we’d encourage them to also screenshot the behaviour and report it. They can type their Quick Comeback (e.g. “Not cool!”), but ensure they metaphorically walk away by leaving the conversation or blocking the person.

You note that there are three participants in antisocial behaviour: the victim, the perpetrator and





Secondary Father Son Breakfast

Thank you to all who attended our Secondary Father Son breakfast this term at the Grammar Function Centre. It was wonderful to hear from Year 12 parent, Rob Reid, as our guest speaker. Guests were entertained by musicians Grace and Jack during the breakfast event.

2022 school leaders

Congratulations to our 2022 school leaders who were elected this term. We are incredibly proud to announce that our 2022 School Captains are Taleah Smith and Fynn van den Brenk who will be supported by our School Vice Captains, Grace Wilson-Smith and Austin Horne. A huge congratulations to all of our prefects and captains on their appointment; we look forward to watching them grow and lead our school with passion and purpose in all that they do in 2022.



the bystander. What can the bystander do to diffuse it?

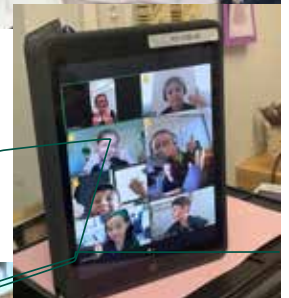
For Friendship Fires: In URSTRONG we talk about a Friendship Sandwich, when you feel caught in the middle of two people who are having a Friendship Fire. The goal of a bystander is to not get caught in the sandwich because it's sticky and messy in there! Instead, they can stand up for their friend (e.g. "I think Sophie's project is awesome!") or say, "I'm not getting in the middle!" and immediately change the topic.

If this happens online – say, when someone uses a text to try to engage you in gossip about someone else, type "I'm not getting in the middle. Anyways, have you heard that new Ed Sheeran song?" This is what being a Friendship Ninja is all about: quick, savvy responses to keep things in the healthy zone.

For Mean-on-Purpose behaviour: We encourage bystanders to stand up to Mean-on-Purpose behaviour in the same way the victim does.

REMOTE LEARNING

Term 3 saw the return to remote learning with the Queensland Government calling a snap lockdown at the start of August. Teachers and students were well prepared, and tackled the challenge with purpose and pride. While we are very fortunate that the lockdown only lasted one week, the restrictions that followed had impacts on sport and events throughout the term. Thank you to our teachers, parents and students for your positive mindset during these uncertain times.



SCIENCE week



National Science Week is Australia's annual celebration of science and technology featuring events delivered by universities, schools, research institutions, libraries, museums and science centres. These events attract a wide audience from children to adults and science amateurs to professionals.

Travel restrictions and physical distancing requirements in place to combat the COVID-19 pandemic have seen more significance placed on National Science Week this year to recognise the work done on our behalf by scientists, medical researchers and health professionals.

This year, Sunshine Coast Grammar is excited to celebrate this event in an effort to recognise, explore and educate students about an array of science ideas.

Head of Science at Sunshine Coast Grammar School, Mr Chris Smith, says that students have had the opportunity this week to trial the science of eggs and energy drinks. They have put their hands on different types of rocks and minerals, tried out balloon copters, designed lab coats, participated in a series of demonstrations and explosions, and tested out heat shields to save our egg-astronauts.



Science Week is only possible with the help of our dedicated Science Lab Technicians and our Science Teaching Staff who gave up their time to coordinate activities and supported each other for the benefit of students.

In the future, we aim to have students conceive, develop and run activities with staff and students in our Primary School.

National Science Week provides an opportunity to acknowledge the contributions of Australian scientists to the world of knowledge. The aim is also to encourage an interest in science pursuits among the general public and to encourage younger people to be fascinated by the world we live in.

Watch the Science Week video here:



NEW PREP PRECINCT COMING IN 2022

A new space at Grammar for curious young minds.

Starting a new journey is exciting. The journey for the lifelong learner at Sunshine Coast Grammar School begins with our preparatory program.

Grammar is very pleased to announce the development of a unique Prep Precinct in our Primary School to provide our youngest learners with the stimulus and learning facilities to help them develop inquiring and creative minds.

This exciting new building project, to be delivered in 2022, will provide a space for our Prep students to nurture their natural curiosity, ignite creativity and develop future-readiness. It will engage students in an active and practical way to facilitate imagination, collaboration, thinking and inquiry—learning assets that are central to our vision for learning.

This purpose-built two-storey building will provide for specialist lessons as well as outdoor learning programs. The new spaces are designed to allow students to engage socially, intellectually and physically.

Located at the front of the school, the design will accommodate four new general learning areas with bathroom facilities in each classroom, as well as four outdoor learning areas on the first level which will centralise the delivery of the Prep curriculum. This level will also include three specialist rooms, office space and staff workroom as well as a large kitchen area.

The ground floor will include an undercover multipurpose learning area which will also feature an open plan outdoor kitchen with bathroom facilities and laundry. This undercroft area will provide a sun safe and wet weather break out area with enough space for collaboration, project work and group learning space for the whole cohort, as well as room for parent functions. The space will also allow for various technologies, and tools for exploration and practical activities such as science and robotics.

The building has been designed with practicality in mind, featuring plenty of storage and lift facilities.

The new precinct will be a launch pad for investigative learning, fostering curiosity and creativity. It's an exciting learning precinct that our students will love to be in.

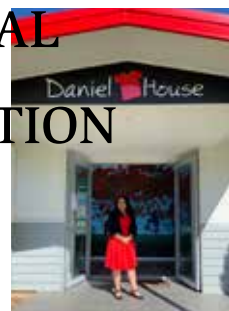


HOW THINGS MOVE

As part of our Prep Science enquiry unit, students set the wheels in motion this term for their much-anticipated bike and scooter day as they investigated 'how things move'. We even had our local Grammar police officer on call to learn about road safety, and show off his wheels and sirens!



NATIONAL CHILD PROTECTION WEEK



In support of National Child

Protection Week, we are proud to be involved in Australia's Biggest Child Safety Lesson with the Daniel Morcombe Foundation.

The project was live-streamed for students, teachers and parents; with a wide range of resources available to support teaching children about personal safety in September.

Personal safety arms children and young people with an awareness of their rights, as well as strategies which will support them to recognise, react and report if they ever feel unsafe.

Our Principal, Mrs Maria Woods, was invited to be a part of Australia's Biggest Child Safety Lesson, so be sure to listen out for her.

View Australia's Biggest Child Safety lesson here:



Happy Early Educators' Day!

Our Early Childhood Educators are the pillars of our children's development and wellbeing. It's the start of creating success for the rest of their lives. 1 September is a special day where we can recognise their hard efforts, achievements and contribution to Australia's future leaders!

VISUAL ART CENTRE OPENING YEAR 12 FAREWELL EXHIBITION



Congratulations to our Grammar Visual Art Department on the successful opening of the new Visual Art Centre this term. Lyndon Davis, an indigenous Gubbi Gubbi Leader, was there to perform an official welcome to country before our Principal, Mrs Maria Woods, officially declared the new centre open.

Following the opening, parents of Year 12 students were invited to view the Year 12 Farewell Exhibition. The quality of works was incredible. A special mention to Year 12 students, Katie and Savannah, who were awarded the Principal's Choice Award for their works.



G.A.T.E.WAYS

Sunshine Coast Grammar students were given the exclusive opportunity to attend the G.A.T.E.WAYS Maths on the Loose Program. Students have been exploring concepts such as compound interest and linear equations, and tapping into their well practised chess skills. G.A.T.E.WAYS will be back next term for some further mind bending extension opportunities.

Debating at Grammar

This year Debating at Grammar has looked a little different. In Terms 1 and 2 our students participated in the QDU competition with students in Years 10, 11 and 12 travelling to Brisbane for the comp. Four of our teams made it through to Finals – Mr Guteridge's Year 11 team, Mrs Dunstan's Year 10 team, Mrs Warhurst's Year 9 team and Sophie Posselt's Year 7 team. All performed admirably and should be proud of their efforts. We still await the outcome of the Year 10 final, as QDU Finals were interrupted by COVID.

Similarly, the Sunshine Coast Schools Debating Competition has looked very different due to the current restrictions and landscape

which we are navigating. A Senior Online competition took place in Term 2 with our team of Aydan Rusev, Erin Blond, Renier Haneveld and Elliott Rodrigues winning the mini-comp overall. In Term 3 the preliminary rounds of the competition began with a very successful round 1 for our six teams; however, lockdown delayed the commencement of Round 2. When the comp started up again it was with limited spectators and masks, making debating look very different indeed!

Through all of the challenges and excitement our students have been fantastic ambassadors for our school and should all be very proud.



LIGHT UP VANUATU

Congratulations Grammar on an outstanding whole of community fundraising effort for the 47000 children living in energy poverty in Vanuatu.

Over a 7 week period, we raised funds for 1700 solar light kits. Each solar light has an impact on five others, so our collective effort will benefit 8500 people in Vanuatu.

Special thanks to the Tilse Family for their generous donation of \$10,500 for the LUV campaign!

The Light Up Vanuatu Campaign was not just a simple fundraiser, it not only provided a solution to a global issue, it also helped to raise advocacy and awareness globally. Together, we provided bedside lanterns and safe, non-toxic study areas for children who have never had that before. No longer are students damaging their lungs by breathing in toxic kerosene fumes, and households now have more disposable income, which would otherwise be spent on kerosene and firewood for their lighting and cooking needs.

Thank you, Grammar, for your impact!



NATIONAL TREE DAY

In support of National Tree Day our Grammar Green Team took the opportunity to plant a variety of trees during Term 3 outside our Science Laboratories, in a bid to re-vegetate and care for our beautiful rainforest campus.



Macy our furry friend

Macy our Grammar Story Dog loved spending time with students in the library and especially loved the Scholastic Book Fair in our Primary Library!



God knows us, God loves us and God created us

We have recently found some creative ways to connect online with Grammar students as we build community together. At our Primary Grandparents' Day Online Assembly we heard about the love of God as revealed to us in Psalm 139. This Psalm tells us that God knows us, God loves us and God created us. Grandparents can be such a blessing to many because they too know, care for and love us. At a recent live-streamed Secondary Assembly we held a class competition involving counting how many times the words 'mask', 'authentic' and 'human' were mentioned and emailing through correct answers to win a prize for their class-congratulations to 7JS.

At that Assembly we heard that we may be tempted to wear an invisible mask and mask our insecurities, and what are we to do about these invisible masks? Make an active daily choice to be an authentic human and allow others around you to be authentic by being gentle, kind and loving with your words. The Bible says in Genesis that we are all made in God's image and so dearly loved by him and in Isaiah God says, 'Fear not for I am with you!' The best way to be unmasked is to accept the love of God through His Son Jesus.



Grow Your Mind and Super Flex

In Term 3 school psychologist, Fraser Landreth, delivered a program called 'Grow Your Mind' across 4 weekly sessions to the Year 3 students. It was designed to provide students with a basic understanding of their mental health, neurobiology, enhance emotional literacy, and teach practical strategies known to strengthen wellbeing and connection. This was done in a fun and engaging way through the use of animals to represent parts of the brain, stories, activities and personalised application. The sessions were derived from an evidenced based program, Grow Your Mind (www.growyourmind.life), developed by primary teachers in collaboration with mental health professionals. Based in sound research, it has been shown to increase students' social and emotional wellbeing, and provide early tools for little people to help cope with big feelings.

Fraser also delivered a 3 workshop program of 'Super Flex' to the Year 5 cohort. This was based around developing the 'superpower' of cognitive flexibility with the aim of enhancing social skills and general wellbeing. Flexibility from an individual, interpersonal and community based perspective were covered starting with a basic understanding of what to do when we are inflexible or get 'stuck' in our thoughts, feelings or behaviours. Students then learnt the importance of being flexible with others and developing our mind reading (perspective taking) skills. Finally, they visited what actions we can take to develop healthy relationships with all of our peers. This focused on an awareness of assumptions, and how they can sometimes prevent us from being flexible to trying new experiences and making new connections.

Sea of colour for Book Week

Sunshine Coast Grammar was transformed into a sea of colour on 20 August as part of Book Week celebrations, with book characters and mythical legends coming to life.

An annual tradition at Grammar since the School's inception in 1997, each year staff and students from across the Primary and Secondary Schools come to school dressed as their favourite book character for the day. This year was no different, with the theme 'Old Worlds, New Worlds, Other Worlds'.

Sunshine Coast Grammar School Principal, Mrs Maria Woods, said that Book Week at Grammar has become a real tradition and is embraced by the entire school community.

“The colourful event is celebrated with a whole school assembly and each year students share with others what reading means to them,” said Mrs Woods.

Book Week started in 1945 and is the longest-running children's festival in Australia. The event is officially celebrated from 21-27 August.

“The festivities aim to highlight the importance of reading and promote the library services across the school,” said Mrs Woods.

Each year, many schools and public libraries from all over Australia spend a week celebrating books, and Australian authors and illustrators. Classroom teachers and teacher librarians design activities and offer competitions to encourage children to develop an interest in reading.

Watch the highlights here:







Janelle Derrington

*Coordinator of Food Technology
and Hospitality*

From Prawn Cocktails to Beetroot Risotto of white goat's cheese, pickled beetroot and walnut pesto, our tastes and expectations of dining have changed dramatically over the past years.

Back in the day, dining out in Queensland was a simple affair. Food was fresh and familiar. Seafood, lamb, mutton and beef were comparatively cheap. The dining out experience often extended to the local Chinese Restaurant where Chow Mein and Fried Rice were popular on the menu. Some offered takeaway where families were even able to take in their saucepans earlier in the day for their chosen meals to be cooked in. We'd never heard of mangosteen. Olive oil was only found in Italian restaurants. Thai takeaway was unknown. Presentation has moved on from prawns on lettuce in a cocktail glass.

Dining out has now become an important social activity for Australians of all ages, with many having high expectations and sophisticated tastes, considering food as an art form rather than just body fuel. Today we can enjoy dishes from the furthest corners of the world and thanks to the prevalence of television cooking shows, many are tempted to try something new. With an emphasis on fresh farm-to-table produce, people can choose taste-bud tempting and appetite-satisfying menus that are in tune with today's lifestyle needs.

Year 12 students have just completed their major event after nearly two years of study in Hospitality Practices. Under the guidance of their teacher, Ms Kennelly, students have costed, planned, trialled, prepared, served and evaluated a three course Asian Luncheon with beverages for family members and other invited guests. Guests were tempted with a beverage choice of Ginger Mojito or Frozen Apple Margarita Mocktail, and an entrée tasting plate of Steamed Pork Dumpling with Asian Dipping Sauce, Smoked Salmon and Avocado Sushi, and Honey Chicken Skewer. Each served with a side of Mixed Stir Fried Vegetables and Jasmine Rice, a choice of main meals were on offer: Spicy Prawn Pad Thai, Red Duck Curry or Asian Pulled Pork. Dessert saw another tasting plate of Chai Panacotta, Chilli Chocolate Brownie, and Lychee and Coconut Sorbet. The students should be proud of their efforts.



Year 8 History Medieval Day

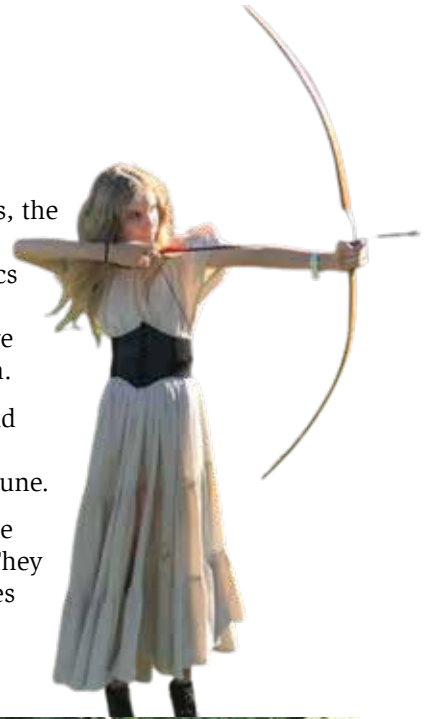
Mrs Gemma Cardillo | Head of Humanities



This year, as part of their History studies, the Year 8 students have been learning about Medieval Europe, including topics such as the various roles and responsibilities of people from the time, how and why people were punished, and the power of the Catholic church.

To complement their studies, the students and their teachers got dressed up and engaged in a number of medieval activities on Thursday 10 June.

The students watched a presentation from the talented members of Living History Australia. They also took part in a number of hands-on activities such as tug-o-war, arts and crafts, an artifact interaction, archery and kubb. Everyone had a fantastic time!



Year 10 Geographers Study Plastic Pollution on Moreton Bay

Mrs Gemma Cardillo | Head of Humanities

The Year 10 Geography students recently travelled to Wynnum and paired with the Moreton Bay Environmental Centre, ready for a day on the water, to study the impact of plastic pollution on Moreton Bay. After boarding the Inspiration, they carried out fieldwork activities to collect data about marine debris using a plankton trawl. Samples were then studied under microscopes in order to identify species and look for evidence of micro-plastics. Students spent time on St Helena Island conducting a rubbish audit with the data collected contributing towards a larger study of marine debris within Moreton Bay. Students then created field reports, making use of the observations and data collected on the day. This was an excellent opportunity for students to engage with an authentic geographical issue and develop meaningful proposals.





The limits of my language are the limits of my world

Ludwig Wittgenstein

Languages in the Community – from *local* to *global*

The recent Olympic Games have never showcased more the importance of global communities and citizenship. From the innovative Japanese accommodation in the Olympic village and high tech gadgets in the field, to the support of fellow athletes from all corners of the globe. Whilst some may have questioned the relevance of the Games at the start, there was no doubt by the end how important the global interconnectivity had been, particularly in such difficult times.

Our two curriculum documents, ACARA (P-10) and QCAA (11 & 12) both address the importance of 21st century skills and the importance for students to have the opportunity to develop and enhance their global citizenship. As we prepare students to be responsible global citizens, they are learning to examine global connectedness and how this is shaping contemporary Australian society - from the economical to the social and political.

In the Languages Faculty, we have been working hard to instill in our students that despite closed international borders, language learning and global citizenship continue to play an important part in their lives.



Servant Leadership: Bastille Day and Japanese Children's Day

There is no doubt that our whole school celebrations not only give our students a greater understanding of life beyond their own community, they also allow our Senior language students to engage with our younger learners and share their passion for the languages they are learning. This year our Language Ambassadors and Year 10 – 12 French and Japanese students stepped up to run a wide range of activities for our students, and had plenty of fun along the way!



Future pathways:

During lockdown, our Japanese students benefited from a Zoom session with Dr Levi Durbidge (Lecturer in World Languages: Japanese; Language and linguistics) from USC. Dr Levi spoke around the additional opportunities a second language offers to us all, not only professionally but personally. Our French students have also heard from recent alumni and the French Embassy in Australia, highlighting the importance of language learning to Australia's future economic development and the opportunities in the future for those leaving school with language skills.



LOCAL CONNECTIONS:

Through our programs, we are also making the most of local connections to enhance student learning. Local organisations such as Brisbane Japanese Language and Culture School, Sunshine Coast Karate, Daiichi Sushi, Sushi Dragon, Japan Foundation Australia, Alliance Française, Sunshine Coast Fencing Club, French Film Festival, Medecins Sans Frontières and Le Relais Bressan restaurant allow us to bring our languages to life and develop greater cultural understanding. It really is amazing how many local connections there are available right here on the Coast.

Intercultural UNDERSTANDING:

The recent fundraising for the Light up Vanuatu campaign has also allowed the French department to assist students to understand the influence of French as a global language. We were proud to be able to contribute our Bastille Day fundraising this year (an amazing \$1600 – merci!) towards the purchase of solar lights, and in Term 4 we will be working with our Year 5 students on a project to write messages in French to the light recipients.

In Japanese, recent connections with the Japan Foundation have allowed our Japanese department to expand resourcing as successful recipients of a Grant. Earlier in the year Minako Kadoi's, Language Consultant: Japan Foundation, provided opportunities for students to explore the Japanese art of "furoshiki" (wrapping).

International Relations:

Whilst travel may remain a challenge for a little while to come, we are nonetheless preparing for future tours and exchanges, and exploring as many possible options as we can. We continue to maintain relationships with both Aurillac and Shohei, and all parties are keen to resume our connections as soon as possible. In the meantime, we are grateful that technology allows us to communicate and maintain our long standing relationships with our extended Grammar family overseas.

The language community at Grammar is alive and well. We continue to look within and beyond to ensure our programs offer students maximum opportunities to develop themselves, not only as linguists, but as active global citizens.



“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.

Frank Smith



The Grammar Music Department has been busy this term with a range of live performances and online concerts.

Our Grammar Music Department is excited to share with you the outstanding performances from our Music Specialist Staff Concert held recently.

We are blessed at Grammar to have 16 talented performers and teachers who share their passion and expertise with our students each and every week. Our Music Specialists Concert was a truly excellent and engaging concert program which can be viewed via Grammar Live E-vents on GECO.

On Sunday 22 August, our seven Music Scholars had an opportunity to experience filming their performances for the 2021 Music Scholars Concert. All of the students performed beautifully, and demonstrated their wide and varied musical talents.

A small audience of family attended the recording session, enjoying the relaxed and entertaining performances throughout the afternoon.

The Music Scholars and Music Specialists Concerts can be viewed via GECO Live E-vents





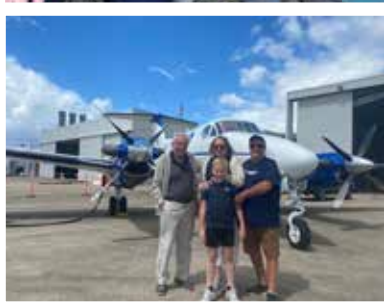
The Grammar Music Hangar has been abuzz this term, with parents onsite for the first live instrumental studio concert since 2019! It was very exciting to see our families up in the Hangar together again and we look forward to more of these concerts in the coming weeks. Congratulations and thanks to the Instrumental Music Specialists who are all presenting studio concerts for the students and families

between now and the end of the year.

Pep Band made a pop up appearance at the Year 11 House Soccer matches this term, a wonderful opportunity for this ensemble to get outdoors and do what they have been trained for! We look forward to more surprise performances throughout the school over the coming weeks. Keep an ear out!



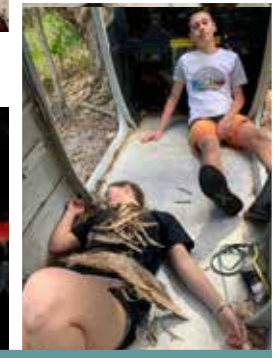
CELEBRATING OUR GRANDPARENTS





CAMPS WEEK AT GRAMMAR

Students in Years 4, 5, 7, 8, 9 and 11 all had a wonderful time at Camp during Camps Week in Term 3. Their days were filled with adventure, fun, friendship, new experiences and an opportunity to build relationships with peers outside of the classroom.



Caboolture Historical Village

Gemma O'Brien

The Year Two history curriculum inspired our Year 2 visit to Caboolture Historical Village in Term 3. Children were able to experience many examples of the past in their local area. The excursion was designed to allow our learners to experience how technology has changed the lives of people over time, and how their community values and preserves connections to the past.

After a long bus trip down the Bruce Highway the students were greeted by a rather strict Headmaster, complete with a cane, who rang a bell to assemble them all for a morning meeting. There were so many buildings to explore including a preserved version of a house from the early 1900s, the local police station and jail, post office and of course the hospital.

The train ride around the village was fraught with danger as bush rangers appeared out of nowhere to hold the train to ransom. The children were then treated to a washing demonstration that made us all truly grateful for the technology we have today in washing machines.

It was a fabulous opportunity for our learners to step back in time, and to get a feel for the hardship of an era where many appliances and devices, that they enjoy today, were not yet invented. Thanks to the whole Year Two teaching team for a fabulous experience and learning opportunity!



A par...fect day

A picture-perfect afternoon was an offer down at the Maroochy River Golf Club for the Grammar Rugby Golf Day. It was a great afternoon of sport, entertainment and fun for all involved. Thanks to our generous sponsors, supporters and volunteers who made the day possible.



PRIMARY CROSS COUNTRY



2020/2021 SURF LIFE SAVING

Congratulations to three of our Grammar athletes who were awarded in the 2020/2021 Surf Life Saving Sunshine Coast Awards.

Natasha McCann - Marcoola SLSC was awarded the Paul Egan Memorial Shield.

Isabella Powell - Alexandra Headland SLSC was named the U18's Junior Lifesaver. Jed Rowlands - Sunshine Beach SLSC was awarded Junior Athlete of the Year.



SECONDARY ATHLETICS CARNIVAL

Congratulations to Sturt on winning the overall point score at the Secondary School Athletics Carnival, while Chisholm took out the House Spirit Award.

Congratulations to all who contributed and participated.



STATE CROSS COUNTRY

The QLD Cross Country Championships were held recently and Grammar students recorded some excellent results:

- Jed Rowlands won the Under 14 boys 3km, making him the State Champion
- Sam McClarron came 4th in the State
- Jed and Sam also won the gold medal in the 13 boys team event (with a third member)

These fantastic results mean that both of these gentlemen have been selected in the QLD team to compete at the Nationals in Adelaide. Unfortunately, the event was postponed.



VOLLEYBALL

Congratulations to Jess Lawrie who has been named in the Queensland Under 16 Indoor Volleyball team to compete at the National Championships later in the year. This comes after Jess has already represented QLD earlier this year in Beach Volleyball. Making two state teams in the year is a fantastic achievement!



Congratulations to Harry Colley, Preston Saron, James Martin and Sam Eyles who have all been selected in the U14 Queensland Waterpolo team. The tournament is scheduled to play in Hobart in the September school holidays.



TWO IS BETTER THAN ONE

A quote from the great Laurie Laurance's daughter



When your child was learning to walk, did you help them once or twice per week for 30 minutes? I bet the answer is, "No, I helped my child every day (more than once) until they could walk."

The reality with swimming lessons is that most children will only attend one (maybe two) 30 minute lessons per week when they are learning to swim and parents wonder why it can sometimes be a slow process. Work it out. If your centre is closed for 4 weeks out of 52 in the year, and your swimmers attend EVERY lesson without missing, that is 24 hours of swimming per year. That's one day out of 365 each year. That's nothing! That doesn't consider public holidays, student illnesses, taking the winter months off or that they might want to attend a birthday party instead of their lesson one week.

When you look at it like that, is it any wonder learning to swim can take some time? - Kate Laurence

SECOND
LESSON
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WEEK
only \$13



SUNSHINE COAST
GRAMMAR SCHOOL

To book your second lesson
email aquatics@scgs.qld.edu.au

SUNSHINE COAST
GRAMMAR
Swim School

YEAR 10 WORK EXPERIENCE



SUNSHINE COAST BUSINESS WOMEN'S NETWORK AWARDS

Congratulations to our Grammar alumni and mums who were selected as finalists in the Sunshine Coast Business Women's Network Awards to be held in September. A huge congratulations to Elise and Sally for winning their respective categories.



Congratulations to Grammar Graduate Elise Jione

Elise is the General Manager of the University of the Sunshine Coast's Thompson Institute, a hub for world-class mental health research, teaching and clinical services associated with critical mental health issues including dementia, suicide prevention, post-traumatic stress disorder and youth mental health.

Elise's responsibilities encompass strategic and operational leadership, along with the leadership of multi-disciplinary teams across research, education and clinical services to achieve strategic objectives.



Congratulations to Grammar mum Liz Catton

Liz is a Director of Catton & Tondelstrand Lawyers and is responsible for the strategic direction of the business. She has practised as a lawyer for 30 years, starting her career as a corporate and commercial lawyer, before switching to family law. She is now an Accredited Family Law Specialist and business owner.



Congratulations to Grammar mum Sally Doran

Sally Doran is the CEO of Infectious Clothing Company. As CEO, Sally is responsible for the overall success and direction of Infectious Clothing Company, leading a team of 15 people to ensure that medical, health and beauty professionals in Australia and New Zealand have the best possible uniforms with amazing service.

Sally's areas of focus are in finance, business development, marketing, Human Resources and product selection.

Prior to moving into Infectious Clothing, Sally had a successful 15-year career in Theatre and Entertainment, working as Executive Producer and General Manager for dozens of worldwide and award-winning touring productions. Since Sally stepped into a full-time role as CEO, Infectious has doubled its revenue and team, and moved from a home based business into now having two locations.

Where Passion Meets Purpose

Transition DAY

Our Year 6 into Year 7 Transition Day is an opportunity for Primary students and new students joining us in the Secondary School to meet teachers and classmates, as well as experience a range of subjects offerings available. The event also helps students familiarise themselves with the Secondary campus. Thank you to all of our new students and continuing students for helping to make our Transition Day enjoyable for all involved.

Here are some highlights we've put together for you!



A PICTURE IS WORTH A THOUSAND WORDS

Congratulations to Freya, winner of the Year 7 Photo Competition. Freya was presented with a gift voucher for her efforts by our Dean of Secondary Students.





Georgia Ray (NEE CHAPMAN) 2003

From Sunshine Coast Grammar School Captain in 2003 to Australian Survivor in 2021, Georgia Ray is a highly qualified Registered Psychologist with over ten year's experience in both forensic/criminal and clinical psychology. She gained her Bachelor and Honours in Psychology qualifications at the University of Queensland and Master of Forensic Psychology at the University of New South Wales.

After working in corrective services at both Silverwater Men's and Women's Maximum Security Correctional Centres, Georgia developed a passion for helping individuals one-on-one. 12 years ago she started her private practice, Hope Psychological Services, in Bondi due to the fulfilment she gained working with adults, adolescents and couples.

Four years ago Georgia moved home to Noosa with her husband and two children. She is a Senior Psychologist at Noosa Confidential and also now manages her own private practice, Georgia Ray Psychology, which involves face-to-face, Skype and telephone consultations with teens, adults and couples. Additionally, Georgia supports individuals with severe addiction issues within a private residential rehabilitation setting.

This year, Georgia used her professional skills to play the most mentally calculated game Australian Survivor had ever seen and hopes in the future if she gets the chance to go on the show again, that she can win it!

Georgia cherishes her early years at Grammar and says that she is grateful for the lifelong friendships she made while at school.

The best advice Georgia can give students is 'Life is like a box of chocolates, you never know what you're going to get!' Forrest Gump.



Kate Miller 2008

An integral part of our Grammar Aquatic Centre team, Kate Miller has become familiar with many Grammar families as one of our Learn to Swim Teachers. Kate graduated from Sunshine Coast Grammar in 2008 and spent the next two years with the Queensland Academy of Sport, playing Water Polo for Australia. During this time, Kate was fortunate to tour Europe on

a number of occasions playing Water Polo tournaments in Greece, Italy and Hungary.

Completing her Bachelor of Business Degree at Queensland University of Technology in 2015, Kate has dedicated much of her time to teaching children to swim.

‘Swimming has always played a part in my life growing up on the Sunshine Coast and I am passionate about giving children this opportunity to be confident in the water. I knew early on an office job was not going to fulfill me. After finishing my first degree I followed my passion for aquatics and put my business skills into managing swim schools both here on the Sunshine Coast and in Melbourne,’ said Kate.

‘Whilst living in Melbourne for the past few years Coronavirus had significant impacts on the city. Over this time I saw the opportunity to move back to the Sunshine Coast and further my studies.’

Kate decided to complete her Bachelor of Nursing at the University of the Sunshine Coast and return home to be with family. During this time Kate joined the Sunshine Coast

Grammar Aquatic Centre Team, where she has already had a huge impact on families and helping children improve their swimming skills.

One of Kate’s fondest school memories was doing biathlons in Year 12 and having to complete the swim leg in the lake at the front of the school.

‘As you enter Grammar the lakes take pride of place. They are such a unique part of the school and it was always exciting when we were allowed to swim in them. Now it is a pleasure to be able to swim in the big beautiful new pools at the Grammar Aquatic Centre and it serves as a reminder of how far Grammar has come over the past 25 years.’

‘The best piece of advice I have been given has come from my dad (Steven Miller) who, through the obstacles of life, has instilled in my brothers and me, that we should take every opportunity life throws at us, regardless of the outcome, as there is always something to be learnt.’

Wedding News



A very warm congratulations to Rose Hudson and Andrew Poli, both from the Class of 2008, who officially tied the knot last month at Pier 33 in Mooloolaba.



Congratulations to Jai Levings (2015) and Alysia Desjarlais (2015) on their wedding. We wish them all the very best for a wonderful future together.



Congratulations to two of our 2012 Graduates Sammy Fowler and Jacob Stains on getting married on 26 September 2021.



Tate McDermott 2016

Growing up on the Sunshine Coast and representing Grammar in Rugby from an early age, Tate McDermott (2016) was first selected as a Queensland School Boys representative in 2016. Following that he was selected to play for the Australian Men's Sevens team, making his debut at the Wellington Sevens in 2017.

In 2018 he was selected to play in the Queensland Reds squad as part of the Super Rugby side. During this time Tate was also selected as a recipient of the QUT Vice Chancellor's Elite Athlete Scholarship to study a Bachelor of Secondary Education.

Tate made his starting debut for the Wallabies this year after taking out the Australian Super Rugby Championship with the Reds.

Tate is passionate about giving back and educating the younger generation, down the track, once he has finished his rugby career and completed his studies. Tate hopes to move into the education industry and make a real difference for the next generation of students and aspiring young athletes.

Throughout his career, Tate has had the opportunity of working with a number of great coaches and mentors, and he hopes to be able to help younger athletes the same way his coaches have helped him.

Tate has already given back so much to the Grammar community by way of running coaching clinics, coaching sevens and the half backs as part of the Sunshine Coast Grammar Rugby program. Tate has also been an amazing role model for many of the School's younger players through the Tate's Mates Program in the early Primary years.

Tate loves seeing the improvement and progression of athletes he coaches as well as sharing his knowledge and experience with them.



LISA BLAIR 2002

AUSTRALIAN ADVENTURER, AUTHOR, KEYNOTE SPEAKER
AND MULTI-WORLD RECORD HOLDING SAILOR

Whilst completing her Bachelor of Education and Bachelor of Visual Arts at Southern Cross University, Lisa Blair secured a job as a hostess on a sailing boat in the Whitsundays in 2005. Once discovering sailing, Lisa wanted to learn more and was inspired by books about solo sailors like Kay Cottee, Robin Knox-Johnston and Jesse Martin. Lisa decided to change her course in life and gather the skills to become a solo sailor herself. Lisa clocked up more than 50 000 nautical miles of ocean sailing before embarking on her record making voyage.

After circumnavigating the world in the Clipper 2011-12 Round the World Yacht Race, Lisa went on to work for Alex Thomson Racing on their 60 foot racing yacht sponsored by Hugo Boss. She then acquired her RYA/ MCA Yacht Master Offshore, a Master Class 5 (Australian Skipper ticket) and her MED 3 (Marine Engineering). Lisa worked as skipper of the 68 foot long, ex America's Cup, Racing Yacht Southern Cross, sailing around the Whitsunday Islands. In 2014 Lisa sailed twice across the Tasman Sea from Australia to New Zealand solo, clocking up almost 3 000 nm of solo sailing experience in preparation for her Antarctica record.

Following this, Lisa became a sailing instructor in Sydney, skipper of ex-America's Cup Yachts Sprit and Kookaburra, and worked for Manly Fast Ferries. Lisa acquired her yacht in November 2015 – previously named Funnel-Web - and skippered it in the 2015 Rolex Sydney to Hobart Yacht Race. After 3.5 years of planning and gathering funds Lisa set off on 22 January 2017 from Albany in WA with the goal of becoming the first woman to sail solo, non-stop and unassisted around Antarctica, with the secondary goal of breaking the current record of 102 days held by Russia.

72 days into her solo voyage and three-quarters the way around Antarctica, Lisa suffered a dramatic and life-threatening dismasting in storm conditions more than 1000 nm from land. Lisa managed to save her yacht, was rendered fuel from a passing container ship, built a jury rig and motor sailed into Cape Town, SA. Two months later Lisa re-started her voyage, crossed her track at the position of dismasting and continued back to Australia. On 25 July Lisa made history and became the first woman to sail solo and unassisted around Antarctica with one stop.

Lisa Blair Sails the World has been awarded the Spirit of Adventure award by Australian Geographic and the Seamanship Award by the Ocean Cruising Club, and finished off the year by partnering with The Magenta Project and leading the first all-female team in 16 years to race in the Rolex 2017 Sydney to Hobart Yacht Race on board her yacht, Climate Action Now.

Following an incredible year in 2017 Lisa set off in the New Year with the goal of becoming the first woman to sail solo, non-stop and unassisted around Australia. Lisa succeeded when she sailed into the record books, becoming the first female to circumnavigate Australia solo without any stops. After a six week, 14,000km journey you'd think Lisa Blair would be ready to rest her sea legs, but she is already planning her next adventure.

Lisa recently launched her book, Facing Fear, after becoming the first woman to sail solo around Antarctica in 2017, and is now producing a film about this expedition - watch the trailer here using the QR Code.





Samuel DAVIES 2019

There is no doubt that Samuel Davies is a high achiever and has his sights set firmly on the future. Samuel has thrown himself head first into studying a Double Degree in English & French Law, LLB (Hons) at Queen Mary University of London with a Licence 3 en droit français, and a maitrise 1 en droit international, européen et comparé from l'Université Paris I: Panthéon-Sorbonne which he hopes to complete in 2024.

He is also currently working part-time alongside his studies as the Global Director of the Sunshine Language Academy, a Duolingo Event Host and Global Ambassador.

Samuel recalls his time at Grammar with great fondness. To this day, his favourite school experience was the Tasmanian Music Tour that took a group of tight-knit students/friends, many of whom he is still in contact with today, and sent them to play music all over Hobart, to meet other exceptionally talented musicians, and to gaze at some of the most breathtakingly beautiful flora and fauna in the south.

'I am incredibly grateful for that experience, among many others that Grammar Music was able to provide, and the lasting friendships that have formed,' said Samuel.

Samuel feels blessed to have experienced so many highlights in his life, from having the opportunity to learn many musical instruments, to making friends across the road and around the world. He is fortunate to have travelled with choirs, lived overseas, and many of these experiences have, to a large degree, created a trajectory for his life and led him to where he stands today. Samuel says, however, that nothing quite beats surprising his sister for

her 21st birthday party recently after returning from the UK in such difficult circumstances.

Talking with Samuel about who has inspired him and what advice he has for others, he says that 'as a consequence of surrounding myself with some of the most inspirational, compassionate, creative and intelligent beings I could fathom, I am constantly bombarded with precious gems of wisdom; however, it was something the uncle of a fictional cartoon character once said that struck me as particularly noteworthy, "Let not your heart walk away, let your mind grow legs and follow it" also, Phil 4:6-7.'

Right now, Samuel's focus is spending as much time with friends and family as he can before returning to London to continue his studies. His goal upon graduation is to secure a traineeship with an international firm, with the option to complete secondments that enable him to liaise with clients within both civil and common law jurisdictions, to make use of both his degrees and his passion for connecting people across borders.

'So far, I have thoroughly enjoyed learning about the law from a comparative perspective and I have especially enjoyed learning about the growing opportunities for legal work in renewable energy, the expansion of markets in Northern and sub-Saharan Africa, and the increase in demand for lawyers with the skills and diplomacy to resolve trade and commercial disputes in a post-Brexit Europe.'

Outside of career goals, Samuel hopes to travel far and wide, to watch Wimbledon live next year, and to cheer on the Aussies at the 2024 Olympics.



Jenna Sanders
2008

Proud Sunshine Coast Grammar mum and 2008 graduate, Jenna Sanders, recently made local headlines being selected in the Sunshine Coast Daily's most impressive, under 30s in the region.

The list featured surfers, musicians, lawyers and business owners who are leaving their mark on the region thanks to a combination of hunger for more, ability to innovate and willingness to take the plunge.

Jenna is the driving force behind the Kenilworth Country Bakery and has transformed the hinterland town and the century old bakery into a phenomenal tourism destination.

If you've ever been to a Grammar Rugby home game, you would have seen and tasted the famous, mouth-watering Kenilworth Country Bakery doughnuts.

The article stated that "Ms Sanders, 29, has turned the Kenilworth Bakery into arguably the town's most famous tourist attraction. Jenna is also a member of the Kenilworth Chamber of Commerce and a strong-minded community representative."



JAMES BLEVIN 2006

James Blevin immigrated to Australia from Zimbabwe, with his family, when he was just 14, and graduated from Sunshine Coast Grammar School in 2006.

James went on to study a Bachelor of Business at USC and qualified as a chartered accountant in 2013, initially working at KPMG and then BDO. Most recently, James has become recognised as an accomplished business leader and appointed General Manager at Argon Law.

James has maintained a strong connection to his homeland, establishing a wildlife tour company (Diwa Zambezi), with his wife Sammy (also a Grammar Graduate from 2007) and funneling its profits into a foundation that protects endangered species.

James and Sammy married in 2015 and have been together since high school. Together they have started two businesses together - the first in African tours and the second in wedding services. Through Bow & Arbour, they publish wedding albums in the form of magazines. They have also recently welcomed their first child together, a daughter Mana who was born earlier this year.

James' favourite memories of Grammar (besides meeting his beautiful wife) are playing sport, be it coming close to winning the Ballymore Cup in 2005 or winning the Coca Cola 1st XI Cricket in 2006.

James is excited about being a dad and hopes to devote much of his time to being a good husband and family man. In the future he would like to finish writing his novel and continue to contribute to the Sunshine Coast community in a professional and community sense.



Mrs Maria Woods | *Principal
Sunshine Coast Grammar School*

Welcome to our fifth annual Grammar Alumni magazine

We value our Alumni network here at Grammar and we urge you to maintain a strong connection to the School through our networks, opportunities provided to get involved and contributing to our current generation of students.

It's an exciting time at Grammar as we begin to welcome back many of our first graduates and their children - the next generation of Grammarians. Our Alumni family continues to grow with almost 2000 members now from the Class of 2002 to our Class of 2020. And we are excited to celebrate our first 20 year reunion next year with the Class of 2002.

While there have been many global challenges as we manage the current pandemic, it has been inspiring to connect many Alumni as visitors, guest speakers, coaches and mentors to current students.

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.

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.

'The key is not to worry about being successful, but to instead work toward being significant-and the success will naturally follow.' Oprah

The banner features a light blue background with a pattern of stylized tropical leaves. In the top left corner is the Grammar Alumni logo, which consists of a large 'G' and 'A' intertwined, with the words 'GRAMMAR ALUMNI' below. In the bottom left corner is the Sunshine Coast Grammar School crest, which is a shield divided into four quadrants with various symbols, and the school's name below it. The central text reads '20th YEAR REUNION 2002-2022' in a large, bold, dark blue font. Below this, the date 'SATURDAY 1 OCTOBER' is written in a similar bold font. At the bottom, the location 'SUNSHINE COAST GRAMMAR SCHOOL AQUATIC CENTRE FUNCTION ROOM' is written in a smaller, dark blue font.



**‘Don’t limit yourself
by only looking up
to others, look to
your future self and
your future ideas for
inspiration too.’**

Eliza Cullen 2015

Eliza has many fond memories of her time at Grammar and has recently joined us as a Preservice Teacher. After completing a Bachelor of Business in 2018, Eliza is currently completing her Master of Secondary School Teaching in Business and Drama.

Reflecting on her time at Grammar, Eliza believes this provided her with so many memories and opportunities. From receiving an A+ for a business assignment which gave her the motivation to study business at university, to serving her mum at the Mother’s Day High Tea as part of a hospitality assessment.

Eliza says that it would have to be a Year 12 Drama Performance that takes the title of her most favourite memory from school. Recounting that ‘There’s just something special about putting all the time and effort into devising a production and then feeling the immense pride when the curtains close.’

Eliza talks about her time at Grammar with great pride and remembers Ms Livock as one of her most inspirational role models.

‘Ms Livock has been a role model of mine since I chose Drama as a subject in school. She created a classroom where learning and knowledge were the focus, but balanced it so well with creating a space where I felt comfortable and welcome. As a Preservice Teacher, that is the type of classroom I aspire to creating in my own practice,’ said Eliza.

‘Professionally, I would love to establish myself as a Head of Department in the future; however, in the meantime, it is my ambition to positively influence my students to look past limitations and embrace their individuality in becoming whoever they aspire to be.’

An equestrian enthusiast, while at Grammar in 2012 Eliza was invited to compete and represent Australia in the UK for horse riding. Eliza was the youngest member of the team and in the reserves, however, this didn’t stop her and she ended up winning a division and coming fourth overall, ahead of the other two Australian teams.

‘I learnt then and there, that you should never let your position in a team (or in life) restrict your expectations and drive to achieve greatness,’ said Eliza.

Eliza has always believed in herself and says that the best advice she could give others for the future is that ‘if you’re ever feeling stuck or incapable, to just keep telling yourself to continue. Even if that’s simply putting one foot in front of the other, you’re still doing something in the right direction.’



Great Starts



SUNSHINE COAST
GRAMMAR SCHOOL