

TERM 3 | 2022



THE
FUTURE OF
EDUCATION AND
TECHNOLOGY



GRAMMAR

TERM 4

Tuesday 4 October – Friday 2 December

October

Tuesday 4	Term 4 commences
Friday 7	Secondary House Swimming Carnival
Wednesday 12	Secondary Father Daughter Breakfast Primary Visual Art Afternoon
Thursday 13 & 14	Year 3 Camp
Friday 14	Music Gala Concert
Saturday 15	Football 80's Game Show Night
Wednesday 19	Prep 2023 Orientation Morning
Friday 21	Jane Thomas Speaking Competition – Year 6 Prep 2023 Orientation Morning
Wednesday 26	Day for Daniel
Friday 28	World Teacher's Day Grammar Rugby Captains Dinner

November

Thursday 3	Gala Day
Monday 7	Year 3-6 Swimming Carnival
Wednesday 9	Parent information evening with Guest Speaker – Paul Dillon
Thursday 10	P&F Volunteer Thank You Evening
Friday 11	Primary Mini Music Festival
Wednesday 16	Year 5 Entrepreneurs Market Day
Thursday 17	Year 12 Graduation Walk of Honour Year 12 Formal
Wednesday 23	Kindy – Year 6 Christmas Chapel and Assembly
Thursday 24	Year 6 Celebration Afternoon
Friday 25	Year 6 Fun Day
Monday 28	Year 9, 10, 11 Careers Morning Year 4-6 Awards Evening
Tuesday 29	P&F Grammar Games
Wednesday 30	Secondary Awards Evening

December

Friday 2	Final School Assembly Year 6 Walk of Honour Last day of Term 4
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GRAMMAR PARENTS & FRIENDS

Father's Day Stall

Thank you to all of the volunteers for wrapping the variety of gifts for students to choose from to spoil their fathers and father figures.

A big shout out to our sponsors for the gift hamper - Fresh Meats, Kitchen 99 and SMUG beverages. Thank you to our community for supporting this event.



SUNSHINE COAST GRAMMAR RUGBY PARTNERSHIP

In partnership with Sunshine Coast Grammar Rugby, we would like to invite you into our state-of-the-art showroom. We will gladly donate \$500 to the school for every Grammar School parent who quotes prefix "SCG5500" upon purchasing a vehicle from Lexus of Maroochydore.

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Unpacking Design THINKING

Principal, Mrs Anna Owen

We, society, are rabid consumers of technology. We have been described as the post-boredom era generation. This is not unique to young people. Adults are just as keen on social media and streaming services as the youth. Every time there is a problem at work, we look for a digital solution. We might find ourselves in a position of being bored less often than any previous generation, but it is my observation that we have never been so wary of boredom and loneliness. You may have seen the following meme;

I saw a guy at a coffee shop today. No phone. No tablet. No laptop. He just sat there.

Drinking coffee. Like a psychopath.

Google appears to know all the answers at the tap of a key. But what happens when the digital generation faces a problem that google or technology can't solve? This is where schools take centre stage.

At Grammar, we teach children to love solving problems. From the moment where they first say 'I don't know the answer!' to savouring that moment of excitement when they say 'what's next?' It's remarkably simple; first, they define the problem, then they look for many and multiple creative solutions to solve the problem. The concept is so beautifully summed up in the quote below;

Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

Viktor Frankl

Creators of technologies are able to define complex problems, then look to find creative, empathetic solutions to the problem, then design and digitise a creative solution. Within the context of the future of technology and technological advancements, we know the importance of creating students who are creators and designers of technology, not just users.

Design Thinking

For decades, Stanford Professor Hayagreeva "Huggy" Rao has watched the principles of design thinking become mainstream. Corporations such as GE, Netflix, and Airbnb have embraced the concept. His courses on the subject at Stanford Graduate School of Business are quickly over-enrolled. Executives flock to the Customer-Focused Innovation program, which he co-founded with fellow professor of organisational behaviour Bob Sutton in 2006.

Professor Rao would have been attending lectures on the other side of his university to where I attended my lectures. He would have been located at the creative heart of his campus at Stanford, and I was in the Maths and Sciences Buildings at the University of Queensland. Following an uninterrupted study of Sciences throughout my career, in 2017, I took a sharp turn and began studying design thinking. My conclusion is that teaching design thinking alongside the scientific method imbues students with creative confidence. It helps them to develop empathy and encourages them to take more intellectual risks. Design thinking enables students to dovetail their purposeful scientific method with divergent and creative innovation. Rao's research shows that students who study design thinking demonstrate greater levels of creativity and confidence and the ability to take on perspectives beyond their own.

Design thinking is ultimately a good way to get people to choose the more curious and generous version of themselves.

Hayagreeva Rao

An unintended benefit is wellness. Professor Rao has seen how design thinking helps students to reimagine and reframe whatever problem is at hand. When students who have been taught design thinking get "stuck", they take a more curious and generous view.

We should not underestimate the importance of design thinking being embedded in schools. School-aged students are old enough to understand the principles of design thinking but are still mentally flexible and open to divergent thinking.

Finally, Rao describes the far-reaching social implications of taking design thinking seriously — not just for schools and companies, but for citizens and countries, giving people access to more ideas and greater confidence to pursue them. To me, that is the real promise. What we need in society is more curiosity — the foundation of creativity, searching and questioning — and we need more generosity, which is the essence of compassion. Schools contribute to the future by creating workforce-ready graduates with skill capabilities in the areas of information technology, engineering, the sciences, and mathematics (STEM). However, this should not be at expense of the humanities, social sciences, or the creative and performing arts. The thread running through all these disciplines is the ability to think and to create.



PETER HUTTON

THE FUTURE OF SCHOOLS

By Peter Hutton, Co-Founder & Director at Future Schools

Having spent most of my working life teaching and leading in schools with only a six month break to spend looking after our first daughter, I have now spent the last three and a half years co-constructing the Future Schools Alliance. It recently struck me... school no longer looks like the vast majority of people's working life. It did once, but it doesn't anymore.

The traditional model of schooling was developed a little over two hundred years ago to move our workforce from an agrarian one to an industrialised one. It was designed to achieve the much-needed purpose at the time of teaching the children of independent thinking, resourceful farmers to become more conformist, predictable and obedient cogs in the machinery of new industry. What levels of independence and creativity are being called for in the new world?

Although I have read contrary academic views, conversations with my grandparents and their friends about their experiences of childhood, has left me with no doubt that even the segmentation of the school year was built around ensuring that students were free to continue to work the farms during various periods of planting, maintenance and harvest. Naturally the farm and a literal hand-to-mouth existence, meant that farm work came an unequivocal first priority, esoteric book-learning a distant second, and compulsory education beyond primary school be dammed. Once you could read and had a level of numeracy, most youths were pretty much done with school.

For me however, who grew up in the suburbs, and even for my country cousins, whose parents now had large scale farm machinery to do the manual work previously done by children, school became the priority, and a childhood,

free from the need to contribute, was extended into the late teens and for those ten percent of students who went to University, into their mid twenties. From the age of five, I knew no other rhythm to life other than that dictated by school, roughly from 9am until 3.30pm, with regular two week holidays and a long summer break. Five years off for university and some early career false starts and then into the same pattern for the next thirty years.

In doing some work recently on planning for a totally green field school, I was forced to confront the question "How much structure and routine do students actually need?". Many students and certainly most teachers LIKE structure, clear processes, timetables and guidelines, but is that really what is required for the world they face into?

When I started considering the working lives of my non-teacher friends, almost none of their patterns of existence today match the nature of traditional school. The tradesman and his team building my deck, do not chop their day into 6 equal chunks of 60 minutes. His working life is complex, managing multiple projects, looking at weather forecasts to ensure his crew have a range of indoor and outdoor jobs, quoting and paperwork at night, training up an apprentice, liaising regularly with suppliers and other trades and a huge amount of problem solving. His crew, at various stages of experience, work together and sometimes in isolation, learning from each other in 'doing the actual work'. Never was their time spent on a project, done just for the development of some skill that was not of immediate use to be applied as happens everyday in schools.

A gardening consultant friend, blends his time between solitary writing work for publications, preparing slides for online presentations, planning a number of short tours for clients and doing some domestic chores to keep the household functioning for his teacher-leader wife who in spite of being the Principal has almost no flexibility in her schedule or choice as to when she can take holidays. Self-employment allows him to lean into projects when he is inspired or senses an opportunity, but for her whilst leadership is rewarding, the pace is relentless with little time for self and certainly no down time outside the much anticipated holidays. Teaching and leading in schools seems to be a never ending cycle of holidays spent in recovery then struggling through to the next break.

My eldest daughter, a fourth year doctor in hospitals, is paid to work and learn, but not as well as some might imagine given the ridiculous amount of unpaid overtime expected of young doctors. The pressure is immense, the strain on relationships brought about by rotating shift work high, and the stakes of a mistake made through fatigue significant. Oh, and this is the outcome that we hold out as the pinnacle of success.

As she points out, “Also, tell them about the shock of moving from so many holidays to only five weeks a year and minimal free time for hobbies.” I don’t have the heart to tell her that most people in Australia get only four weeks and that for half the world’s population, once they leave school, people get only two weeks paid leave and in the USA they get none, where paid leave is totally at the discretion of the employer! School is not really reflective of the working world young people will enter is it?

Daughter number two, a third year midwifery student, was assisting with the deliveries of babies within just five weeks of starting her University course. Now THAT is hands on learning. She does shift work and on the side, runs her own business. Neither of my daughters’ working lives look anything like their education did, and the level of autonomy and complex decision making required of them is nothing like the conformity and rote learning which rewarded them both with the marks to get into their chosen professions.

My contention is that almost no one’s working life looks like that of a teacher, or for that matter a student anymore. Few people with jobs that anyone would actually want work regular hours. Since COVID, even seasoned professionals based in offices ZOOM with corporate jacket, pyjama bottoms and Ugg Boots. The pandemic has given many people far more flexibility and resulted in fewer and fewer people working nine to five.

The world is changing faster than any time in human history, becoming less certain and more complex. Less and less people have a single job, time is divided between supporting one if not multiple families, hands-on and ongoing point-of-need learning is becoming a larger part of most roles. We are now competing for jobs with people across the planet and as almost everyone becomes online proficient and it is increasingly possible to build deep personal and professional relationships online, this competition is set to skyrocket. With all the uncertainty in the world no wonder mental health issues are also skyrocketing.

Are we doing the right thing by creating so much structure in schools and presenting life in nicely packaged, discrete bundles of knowledge for students to engage with? Perhaps we think we are trying to preserve the right of young people to a carefree youth by delaying exposure to the lack of structure young people will face in the ‘real world’. Yet I am not sure the pressure filled, ATAR obsessed, schedules filled with sport, music and tutoring is much of a life either. Certainly the one in four students who don’t complete first year university or more than one in two who don’t complete their degree suggest that the well intentioned, scaffolded structure of school isn’t even a good preparation for that outcome.

Whilst many people like certainty and routine, this is not the world we are facing into. Young people ideally need to know that they are loved and cared for, at home as well as school, and some routine and rhythm to life are great predictors of future success, but perhaps school needs to better replicate post-school life and young people should confront uncertainty, complexity and be involved in real world challenges whilst they are still surrounded by caring and capable adults who can support them to practice picking up the pieces, resetting and moving on.



Tips for Managing ANXIETY

Amanda Kuchel, School Psychologist

Anxiety is a normal, healthy and helpful emotion that can help us let go of the struggle and continue with what is important to us.

A technique called 'Dropping Anchor' also helps us to let go of the struggle with difficult emotions. It is designed to help us wait for the storm of emotions to pass while maintaining some control. It involves acknowledging the thought and feeling, bringing yourself back to your body and then to your surroundings before thinking about what is important to focus on.

3 steps of 'Dropping Anchor'

- 1. Acknowledge your thoughts and feelings**
Notice whatever thoughts and feelings are present and name them in some way: anger, anxiety, worrying, daydreaming, beating myself up, etc.
- 2. Get into your body**
Reconnect with your body – stretch, breathe, move, push your feet down, straighten your spine. Regain control over your arms and legs.
- 3. Refocus your attention**
Notice where you are and what you are doing, refocus your attention on whatever is most useful for the task, situation or activity at hand.

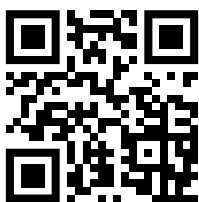
With the end of the year fast approaching and many of our Secondary students entering exam blocks, there are many organisation tips to help you through this often busy and hectic period:

1. Consider using planners and diaries to remain organised and to stay on top of those overwhelming feelings.
2. Create reminders for when items are due.
3. Break tasks into small steps.
4. Schedule these small steps into your diary along with times to have a break and enjoy yourself.
5. Remember, it's important to still do self-care (e.g. having a break and doing fun activities) and to take time to celebrate small achievements (e.g. after 30 minutes of study praise yourself and have a break).
6. Maintain your routine wherever possible, ensuring you keep eating a variety of healthy foods, go to sleep and wake up at a similar time each day and exercise regularly.
7. Parents, praise your child(ren) for using the techniques described above and for trying their best.

There is increasingly more online wellbeing support including, the free phone application, Clear Fear, which has been designed for adolescents managing anxiety.

Be kind to yourselves and talk to yourself as if you were a friend. This can feel awkward at first, but if you can say something kind to yourself each day – "I did well listening to my friend today" or "I tried my best in the maths test" - it will feel more natural with time.

To learn more about our new Psychologist, Amanda Kuchel scan here





Welcome

KELLY BRODRICK TO THE NEW DEAN OF CURRICULUM ROLE

We are excited to announce that Mrs Kelly Brodrick will be stepping into the Dean of Curriculum role at Sunshine Coast Grammar School. This role will allow Mrs Brodrick to advocate for students by ensuring our curriculum is student driven and future focused.

"I am enthusiastic to be working with our school community to maximise student outcomes through all avenues of our school curriculum," said Mrs Brodrick.

Stepping into this role is an opportunity for Mrs Brodrick to continue to develop her leadership skills and grow both personally and professionally.

"Grammar has been extremely supportive in developing my own professional development through mentoring partnerships and sourcing relevant external partnerships and courses. It is because of the Grammar Professional Development program that I had the confidence and experience to put myself forward for this new exciting role," said Mrs Brodrick.

Prior to this role, Mrs Brodrick spent more than a decade as the Head of Learning Enrichment. In addition to this, she also spent some time as the Acting Dean of Students.

"In my time here at Grammar I have thoroughly enjoyed building strong relationships with the beautiful Grammar families. I love that I get to work so closely with the students and am privileged to see them grow and develop over the years into amazing young men and women."

Mrs Brodrick will miss working with the incredibly dedicated and talented Learning Enrichment team but looks forward to the opportunity ahead.



Congratulations

FIONA ROUSH ON THE NEW DEAN OF TEACHING ROLE

The newly created Dean of Teaching role will be an exciting challenge for long serving staff member Mrs Fiona Roush.

"I am most looking forward to working side by side with colleagues and supporting them in their professional growth."

Teaching and learning is a collaborative process and by studying how students best learn, educators can ensure learning goals are achieved.

"Fostering growth mindsets will be at the heart of my position: life as a teacher begins when you realise you're always a learner."

"I have held the position of Head of English at Sunshine Coast Grammar School for over 10 years, in addition to a range of curriculum roles since beginning in 2001. During this time, I have been privileged to work with some of the most exceptional teachers in the country. They are professionals who dedicate their lives to improving outcomes for students and they do so because they genuinely care."

"Additionally, my work with universities and educational researchers has allowed me to be immersed in the art and science of teaching."

Where Passion Meets Purpose



with **MEG DUNSTAN** who has recently achieved her **NATIONAL ACCREDITED LEAD TEACHER (HALT) QUALIFICATION**

1. Tell us about your teaching background? 3. What was involved in the process of obtaining the qualification?

Currently, I am an English and Ancient History Teacher. My passion really lies with teaching Ancient History, Literature and English & Literature Extension to Senior students, and I wrote the programs for these subjects on their introduction under the new QCAA system. I am also the Debating Co-Ordinator at Grammar and it is an activity to which I devote much of my time and energy because I value it so highly. I have worked at Grammar since 2007 and in that time I have taken on a number of different positions, including Acting Chisholm House Co-Ordinator and Head of English. 'Beyond the Lakes' I initiated, and currently run, the Sunshine Coast Schools Debating Competition, and I have acted as a Panel Member and External Marker with the QCAA.

Prior to working at Grammar I worked in Mt Isa in the Catholic Education system. My qualifications include a Bachelor of Arts (Major in English Literature), Bachelor of Education, and Master of Education (Leadership) – all undertaken through the University of Queensland.

I began the process at the end of 2020. At that stage, I took part in Professional Development which guided me through the application process and began evidence gathering for my portfolio. The portfolio comprised evidence of my professional practice, demonstrating characteristics across the 37 AITSL professional standards for teachers. Evidence included unit planning, recorded lessons, data regarding student achievement, evidence of the leadership initiatives within and across schools etc. This evidence then had to be annotated to align with the standards, which amounted to over 40,000 words of written annotations. The portfolio was submitted in February of 2022 as part of the Stage One process.

Stage Two required a site visit by an assessor who interviewed my colleagues and observed my teaching in practice, which took place in Term 2 of 2022. I was notified in August of this year that I had been officially certified as a nationally accredited lead teacher.

2. Why did you want to pursue the HALT qualification and what benefit will it provide? 4. How has Grammar supported you?

My passion has always led me back to the classroom. As such, lead teacher qualifications offer a professional pathway that allows me to put my experience and knowledge to good use as a leader, as well as recognising my practice. I wanted to ensure that as my career progresses I am still able to do what I love, which is to teach.

I was encouraged to apply, initially, by the school. The school has financially supported my application, which comes with significant associated costs at each stage of the process, as well allowing me time to prepare my final portfolio. The school has afforded me opportunities to lead colleagues over the years, so I was confident that this experience would allow me to offer evidence of my practice at Lead Teacher Level. I would not have been able to succeed in this application without the unending support of my Head of Learning, Mrs Fiona Roush, and my colleague, Miss Christine Potts.

The journey to becoming a certified Lead Teacher is a long and challenging one but, as with anything, the challenge makes the success sweeter. It is a rigorous, reflective process in which I found value, and I look forward to sharing my experience with colleagues who wish to pursue national accreditation.

5. What is your approach to education and why are you so passionate about teaching?

My passion for teaching stems from my inherent curiosity and my love of learning. If I can pass on some of that enthusiasm to my students then I feel I have succeeded. Whether it is exploring the philosophy behind meaning making or the fascinating stories from our ancient past, I always seek to learn and I hope to teach my students the value of expanding their horizons.

My approach to education is built on relationships and understanding. I believe deeply in the potential of every individual and this is a driving force in my character and in my teaching. The most dominant influence on my practice over the years has been my focus on fostering student ownership of their learning, particularly the building of high expectations for their own learning outcomes. Additionally, the notion of relevance is at the forefront of my teaching, as I seek to inspire learners and connect learning with their lives for meaningful impact. In teaching highly philosophical subjects, such as English & Literature Extension, I have learned the importance of engaging and inspiring students in ways that are applicable and transferable to their lives.



PASTOR JON TAYLOR TECHNOLOGY IS ALL AROUND US

Technology is of course a huge component of our modern world and is incorporated into the Christian mission of our school in a variety of ways. The Christian Education classroom, Assembly items of devotion and Chapel Services are just some examples, from PowerPoint presentations, ZOOM meetings to GECO updates for voluntary Christian groups, online Youth Alpha and Christianity Explored Courses and more. Technology is well and truly part of the current and future spiritual education of our school community.

Perhaps some may think that when we do life on our own and forget about God that He is there with a computer ready to input a negative diary entry onto the school database, as a teacher may do if a student was regularly intentionally late for class. This does not fit the picture of our God as represented in the Bible and as displayed in the life of His Son Jesus. 'The LORD is gracious and compassionate, slow to anger and rich in love.' Psalm 145:8

THE PROPERTY BARON BUYERS AGENCY

The Property Baron is a locally owned and operated boutique property buyers agency. Working exclusively for the buyer. We use our local knowledge and experience to give property buyers the advantage.

We understand that buying property can often feel like a financial risk but we believe that with the right representation, it doesn't have to be that way. In a market that historically favours those selling properties, we tip the scales in your favor.



Q & A with **BRENDA GAHAN**

Mrs Brenda Gahan is an experienced educator, skilled in STEAM, and has a passion for supporting students to reach their potential.

This year, Brenda has enjoyed coordinating the SOAR (Gifted and Talented Programs) within the Primary School. This role provides scope to work with students who are working well above their peers on targeted projects. In particular, examining eSTEAM projects and robotics. The aim is to build depth of concepts and lean into students strengths and interests. During Term 2 Brenda was appointed to the role of Acting Dean of Students which provided her the opportunity to connect and create positive relationships with students from Year 4 to Year 6.

1. Tell us a little bit about your background

I have always had a passion for providing quality opportunities to amplify students' curiosity and love of learning. STEM is a powerful way to leverage students' love for tinkering, designing, problem-solving and creating. My love for science and mathematics led me to robotics and the NXT robots fifteen or so years ago. The value in the classroom of using a program utilising visual code provided depth and breadth to the curriculum.

My students love innovating with robotics by; problem solving, building and creating code and this led me to being involved in RoboCup. RoboCup is a project-oriented educational initiative that supports local, regional and international robotic events for young students. Students can compete in OnStage (robotic dance), Rescue Line, Soccer and Maze. Using robotics to leverage students' agency and love for design thinking provides scope to learn to be systematic and efficient in their programming. In the many years involved in RoboCup, I have served as the Queensland Chair, OnStage Coordinator and Technical Judge and I continue to work on the National RoboCup Board; overseeing the National and State competitions. My main role is to collaborate with teachers from across the states and coordinate robotics resources to maximise student success.

2. What is your approach to education and how do you incorporate technology?

Designing thinking and leveraging students' empathy are key elements to implementing innovative digital technologies at Grammar. We want students to connect with their learning at a deep level where they collaborate, design, ideate and innovate. Our aim is for students to be globally mindful, informed, discerning users of ICT platforms and technological solutions.

3. What opportunities do you see that we can implement at Grammar?

Supporting students and personalising learning is at the core of my teaching philosophy. My previous roles at both Somerville House and Knox Grammar School provided me the opportunity to collaborate



and work with expert teachers to create quality teaching and learning resources and opportunities for students to flourish and find their passions through robotics, STEM and problem-based challenges. Using a strength-based approach, opportunities using digital technologies and access to STEAM-based industry experts create scope for students to access purposeful opportunities where they can tap into and stretch their thinking. At Somerville House, I reignited the robotics program and created a co-curricular club that after three years, was the largest girls' robotics program in the nation with over 120 students.

My role at Grammar is to continue that legacy of opportunities for students. Returning to the Coast; it is my aim to share my range of teaching and learning experiences by supporting students, staff and the community to leverage robotics, digital technologies, experts and community initiatives within our curriculum. I want students to be inspired and see themselves as change-makers, designers, collaborators, engineers, scientists and future entrepreneurs. There is no limit to what our students can do with the opportunities provided at Grammar.

Professional development always provides the opportunity to learn more about current and future focused best practice. A few weeks ago, Brenda attended the National STEM Conference at the Brisbane Convention Centre. There were a number of takeaways from leading innovators and curriculum designers. During the past month, Brenda has also presented workshops to schools and teachers through RoboCup Australia leading up to the National competition in Adelaide. "My role is to provide feedback on State results and support teams to take their ideas and programs to the next level in OnStage."

"Inspiration comes from my personal learning network, innovators, scientists, my colleagues and of course my biggest inspiration comes from our students! I love their curiosity, wonder and thinking."



The SOAR and Extension Program is a guided inquiry approach to learning and teaching. The program runs parallel to HASS (humanities, arts and Social Sciences) delivered to the main core classes. The content and concepts for these subjects are explicitly taught within the core classes.

The SOAR program provides opportunity for students to apply this knowledge and to delve deeper into 'Big Ideas'. These inquiry topics are intentionally transdisciplinary, allowing students to ask questions, pose hypotheses, experiment, justify, delve deeper and find solutions. Aspects of English, Mathematics and other subject areas are linked to the inquiries where applicable.

One of the goals of the program is to increase STEAM (Science, Technology, Engineering, Art, Mathematics) as well as literacy, coding and digital skills, to increase the number of students pursuing STEAM degrees and careers and developing the necessary skills needed to respond to the global challenges at present and into the future.

The SOAR program offers students the opportunity to develop 21st century skills of Communication, Critical Thinking, Creativity, Character and Citizenship.

Students are encouraged to think outside the box and to develop unique ideas by working with others and developing teamwork skills. Critical thinking is a core component of the SOAR experience. Students are expected to work together to observe, analyse and find solutions to problems. We want students to think critically and creatively and embrace lifelong learning. To effectively communicate and can appreciate and understand international perspectives so they may contribute positively to local and global communities into the future.

By Chris Solomou

ROBO RAVE

Grammar Tech students were involved in the Robo Rave Competition conducted at the University of the Sunshine Coast in July this year. Grammar Tech had five teams competing in the ES and MS categories for line following. Ten weeks prior to the competition, students were busy building and coding their own robots to follow a course and drop balls into a tower.

Grammar Tech was very successful on the day, winning both the ES and MS line following competitions. The ES final involved Team Lil Shakey which consisted of Patrick S, Jack T and Samuel F.

"It was really fun, being under such pressure, it was epic," said Sam F.

The MS final involved two Grammar Tech teams, Ez Speezy – Charlie R and Muhammad H, and Team GTR – Cameron K, Ethan G and Imogen C. The final was intense with only one run separating the two teams. Both teams should be congratulated.

"It was great to see two Grammar teams in the final, it was great to be in the spotlight," said Charlie R.

The other competitors for Grammar Tech; Chinese Fireball – Chelsea J, Frederick S and Axel D, and Good, Bad and The Ugly – Luke B and Sarah S were also extremely competitive during the day managing to get into the top five.

"It was really fun and challenging, meeting new people and competing against them," said Chelsea J.

All competitors had a thoroughly enjoyable day checking out a range of robots and were inspired by those who had created them. Grammar Tech will be involved in Robo Rave next year and we are looking forward to the next challenge.

DEEP DIVE DAY

This year Grammar held the Deep Dive Day for independent schools across the Sunshine Coast. Forty-four children from nine schools came to immerse themselves in a day of exploring the possibilities of technology for the future.

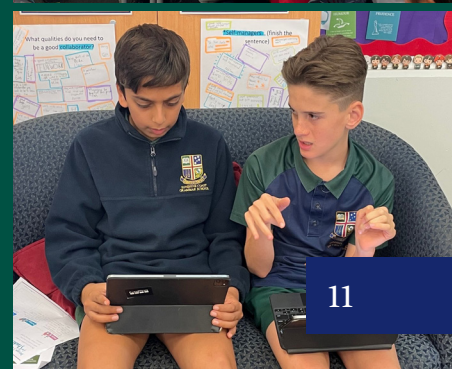
Entrepreneur Matt Mullenweg once wrote that "technology is best when it brings people together," and this was the spirit of the day as children connected to students from a range of schools to create and innovate.

The children explored robotics and coding. They began to identify problems that technology could solve. They applied the design thinking process as they brainstormed different ways these problems could be solved. The children began the process of prototyping,

creating solutions for a range of problems, such as ocean litter, increasing awareness for refugees, and tracking endangered animals to ensure their safety. Finally, the children showcased their designs to their parents, whose questions and comments left them leaving buzzing with new ideas for improving their designs and new problems to approach.

The design thinking process allows children to reframe their relationship with technology, placing themselves as creators and innovators, rather than consumers. This is one approach that empowers students to use technology to create their own futures.

By Rebecca Davies (Classroom Teacher) and Brenda Gahan (Acting Dean of Students Year 4-6)





NEW EARLY YEARS PRECINCT unveiled

This term we officially welcomed our Prep students and their families into our new Early Years Precinct.

Students were buzzing with excitement as they discovered, explored and investigated their new purpose-built classrooms and facilities.

Those involved with the build also shared our excitement of the new facility and were invited into the classroom to answer student questions. Students were curious and fascinated with the building process and the materials used, which led to many interesting discussions.

We have been in a fortunate position to be able to design and build this precinct from the ground up, providing us with the opportunity to reimagine our teaching and learning environment with additional consideration of our weather patterns, our environment and needs for collaborative spaces for our teachers and the growth of our school.

The building explores relationships of space, light and shape within its modern architecture. Its curved structure can be likened to an eye wide open and taking in the world around it. Very fitting as our wide-eyed learners start their journey in this aesthetic precinct in which every aspect has been carefully considered through the lens of a child.

The cool ground floor space will support a broad range of activities including our Perceptual Motor Program and will allow children to escape the elements if required and add to the sensory landscaped playground.

The classrooms, on the second floor, extend and merge into an enclosed gallery that offers a hybrid of outside and inside



learning. Boasting naturally styled alcoves for small group learning and a purpose-built low island bench perched in front of a teaching kitchen, for inquiry into cooking, experimenting and science.

The classrooms reflect new ideas and trends with teaching walls, high ceilings, reading nooks and purpose-built storage. The new Early Years building will create a calm, well-organised, well-maintained, beautiful space where courage and curiosity are born.

Collective discussion between Deicke Richards Architects and Grammar Staff has enabled teacher voice with intent and purpose. This Grammar Early Years building has been constructed to inspire future generations.

“We are incredibly excited and fortunate to have been a part of designing and having input into the building of our new purpose-built Precinct. The flexible classrooms, teaching kitchen and thoughtful resources will be at our fingertips and the children are going to love the new inquiry-based, interactive playground”, said Mrs Geraldine Frohloff – Prep Teacher.

The Grammar Early Years Precinct is Stage 1 of 4 on our current Primary Building Masterplan to be completed.





100 DAYS OF PREP

Congratulations to our Prep students as they celebrate their very special milestone of 100 days of school!

It has been a wonderful start to school and we have been celebrating the great friendships we have made and the many achievements and milestones along the way.

Our Prep students have been learning, collaborating, playing and had tonnes of fun. We celebrated in comfort in our pyjamas and were treated to a movie and popcorn with our friends.

What a memorable day this was for our Prep cohort. We are excited to watch our Prep students grow throughout their Grammar learning journey.

PREP CAMP

Our Prep students have enjoyed their first of many school camps! Students set off on an adventure to Chambers Island where they were treated to a day of fun activities. From boat rides, fishing, and building cubbies, there were many activities students could participate in to extend on their discovery and curiosity about our natural environment. Students also learnt more about our marine animals from Ocean Life Sunshine Coast. Thank you to our parent helpers and to our wonderful teachers for making the Prep students first outing spectacular.



BIKE & SCOOTER DAY

This term, our Prep students set their wheels in motion and learned all about road safety at our annual Bike and Scooter Day. This anticipated event forms part of their Science inquiry unit where students investigate how things move.

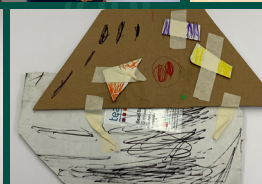
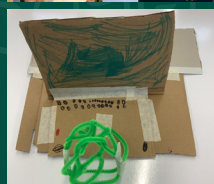
Students were joined by Constable Rob who showed off his wheels and sirens and explained the importance of road safety.

Students had the opportunity to explore inside his police car and displayed their road safety skills as they rode on their bikes and scooters.



Scan to watch a recap of the day

Where Passion Meets Purpose



STEM IN PREP

After moving into their new classroom, Prep BW have been enjoying their new 'Maker Space'.

This is a permanent area in the classroom that focuses on the transferable skills built through STEM Education. Prep students always begin with a plan, and they are offered many different recycled materials to create their prototypes. The students are supported by a cardboard technique inventory which assists them with different ways of putting cardboard together.

Some of our recent STEM challenges included:

- Build a water slide.
- Design a control panel of a spacecraft and explain the buttons.



Father's DAY



The Gift of Friendship

Primary students gathered to celebrate the gift of friendship at our annual Friendship Week Assembly this term.

The Friendship Chair, located on the Primary campus, is a symbol donated by the Dawes family in remembrance of their son, Joshua. It is carved from a single blackbutt tree into a lego block, and inside is a lego car with Batman, Robin and Spiderman, one of Joshua's last creations.

During the Assembly, we heard from Joshua's brother, Ethan (Year 11), and how important his friendships at Grammar are to him. We were reminded about the power of kindness and the important role it plays in developing genuine friendships.

The Friendship Chair reminds us that friendships are important and that at Grammar, we value and support healthy friendships because they connect us, make our hearts grow bigger and our characters stronger.

As part of Friendship Week celebrations, Primary students learnt how to be a Friendship Ninja with help from the experts at @URstrong.friendship. Students learnt about the meaning of friendships, the importance of trust and respect, and how to assess healthy vs unhealthy friendships.

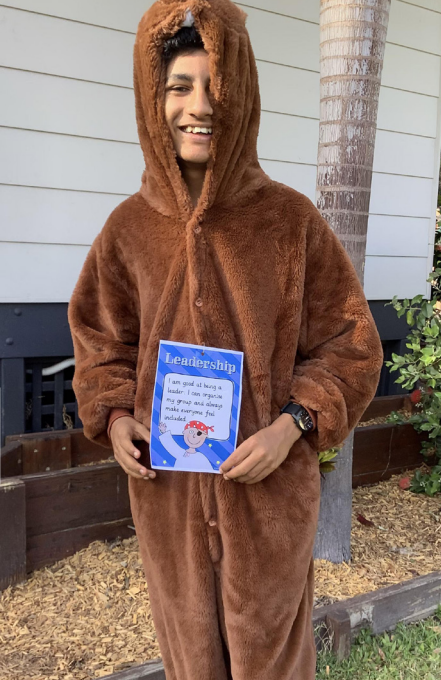


Scan to read a
Letter from the Friendship Chair



PREP - YR 6 Grand Parents day





Romp in the Forest

CELEBRATING UNDER EIGHTS





PAUL DILLON

Paul Dillon has been working in the area of drug education for more than 25 years. Through his own business, Drug and Alcohol Research and Training Australia (DARTA) he has been contracted by many agencies and organisations across the country to give regular updates on current drug trends within the community. He continues to work with many school communities across the country to ensure that they have access to good quality information and best practice drug education.

He has worked extensively with a range of sporting organisations including the Australian Cricketers Association, the Rugby Union Players Association and the Football Federation of Australia to provide training workshops to elite athletes on a range of alcohol and other drug issues.

In 2009 his best-selling book for parents was published titled 'Teenagers, Alcohol and Drugs' and has since been released internationally, being translated into a number of languages. With a broad knowledge of a range of content areas, Paul regularly provides media comment and is regarded as a key social commentator in Australia, appearing on a wide range of television programs including Sunrise, TODAY and The Project discussing topical issues.

Paul also had a regular spot on a national radio program on Triple J for seven years where he dealt with current youth drug issues. Paul also has a blog where he discusses topical issues of the day, as well as addressing some of the questions and queries he is regularly asked by those attending his presentations.

IS VAPING SAFER THAN SMOKING?

Vaping is quickly becoming an epidemic due to the ease of accessing and hiding vapes and is causing significant peer pressure amongst teenagers.

This risk-taking activity is often cheaper than conventional cigarettes, making it more cost-effective and attractive to young people.

Most teenagers are unaware of the associated risks and potential impact vaping can have on their development and overall health.

Paul Dillon has been working in the area of drug education for the past 25 years and will be presenting educational sessions to Year 11 and 12 students and parents on 9 November. Paul will be sharing facts and tips on guiding young people regarding drugs, alcohol and vaping.



To read more visit Paul's blog post.

PARENTS ARE INVITED TO AN INFORMATION SESSION WITH

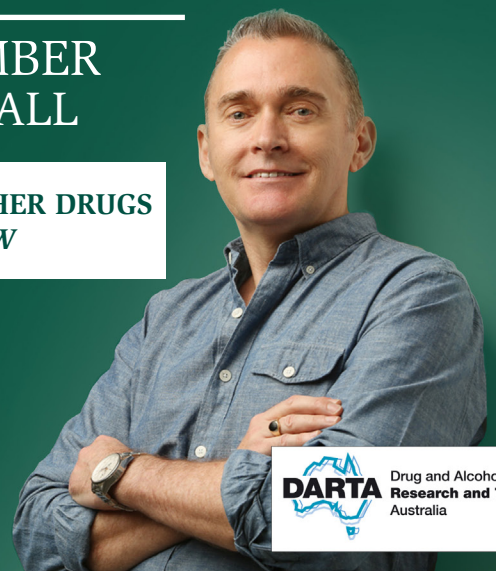
PAUL DILLON

WEDNESDAY 9 NOVEMBER
6:30PM | GRAMMAR HALL

TEENAGERS, ALCOHOL, VAPING AND OTHER DRUGS
WHAT PARENTS NEED TO KNOW



REGISTER VIA EVENTS ONLINE





Celebrating 26 years

On Friday, 29 July the Sunshine Coast Grammar School community came together to celebrate 26 years since the sod was turned on its rainforest playground.

Grammar's sense of pride, community and its green heart runs deep and it is these foundations that make the school unique. As part of the celebrations, the school acknowledged Life Long Learner students and their families.

The event also recognised its dedicated staff who have served the school community for 10, 15, and 20 years. Through their actions and commitment, they have exemplified what it means to be part of the Grammar community, and live with passion and purpose, every day.

Foundation Day is an exciting day for Grammar, it provides the community with the opportunity to reflect on the growth of the school over the years and look forward with great ambition to the future.

Schools are communities and Grammar is well known for its enduring sense of community.

"We pride ourselves on these connections and the supportive and caring relationships students establish and maintain with their peers and teachers throughout their time at school," said Mrs Owen.

Celebrations concluded with the hotly contested Grammar Gift relay, which saw Chisholm House win the glory this year.

Photos by Year 12 Student, Sean Saunders @open_shotz



READ RACHELLE BRUTNELL'S 10 YEAR SPEECH FROM THIS YEAR'S FOUNDATION DAY.



HEAR FROM OUR 10 YEAR ALUMNI GUEST SPEAKER SAMANTHA (FOWLER) STAINS, CLASS OF 2012

MUSIC AT GRAMMAR

The Music Program at Grammar is underpinned by a series of goals to encourage participation, inclusivity and longevity for our program. These goals are the result of continuous consultation with staff, students and parents and include our commitment to:

- Be recognised as a leader in Music Education and performance opportunities.
- Build a life-long love of music and musical learning for all of our students.
- Offer an inclusive Music Program that is accessible to all students and families.
- Develop and maintain a Music Program with the depth to challenge, grow and support students to excel in music and musical performance.
- Enable Grammar Music staff to grow and encourage long term employment opportunities and attract staff of the highest calibre.
- Create a Music Program that has the courage to continuously improve, innovate and expand the music experience for all students, staff and the wider Grammar community.

And how are we doing this...? The Music Program has flourished in recent years and currently offers:

- Programs for students from GELC to Year 12 through curriculum, co-curricular and extra-curricular activities.

It currently facilitates:

- 500 + performing students at the 2022 Music Festival.
- 300 private students supported by 17 tutors across voice and 18 instruments.
- 5 bands, 4 choirs, 3 rock bands and 5 strings ensembles (increase in ensemble numbers continuing each year); Music Gala, Music Festival, Studio concerts, Open Stage concerts, Classroom concerts, Camps (Primary and Secondary) and many other performance opportunities.
- Domestic and International Music Tours.



Breaking it down into tangible results EISTEDDFOD 2022 – Strings students bring it home!



The stings Department at Grammar has grown significantly over the past few years through the dedication and expertise of our Strings staff and students.

In 2022, we are delighted with the results achieved by so many of our Strings students at the Sunshine Coast Junior Eisteddfod where

students performed solos, duets and some performed in numerous sections and even on multiple instruments. The future of our Music Program is strong with the sheer number of students now involved in music activities at Grammar, as well as their extraordinary talent.

Of particular note, we congratulate two of the String ensembles for representing the school so successfully and coming home with first and second prizes:

- FIRST place was awarded to our Forest Strings Extension Ensemble in the Small String Ensemble (unconducted).
- SECOND place was awarded to our String Quartet in the String Trio or Quartet Section of the Eisteddfod.

These results are well deserved by our string students and by the fantastic teachers who lead them, Mr Simon Eastwood and Ms Jo Ramsey.



Let's break it down further in the music classroom from the early years

Music education at Grammar uses all sorts of mediums to allow our students to experience music, sound, silence and movement in a fun, engaging and meaningful way. The youngest of our students at Grammar Early Learning Centre (GELC) are where it first begins.

In 2022, the GELC Music program has been established to allow the students to explore music in so many ways, all of which encourage many aspects of the children's learning and cognitive development.

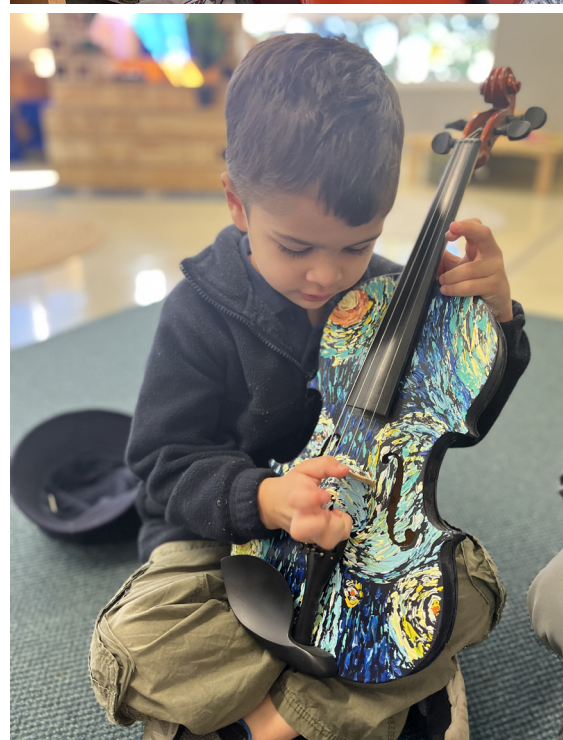
Every week, students at GELC receive three 20 minute singing lessons as well as a 30 minute classroom based music experience.

In these music experience sessions, the children explore the concepts of music through age appropriate sensory and exploratory activities. This may be through songs, or touching and playing various instruments.

This year the students have been able to play and hear a variety of instruments including violin, cello, trumpet, clarinet, French horn, piccolo and many percussion instruments. Students often have to guess what might be in the instrument case and then explore the instruments using their senses - is it heavy/light, big/little, smooth/scratchy... what materials could it be made from? Then the instrument is often demonstrated for them and they can hold the instrument and feel and experience it for themselves.

Children also work on literacy and word skills through playing the instruments, talking about how many sounds the musical words have and other appropriate literacy activities. Numeracy is also focused upon as students listen to and explore long and short sounds, how many notes did the teacher clap, repeating rhythms back and other fantastic tools like this that only music can offer.

The results in 2022 for our GELC students have shown the remarkable progress that children can make with musical undertakings at an early age - our students are accurately able to differentiate different pitches (high/low), different volumes (are the instruments playing soft or loud), and they often identify particular instruments in songs even without seeing a picture of them, such has their recall become so developed through music this year.



2022
Music
gala
Dinner Dance



Book Now

FRIDAY 14
OCTOBER

5:30pm Food and
Drinks available
6:00pm Concert

GRAMMAR HALL

Bookings via Events Online



SUNSHINE COAST
GRAMMAR SCHOOL

SUNSHINE COAST
GRAMMAR
Music

Grammar Early Learning Centre unveils new bike and scooter track

We are very excited to unveil the newest upgrade to our Kindy yard. In August we added a brand-new bike and scooter track. In addition to a soft fall track there is also the inclusion of pedestrian crossings and parking. This will promote skills for road safety and responsibility of our belongings as well as gross motor skills, spatial awareness and co-ordination. We have extended our garden area along the toddler fence. Our Kindy children are looking forward to planting this area soon.



Always inspiring, Dr Collins' seminars are a wonderful opportunity to induce robust discussion about what we do well and the things we can improve or approach differently.

Primary Music Teacher, Cassandra Maxwell had the opportunity to present at Teachmeet Sunshine Coast, about how she is putting her learnings from the accredited program into practice in her music classroom.

"When a student learns an instrument, they are exposed to a powerful learning environment. The benefits of learning to be a musician are endless," said Cassandra.

"Something as simple as clapping a steady beat takes a lot of cognitive control and recent findings in the field of neuromusicology and literacy development have found a distinct link in the ability to clap a steady beat and readiness for learning to read."

The music lessons at Grammar Early Learning Centre and Sunshine Coast Grammar School are assisting students in their literacy development, aural development and further developing those neural pathways to give each student a 'bigger better brain' through music.

At Grammar Early Learning Centre, our Kindy children have the opportunity to participate in weekly singing sessions and instrumental lessons, where they explore instruments, learn to keep and differentiate the beat and basic concepts of music such as fast/slow, high/low through stories, song, and movement.

In the field of neural brain development, there have been unequivocal findings of the impact that music exposure has in opening up neural pathways in the brain and further developing neural 'connections' all over the brain. This is especially impactful on young children.

Students who study Music at Grammar gain insight, discover sensibility and learn to balance self-discipline with artistic freedom. The study of Music develops an enduring love of and lifelong involvement with music.



HOW MUSIC BENEFITS EVERY CHILD'S DEVELOPMENT

At Sunshine Coast Grammar School we invest in our greatest resources – our people and encourage professional excellence in all staff. Our teachers are the leaders in their field, committed to their purpose of educating young people and are genuinely passionate about their work.

Grammar's Music staff are no exception and are dedicated to the music education of all students in the classroom, in our instrumental programs and in our ensembles.

Music Teachers, Mrs Cassandra Maxwell and Mr Simon Eastwood recently attended a professional development course, Bigger Better Brains by Dr Anita Collins.

Dr Collins is an award-winning educator, researcher, and writer in the field of brain development and music learning. She is a huge advocate for understanding how music learning can benefit every child's development. Bigger Better Brains is an accredited educational program specifically written for music educators.





FOR A BRIGHT FUTURE!

KUMON KAWANA WATERS EDUCATION CENTRE
Anthony Chamberlain
0421 455 048 | avc@kumonkawanawaters.com

KUMON
MATHEMATICS ENGLISH

Year 12 Farewell Art Exhibition

What a fabulous evening celebrating the achievements of our Year 12 Visual Art students. The evening was a testament to their dedication to their studies and for all those long hours spent creating their artworks.

Congratulations to Ruby O, winner of the Principal's Choice Award and Charlotte S and Alice H for being nominated in the North Coast Regional Creative Generations for Visual Art Excellence.

This is a state-funded event and students are selected for their innovative, skilful and creative ability. The two artworks will be on display at the Cooroy Butter Factory Arts Centre with other senior student nominees from the region. The finalists will have the opportunity to feature their artwork at GOMA next year.

Congratulations to all of our Visual Art students on a wonderful year of creativity.



Artist IN RESIDENCE

This term, Year 8 Media Art students created a documentary to express a point of view and how media constructs representations of people. Students sat down with Artist in Residence, Rich Johnstone, a professional photographer who demonstrated how to use cameras in video format, studio lighting, and the importance of microphones when filming. The intentions of the professional workshop were to give students the skills and abilities to apply the knowledge learned to their own documentaries.

confidence in their ability to use the equipment in an effective, storytelling way.

Students are utilising the professional equipment, green screen and media room of the art department to create their documentaries as well as the grounds of the school. Being able to use professional equipment allows the students to gain a real-life perspective of how documentaries are created. It is so exciting to see the students be inspired by the workshop and apply the 'tricks of the trade' within their documentaries.

Since the workshop, students have utilised this information into their planning and filming process and have exuded a

Ms Tiama Kimlin
Visual and Media Arts Teacher





MEDIA CLUB

The Grammar Media Club was created in 2021, by Lila C, along with Keeva C, Georgia F, Lucy M, Mali J and Florence B. It has grown over the last year and will continue to expand, as the club moves into photography and podcasts as an addition to writing. Currently, Media Club is exclusively available to Year 8, however, it will soon be introduced to other year levels by early 2023. The main purpose of this club is to provide students with a voice in the Grammar community and shine the spotlight on students who are actively making a change in our school.

In Media Club, one of our main focuses is to encourage students to develop a passion for writing and to provide them with a place to voice their ideas and interests. The club aims to write stories and articles on popular topics to which students can relate to and take enjoyment in reading. They wish to recognise

events taking place across campus, as well as shine a light on people making a difference in our community.

The Media Club has several main goals which they hope to achieve. The main focus is encouraging students with a passion for writing to showcase their work. By expanding, more like minded students would have the opportunity to share their love of writing. Additionally, we would like to expand into producing other types of media to engage with the school community. This includes photography, podcasts, digital magazines and posters. This will enable the club to share their work with everyone in the school community in a meaningful and engaging way.

Lastly, the club would like to utilise their passion for writing to make a difference and advocate for issues that concern the student body. The club aims to provide students an outlook to share their perspective on issues through their writing skills.

In summary, the Media Club has several goals for the future such as introducing the club to other year levels, producing other types of media, and providing a voice for the student body to write about issues that matter to them.



The Secondary students of Grammar have had the fantastic opportunity to once again be part of World Vision's 40hr Famine. Our students have stepped up to the challenge and answered the call to become famine fighters in 2022.

Across all Year 7 - 12 Christian Education classes, students have been reminded of the valuable work World Vision does to bring positive changes through relief, development and advocacy work around the world. Through World Vision's 40hr Famine, students have been able to help raise funds to address the issue of global hunger.

With 45 million on the brink of famine and more than half of these children, students were challenged to do whatever they could to help make a difference. They showed their support by joining our Grammar team, setting themselves a challenge and then worked towards raising funds for this worthy cause.

Many students completed 40 acts of kindness, walked 40,000 steps, rode 40 kms, held a bake sale and donated 40 items to charity. Together, with the help of their generous sponsors, they raised over \$4000.

A huge thank you to parents, staff and students of our Grammar community who supported and contributed to this valuable fundraising initiative. Together we have united and become famine fighters who hope to make positive changes to our world around us.

SECONDARY *Breakfast* FATHER AND SON



CUTTING EDGE TECHNOLOGY

The Technology Department at Sunshine Coast Grammar School offers a suite of subjects comprising Design, Industrial Technology, Design Technology, Graphics, Digital Technology, Cert II in Engineering, and Certificate III in Aviation.

There are plenty of new and exciting innovations in the Technology Department in 2022 which are allowing students to expand their creativity while enhancing their computer and programming skills.

The latest addition is a laser cutter which expands the existing technology of the department, adding to the 3D Printers, Drones and dovetails well into the Digital Technology and Design programs already up and running. The laser cutter will cut and engrave a range of materials enabling student designs to come to life. In the short time since the arrival of the laser cutter, Year 8 to 12 students have used it for a variety of purposes. When used to cut intricate parts for small fabrication projects, it achieves a level of detail and accuracy not possible with traditional workshop technology.

Our Industry standard CADD software programs, 3D printers and the new laser cutter will certainly further enhance the school's reputation as a leading school in technology and innovation and greatly assist with drone and aviation programs, prototyping in design, the Certificate courses and after-school robotics.



Where Passion Meets Purpose



UNIQ You

CONVERSATION THAT CHANGE THE GAME

This year, we commenced UNIQ You at Sunshine Coast Grammar School – a revolutionary initiative designed for girls in Years 9-12 to connect with women working in male-dominated Science, Technology, Engineering and Mathematics (STEM) based industries.

We are continuing to receive incredible feedback from our students who have already participated in a UNIQ You video conferencing call, and it is not too late for you to take part.

This career advisory opportunity to speak with someone one-on-one, at no cost to students, allows you to ask any burning career questions and connect with someone who is currently excelling in a male-dominated industry. Student's can choose from a huge variety of advisors working as engineers, project managers, social performance specialists, ICT security consultants, safety advisors, supply chain managers and so many more.

These women are working for large, successful organisations such as Hutchinson Builders, Boeing, Technology One, Urban Utilities and Origin. This is your chance to get a real insight into what your days could look like working for one of these companies.

This might just be the call that changes your career trajectory and puts you on a path for success in one of our many growing STEM based industries.

For further information, please contact Ms Melissa Shenton.





SERVANT LEADERSHIP IN ACTION:

Through our Language programs, we aim to develop understanding of cultural diversity by exploring the importance of festivals and celebrations in the languages we teach and so helping our learners develop an appreciation and understanding of traditions in other cultures. Our two major celebrations of the year are Bastille Day (France) and Children's Day (Japan) and these special days give us the opportunity to explore and celebrate the traditions of each country whilst also having fun and creating a sense of community and belonging here at school.

There is no doubt that our whole school celebrations not only give our students a greater understanding of life beyond their own community, it also allows our Senior language students to engage with our younger learners and share their passion for the languages they are learning. This year our Senior Language Ambassadors and Year 10 – 12 French and Japanese students stepped up to run a wide range of activities for the whole school and had plenty of fun along the way! Both Bastille Day and Japanese Children's Day are important cultural celebrations and give us an opportunity to deepen understanding and promote global awareness and citizenship across the school.



FRENCH TOURS AND EXCHANGES

Tours and exchanges are an incredibly important part of our Language programs, the return of which has been much anticipated by both families and students.

We are fortunate that travel restrictions have been lifted sufficiently for us to begin once again to travel to French speaking destinations.

Last term, Year 11 student Alex made the brave decision to defer her enrolment for a year and undertake a full year of study in France at our sister school in Aurillac. She began her year in an immersion program in Montpellier before heading to Aurillac and her new host family at the end of August. It will undoubtedly be an incredible experience for Alex and we are excited to keep hearing about her adventures.

Next term, three of our Year 10 students will head to Aurillac for a longer-term exchange throughout Term 4 and four of our Year 11 students will be joining them for the Christmas holidays. These students have already begun correspondence via email and social media so are very keen to meet their 'correspondantes' in the flesh! We are incredibly grateful for our wonderful relationship with Lycée Emile Duclaux and ELO in Aurillac for their continued connection with us and can't wait for their visit next year.



TECHNOLOGY in the Language classroom

Technology is the feature of many classrooms as we all strive to enhance students 21st century skills. However, in the Language classroom it also allows us instant access into the country of our studies. Here at Grammar both our French and Japanese classrooms utilise technology to enhance learning engagement, cater for a variety of learners and learning styles, make learning visible and to provide additional opportunities for students to utilise their language. Technology has also allowed our secondary students the opportunity to connect with our sister schools in Shohei and Aurillac and other Japanese speaking students on the Sunshine Coast via our "online meet ups". Technology is also a feature of our Year 9 French Immersion day where students learn to code robots through the medium of French. Remote learning over recent years certainly taught us that technology definitely has a valuable place in the modern languages classroom when used as a tool that supports language learners as they use the target language in culturally appropriate ways to accomplish authentic tasks. Technology opens so many possibilities, as well as enhancing students' skills.



How can working with food be considered a technology?

The study of Food Technology sits under the Design and Technologies learning area of The Australian Curriculum. Design and Technologies comprises two related strands:

- Knowledge and understanding – the use, development and impact of technologies and design ideas across a range of technologies contexts.
- Processes and production skills – the skills needed to create ‘designed solutions’.

Creating designed solutions is also expressed as ‘designing and producing’ by:

- Investigating and defining;
- Generating and designing;
- Producing and implementing;
- Evaluating;
- Collaborating and managing.

Assignment projects in Years 8 and 9 Food Technology embrace the ‘designed solutions’ process. To assist students through this process they are provided the following stages as their project task is broken into smaller components:

Investigate, Generate, Collaborate, Manage, Produce and Evaluate.

STAGE	ASK YOURSELF ...
Investigate	What is the task that needs to be completed or the problem that needs to be solved? i.e. Critiquing, exploring and investigating needs or opportunities.
Generate	What are the possibilities? Which is the best option? i.e. Generating, developing and communicating ideas.
Collaborate and Manage	What do I need to do? How will it happen? Who can help me? i.e. Planning and managing the design project.
Produce	Is it working as I planned? i.e. Producing (implementing/making) designed solutions.
Evaluate	Did it work? i.e. Evaluating processes and designed solutions.

There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner. Source: The Australian Curriculum (Version 8.4) regarding Food Specialisations through the study of Food Technology.

Young people are preparing for a very different world from the one we know, where it is recognised that in the 21st Century young Queenslanders need to be innovators, entrepreneurs, lifelong learners and responsible global citizens. The 21st Century skills of critical and creative thinking, personal and social skills, communication, collaboration and teamwork are all certainly embraced through the study of Food Technology.

After all, ‘Eating is a necessity’ as, ‘The greatest wealth is one’s health’.

Janelle Derrington
Coordinator of Food Technology and Hospitality



OASIS

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CAMP WEEK

Camp Week is an important part of Grammar's outdoor education program and it is a vital aspect of student life at our school. All students enjoyed a range of fun and challenging experiences in a supportive and encouraging environment.

Our Primary students participated in a range of activities that developed their physical and social skills, including canoeing, archery and orienteering.

Our Secondary students explored Currimundi, Mt Coolum, Elanda Point and Maroochydore and participated in various activities, including rock climbing, archery and caving.

Many thanks to all staff and teachers for their planning and participation in these camps. Despite the inclement weather students still had the opportunity to engage in many experiences, and in some cases, the weather simply added an extra challenge!

YEAR 4



YEAR 2



YEAR 7



YEAR 9



YEAR 11





CONNOR MCEVOY

Earlier this term, Year 8 student Connor McEvoy travelled to Europe with Tennis Australia to compete in his first International Tour.

Connor is the current number one Queensland player and under 13 tennis champion. He was one of two Queensland players in his age group selected for the Tour.

The team travelled with high-calibre Tennis Australia coaches to Europe and embarked on a four-week long tour in July and August this year. The team competed in three tournaments across three cities in Germany.

Competing for the first time on clay courts and against competitive international players, Connor won over half of his matches played.

"It was a great opportunity to play against such qualified and skilled players with different playing abilities," said Connor.

It wasn't all about tennis though, with the group stepping outside of the courts and immersing themselves in the German culture.

"I really enjoyed tasting the different food but I wasn't a fan of bratwurst. The pretzels were delicious though!"




The Australian team competed against top-tier players from Russia, Switzerland, Romania and Germany with many new friendships formed and a lifetime of memories made over the month-long tour.

"They were pretty tough tournaments but I loved the experience and everyone was so supportive and encouraging."

"I've made some great friends and I'm keeping in touch with new German friends. The tour was a once-in-a-lifetime experience and I will continue to work hard and hopefully be selected again next year."

There are many upcoming tournaments on home soil that are on the talented athlete's calendar, including the Hard Court National Competition over the September School Holidays where he is the 15th seed.

With idols such as the current number one, Carlos Alcaraz, and fellow Aussie, Alex de Minaur to look up to as well as his passion and undeniable talent for the game, Connor's dreams of becoming a professional tennis player are fast becoming a reality.




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GRAMMAR HEAD TENNIS COACH HITS INTERNATIONAL TOUR

Sunshine Coast Grammar School's Head Tennis Coach, Clint Fyfe has been selected for the inaugural Performance Coach USA Tour of Florida with Tennis Australia.

With over 25 years of coaching experience, this opportunity to attend a Performance Coach Development Program is a well-deserved recognition for Mr Fyfe's hard work and dedication to tennis.

"This is a great learning opportunity for me. I'm excited to apply my new skills to the Grammar Tennis program," said Mr Fyfe.

The tour will take place in Florida, the hub of American tennis where many players from all over the world train and compete. The group of 18 performance coaches will have the opportunity to visit many leading US Tennis Academies, including the 100-court USTA National Campus.

Prior to working at Grammar Tennis, Mr Fyfe headed a successful private academy, has worked in the Tennis Australia National Academy and has been involved with the highest level junior and adult tournaments.

Grammar Tennis supports beginners right the way through to becoming high-performance players who compete at the highest level.

"Our goal is to develop and inspire young tennis players to achieve their personal best," said Mr Fyfe.

Most recently, we have seen Queensland's top two under thirteen tennis players and Grammar students, Connor McEvoy and Aiden Serifovic compete in the U13 National Boys Tennis Camp, with Connor also competing in the European Tour with Tennis Australia. Grammar's open boys and girls teams also placed fourth overall at the Tennis Queensland State Finals recently.

"Seeing so many Grammar students enjoy playing tennis is a highlight for me. Whether it is competing in Grammar's Coloured Ball Series, Tennis Queensland Primary School Cups or Secondary School State and National Tournaments," said Mr Fyfe.

We are grateful and fortunate for the wealth of knowledge, experience and support Mr Fyfe and our tennis coaching staff provide our tennis players.

Thank you, Coach Fyfe! Your commitment to the development of Grammar's Tennis Program is greatly appreciated and we look forward to hearing about your international tour and adventure.



Grammar's Pool Lifesaving Club GOES FROM STRENGTH TO STRENGTH

Sunshine Coast Grammar Pool Lifesaving Club has been dominating state and national championships and were recently crowned the 2022 National Pool Lifesaving Club Champions!

Club President, Head Coach and Year 4 teacher, Mrs Jeannie Baxter-Reid has been instrumental in the Club's success having over 40 years of pool lifesaving experience under her belt.



We are very fortunate to have such high-caliber coaching staff at Grammar and wish to acknowledge Mrs Baxter-Reid for her hard work and dedication not only to her students here at Grammar but to the Pool Lifesaving Club and the greater community.



GRAMMAR SWIMMING CLUB MAKES HISTORY

Congratulations to all Grammar swimmers who competed and contributed to the Club's highest point score in club history!

The Club competed at the Queensland Short Course Championships in August and finished 5th in Queensland out of 128 clubs, scoring over 2700 points and taking home 45 medals.



RUGBY SEVENS

Grammar rugby entered an opens team into the Sunshine Coast Q7s Tournament and won both pool games to progress to the final vs Chancellor State College which resulted in a dominant 32-0 victory.

Congratulations to all the players efforts and looking forward to more rugby 7s for both boys and girls in Term 4.

RESULTS:

Win vs St Luke's Anglican School 50-0

Win vs Miami State High School 26-12

Final Win vs Chancellor State College 32-0

REPRESENTATIVE HONOURS

Five of our Grammar Rugby Academy players have been selected in the Under 15 and Under 16 South East Queensland teams to compete at the Emerging Reds Cup in September. This is an excellent achievement and provides another representative opportunity as a result of consistent training efforts and outstanding school rugby seasons. Congratulations to Blake Miller, Nate Hepi, Fletcher Fairbanks, Zac Nichol and Zane Glanville.

SUNSHINE COAST RUGBY UNION FINALS

Our courageous under 12's and 13's both made it through to the Semi-Finals of the Sunshine Coast Rugby Union competition. The U12's performed incredibly well with a win against top of the table Maroochydore Swans team to progress to the Grand Final, unfortunately with the U13's losing their semi-final in the dying minutes against a relentless Brothers team. After earning the opportunity to compete in the Grand Final the under 12's played their best and Grammar Rugby are extremely proud of their performance, however falling to the Nambour Bushtoads 33-19. The Grammar community came together and staff including Craig Angel, Pastor Jon Taylor and many others supported the players at the Sunshine Coast Stadium and we are very proud of their efforts.

SEMI FINALS RESULTS:

U12's Grammar vs Maroochydore Swans 21-10

U13's Brothers vs Grammar 12-10

GRAND FINALS RESULTS:

U12's Nambour Bushtoads vs Grammar 33-19

U18'S GRAND FINAL

Congratulations to the U8 girls' team for defending their title and winning the Premiership! The team won 34-7 against James Nash State High School.



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FINN PRASS, LUKE AIKEN AND JOE WIKAIRA SELECTED IN QUEENSLAND REDS U18 TEAM

Three Sunshine Coast Grammar School students are another step closer to their Super Rugby dream after being selected in the Queensland Reds under-18 Academy team.

Three tight-knit Sunshine Coast rugby union talents are continuing to impress selectors at the elite level after being named in the Queensland Reds under-18 Academy team that will travel to Canberra this September.

The trio are hopeful their firmly forged friendship will put them in good stead to impress when given their chance. Sunshine Coast Grammar Students Finn Prass, Luke Aiken and Joe Wikaira will take on the ACT Brumbies and the New South Wales Waratahs with the hope of being selected in the under-18s Australian team.

All three standout Sunshine Coast Grammar students were also chosen in the Queensland U16 Maroon team in 2021.

FINN PRASS

The flair-filled fly half said he was excited for the coming matches.

"I am humbled to be given the opportunity and grateful to the coaches and teammates from SCGS Rugby Academy, the Queensland Reds Academy and Brisbane Brothers Rugby Club who have helped me grow both on and off the field, over the past few years," he said.

"Playing against the best players in the country is extremely exciting, as we have the opportunity to challenge ourselves at this level.

"Also, just to really absorb the experience and take it all in, as it's another great learning and development opportunity."

Prass was again looking to impress at the state level after he was selected in the under-18 Australian A merit side in 2021, despite being only 16.

"I hope to continue to learn as much as I can, being surrounded by high level coaches and players really gives us the best environment to improve our game," he said.

LUKE AIKEN

Aiken, who plays as a halfback, said he thanked the efforts of his coaches and teammates for helping him reach the Queensland level.



"The travelling is both nerve-racking and exciting as this opposition is the best I have ever versed so I look forward to testing my skills and learning more in these big games," he said.

"I look forward to getting the little one percenters out of these training sessions and being further exposed to high class coaches."

The Grammar trio had played school and club rugby together since under-12s and Aiken said it was another high level experience they were eager to share.

"It's always easy playing alongside the boys and a great experience for the three of us," he said.

JOE WIKAIRA

Sunshine Coast Grammar School student Joe Wikaira in action for Queensland White.

"I'm very proud of myself, I've been working hard since the last block just trying to work on the smaller skills to help with my overall game.

"I'm hoping to gain knowledge in areas that I'm not the best in, just listening and trying to absorb all the information that I am given so I can put it into my game."

Wikaira and Prass also took out the Queensland Premier Rugby Colts 2 Premiership with Brothers Rugby Club on September 17 with a 32-26 win over UQ.

Wikaria said he was looking forward to taking the field alongside his classmates once again.

"It's awesome I love playing with Luke and Finn, we've done it for a long time, we are basically brothers at this point," he said.

GOLF DAY

The annual Grammar Rugby Golf Day was a huge success with plenty of fun and entertainment throughout the day. The Club raised in excess of \$10,000, which will go a long way in continuing to support all our players and coaching staff.

Huge shout out to our generous sponsors, supporters, and volunteers who made the day possible and continue to support the Club each year.





This year, Grammar Football increased its participants to 128 players across 14 teams between the ages of U6 to U13. The Club saw a large increase in girls' football with Grammar fielding U7, U9, U11, and U13 teams, matching its participation levels with the larger clubs across the Coast.

The year saw the amalgamation of all QLD regional football hubs to come under the Football QLD banner.

There have been many highlights from this season with our youngest scoring their first goals, to teams going through the season undefeated. Our teams have worked so hard this season and at times our parents and supporters were holding their breath with anticipation until the final whistle.

Like all of our players, the U10 boys' team have worked hard, and with passion and grit won against an opposition that has not been beaten in 3 seasons! Truly emphasizing what #grammarpride is all about!

The U13 girls team also achieved fantastic results, winning the Grand Final on Saturday, 17 September. The team has played together over the past few seasons and have created a positive culture, displaying great leadership for our younger players.



Special mentions to our long-term players:

8-Year Award – Evie Baker

5-Year Award – Emerson Bissett, Gabriella Temple, Josh Doran, Quade Frohloff

A huge thank you to our committee members who put a lot of effort into the club each week. Becky Blackstone, Brendan Williams, Felicia Deguara, Rennee Bissett and our TIC Nicole Halloran.

Special thanks to our supporters and sponsors this year.



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SEASON WRAP UP

The 2022 Grammar Netball season has now concluded with two teams advancing to the Grand Finals.

Pearls (Year 6) team won their Grand Final against Good Samaritan Catholic College 20-16 to take the Division 14 Premiers status.

Opals played a tightly contested first half and came away as Runners up to Flinders Freeze 23-30.

Congratulations to both teams for their fabulous seasons.

The Grammar Club End of Season Presentation evening took place at the Nambour RSL club where we were privileged to have Cara Koenen – 2022 Australian Diamonds Player, Commonwealth Gold Medallist and Sunshine Coast Lightning Player as our special guest speaker and present our players with their Best and Fairest and Coaches Awards. It was an enjoyable and inspirational evening.

Thank you to all the players, coaches, managers, and committee members for all your efforts and support this season.

CLUB SPIRIT PLAYER AWARD

– Chloe Evans (Year 12) – for her commitment to Grammar Netball as a player and coach

SCNA LYN CORBET AWARD: DIVISION 3 RUNNER UP

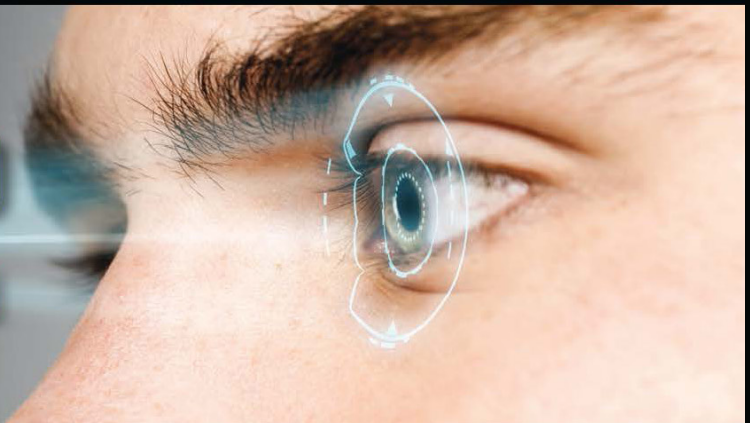
- Molly Fergusson (Year 9)

Special Mention goes to Kimbra O'Keeffe for her service and commitment to the club.



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CAMERON ALGAR

(Class of 2015)

&

JAIMIE BEAVIS

(Class of 2015)

&A

With **CAMERON ALGAR (2015)**

What have you been up to since graduating from Grammar?

I have enjoyed travelling with Jaimie down the southeast coast of Australia, and even to Vanuatu. In my time since I have left school, I have worked briefly at Domino's as a store manager before returning to my studies to complete my Diploma & Certificate IV in Accounting and Bookkeeping at TAFE Queensland. Jaimie and I also have two rescue cats from the RSPCA, Bean & Ivan.

What are your future endeavours?

I am currently employed with Integrated Audit Service, which is in Fortitude Valley, working part-time as a Financial Auditor. I am also in my last semester of studies at the Queensland University of Technology, completing my Bachelor of Business (Accountancy). My future study endeavours include my Graduate Certificate in Business (Applied Finance), my Chartered Accountancy program with CAANZ, and my Chartered Financial Analyst program with CFA Societies Australia. My desired role in the future would be to work as an Equities Manager.

What are you most proud of?

I am most proud of how far I have come, and the amount of personal growth I have made throughout the last few years.

Who inspires you?

The two people who inspire me the most are Jaimie, and my father (Raymond). They both give me constant support when it is needed most.

What is your favourite Grammar memory?

The people I have known and the friendships I have made. As I was a life-long learner at Grammar, I became close with a many of my teachers and still stay in contact with them to this day.

My favourite memory would have to be glad wrapping most of Mr Macleod-Paterson's items in his office whilst he was teaching, only for him to come back and scream "Cameron!" before he even knew it was me (gut intuition I guess).

What advice do you have for current students?

What I wish I knew, was that I would not know everything, and to acknowledge that is alright. Life is about learning, and the reality is that finishing school is just the beginning of the foundation of your own personal journey, and life will take you on some very interesting paths, both good and bad.

You recently got married, how was the wedding?

The wedding was perfect in all aspects. I couldn't have asked for a better day, nor better people to spend it with. It took about two years of planning, which Jaimie took on most of it herself, and it paid dividends when the whole day came together. The happiest day of my life.



With **JAIMIE (BEAVIS) ALGAR (2015)**

Since graduating what have you been up to?

There's been a lot of study, work and a few special trips with Cam. We also adopted two little cats! We've really just been enjoying life together and making the most of the little things.

Tell us about your career?

I'm currently working in a digital marketing agency as a PPC Executive. After finishing my degree (Bachelor of Media & Communications, majoring in Fashion Communication), I was still wanting to learn more so I enrolled in a Diploma of Graphic Design.

What challenges have you over come to achieve your goals?

I'm pretty proud of what I've managed to accomplish over the past few years. Studying was tough at times and there have been a lot of obstacles I've had to work through, but I've had Cameron by my side supporting me every step of the way.

Who inspires you?

Cameron inspires me each and every day. He's always striving to do better and learn more.

What key trait did you learn from your time at Grammar?

I learnt a lot about respect and perseverance. My favourite memory would have to be meeting the love of my life on the first day of Year 4.

What do you know now that you wish you knew during your time at Grammar?

You don't have to have everything figured out at the age of 17. It's okay to be unsure and take the time to decide what YOU really want to do with your life. It's also completely fine to change your mind if you feel like you're not on the path you want to be on.

Congratulations on your recent wedding, tell us about the day?

It was honestly the best day of my life! We were engaged for two and a half years, so lots of time to plan and stress about all the little details! At the end of the day, it was so amazing to be able to have all of our favourite people be there to celebrate with us.





Isabella Major (2018)

Chats to us about college life at **Arkansas Tech University** and her advancing **tennis career**.

I am studying Hospitality Administration with an emphasis in Tourism and Event Management and a minor in General Business. I am really enjoying my course and am beginning my fourth and final year.

Arkansas Tech has a real community feel and there are many exciting things to be involved in. Between classes, training, tournaments, work, community service, and college events, every day is extremely busy but so fun.

College life in the US has given me the opportunity to get to know many different people from all over the world, travel and explore life in the US. It is an experience I highly recommend.

I chose Arkansas Tech for its great tennis and academic program. The tennis seasons are hard work but definitely worth it. It is very competitive, and team orientated and I have thoroughly enjoyed my experience.

My proudest achievement so far is winning the Flight 3 Doubles in the Great American Conference Tournament in 2019 and 2021. I am also a very proud Scholar Athlete at Arkansas Tech. After I graduate from Arkansas Tech I plan to return home to Australia and pursue a career in hospitality and event management.

My favourite memory from my time at Grammar was going on the 2017 Timor Tour. It was a trip that I will never forget and always hold close to my heart. It was extra special to experience it with my close friends.

GRAMMAR ALUMNI



NICOLE HALLORAN (2002)

From Grammar Graduate TO GRAMMAR TEACHER

After graduating from Grammar in 2002, I moved to the Gold Coast and studied Early Childhood Education. After completing my Diploma in 2004 I then moved back to the Sunshine Coast where I began working at Montessori until 2005. In 2006 I started working in the Pre-School room at Sunshine Coast Grammar. During that year we moved up to the school's Early Learning Centre. I returned back to the School in 2010 and I began work as a Teacher Aide in the Learning Support Department where I worked with a student with special needs, which was extremely rewarding.

In 2016, I moved across to the Primary Sports Department, and took on the role of Staff Member in Charge of Football (Soccer). I absolutely love my role. Every day is different and seeing students achieve their sporting goals is so rewarding.

Without a doubt, my greatest achievements have been my children. Having two sons and recently welcoming a daughter to our family, they are aged 14, 11, and 3 months.

I love traveling and look forward to seeing more of the world with my family. I also want to try to make more time to focus on my fitness and health, which sometimes gets neglected due to our busy lives.

I have so many great memories of my school years at Grammar, but a highlight was the Year 11 camp at Fraser Island when we got flooded in on the island and our tents and clothes were saturated. Teachers had to take our saturated clothing and bedding to the laundromat to try and get them dry. Having no tents to sleep in we had to huddle together under a shelter to stay warm and ended up having the best time! I am also so proud I was able to lead Brandman House as their House Captain in both Year 11 and 12, as well as being among the first Year 12 students to graduate from Grammar in 2002.

My advice to current students is to simply follow your dreams, don't be afraid to step outside your comfort zone to take on new challenges. Love yourself and your life, always work hard and enjoy what you do. Never give up when you make mistakes because they are an important part of learning.



ISAAC & BETTI
(2012)

Congratulations to past student Isaac Saunders (2012) and his new wife Betti who were married at Noosa Beach on 14 August. The ceremony was officiated by Grammar English and Drama Teacher and Celebrant, Ms Lisa Jacobs.





MIKAELA MULVENEY (2020) Grammar Alumni receives ACADEMIC EXCELLENCE PRIZE

At Grammar, we value the connections we have with our Alumni network and always enjoy hearing from past students and celebrating their adventures and achievements.

We recently sat down with past student, Mikaela Mulveney who has continued to display passion and pride in her endeavours since graduating from Grammar and was awarded the Suellen Topfer Academic Excellence Prize from The Women's College, within the University of Queensland.

The Academic Prize is awarded to Women's College residents based on their cumulative university results, acknowledging and celebrating the next generation of young women exhibiting academic excellence.

"I feel extremely privileged to be receiving this award from two of Suellen's closest friends and grateful that our hard work as student journalists is being recognised," said Mikaela.

Mikaela is studying a Bachelor of Communications (Journalism) and is enjoying the interactive and practical nature of the degree.

"University has given me so many opportunities in my chosen career path and to understand where I want to progress moving forward," said Mikaela.

"I am interested in following print journalism or radio broadcasting and pairing that with travel."

A Life Long Learner at Sunshine Coast Grammar School, Mikaela started her Grammar journey in Prep and graduated Year 12 in 2020.

"Some of my favourite memories are the winter fairs, walkathons, and all athletics and swimming carnivals."

"Our final swimming carnival was a highlight where we crowd surfed Sean Eshaghi across all four houses. Mr Macleod-Paterson loved it!"

In addition to her studies, Mikaela works multiple jobs, including Nova Radio, coaching netball and tutoring high school students.

"Finding the balance between work, study and friends is a challenge but I am in a good rhythm now and really enjoying it."

During her time at Grammar, Mikaela was a dedicated student and her passion for learning has only continued to increase during her time at university.

"The biggest lesson I learned so far is that we can make many important connections at university that can potentially be pivotal in your career moving forward. I have got a lot of benefit out of being involved in my tutorials with my peers and tutors."

We are grateful to have a strong alumni community and it is wonderful to be able to celebrate the milestones and achievements of our past students. For Grammar teachers, there is no greater joy than assisting students to develop, perform and achieve individual goals and personal aspirations.

Matt & Melissa (Gnade) Dobinson (2004 & 2002)

My husband and I are both proud Grammar Alumni, having graduated in 2004 and 2002 (as part of the foundation class) respectively.

We began dating a few years after graduation, whilst working together at McDonalds. A job we both loved and ended up turning into a career.

We were married in 2011, the same year Matt commenced employment as a Seafarer working in the offshore oil & gas industry.

I continued working at McDonalds until the birth of our middle child when I made the decision to end my 18-year innings in favour of a part-time administrative position. This new position allowed me to prioritise my time with my family.

We have since welcomed another child into the mix and following COVID-19, decided to abandon the daily grind in favour of a lifestyle that allowed us to travel the country full time with our three beautiful boys (aged 6, 4 & 2).

It's been almost 6 months since we rented out our home on the Sunshine Coast and packed our lives into a caravan to take to the open road.

We've built several homes over the years but can honestly say this decision is the best investment we've ever made!





WITH JESSICA
SIMPSON (2016)

GRAMMAR GRADUATE TO FLYING DOCTOR

1. What have you been up to since your time at Grammar?

I graduated as School Captain in 2016 and commenced studying Medicine at James Cook University, Townsville in 2017. I look forward to graduating as a doctor at the end of the year after 6 years of studying as well as undertaking a range of placements throughout rural and remote Queensland.

2. What are you most proud of?

Receiving the phone call from JCU to offer me a spot to study and become a doctor; something I'd hoped to achieve since I was a young child.

3. Can you tell us about your time with the Royal Flying Doctor Service?

My time with the RFDS has been extraordinary. From my birthplace in the isolated Shetland Islands to my experiences living in the Pilbara, limited access to medical services was highlighted to me from a young age. I was instantly magnetised towards a career prioritising the provision of healthcare to all; regardless of geographic location or culture. Aligning seamlessly with my desire to work in rural/retrieval medicine, I was delighted to be offered a placement alongside the RFDS in Charleville, south-west QLD. We travelled all the way out to the NT and SA borders to reach rural communities and remote properties. The experience exposed me to a range of primary health care clinics as well as major rural emergencies. It was mesmerising to witness the locals lining the airstrip as the RFDS plane descended into the town. Residents were so grateful to receive visiting medical care.

4. What is your current employment/study status? What are your future endeavours?

I am currently a full-time medical student working as a tutor/babysitter, however, will be graduating as a doctor in December. I have accepted my first job as a junior Doctor in Toowoomba next year, where I hope to also spend some time in smaller surrounding areas of the Darling Downs such as Stanthorpe and Warwick.

I hope to specialise in rural/retrieval medicine (such as the Royal Flying Doctor Service) and work as a doctor with a special interest in Obstetrics and Paediatrics; bringing medical care to those who need it most!



5. What is your favourite Grammar memory?

I am most proud of the collegiality amongst my cohort and the staff, with many connections extending beyond graduation. Other positive aspects included school tours to Malaysia for netball and East Timor, as well as involvement in extracurricular activities such as netball, water polo and choir.

6. What do you know now that you wish you knew during your time at Grammar?

I wish I knew that the experiences and knowledge you obtain from school truly does form a great foundation for university and the workforce.

The importance of cherishing the guidance you have from the staff at school such as their willingness to mark drafts and conduct tutorials outside of allocated school hours; you will miss this in university!

10 YEAR REUNION

Class of 2012



WELCOME BACK CLASS OF 2012

This term we were thrilled to hold the Sunshine Coast Grammar School Alumni 10-year reunion for the class of 2012.

The group enjoyed a campus tour followed by dinner at the Glasshouse Brewery and reminisced with old classmates and teachers.

It was wonderful to have so many of the 2012 cohort back on campus to showcase how Grammar has grown and how #grammarpride continues to be a strong pillar in our community.

MATTHEW VAN BEEK (2004)

Continuing the Grammar legacy

Since graduating in 2004 life has taken me on an enjoyable journey which has included becoming a husband and then a father, traveling, being a member and officer in the Landsborough Rural Fire Brigade, competing at a couple of Australasian Police and Emergency Services Games and plenty of work and fun in between.

After returning from overseas travel which overtook my Rugby aspirations, I was employed at Grammar in 2005 for a short time in the Maintenance Department. I was employed to help with the construction and development of courtyards and projects around the school, before transitioning to begin my trade in roof tiling, which I am still enjoying 17 years later. Currently, I am self-employed and operate two small businesses on the Sunshine Coast. I enjoy being able to spend the majority of my work time outdoors and the flexibility of my work which affords me the time to spend with my family.

Without a doubt, I am most proud of my daughter Winnie. She is a spark of joy who continues to inspire happiness and I could not be more proud of her compassion and determination for helping animals and the environment.

Since starting at Grammar in 1998 one of the things I have always enjoyed most about the school was being able to learn and play in the natural rainforest environment. Some of the best memories I have were running through and exploring the bush with friends at lunchtime. The list of great memories is a very long one. A more recent memory (other than all the new ones shared with Winnie in her Grammar journey to date) was when we were having the Prep interview with Mrs Brutnell. Mr Henricks walked by briefly and returned

shortly after with a picture of me from about grade 10 with the Lawson Hawk mascot, much to Winnie's delight.

We started Winnie at Grammar Early Learning Centre in 2021. There were a few main reasons that we chose Grammar, including being able to transition through her school life all in the one campus with familiar faces and friends and of course the beautiful rainforest and calm environment that comes with it.

Grammar has changed a lot since I began there, the grounds and facilities are much greater than we could have wished for as kids. In other aspects, the school has not changed at all. The sense of kindness and community still runs through the school. The people are still friendly, caring, polite, driven to achieve and passionate about the environment. The community still embraces the responsibility of taking care of the animals and environment in this small part of the world that we are lucky enough to share.

We love that Grammar supports and nurtures Winnie's passion for conservation and in particular her support of the Wombat Foundation. Each year, teachers have encouraged Winnie to educate her classmates about her passion for the critically endangered Northern Hairy-nosed Wombat and have helped her with activities to spread the story.

The opportunities that are available and created at Grammar, which I had experienced myself throughout my years at school and the years after, is something I wish for my daughter and I am excited to be sharing this journey with her.





WELCOME TO OUR GRAMMAR ALUMNI

both far and near

As the new Principal of Sunshine Coast Grammar School, I am delighted to share with you the 6th annual Grammar Alumni magazine filled with many achievements, milestones and successes of our past students.

As I read the stories that our alumni have shared with us, I am in awe of the tenacity, passion and perseverance which has put you in great stead to reach new heights in your own personal journey.

I am excited to be entrusted to lead this great school as part of my journey as an educator, and over the past six months through developing our new strategic design for 2023 and beyond, I have been fortunate to discover the incredible community that we have at Sunshine Coast Grammar School.

Our Alumni are Grammar's first ambassadors who, through their professional and personal achievements, are a valuable asset to our school. Earlier this year we celebrated the Class of 2012's 10 Year reunion and we are excited to welcome back our class of 2002 for the school's first 20 Year reunion in October.

We value our alumni network and urge all of our past students to maintain strong connections through our school networks and to make the most of opportunities to get involved in contributing to our current and next generation of students. We invite you to connect with us through email, social media and look forward to the opportunity to catch up in person on campus in the very near future.



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GRAMMAR ALUMNI

Soar ^{TO}
NEW HEIGHTS

JESSICA SIMPSON (2016)

ALUMNI