



GRAMMAR  
QUARTERLY

TERM 1 | 2023

THE CHANGING FACE OF  
TECHNOLOGY



GRAMMAR





BURNSIDE COAST  
GRAMMAR SCHOOL



International Women's Day  
BREAKFAST

# #EmbraceEquity

What does International Women's Day mean to me now?



Equality

Equity

## Equality

everyone benefits from  
the same support

## Equity

Everyone gets the  
support they need





# TERM 2

Monday 17 April – Thursday 15 June

## April

Monday 17	Term 2 Commences
Thursday 20	Year 3 - 12 Cross Country
Friday 21	Anzac Day Assembly
Friday 21 - 23	Armidale Rugby Carnival
Tuesday 25	Anzac Day (Public Holiday)
Thursday 27	Open Day

## May

Monday 1	Labour Day ( Public Holiday)
Wednesday 3	da Vinci Decathlon Year 5-7
Thursday 4	da Vinci Decathlon Year 5-7
Friday 5	Year 4 - 12 Japanese Children's Day Assembly
Saturday 6	Grammar Rugby Jeans & Jersey Night
Tuesday 9	Primary & Secondary District Cross Country
Wednesday 10	Mother & Daughter Secondary Breakfast
Thursday 11	Mother's Day Stall
Friday 12	Mother's Day Chapel & Assembly
Sunday 14	Mother's Day
Thursday 18	P&F Grammar Connect Evening
Friday 19	Year 3 - 6 Athletics Carnival
Sunday 21	Primary Family Chapel Service
Wednesday 24	Primary Romp in the Forest
Wednesday 24	National Simultaneous Storytime
Friday 26	Grammar Rugby Golf Day
Friday 26	Sorry Day Assembly
Monday 29 - 4	Reconciliation Week

## June

Friday 2	Grammar Music Festival
Tuesday 6	Primary Regional Cross Country
Wednesday 7	Primary Grandparent's Day (Chapel & Assembly)
Thursday 8	Primary Gala Day
Friday 9	Foundation Day Assembly
Saturday 10	Alumni Reunion 10 & 20 Years (Class of 2013 & 2003)
Thursday 15	Last Day of Term
Friday 16	Nambour Show Day (Public Holiday)
Monday 19 -26	Timor-Leste GHH Tour

TERM DATES

# Are We Sleepwalking in Paradise?

*Principal, Mrs Anna Owen*

When recalling our school days, there are few children who wouldn't have loved to hear the phrase "You will never have to do homework again!"

Behold, 2023's pandemic and the front of the slow tsunami that will change the world profoundly, ChatGPT. ChatGPT, the most renowned in the suite of education Artificial Intelligence (AI) technologies, has divided opinions, creating utopian reformers and dystopian cynics (Schiff, 2021). As educators, are we collaborators with robots or competitors with robots? This new technology, and the many other versions of ChatGPT, is not inherently bad nor good, is extremely powerful and is here to stay.

The most notable addition and the reason I feel compelled to comment is the G in ChatGPT signifies Generative. A significant improvement on existing search engines, ChatGPT has the capability, in one step, to generate unique content for the user (for example, speeches, essays, poems and your homework), and respond to the user's cues and editorial improvements instantly. Using a precise type of AI known as NLP (natural language processing), when the user interacts with ChatGPT, the AI technology is designed specifically to appear to perceive or feel things, to experience feelings and sensations by mimicking human to human interactions. It is an extraordinary feat of technological advancement, but who is the person in the computer? Who are our children learning from, if not from us?

The launch of ChatGPT has polarised the internet. Where is the change management plan? Where is the implementation SWOT analysis? Who is in charge of the rollout comms?

At the moment, I profess, with all technological innovations, I am slipping into the 'proceed with absolute caution' group. Human biology has evolved at a much slower pace than technological advancements. We are, of course, hardwired to seek improvement and solve problems, but humans are still humans. Has our technological power outpaced our moral, ethical and spiritual power, even our parenting power? As Jesus warned, a house divided will not stand. All in people! We must ensure all new innovations are designed with the intention of benefitting all humankind.

## ChatGPT in schools

As a lifelong learner and passionate teacher, I have read deeply on the art and nature of teaching and learning. There is much to be gained from online learning, and tools such as ChatGPT, that sits in the realm of competency and automation in classrooms. In schools, in the wake of 'technology-rich' classrooms, there has been no measurable improvement or obvious increase in student achievement (Beveridge, S. 2018). True proficiency, expertise and mastery are seen in students that have been exposed to risk and failure, demonstrated evidence of engagement through deep debate and conversation in classrooms or real-world interactions augmented by prudent technological support. And finally, to move to the highest level of mastery students require apprenticeship. Not only gathering skills and knowledge, but encouragement,

care, role-modelling empathy in context, and for the individual, supporting innovation and imagination. I never thought I would say this, but thank goodness the pandemic taught us teachers still have a role to play in schools, society, education, humanity and civility.

## The jobs of the future

What better way to understand threats to progress than to look back in history? Have you ever heard the phrase "the more things change, the more they stay the same"? Studying human history is very instructive in preparing for the future. Yes, we are in a period of disruption (digital, pandemic or otherwise), but humans are humans. Our best work is done together; we will still need to work as a human collective, seek the crowd's wisdom and be more discerning in our consumption of all forms of digital technology. Regardless of a student's future academic pursuits and careers, the importance of understanding civility and civilisations has never been greater.

Sunshine Coast Grammar School takes, very seriously our role in assisting families to set students up for the future. The job market has always been largely unpredictable and is in a constant state of flux, but only if you are describing the market by 'job title' or 'job skill'. This is too shallow and linear a view. The job market has been remarkably stable and has valued very similar qualities in potential employees or leaders if you look to history. Those who study a range of disciplines are developing skills, testing ideas, and embedding values and faith in action within their lives, and with the support of their friends, families, schools and local communities.

Research shows that in general the two most common misconceptions in technological integration are 1) overestimating the speed of diffusion of an innovation and, 2) underestimating its eventual consequences and side effects. The link between screentime and childhood and adolescent health issues is a cautionary tale. As with social media and mobile phones and the well-researched negative effects on adolescent safety and mental health, we are responsible for the acceptance and rollout change management plan for AI in schools, and we should not be caught sleeping at the wheel.

How we navigate and tolerate the integration of AI with humanity, and subsequent augmentation will be critical to our future. A balanced perspective is necessary. We are not there yet. Artificial intelligence is just beginning to have an impact. The challenge is to chart a path to a future where humans remain indispensable. That said, most progress over the past thousands of years has come from doing new things that we never did before — not from simply automating the things that we were already doing. As Oren Harari, a former business professor at the University of San Francisco, is quoted as saying "the electric light bulb did not come from the continuous improvement of the candle". There are great benefits. As Reese reminds us however, all members of society, schools included, will be required to tap the two superpowers that can't be programmed into a robot, love and imagination.



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## The Changing Face of Technology – In our Curriculum

*Craig Angel, Head of Primary*

In 2013, Technology was added to the Draft Australian Curriculum. This was a significant step because it formalised Technology as a learning area in the curriculum rather than just a tool that was becoming ingrained in learning programs. The 2008 Melbourne Declaration of Education committed to promoting world-class curriculum and assessment, and in doing so identified Information Communication Technology and Design Technology as a key learning area.

Today, in the Primary Years at Sunshine Coast Grammar School, Digital Technology is a subject that students are assessed and reported on. It is one of our key learning areas, along with English, Mathematics, Science, Humanities, and Health and Physical Education.

Technology is a general capability in the Australian Curriculum, sitting alongside Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding. These capabilities are the foundation skills, knowledge, behaviours and dispositions that the Australian Curriculum encompasses.

At Sunshine Coast Grammar School, ICT skills are evident in many of the key learning areas, and students are taught specific skills and knowledge to meet the Australian Achievement Standards. While students have access to devices from Prep – Year 4, we acknowledge the importance of balancing students' time with and without a device. This is intentional to ensure all General Capabilities are supported, and that the use of technology is reflected in the needs of the students as well as their age and stage of development.

In this edition, you will read about the many exciting elements and opportunities that lie ahead with technology as a tool for exploration and design. The importance of using technology responsibly is an area that we focus on at different stages of student development. Technology impacts our daily lives and is incorporated into our student well-being programs. Students learn about managing screen time and cyber safety, and develop skills and knowledge to use technology effectively and responsibly.







## Education and AI

*Fiona Roush, Dean of Teaching*

The dystopian image of machines taking over humanity has dominated the landscape of 21st-century authors and filmmakers and we, the consumers, have devoured it. The theory behind the genre's popularity is that we are uncertain of what the future holds. I recently read an article about robotic flying taxis that are currently being manufactured to transport passengers from Brisbane to the Sunshine Coast in 20 minutes. While I don't intend on being the first person to trial this technology, I am open to anything that will allow me to avoid the Bruce Highway. Similarly, if there is an AI tool that can assist with administrative tasks, I will embrace the advancement. What makes me confident in accepting technological changes such as ChatGPT is knowing that AI cannot replace our individual thoughts, our creativity or our decision-making. Since the release of ChatGPT at the end of 2022, educators across the world have been immersed in AI professional readings. While technology such as Open AI may fill some with the fear, often induced by dystopian literature, the reality is that such AI has been discussed and developed for some time. Teaching and learning frameworks revolve around the development of thinking skills and independent learners, something AI can try to replace, but will never succeed in doing.

The key aspect of AI, such as ChatGPT, is that it is not infallible. There have been proven errors in content produced and the data it uses is derived from what others are entering, including any opinion piece on the internet. Educating students on the best way to use AI is the key to ensuring we are preparing them to be ready for the workplaces of the future. Students will be encouraged to analyse what AI produces, use it to assist with learning, and identify its many limitations. Importantly, the immense confidentiality concerns regarding anything that is entered will be at the forefront of educational discussions.



Sunshine Coast Grammar School will:

- Use academic policies to ensure the integrity of student work: notably using AI to complete an assessment is treated as plagiarism, it is the same as copying the work of another.
- Educate students regarding the best use of AI technology.
- Encourage staff to experiment with the technology and look for ways it can assist with tasks: planning, resourcing, and most importantly, supporting pedagogy.
- Use AI checking tools for student assessment.
- Continue to stay well-informed of developments and changes in the AI world. This is a fast-growing space and we will review it as the landscape changes.

Notably, ChatGPT is not the only form of technology with such powerful capabilities. AI is no longer the future, it is here.

# This article was not produced by ChatGPT.



## GRAMMAR TO HOST First Ever Regional QLD da Vinci Decathlon

Sunshine Coast Grammar School is fortunate to be the first school in Queensland to host a regional da Vinci Decathlon event. This year we will host 20 teams for each Year from 5-10. Schools compete in all states and territories through regional competitions to State Finals, with the National da Vinci Decathlon Final held each year at Knox Grammar School in Sydney.

We are thrilled to be the first regional Queensland school to host the da Vinci Decathlon. We sat down with Brenda Gahan, Dean of Primary 3-6, to find out more about this exciting, signature event.

### What is the da Vinci Decathlon?

The da Vinci Decathlon began as a local competition in Sydney and has since grown to be a national and global phenomenon, involving thousands of students from Years 5 to 11 across Australia. It is designed to celebrate the academic talent of Australian youth by providing a stimulating and challenging competition run in the spirit of an Olympic Decathlon. Students compete in teams of eight across 10 disciplines: engineering, mathematics, code breaking, art and poetry, science, English, ideation, creative producers, cartography and legacy. Students are challenged to showcase their academic and creative skills under strict time pressures. The children need to be not only strategic, but agile on the day. This year we will host 20 teams for each Year group 5-9 for the regional Queensland competition. The winners from each state will attend the National da Vinci Decathlon Final held at Knox Grammar School in Sydney.

### What does this mean for the students?

Grammar takes pride in our gifted and talented programs. Our aim is to provide engaging programs that support and extend our high potential and gifted students through our academic curriculum and SOAR program.

Hosting the da Vinci Decathlon will provide the opportunity for students across the region to connect with like-minded students. The da Vinci Decathlon is an academic competition designed to challenge students in Years 5-11. The da Vinci Decathlon challenges and stimulates the minds of school students.

Teams will compete across 10 disciplines: engineering, mathematics, code breaking, art and poetry, science, English, ideation, creative producers, cartography and legacy.

The intention of the Decathlon is to celebrate the academic gifts of students by providing a motivational and complex competition run in the spirit of an Olympic Decathlon.

The students are always keen to participate in the da Vinci Decathlon. Last year, the competition was held online with students missing the buzz and excitement of an in-person competition. When we shared the news about hosting regionals, the students were bursting with pride and excitement. The da Vinci Decathlon is an academic competition celebrating a range of passions, where students are challenged to showcase their academic and creative skills under strict time pressures. The children need to be not only strategic but agile on the day.

## SUPPORT THE ENGINEERS THAT SUPPORT GRAMMAR



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How has Grammar performed in the Decathlon in the past? Are you hoping for a win on home soil?

Grammar has enjoyed competing in the Decathlon over many years with great success. Last year we placed third across the state for Year 5 and have placed in many different disciplines over the years. We have teams from Years 5-10 competing. We want our students to thrive on the challenges that the day will bring and celebrate the successes of other teams with our Grammar spirit.

What are you most looking forward to?

We are looking forward to welcoming all of the teams from across the region, sharing in the passion they will bring to each day of the competition, and celebrating their love of learning. There will be a buzz and energy that can't be quantified. Last year, the competition was held online with students missing the excitement of an in-person competition. The students are incredibly excited to compete at their own school!

Proudly hosted by Sunshine Coast Grammar School

# CHAOS

Wednesday 3 May 2023

Year 5, 6 and 7

Thursday 4 May 2023

Year 8, 9 and 10



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## Using data to personalise learning

“Data is most useful when it tells us what we don’t know, rather than confirming what we already know.” – Dylan William

The 21st century has seen a surge in data use across many industries. Big data analytics and machine learning allow companies to extract valuable insights from collected data, leading to increased efficiency. The Oakland Athletics’ famous analytical approach to assembling a competitive professional sports team, “Moneyball”, has been adopted across almost every sport and quantitative analysts (Quants) are the most sought-after employees on Wall Street. The internet and social media have created new sources of data for companies to understand their users and target marketing to them. Data analysis is everywhere including Sunshine Coast Grammar School.

Learning analytics refers to the measurement, collection, analysis and reporting of data about students for the purposes of understanding and optimising learning. It is important in schools because it allows educators to:

- Personalise learning: Teachers can track student progress and identify areas where they may need additional support. This information can be used to design learning experiences for students and ensure that they are receiving the instruction and resources they need to succeed.
- Identify trends and patterns: By analysing data across a cohort of students, educators can identify trends and patterns that can inform curriculum design. It can help identify which resources and interventions are most effective for groups of students.

Sunshine Coast Grammar School collects a vast array of data on every student during their enrolment. As the Coordinator of Learning Analytics my target is to make that data accessible and useable to the academic and pastoral teams at the School; to put systems in place that allow teachers, students and parents to track progress to inform the “next step” in learning. By using data in this way, we can make more informed decisions that are grounded in evidence and have a greater impact on student learning.

By Chris Straughan, Coordinator of Learning Analytics





## 2022 GRADUATE RESULTS



**138**  
Students

**9%**

of the year 12 cohort  
achieved an **ATAR** of  
**99** or above

**37%**

of the year 12 cohort  
achieved an **ATAR** of  
**95** or above

**65%**

of the year 12 cohort  
achieved an **ATAR** of  
**90** or above

**77%**

of the year 12 cohort  
achieved an **ATAR** of  
**85** or above

**100%**

achieved a  
**QCE**

**90%**

were  
**ATAR eligible**

**42%**

engaged in  
**VET qualifications**

**35%**

Dual Rank  
**ATAR &  
Selection Rank**



**DUX  
OF SCHOOL**

Wantong Xie



**SATS**

**5**

Students enrolled in School Based  
**Apprenticeships**

**5**

Students enrolled in School Based  
**Traineeships**



**NATIONALLY RECOGNISED  
QUALIFICATIONS**



**1**

Student successfully completed  
**Certificate IV**



**36**

Students successfully completed  
**Certificate III**



**44**

Students successfully completed  
**Certificate II**

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# 5 PRINCIPLES TO STAY SAFE ONLINE



The following 5 principles/safeguards will assist and empower parents, carers, educators and other professionals charged with the care of children in creating a safe, fun and educational online environment for our youth whilst reducing risk and issues.

## 1. Set Rules and Boundaries

*These are not optional...*

Time limits and curfews

- An understanding of what language is acceptable
- Guidelines on where in the home technology can and can't be used
- What websites, games and apps can be used
- What to do if something of concern happens or a mistake is made.

## 2. Stay Current

*Parents should increase their knowledge base as needed.*

Staying current does not require parents becoming technology experts. It involves being across what children generally do on the internet, staying current by learning:

- What devices can connect to the internet
- When those devices are connected
- Where kids are going online, and what programs and games they are using
- Who they are connected to.

## 3. Parents, Take Charge

*You are the one who controls technology and makes the final decisions.*

As children grow, parents can let them make choices with less guidance but ensure their choices remain consistent with family requirements. The main decisions parents need to make surround:

- When technology is used
- Where technology is used
- What programs, apps and sites are allowable
- With whom a child can connect
- Don't allow technology to take charge
- Do not believe that a program or website's popularity, user numbers or profitability gives it credibility or suitability

## 4. Use Management Controls

*Parents have a right to know where their children go and whom they communicate with.*

Parental controls work on a device or account to monitor or control information or activity. A variety of programs are available and some can be downloaded for free. More common functions include:

- Blocking concerning websites
- Setting time limits and ensuring curfews
- Recording web sites visited
- Recording conversations in certain programs
- Limiting the downloading of particular apps
- Notifying a parent of concerning activity

## 4. Communicate

*Create an environment of openness about technology and talk about it with your kids..*

Healthy communication about technology occurs by seizing the opportunities:

- Take 10 minutes each day during school drop-off or pick-up.
- If you notice an unusual facial reaction after looking at a screen, ask what was that all about and is everything okay.
- Have a chat around the dinner table about what's happening online.
- Direct children to and discuss media articles about technology.
- Take other times to chat to children about what is happening online.
- Never underestimate the value of face to face communication. Research has shown that families who sit around a dinner table at least three times a week and talk are less likely to experience cyberbullying. The child ends up with a real feeling of support. If a child sex offender approaches them online and learns that their parents know about what happens on the internet, they will not hang around. As children grow, the way parents communicate with them changes. When they are young, parents "tell" them; as children move into their teens, the tone changes more to discussing, guiding and suggesting.
- Parents should never stop communicating. They should talk to their children, other parents, friends, family and school teachers.

**BRETT LEE**  
Internet Safe Education

**PARENT SESSION**  
Thursday 27 July



Grammar Hall  
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# Father & Daughter

## SECONDARY BREAKFAST

It was wonderful to come together this term for our annual Father & Daughter Breakfast.

This sell-out event was an excellent opportunity to enjoy quality time together and connect with other Grammar families.

It was also a great opportunity to hear from some of our Grammar fathers and daughters about their relationships.

Thank you to students and music duo, Lila and Luella for creating a fantastic atmosphere and entertaining all of our guests.

Thank you to Tziki Bar for hosting our function and providing our families a delicious and nutritious breakfast.



*Join us for our*

# Mother & Daughter

## SECONDARY BREAKFAST

Wednesday 10 May | 6.30am – 8am  
Headland Golf Club Buderim

BOOK VIA EVENTS ONLINE







# PRIMARY SCHOOL *Easter* ASSEMBLY



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# PREP'S FIRST CHAPEL



Our focus Bible verse for the year is Psalm 46:10

## **‘Be still and know that I am God.’**

Students have been encouraged to take opportunities each day for personal reflection and stillness. Many will choose to spend this time during Lent focusing on the one who said the words, ‘Be still’. These words were not said to a person, but to nature as Jesus calmed the storm on the Sea of Galilee. May we each allow time for prayer and stillness as we journey through everything the year ahead holds for us and may the words of our 2023 prayer bring comfort and direction: ‘Our Loving God, creator of Heaven and Earth, help us to be still and to put our trust in you. We are thankful that you are always there for us. May we be people who live out our School’s Christian values (honour, compassion, humility, faith, hope and love). In Jesus’ name we pray. Amen.’

By Pastor Jon Taylor



# Technology and Innovation in Sport

How Grammar Sport utilises Technology and Innovation to educate and develop student-athletes

Justin Abrahams, Director of Sport

Technology and Innovation in sport has a long history. The Ancient Greeks ingested stimulants to increase performance and promote recovery and in the 1930s and 1940s, the performance-enhancing properties of testosterone were utilised by German soldiers and athletes. Despite the innovation of technology to test and catch drug cheats, we see more and more athletes risk everything in their pursuit of success, using illegal ergogenic aids that mirror hormones produced in the body.

The use of technology to advance equipment has progressed from the development of the golf ball in the early 1900s through to the composition of running spikes in the 1950s, and the composition of tennis racquets in the 1980s. In recent years, GPS trackers have been utilised by professional and amateur athletes to provide large quantities of analytical data, and we have seen technology used to increase the safety of athletes as demonstrated in the helmets used in NFL and the halo in F1. National Sporting Organisations are redesigning their strategic plans, and heavily investing in technology for marginal gains rather than solely investing in coaching and individual athletic performance.

There has also been investment in technology and innovation in sport to improve the experience of the spectator. We see technology and innovation in sport every time we watch our favourite teams on TV, whether that be VAR in football, hawk-eye in tennis and cricket or spider-cam imaging.

With increased investment in sports technology and innovation, there is now a multitude of employment opportunities available to students with many universities and colleges offering degrees in sports analytics. Exciting times!

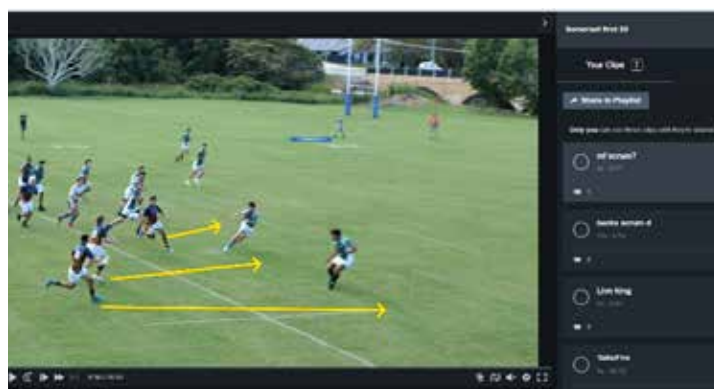
Student-athletes at Grammar benefit from advancements in sports technology, both in Grammar Sport Programs and through selection in high-performance programs delivered across the sporting sector. We have asked some Grammar students and staff to comment on how they use sports technology as an educational tool to improve sporting performance.

## TECHNOLOGY FOR PERFORMANCE IN RUGBY

Hudl is an extremely useful tool for Grammar Rugby. It allows coaching staff to dissect games and training sessions, and outline areas for improvement in the areas of technical and tactical development. It also provides feedback on the success of defensive and attacking patterns, body shape and timing of movements within certain sequences.

Whilst Hudl is a great resource for coaches, its greatest impact is through the education of players. All players can access games on their devices and analyse their performance and that of others. This allows them to recognise strengths and areas for development, and develop game plans based on opposition strengths and weaknesses. Through this platform, players can communicate with each other through comments and by utilising the software analysis tools available.

(Hosea Gear, Grammar Rugby Head Coach)





## TECHNOLOGY FOR PERFORMANCE IN SWIMMING

Sunshine Coast Grammar Swimming utilises technology in a variety of spaces. SwimPro underwater video analysis software enables the swimmer and coach to film the stroke below the surface and make biomechanical adjustments to their technique and hydrodynamics.

Our AutoCoach system is a great piece of technology that automatically starts the swimmers on their intervals and allows the coach to focus on watching the swimmer's performance, rather than their stopwatch. It also randomises the start to provide an unpredictable start not unlike what the swimmers encounter in a competition setting. We also utilise other technology such as power towers, ice baths, semi-automatic timing equipment and advanced stopwatches that can measure stroke rates as well as hundreds of split times and intervals.

The use of technology plays a vital role in high-performance swimming and at Sunshine Coast Grammar we are proud to say that we embrace any opportunity to utilise new technologies within our program.

Grammar has a number of students who, through their selection in the Swimming Queensland Talent Identification Squads, have access to Queensland Academy of Sport technology. This can involve blood lactate testing, peak velocity testing using accelerometers and, force plate testing to improve race starts. Three of our students selected in these squads have provided insight as to the positive impact technology has had on their performance.

(Luke Stafford, Grammar Swimming Head Coach)

Hamish M (Year 11)

"Technology helps improve my technique and speed in the water as we can view what we are doing wrong, where we can improve, and ultimately how we can move faster."

Freya G (Year 9)

"Being able to use technology and filming to benefit my swimming has been an incredible developmental tool."



## TECHNOLOGY USED IN POOL LIFESAVING

Pool Lifesaving is a technical sport that requires a variety of skills in each event. In training and racing, video analysis of skills is utilised to review skills for future development.

In competitions, the CPR component is conducted and scored on using Laerdal computerised CPR Resusci Anne manikins. Technology has also been used in the evolution of fins producing better-performing equipment such as the high-tech Bullet fins.

(Jeannie Baxter-Reid, Teacher in Charge Grammar Pool Lifesaving and Head Coach)

## TECHNOLOGY FOR PERFORMANCE IN NETBALL

Our netball coaches subscribe to an online resource called NetballCoach. This application supports the skill development of players and allows coaches to store drills and training videos. Coaches have instant access to convenient and personalised information to help with the delivery of well-structured, planned, and engaging coaching sessions. This provides Grammar players with positive playing experiences and enhances their enjoyment of the game.

(Ollivia Beveridge, TiC Grammar Netball and Head Coach)

# P&F Welcome Evening

A special welcome to all our new families joining us in 2023





The Technology Department offers a suite of subjects comprising Design, Industrial Technology, Design Technology, Graphics, Digital Technology and Certificate II in Engineering.

There are plenty of new and exciting innovations in the Technology Department in 2023 which are allowing students to expand their creativity while enhancing their computer and programming skills.

In recent years, we have seen a significant shift in the use of technology, and new advancements have emerged that have revolutionised various industries. The Technology Department uses some of these advancements in technology including laser cutting, 3D printing, drone technology and the latest CADD (Computer-Aided Design and Drafting) applications. Students are also exposed to emerging technology development through projects such as solar-powered boats, CO2 dragsters and drone automation (programming).

Laser cutting is one of the most innovative advancements in manufacturing technology and involves using a high-powered laser to cut materials, including metal, wood and plastic. The precision and accuracy of laser cutting are unparalleled, and our Year 8 to 12 students are using it for cutting intricate designs and patterns in a variety of materials. This technology is widely used in the automotive, aerospace and jewellery industries, among others.

Our industry-standard CADD software applications, 3D printers and the new laser cutter will certainly further enhance Sunshine Coast Grammar School's reputation as a leading school in technology and innovation.

A huge thank you to Mr Hans Van Dorsseleer, Ms Faye Fearon, Mr Ben Dutton, Mr Ben Stewart, Mr Gavin Summers and Mrs Carey Warhurst who are the amazing hardworking staff of the department, who shoulder the responsibility of delivering the incredible innovations and curriculum to our students. A special thank you to our esteemed leader, Mr Craig Ebnetter, who is taking a well-deserved break in Semester 1.

Mr Steve Moulds  
Acting Head of Technology











## International Women's Day *Principal's Address*

Thank you and welcome to the Sunshine Coast Grammar School's International Women's Day (IWD) Breakfast. We are delighted that so many could join us today.

A special welcome to our guest speaker and panellists, Sunshine Coast Regional Council CEO, Emma Thomas, 2003 School Captain, practicing psychologist and 2021 Australian Survivor, Georgia Ray, and Director of Sport, Justin Abrahams.

Is IWD the day where we all quietly move to our corners or we all take our sides?

Is it the day when we allow those whom IWD is for, and relevant to, to celebrate, thank and acknowledge, and remind themselves of the reason why they must keep the conversation alive?

Is IWD for the rest of us – those of us whom IWD is not about – where we move to a different corner and find ourselves on a different team?

Some of us cautious, most of us supportive and respectful, and some of us a little angry because why isn't there a day to celebrate us?

I would like to propose that IWD is not about polarisation, division and forcing groups to take sides. IWD is quite the opposite. It is a day to celebrate all genders, and this year's theme is perfect in reinforcing this notion of embrace equity.

I am privileged to be speaking with you and privileged to be the Principal of Sunshine Coast Grammar School.

Today I will first mention why it was so important to me to extend this invitation to all genders, and I am so delighted that so many men, young men, and boys are in the room.

Secondly, I will talk about where we have come from, where we are at with gender equity, and why we are still talking about it.

And lastly, I will give the young men and women in the room some easy ways to find their place and contribute with integrity to society, creating the future that you wish to see, and be part of the solution.

In my view and in an emerging wave, gender equality has evolved – it's no longer confused with feminism or feminist activism. Gender equality is no longer about

women. That said, sadly, overwhelmingly more women are discriminated against based on their gender than men, hence, we still hold IWD each year.

The call for gender equality has evolved to be a call for gender equity. Same, same but different.

A gentler activism than you might imagine. Sometimes activism can dilute the intention or support for a cause. It can polarise groups and divide us into angry opposition.

I know at least one young man in the room felt that this event wasn't for them, felt as if they were somehow intruding. But we, every one of us, are part of the solution and we as a community cannot proceed, grow or evolve in isolation.

One of my proudest moments is when I watched the girls play rugby against Matthew Flinders last year and it was a close game. The boys were kicking the footy on the field while the girls prepared as warriors for the second half and to defend our School.

Girls playing football has not in any way diminished or weakened the Sunshine Coast Grammar boys rugby program. I think we can universally agree, it has enriched the program, strengthened the spirit and lifted your voices. In the same way that women in the workforce have universally lifted the productivity of every country that allows all genders equal access to work. The perfect example of equity in action – same, same but different.

IWD is where difference is valued and celebrated.

Equity is liberating – thank goodness not everything is about polarisation or division or taking sides.

Embrace equity is a statement that pivots or moves our thinking from unconscious bias and from equality, to include equity and a growth mindset – no group within society can achieve inclusion in isolation and today is an invitation to become part of the solution.

There's enough success to go around.

We are here to acknowledge the trailblazers like Emma Thomas, Justin Abrahams and Georgia Ray, to acknowledge how far we've come, and to simply say that the way to stop gender discrimination is to stop discriminating on the basis of gender.

*By Mrs Anna Owen*







## Emma Thomas – CEO Sunshine Coast Council

*'Go and explore': CEO'S inspirational advice on International Women's Day*

In 2023 there are more women in leadership roles than ever before and at Sunshine Coast Council, Emma Thomas has made it to the very top.

In the lead up to International Women's Day, the CEO has reflected on being a woman in the workforce and the many changes she's experienced over her career.

Before becoming the Chief Executive Officer of one of the nation's biggest councils, Emma forged an impressive career path in several traditionally male-dominated arenas, including mechanical and aeronautical engineering and a decade-long stint in the Royal Australian Air Force (RAAF).

Emma inherited her love of 'space' from her father and an interest in joining the RAAF from her grandfather.

"There were a lot of space shuttle launches in the 1980s and they would all be televised," Emma said.

"I would sit on the lounge room floor watching the launches with my dad – we shared a curiosity about all things 'space'.

"I didn't really know my grandfather that well, but he was a Spitfire pilot during WWII," she shared.

Emma's first RAAF posting was at Tindal, south of Katherine in the Northern Territory. She worked on the then very new F/A-18 Hornets and loved every moment.

Keen to be part of the small local community, the former WA state gymnast updated her coaching accreditations and spent many hours coaching at the local YMCA.

She considers gymnastics a great confidence and character builder because it teaches you "to get back up" when things don't turn out as well as hoped.

Emma left the RAAF to join Boeing Australia and then held a range of senior leadership roles with the South Australia and Queensland Governments.

She was also Director-General of Transport Canberra and City Services in the Australian Capital Territory – an organisation of nearly 2,000 staff.

Now at council, she's still leading by example.

For Emma, International Women's Day is an opportunity to celebrate the many incredible women across all levels of Sunshine Coast Council.

And if we still have inequitable situations, the CEO believes it's a worthy conversation to keep having.

When considering a promotion or stepping up, Emma believes women often stop themselves before even giving it a go.

"I'd encourage people to see how it works first, be open about what you need for it to work and let the system build around you.

"I try to say to people, 'don't have a fixation on what your pathway looks like, because 30 years ago, there's no way I would have thought I would be sitting here today as the CEO of Sunshine Coast Council'.

"It's important to go and explore, and to see what sparks your passion," she said.



Emma shared that her number one quality for any leader is to care about people.

"For anyone who's thinking about being a leader, being a compassionate, caring and kind person is at the core of all leadership endeavours," she said.

"International Women's Day provides an opportunity to reflect on that one day a year, to keep shifting the dial, meaning we'll continue to move towards equity – and get there as fast as we can."

She said there's a lot to still be done to make people feel that they fit in here on the Sunshine Coast – no matter which angle they come at it from.

With 10 of the 11 Sunshine Coast Councillors being men, the CEO acknowledges there's still work to be done to encourage diversity in local government representation.

"Councillors face a challenging job and it is difficult to get people to put their hands up.

"Our councillors work really, really hard and are very passionate about their communities.

"But I think for us, as council officers, making sure that they're well supported in the job, that they can work for council in a way that's very professional, is a big incentive for more women to also give it a try."

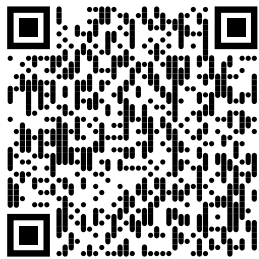
"Having women in the workplace – or diversity of any kind – allows us all to explore and understand differences a lot better."

"You want to get the best out of your workforce by seeing difference as an asset not a hindrance."



## Scan to hear from our Q&A Panel

Justin Abrahams,  
Director of Sport  
and Georgia Ray,  
2003 Alumni



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## 2023 Music Captains

Our 2023 Music Captains, Sophie M, Tamsin R, Stefan S and Jacob S, have started the year impressively, fully immersing themselves into all things Grammar Music.

## Year 5 Classroom

'The Changing Face of Technology' has had an immense impact on teaching music over the past decade. Would you believe that it is now almost 20 years since Apple bought out GarageBand and forever changed the way professional musicians and music educators approach composition and technology?

In Year 5 and 6 Music at Grammar, students are introduced to a range of composition and music arrangement programs utilising their iPads and our iMac computers. This Term, Year 5 and 6 have been exploring the ideas of composing using a program called 'Line Rider'. While they may not be composing using traditional notation with pencil and manuscript, they are learning to incorporate all the musical concepts such as textures, pitch, rhythm and structure to convey the musical journey their Line Rider goes on. Students have had the opportunity to listen and select from a huge variety of classical, modern, movie favourites and show tunes. They have learnt how to upload their chosen music into Line Rider and create their own interpretation of what they're hearing. It may seem like 'fun and games,' but it's also been a huge and insightful learning process for them all.







## Music Camp 2023

The annual Music Camp was full of music, fun and friendships, with students coming together to make music from all sorts of genres and combinations of instruments. Throughout the weekend, the diversity of talent at the camp allowed students to form a large orchestra, choirs and three rock bands. Students excelled throughout each rehearsal session and were excited to perform for family and friends at the end of camp concert.



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## Technology in Languages

Grammar's Language Department enjoys utilising technology in a variety of ways, including using Education Perfect and Language Gym. One of the greatest benefits of technology is that students receive instant feedback on their learning, which is a very powerful learning tool.

In the classroom, we also arrange lesson calls (if time zones permit) or make video calls to our partner schools to use as teaching tools. These real-world connections bring language learning to life and offer support to our tour and exchange programs.





# Visual Art

This term, Year 9 Media Art Students were given the task of making TV commercials that promote and encourage gender diversity in the workforce.

In alignment with recent news discussions and reports of how gender diversity can improve well-being and productivity in the workplace, students have looked at gender-stereotypical careers and considered how they can use media and technology to influence society's expectations or preconceived ideas.

Students have used digital cameras, tripods, green screens, props, copyright-free sounds and clips with editing software to create their commercials.

Through this assessment students become critical thinkers, and observe how media codes and conventions influence consumers, persuading us to believe and buy into popular products, services, values and beliefs in society.



# Diploma of Business

Year 11 students have been exploring communication in the workplace this term as part of their Diploma of Business. The Diploma of Business offers students a broad range of practical business skills, enabling employment opportunities and pathways into further study.

Students had the opportunity to consult with our Director of Human Resources, Mrs Victoria Jones, and participate in mock business meetings to explore communication in the workplace.

The mock scenarios provided students the opportunity to build on their own communication skills in a team environment, and simulate general meetings discussing working conditions and actioning agreed items.

Students also explored a range of technologies to introduce into the workplace to support communication. Chat GPT, Webinars and Virtual Reality are new norms within the workplace and students have explored the pros and cons of implementing new technologies in a range of workplaces.

"To have a positive workplace you need to effectively support staff, so that everyone is working together on a common goal." - Bailey

"Communication needs to be professional, respectful and free from discrimination." - Sam P

"Technology can enhance the workplace, but should not replace the human element." - Lucas

"Collaboration and communication should always be the heart of a business." - Sam W





by Rebecca Davies

As technology continues to advance, it's not surprising that Artificial Intelligence (AI) is making its way into classrooms around the world. AI tools offer innovative ways to improve learning outcomes and engage primary-aged students in exciting new ways. As with any technology however, it is essential to understand how it can be used safely and responsibly to maximise its potential.

AI tools often involve the collection of personal data, which means that their use is governed by strict age restrictions. Many AI tools have minimum age requirements, and it's crucial to abide by these to ensure that student privacy is protected. When using AI with children, adults must always ensure the tools are age-appropriate and safe to use.

Two examples of AI tools appropriate for primary-aged children are Mathletics and Matific (programs we use in the Primary School). These programs use AI algorithms to personalise learning, adapting to students' individual progress and understanding. They offer practice problems and activities tailored to students' individual needs, allowing them to master mathematical concepts.

Another example of age-appropriate AI as it could be used in the primary classroom is image creation. There are AI tools that can be used with school logins through school subscriptions, such as Canva, that allow students to create brand-new pictures based on the description they enter. This is a fabulous tool for teaching expanded vocabulary and vivid description skills, as the more accurate the language they use, the more specific the image they can create.

While AI can provide valuable support and assistance, it cannot replace the human touch and emotional intelligence that is essential for effective teaching and learning. AI is one tool in a learning toolbox that can assist learning, but is just that: a tool. Children still need to learn the skills that allow them to reach the higher-order thinking levels of Bloom's Taxonomy, (analysing, evaluating and creating) in order to be creative and critical thinkers. This is especially true as AI is not a perfect technology, and can provide biased, incorrect or overly simplistic responses, especially in regard to more complex problems.

The use of AI in primary schools has the potential to improve student learning outcomes and enhance teacher efficiency. By personalising learning, providing immediate feedback and assisting with administrative tasks, AI can help to create a more efficient and effective learning environment. It is essential that we use AI ethically and view it as a tool to enhance teaching rather than a replacement for human expertise, however. With careful consideration and implementation, AI can provide numerous benefits to primary schools and their students.





## Exploring the Wonders of Earth Science: A Year 7 journey

This term Year 7 students have been learning about Earth Sciences with students choosing to complete their assessment on tides, seasons or eclipses.

Matthew C, with a little help from his dad, produced a geared model of the sun, earth and moon, using a 3D printer.

Students have also been investigating Earth's resources and alternative energy sources for sustainability, and created an energy-efficient home using the DreamPlan Program.

Students were able to identify renewable resources, and justified how and why they were effective in their models. They used a number of resources, including vegetation, solar panels, windmills and hydroelectricity.





## Uncovering the Past:

### Ancient History students play archaeologist at Museum Excursion

The Year 10 and 11 Ancient History students travelled to the Abbey Museum of Art and Archaeology, where they became archaeologists for a day.

Students were immersed in history and culture, and offered a unique learning opportunity to experience archaeology on recreated dig sites, medieval history and environmental heritage.

The experience gave students a greater appreciation of the importance of archaeology and the preservation of historical sites.





# The Digital Transformation of Hospitality

Food and Agriculture Organisation (FAO) report found that food production worldwide must increase by 70% by 2050 if we are to meet the food and nutrition needs of a growing population. Agricultural production is faced with numerous threats brought about by climate change, including increased land and sea temperatures, drought, flood, desertification and salination.

(Source: Food Solutions: Food Studies Units 3 and 4, 5th Edition, Nelson, page 245).

Scientists across the world are researching and developing new technologies to address the issue of food supply, including:

- Genetically modified food to improve its characteristics.
- Agricultural robots and drones to perform specific tasks on farms such as satellite imagery, destroy weeds, apply fertiliser and determine when produce is ripe and ready to harvest.
- Monitoring of water pH, livestock tracking and their speed, overall health, food intake.

(Source: Food Solutions: Food Studies Units 3 and 4, 5th Edition, Nelson, page 245).

We are entering a whole new world with advances in the use of technology in our everyday lives. From the Hospitality industry to household tables, technology in the food industry is certainly thriving.

## Year 12 Hospitality Host VIP Breakfast

Year 12 Hospitality Practices students hosted a VIP Breakfast Buffet Event as part of their Practical Project Unit. Students worked together to plan and refine their final recipes and menu for guests, including our Principal, Mrs Owen, and PMSA CEO, Shane Coppin.







This term began with our traditional Valentine's Day stall raising funds for our education partners in Timor.

Our love for community continued with over 60 students and staff supporting the Disabled Surfing Association with their event at Maroochydore Beach.

Rainbow Day in the Primary School was a lot of fun with students raising funds for Our Rainbow House in Zambia through games, food and amazing craft stalls.

Our annual Beach Clean-Up saw over 100 staff and students descend upon Point Cartwright, removing over 80kg of litter in just a couple of hours.

We came together to support our friends at Wishlist and sold cupcakes across the campus to raise funds. Many thanks to Grammar family kitchen99 for supplying the delicious treats and supporting this wonderful cause.

Our school year has begun with a great sense of purpose and we look forward to supporting many great charities near and far in Term 2.





# BEACH CLEAN UP

Thanks to all our community for supporting our GHH Beach Clean Up this term. Now in its 15th year, the Grammar Helping Hands team has successfully cleared away over 1 tonne of rubbish from our coastline!





## Splash-tastic Fun at our Swimming Showcase!

Our Year 1 and 2 students enjoyed coming together with their peers to showcase their swimming skills in front of friends and family, demonstrating tremendous teamwork, sportsmanship, and a lot of fun!

It was a fun-filled morning, with students participating in various activities and swimming races. The showcase isn't all about winning, it's about having fun, and that is something our students know how to do well with the support and guidance of our wonderful swimming instructors at the Grammar Aquatic Centre.

Swimming is a skill for life, and we are proud to offer learn to swim opportunities to our students and use our amazing facilities.



## Year 3 – 6 Swimming Carnival

It was wonderful to see so many students competing with passion and pride, and supporting one another.

Participation was high with students competing in all sorts of races from butterfly to kickboard and noodle races.

Congratulations to the Chisholm Chargers for winning the House Spirit Award.

Congratulations to the Lawson Hawks for being crowned this year's champions!



## Secondary Swimming Carnival

House Spirit was alive and thriving at the Secondary Swimming Carnival.

The atmosphere was electric and the competition was fierce. It was wonderful to see all students participating, celebrating each other's successes, and representing their Sports House with pride and good sportsmanship.

Huge congratulations to the Sturt Leopards for not only taking home the highly competitive House Spirit Award, but also being crowned House Champions!





# Inaugural Twilight Swimming Carnival

As our swimming program continues to grow from strength to strength, we were very excited to host our inaugural Twilight Swimming Carnival.

The carnival was a great success, with over 150 competitive swimmers nominating to take part, gaining extra points for their sporting house.

The pool deck was filled with anticipation as our swimmers from Years 4 - 12 competed in events with passion and pride.



## 2023 Swimming Districts

Congratulations to the 87 students across Primary and Secondary who competed at the Independent Schools District Swimming Carnivals. The atmosphere was electric as students cheered on their teammates and showcased their swimming talents.

Well done to our Primary Team, finishing in fifth place

Well done to our Secondary Team, finishing strongly in second place and taking home the Percentage Participation Trophy!

Congratulations to the following Grammar students who were crowned Age Champions:

Grace A - Girls 11 years

Brydee R - Girls 13 years

Mackenzie B - Girls 17 years

Hamish M - Boys 16 years

Congratulations to all the participants on their outstanding performances, including those who made the Districts Team.



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## Sunshine Coast Grammar Swimming Club Claims fourth consecutive title

Sunshine Coast Grammar Swimming Club continues to demonstrate their force in the pool as they retain their fourth consecutive title at the Sunshine Coast Grammar Swim Meet.

The 87 strong athletes competed with grit, taking home a haul of medals, including 35 Gold, 31 Silver and 31 Bronze, competing against over 530 athletes from up to 40 clubs within the Wide Bay Region and Brisbane.

The Club has successfully hosted the quality event for the last four years with the up-and-coming junior and multi-class swimming team also performing to a high standard against quality competition and placing second.

The highly anticipated long-course event is a pathway designed to offer a broad range of development opportunities for all swimmers. While times achieved at the Swim Meet can be used to advance to Regional and State Championships, the main aim of the event is to gain competition experience.

The annual Swim Meet would not be possible without the collective effort of volunteers and Sunshine Coast Grammar School parents and staff, as well as the visiting clubs, officials, coaches and generous sponsors and donors.

## Wide Bay Championships

Sunshine Coast Grammar Aquatic Centre Swimming Team produced some truly inspiring performances at the Wide Bay Championships in Bundaberg.

Sunshine Coast Grammar came away with a clean sweep, winning both the men and women's point score, scoring a whopping combined score of 1708 points, becoming Wide Bay Swimming's 2023 Premier Club!

Thank you to the amazing coaching team, Charlie, Jayden and Joel, for supporting the swimmers in and out of the pool.

Congratulations to Grammar students for winning age champion: Brydee R and Freya G.

Shout out to Ruby A who was also recognised as a Rising Star at Wide Bay Swimming Annual Awards.

Mackenzie B - Girls 17 years

Hamish M - Boys 16 years

Congratulations to all the participants on their outstanding performances, including those who made the Districts Team.





## Triathlon

Addison H (Year 8) and Grace B (Year 10) competed in the National Triathlon Championships in Tasmania, with both athletes claiming their second consecutive National Championships in their division!

Addison also competed in the All-Stars Queensland Team and claimed an impressive victory.

What a performance by both competitors. We are so proud of our inspiring athletes and their dedication to athletics. Their achievements are a testament to their hard work and commitment.

Grace was also named 2022 Next Gen Athlete of the Year, Disability.



## Open water Championships



## SUNSHINE COAST GRAMMAR Water Polo

Congratulations to Grammar's Year 6 and Year 5 teams who successfully contested their finals in the Sunshine Coast School's Primary competition, with Year 6 winning the competition and Year 5 placing third.

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## GRAMMAR POOL LIFESAVING National Championships

The Sunshine Coast Grammar Pool Lifesaving Club successfully retained their National Club Championships for the third consecutive year, winning 75 medals including 26 Gold.

The Australian Pool Lifesaving Championships brings athletes, teams, volunteers and staff together from across Australia for three days of competition both in and out of the water, including seven individual events and five relays.

Of the 19 athletes representing the Club, eight were selected in Australian squads, including Sunshine Coast Grammar School student, Byron (Year 11) who was selected in his second Under 16 Australian Squad.

Nine athletes also placed strongly in the overall point score and recorded three National Records.

Year 8 Grammar student, Regan finished in second place in the individual point score for a second year in a row in a very tough Under 14 competition.

Sunshine Coast Grammar Pool Lifesaving Club is the only Pool Lifesaving Club in Queensland endorsed by the Royal Lifesaving Society Queensland.

Club President and Head Coach, Mrs Jeannie Baxter-Reid has been instrumental in the Club's success having been involved with Royal Lifesaving Society and Pool Lifesaving Sport for over 40 years.

Mrs Baxter-Reid's success led to the formation of the Sunshine Coast Grammar Pool Lifesaving Club in 2019, which now boasts over 50 members from Sunshine Coast Grammar School and other regions including the Sunshine Coast, Brisbane and Northern NSW, with athletes ranging from 13 – 32 years of age.

"What I enjoy most is teaching young people how to look after themselves in and around the water, and how they can assist other people," said Mrs Baxter-Reid.

From their inaugural season in 2019 where six athletes represented Australia at the 2019 Commonwealth Championships in England, the Club has gone from strength to strength and won over 150 National Championship medals at the 2020, 2022, and 2023 Australian Pool Lifesaving Championships combined.

Four athletes from the Club were also selected for the Australian Lifesaving Team and competed at the 2022 World Lifesaving Championships in Italy last September. The team was highly successful winning the World Lifesaving Open and Youth Teams Competition.

"I am so proud of our young Club for achieving a substantial amount in four seasons," said Mrs Baxter-Reid.





# Equestrian Wide Bay Champions!

It is with much excitement and pride that we announce that Sunshine Coast Grammar School was named the winning school at the Equestrian Queensland Wide Bay Interschool Regional Championships at Caboolture. Grammar's Equestrian Team had 12 riders competing in Combined Training, Dressage, Showjumping and Show Horse.

Congratulations to the following students: Morgan H, Sophie G, Mia D, Jorja H, Ivy H, Cassidy S, Georgia P, Scarlett H, Anilise H, Maddi G, Charlotte R and Georgia G.

Amelia B was also representing the School in Eventing at the Warwick Horse Trials at the same time. We are thrilled to announce that Amelia placed FIRST in the 95cm Junior Class.

A fabulous achievement for all of our riders. Congratulations!



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## Grammar Netball

### Sunshine Coast Secondary Schools Monday Night Netball Competition

10 teams across Year 7-12 entered to compete in the inter-school competition. We have also been lucky again to have the experience of Reilley Batchelor, a Sunshine Coast Lightning player to coach our Intermediate A team.



### Sunshine Coast Lightning Netball Team Train at Grammar

Students had the amazing privilege to watch the team train and we look forward to welcoming them back for training during the season.



**First XII – Captain – Bella Eldon,  
Vice-Captain – Caitlin Minogue**



### Grammar Netball Club

Sunshine Coast Grammar Netball Club has entered 15 teams from Year 3-12 into the SCNA Club Competition.

# RICE BOI



## Grammar Tennis

Three of Grammar's rising tennis stars represented the region at the State Championships in Townsville recently and played well against tough opposition.

Congratulations to Ben and Juliet on their selection in the Queensland Team for the National Championships.

Juliet was also named Captain of the Queensland Team - a fantastic effort!



## Grammar Football

Grammar Football Club is gearing up for their biggest season yet!

With 165 players across 15 teams, the Club has been training hard to prepare for the upcoming season, including reigning premiers, Grammar Matildas.



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## A Journey of Discovery

### AJIT ALISTER

Ajit graduated in 2004 and was an active participant in numerous clubs during his time at Grammar, including Cricket and Cross Country.

After graduating, Ajit initially completed an Electrical Fitter Apprenticeship before moving to Canada to work in various industries, including teaching Australian Rules Football in Canadian Secondary Schools, and as an Activities Instructor in a USA Summer Camp.

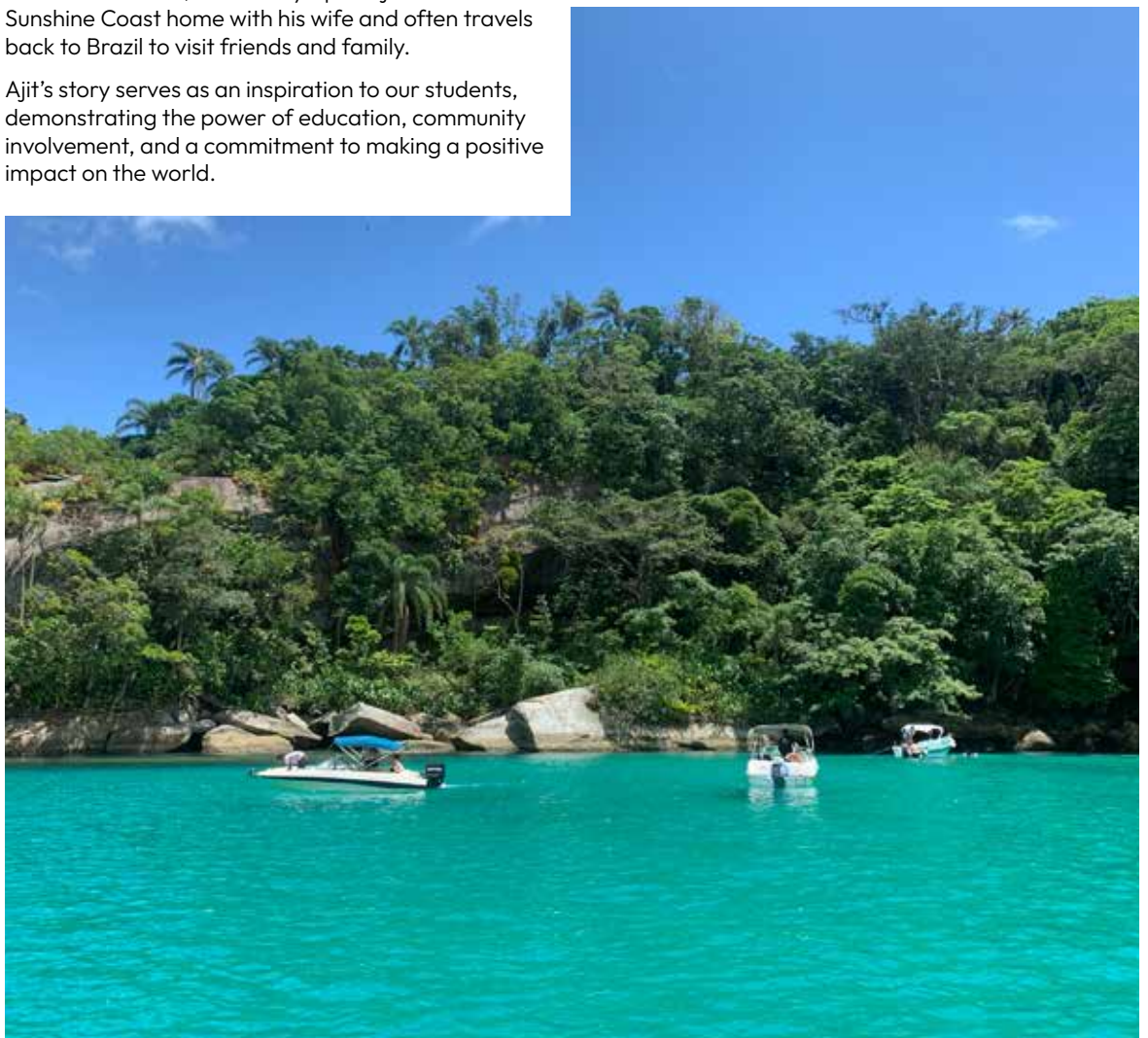
"I am most proud of challenging myself to travel and put myself into new situations and environments where I have had the opportunity to grow and expand my horizons," said Ajit.

In the three years living abroad, Ajit travelled his way through Europe, USA and South America before returning to Australia to work as a Service Technician in Melbourne. It was here where Ajit started to further explore his interests, values and passions, and fell back on his love of sport, nature and the outdoors, completing a Bachelor of Education/ Recreation and Outdoor Environmental studies at the University of the Sunshine Coast.

"The decision to make this career change was motivated by a search to have more meaning in my everyday life. It is the best decision I could have taken."

After completing his degree last year, Ajit commenced in a teaching position at Barambah Environmental Education Centre, west of Gympie. Ajit now calls the Sunshine Coast home with his wife and often travels back to Brazil to visit friends and family.

Ajit's story serves as an inspiration to our students, demonstrating the power of education, community involvement, and a commitment to making a positive impact on the world.





# Transforming Passion to Profession

## JACK JURCOLA

In the world of Information Technology, success often depends on a combination of technical skills and the ability to problem-solve. For past student, Jack Jurcola, his high-level skills are also put to the test in a different field: firefighting.

"I am most proud about the 10 years I have served as a volunteer CFA firefighter to support my local community, particularly during the 2019-2020 Gippsland fires," said Jack.

Jack recently ventured back through the Grammar Gates while on a family holiday. As we walked around the campus visiting familiar faces and talking about Jack's career, we were inspired by his innovations.

After graduating from Grammar in 2008, Jack completed a Bachelor of Information Technology and Systems at Monash University and developed a passion for website development. With an entrepreneurial mindset, Jack launched several websites, including a technology blog that reached over 1 million users, and a Facebook-integrated app with 100,000 registered users.

During the COVID-19 pandemic, Jack also started a company and built a Rapid Antigen Testing platform within 100 hours, which subsequently assisted companies to conduct over 44,000 tests.

Currently, Jack is the Product Manager for a multi billion dollar company, managing an e-commerce platform that is used daily by mechanical workshops across Australia and New Zealand.

Jack attributes his career success and community involvement to his time spent at Grammar.

"The people and classes I chose to study set the foundations for my career and got me to where I am today."

Jack's story is an inspiration to many young people who aspire to have a career in Information Technology. His dedication, hard work and passion for technology have propelled him to great heights, and his success is a testament to the fact that with the right skills, mindset and determination, anyone can achieve their dreams.

"Don't be afraid to try new things, and never, ever stop learning. Always keep upskilling yourself and building upon your foundations."



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