

Q

GRAMMAR
QUARTERLY

TERM 2 | 2023

E xploring
THE 5 SENSES OF
HUMAN CENTRIC EDUCATION

GRAMMAR

TERM 3

Monday 10 July – Friday 15 September

July

Monday 10	Term 3 Commences
Wednesday 12	P&F Committee Meeting
Thursday 13	Parent Master Plan Meeting 5:00-6:00pm Volunteers Thank You Evening 6:00pm
Friday 14	Year 4-12 Bastille Day Assembly
Monday 17-21	Year 10 Work Experience Year 11 Camp
Tuesday 18-21	Year 8 Camp Year 9 Camp
Tuesday 18	Year 6-7 Transition Day
Wednesday 19-21	Year 5 Camp Year 7 Camp
Saturday 22	Netball Club Fundraiser Night
Monday 24-27	Primary School Book Fair Primary Parent Teacher Interviews
Tuesday 25	Secondary Photos Primary District Athletics Carnival Year 9 & 10 Senior Phase of Learning Information Evening
Wednesday 26	Mother & Son Breakfast Primary Photos
Thursday 27	Brett Lee Internet Security Parent Session
Friday 28	Year 1 Camp Year 7 -12 Secondary Assembly Tonderai Speeches
Thursday 29	Football Fundraiser Event
Monday 31-4 Aug	Library & Information Week





TERM 3

Monday 10 July – Friday 15 September

August

Tuesday 1	Secondary Athletics Carnival (Half Day)
Wednesday 2	Secondary Athletics Carnival (Full Day)
	Primary Parent Teacher Interviews
Friday 4	Primary Friendship Day Chapel & Assembly
Tuesday 8	Subject Selection Expo
Wednesday 9	Open Day
	P&F Committee Meeting
Thursday 10 -11	Secondary District Athletics Carnival
Friday 11	Whole School Science Week Assembly
Monday 14-18	National Science Week
Monday 14	Regional Chess Championships
Tuesday 15	Year 12 QTAC Information Evening
Wednesday 16	Year 12 Visual Art Farewell Evening
Friday 18	Year 6-12 School Captain 2024 Speeches Assembly
Tuesday 22	Year 6 to 7 Parent Information Evening
Thursday 24 - 26	Duke of Edinburgh Adventurous Journey
Friday 25	Grammar Rugby Golf Day
	Whole School Book Week Assembly
Wednesday 30	Father & Son Breakfast
	Primary & Secondary Regional Athletics
	Prep - Year 2 Father's Day
Thursday 31	P&F Father's Day Stall

September

Friday 1	Pupil Free day Confirmation Day
	Pathways RSA Course
Wednesday 6	Early Educator's Day
	G.A.T.E.WAYS Eureka Year 4-6
Thursday 7	G.A.T.E.WAYS Eureka Year 1-3
	Gala Day
	Prep Camp
Friday 8	Year 2 Camp
Wednesday 13	P&F Committee Meeting
Thursday 14	R U OK Day
Friday 15	Prep - Year 2 Cross Country & Athletics Carnival
Friday 15	Last Day Term 3
Saturday 16 -29	Japan Tour

October

Tuesday 3	Term 4 Start
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People, Planet and Progress

Principal, Mrs Anna Owen

During the pandemic, we have learned that family, friends, community and shared experiences unite us. We have also seen extraordinary population growth in our region, predicted to continue, as families seek a lifestyle that aligns with their values.

I confess, I am a raving fan of the Sunshine Coast lifestyle. Or the 'Sunny Coast' as we used to call it as kids. The Sunshine Coast, a designated biosphere reserve, has evolved as a series of separate but linked hamlets, established in valleys, on ridges or by the sea, shaped and separated from each other by a plethora of open spaces. This arrangement has protected, to some extent, the beaches, the mountains and hills and the flora and fauna from development, and has created a scenic backdrop and natural setting for the urban areas. It has reinforced the coastal, organic, authentic, environmentally responsible character, and the characters who live here, for which the Sunshine Coast is renowned.

With increased confidence and security in supply chains, a focus on transport and roads – rural centres and regional spaces are finding their groove in our post-pandemic world. With infrastructure and Council's investment in what matters, the Sunshine Coast is emerging as a regional hub for educational excellence.

Regional education is taking the stage. Our region's schools are already competitive with the high-density urban offerings, particularly in the areas of sustainability and wellbeing programs. The parents of today's school-aged children are becoming more discerning, looking for purposeful learning environments for children to thrive and ignite the 'light behind their eyes'. Big box education, like big box superstores, will prevail in cities, but education without meaning and purpose no longer has the appeal of the past.

Purpose is a stable and generalised intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.

William Damon, Stanford University Director

For this reason, and many others, Professor Tonia Gray, Senior Researcher in the Centre for Educational Research at Western Sydney University, predicts a trend towards nature-based solutions, "inspired and supported by nature". Her research explores experiential education, human-nature relationships, gender and health/wellbeing. Professor Gray said the outdoors is "a wonderland of endless opportunities" for children to learn, experiment and explore. "In short, nature plus learning is a 'superfood' for students."

Within the Sunshine Coast education sector, we are aspiring to two very significant goals. The first, a focused and practical approach to equity in education for regional children and the second, a commitment to the importance of a rich, varied, broad and inclusive education for all children that stretches beyond the big box model of education. That is, schools are about more than what happens within the confines of the classroom, and a student's success at school should not be determined by their school's postcode.

What a great privilege it is to live, work and play in this region. Our biosphere and landscape setting makes a major contribution to the liveability of this regional centre and the Sunshine Coast's character. The beach and the lifestyle remain the sacred dimensions of belonging. As we rush to the future, looking to technological innovation to solve all our problems, let's not forget what has worked in communities in the past. Let's anchor ourselves in our values, and know that progress, people and planet are interchangeable elements that are stronger together when considered as one.

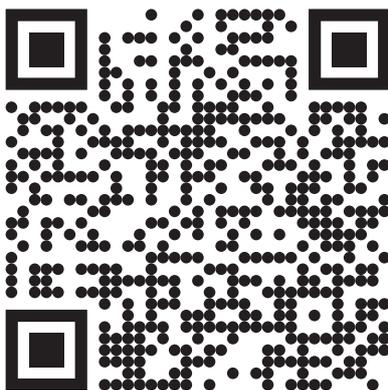


Parents and friends are invited to join us
at our inaugural
GRAMMAR LONG LUNCH

21 OCTOBER 2023

TICKETS ARE LIMITED

BOOK NOW



SPONSORSHIP OPPORTUNITIES AVAILABLE

Foundation Day

On Friday 9 June the Sunshine Coast Grammar School community came together to celebrate 27 years since the sod was turned on our unique rainforest playground.

As part of the celebrations, we acknowledged our Life Long Learner students and their families, as well as our dedicated staff who have served our school community for 10, 15, 20 and 25 years.

Through their actions and commitment, they have exemplified what it means to be part of the Grammar community and live the motto, *Where Passion Meets Purpose*, every day. Grammar's sense of pride, community and green heart runs deep, and it is these foundations that make our school unique.

Foundation Day is an exciting day for our school. 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.

When visualising the next 20 years, Sunshine Coast Grammar School sees a school community looking purposefully to a future of distinction.

"Our aim is to be creative and ambitious, supported by progressive thinking about the place and value of education in an increasingly complex world," said Principal, Mrs Anna Owen.

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

"One of the best things about Grammar is the friendships. Confidence comes from being around people who promote you and encourage you," said Mrs Owen.

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



[View Photos from the day](#)







Sorry Day Assembly

Sunshine Coast Grammar School held its annual National Sorry Day Assembly to acknowledge the strength of our First Nation People, reflect on our Reconciliation Action Plan, and recognise our First Nation Ambassadors on Friday, 26 May.

Together with the Presbyterian and Methodist Schools Association (PMSA) Executive Director, Lisa Benneworth, Principal Mrs Anna Owen recognised our First Nation Ambassadors, Lucas Brodrick, Amalia Noble and Alinta Tabuai for their commitment and leadership and proudly presented them with Indigenous Scholarships.

Our First Nation Ambassadors are committed to working with the school's Reconciliation Action Plan Committee to promote reconciliation in all areas of the school and wider community, and promote the reconciliation of Aboriginal and Torres Strait Islander people.

To commemorate Sorry Day and National Reconciliation Week, our Ambassadors presented two native trees to be planted in our Wunya Garden, and unveiled a new art piece commissioned by local artist and Bundjalung Country woman, Amelia Rose. The purpose of the Wunya Garden is to create a visual sign of our commitment to working towards a bright future in restoring and respecting culture and love of country.

The art piece is a reflection on what is important in our Grammar community and captures our unique landscape and strong connections to community and country. This year, the school's Rugby and Cross Country teams integrated the artwork into their jerseys, which have been worn with pride.

Our annual Sorry Day Assembly is an opportunity for our school community, to come together and reflect on the significant events and pay our respects. During the Assembly, we welcomed Director of TribalLink, Kerry Neill, who performed a special Welcome to Country and Story for our community. Kerry Neill is a descendant of the Kabi Kabi, Waka Waka, South Sea Islander peoples, and has strong cultural and family ties with the Sunshine Coast and surrounding areas.

In the lead-up to Sorry Day and Reconciliation Week, students have been learning about the meaning of Sorry Day and discussing reconciliation. During Assembly, students presented hand-written words of action on paper handprints, which represents our united approach to reconciliation and how we can come together as a community to enact change.

For Sunshine Coast Grammar School, reconciliation means working inclusively in a meaningful and respectful way with Aboriginal families and communities. Our vision is to acknowledge the Gubbi Gubbi culture in symbolic recognition of the people and the country in which we live, work and play.

Reconciliation represents equal and equitable educational opportunities and outcomes for our Aboriginal and Torres Strait Islander stakeholders, and an inclusive and diverse workplace that is not just culturally safe, but culturally rich and proud.



Curiosity

By Craig Angel

Head of Primary School

Curiosity, one of the most critical of human qualities, is a key element in the development of learning programs in the Primary School at Sunshine Coast Grammar. Our inquiry approach to learning ensures that students are able to question, engage and connect with what they are learning in a purposeful manner. When learning a new concept, students are provided with a provocation for learning – a problem, statement or action that requires students to address the issue at hand.

This connection enables students to question and engage with their learning. At Grammar our Learning Assets frame the way we engage as learners. Students need a supportive framework to be able to inquire and gain the knowledge and understanding they require to successfully address a provocation. These assets, or skills, include collaboration, self-management, communication, thinking and research. They reflect the skills needed to not only be a successful learner but, in many ways, a successful member of a team. These learning and people skills are central to learning at Grammar in the Primary years.

Having an approach that develops one of our most critical human qualities requires a tremendous amount of planning and explicit teaching of skills and dispositions we as adults take for granted. Having a clear understanding of what it takes to be a collaborator, for example, supports students to be better learners, where they share, take turns, negotiate, debate, empathise, respectfully disagree and consult. Collaborating, like all of the assets, is discussed, explicitly taught and practised.

At Grammar, we spend the first few weeks of school helping students to set up for success by explicitly addressing the Learning Assets each year. They provide the foundation of our learning and the skills which we use to be effective learners. Having well-developed Learning Assets supports students to act on their curiosity.

“I am neither especially clever nor especially gifted. I am only very, very curious.” Albert Einstein



Who is influencing our children?

by Darren MacLeod-Paterson

Head of Secondary School

In light of the recent Australian Government's decision to ban Tik Tok on all government devices, and the growth of social media platforms, it is timely to ask the question, “Who is influencing our children?”

At Sunshine Coast Grammar School, we have seen how social media has become an increasingly popular way to communicate and share information, and note that influencers have become a major part of this space. Influencers are individuals who have a large following and are often viewed as experts or authorities on topics that range from fashion and beauty to travel, fitness, food and more. While influencers can have a positive impact and be a source of inspiration and motivation, it is important for parents to understand the potential risks associated with them, including the potential false information, negative body image and inappropriate content.

I will make an admission here that my teenage years never had the internet or a thing like social media. Having spent 34 years in education, I wholeheartedly believe the absence of social media made growing up less complicated. Based on my experience working in student welfare for decades, social media, unfortunately, gives us an insight into the side of humanity we all wish did not exist. I was naturally filtered from radical viewpoints, violence and other adult themes, by the mere fact I could not access them. For our youth today, the absence of filters allows these insidious topics to pervade their young lives. Teenagers have the ability to decide who they follow without any controls, unlike mainstream media, which has many regulations and guidelines under which they operate. Whilst we have regulators and watchdogs designed to keep print and broadcasters somewhat in line, one must question just how effective our regulators are in the social media space.



Special Report CYBERSAFETY SERIES



Special Report SOCIAL MEDIA INFLUENCER



What are the secrets to being successful and generating thousands of young followers?

Whilst there are many, two that come to mind are relatability and authenticity. Teenagers are drawn to influencers who share their personal stories, experiences and opinions in a relatable way. Being relatable means they are often people who address topics relevant to our teenagers, topics such as body image, fitness, their own successes and failures, mental health, diversity, inclusion and much more.

Many influencers' authenticities come from the fact that they fit a similar age demographic to their audience. This is particularly helpful for younger people trying to find their footing in the world, as it gives them a role model to learn from and admire. Teenagers are drawn to influencers who share their personal stories, experiences and opinions. They want to hear what influencers have to say and they want to be part of the conversations they're having. Using platforms such as Instagram, TikTok and YouTube allows the audience to make commentary and show their appreciation (likes) for the content being created by the influencer.

Social media influencers can have powerful effects on their followers, from inspiring them to lead healthier lifestyles to influencing the way they dress and express themselves. While this newfound power can be used for good, many of these influencers are not held to the same standards of accountability as traditional celebrities or public figures, which can lead to dangerous consequences for the teens who follow them. It is important for parents to understand there will always be risks associated with following someone on social media if that person does not share your same values. Parents should also be aware of the demographics of influencers, the number of followers they have and the social media platforms they use.

One of the biggest risks is the potential for false or misleading information to be produced. While some influencers are knowledgeable and have good intentions, not all of them are

and it is important for followers to be aware of this and take their advice with a grain of salt. It can often be difficult as a young and impressionable teenager to make the distinction between simple opinion and fact. This is often a skill that develops as we get older. The other thing to consider here is the need for our young people to find their identity and have a sense of belonging. Following someone on social media may fulfill these needs.

There is a long list of influencers who incite hate and cover content that simply should not enter a young person's life. Self-proclaimed experts with no qualifications yet have access to a vehicle that can reach millions and the potential to do real damage. In some cases, the more controversial the content the more appealing it may seem. Some content creators aim to deliberately cause hurt by using disturbing images and offensive language.

The risks associated with following social media influencers can be minimised if parents take the necessary steps to keep their teenagers safe online. First and foremost, parents should talk to their teens about the potential risks associated with following influencers and remind them of the importance of making good decisions. Have conversations about the topics they are being exposed to, learn the importance of asking why and find the real purpose behind the influencer's posts. It is important to encourage teens to research influencers before following them and to be discerning about what type of content they consume.

Additionally, parents should monitor their teens' social media usage and be aware of the type of content they are exposed to. When in doubt, parents should err on the side of caution and block or report any influencers that are promoting unhealthy or dangerous behaviours. The challenge for educators is to continually teach our students how to effectively evaluate the credibility of information they are being exposed to and to act more like journalists rather than consumers.

Cultivating authentic relationships and making a positive impact

By Kathryn Wilkinson,
Dean of Primary Students

At the heart of Grammar lies the belief in the power of authentic relationships. We understand that meaningful connections between students, teachers and families form the heart of a thriving educational community. Our ethos and programs are designed to foster an inclusive and open environment that values active listening, empathy and mutual respect.

To set the foundation for success, we begin each year with our Setting Up for Success Program in the Primary School. This initiative, along with our URSTRONG Program, emphasises our shared language of friendship, and encourages students to engage in meaningful discussions and interactive lessons that inspire them to embrace diverse perspectives, practise compassion and demonstrate acts of kindness.

Inclusivity is a fundamental aspect of our school community. We actively promote an environment where every student feels welcomed and valued. Through our curriculum offerings students discuss different perspectives and experiences, which enriches their understanding and helps them make meaning in our ever-changing world. Programs such as the student classroom buddy program, where older students support and mentor younger students, foster a sense of belonging and inclusiveness. Our Student Playground Leaders facilitate and support younger students during lunchtime, creating a safe and inclusive space

for play and interaction. Additionally, our Year 6 Student Leaders guide and support younger students while promoting school and house spirit.

We recognise that education encompasses more than just academic pursuits. Grammar Helping Hands and Grammar Green Team are two other initiatives that encourage students to make a positive impact in the wider community. Initiatives such as these provide opportunities for students to develop essential life skills such as effective communication, collaboration, problem-solving and resilience. These skills empower them to navigate the challenges of the digital age while fostering healthy relationships, self-confidence and a strong sense of purpose.

Within our school community, we deeply value meaningful connections, empathy, understanding and a sense of belonging. We intentionally cultivate an environment that wholeheartedly supports and nurtures these elements. By prioritising authentic relationships, promoting empathy, embracing inclusivity and fostering personal growth, we create a supportive and enriching educational experience for all members of our community.

Let us continue to celebrate and prioritise these values, as they are vital to the human experience and contribute to a flourishing community where every individual can thrive while making a difference in the lives of others.



The Psychological and Wellbeing Impact of Human-Centric, Multisensory Education

By Fraser Landreth, School Psychologist

Educating from a human-centric perspective enhances and emphasises the psychological and wellbeing impacts of the learning process. By integrating the five senses—sight, hearing, touch, taste and smell—into educational practices, this approach not only boosts cognitive development, but also nurtures students' emotional and social wellbeing. From a psychological standpoint, incorporating the five senses in education can have profound effects on student engagement, motivation and overall mental health.



1. Emotional engagement: Engaging multiple senses during the learning process creates an experience that enhances emotional engagement. When students are emotionally invested in their learning, they become more motivated, attentive and active participants. By incorporating sensory stimuli, such as visually appealing materials, meaningful auditory experiences and tactile interactions, we can evoke emotions that facilitate deeper understanding and connection with the subject matter.

2. Enhanced memory and recall: The integration of sensory experiences can significantly improve memory encoding and retrieval. Each sense has unique pathways to the brain, and activating multiple senses simultaneously strengthens memory formation. By associating information with sensory cues, we can help students create vivid mental representations that enhance recall.

3. Emotional wellbeing: An environment that incorporates sensory elements can contribute to stress reduction and promote emotional wellbeing. Pleasant scents, soothing background music and aesthetically pleasing visuals create a calming atmosphere that reduces anxiety and fosters relaxation. When students are at ease and emotionally supported, they are better equipped to manage stress, maintain focus and engage in effective learning.

4. Inclusivity and differentiated learning: A human-centric approach acknowledges and caters to the individual needs and diverse learning styles of students. Not all students learn effectively through traditional lectures or visual materials alone. By incorporating various sensory experiences, we can accommodate different learning preferences and create an inclusive classroom environment.

5. Social interaction and empathy: Human-centric education encourages collaborative and empathetic learning experiences. Sensory-rich activities and group work foster social interaction, cooperation and empathy among students. Engaging in cooperative learning tasks promotes teamwork, communication and perspective-taking. As students learn to understand and appreciate others' unique experiences, they develop social-emotional skills crucial for building positive relationships and thriving in diverse environments.

Human-centric education, through the integration of the five senses, has profound psychological and wellbeing impacts on students. By engaging multiple senses, educators can create an emotionally engaging learning environment that enhances memory, reduces stress, promotes inclusivity and fosters social interaction. This approach recognises the interconnectedness of cognitive and emotional processes in learning and nurtures students' overall wellbeing. By embracing an individualised and multisensory approach, we can support students in becoming resilient, motivated learners.

An advertisement for Coochie Lawn Services. The background is a bright blue sky with a green grass border at the bottom. On the left is the logo for 'HYDROGREEN COOCHIE LAWN SERVICES', featuring a cartoon character holding a hose. To the right of the logo, the text 'LAWN CARE SPECIALISTS' is written in large, bold, blue letters. Below this, a list of services is shown: '• WEED CONTROL • DISEASE CONTROL • PEST CONTROL • GREENER, HEALTHIER LAWNS'. In the bottom right corner, a red diagonal banner contains the text 'FREE LAWN ASSESSMENT & QUOTE CALL 1800 245 955 OR COOCHIE.COM.AU'.

Creating active citizens and fostering compassion

By Ben Princehorn

Coordinator of Community and Service

Community engagement is at the forefront of who we are at Grammar. Students from across the campus are given numerous opportunities to engage with their community in rich and meaningful ways and in turn, create long-term positive relationships with charity and not-for-profit organisations locally, nationally and internationally.

Our Grammar Helping Hands and Grammar Green Team programs are unique examples of our hands-on approach to giving. Through acts of service such as car washes, backyard makeovers, beach clean-ups and tree plantings, our students experience firsthand the impact of serving others. Importantly the process brings groups of passionate young people together to share in a common cause. New friendships are formed, conversations are had and common goals are achieved. Our community programs remove the roadblocks that may prevent students from working together. Seeing a Year 4 student collecting litter on the beach with a Year 12 student highlights that when it comes to giving and care, there are simply no barriers.

This year we have launched the Grammar Passion Projects – yet another opportunity that allows students from across the school to follow their passions and work towards being agents for change. From recycling and repurposing initiatives to creating care packs for those in need, our students once again are highlighting the importance of making meaningful connections and working collaboratively to find solutions to the problems that face people and our planet.

Creating outward-thinking students with a strong sense of purpose and with a passion for service above self continues to drive Grammar now and into the future.



Timor-Leste Global Awareness Tour

The servant leadership group have spent six days in Timor-Leste, visiting local schools and community markets and continue to make meaningful connections and friendships with local students.

During the first few days the group visited the Victor Santa School English Programs with JL Timor Leste in Maliana and cheered on the sidelines at the local football game and delivered valuable educational resources.

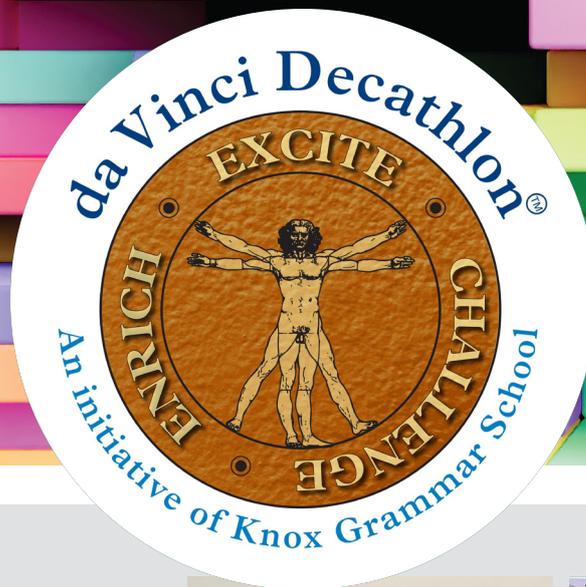
The group has enjoyed learning about the country's rich history and its people and visited a local farm to hear about sustainability practices, engagement in the community and how the district plans to build for the future.



The group has travelled to Maliana and spent the morning at a special church service followed by a visit to organisations and homes for local girls supported by the local Catholic Diocese.

On the last few days of the tour, the group will hike to the summit of Mt Ramelau Hatu Bulico to Maubisse to visit local projects and coffee plantations before returning home on Friday.

Our students are really relishing in every moment and being absolutely brilliant ambassadors wherever they go.



Sunshine Coast Grammar School is proud to have hosted Queensland's inaugural Regional da Vinci Decathlon Competition this term.

The prestigious competition saw scores of students from the region descend upon the Grammar Gates to compete for a place in the State Finals in Brisbane.

Sunshine Coast Grammar School placed strongly in the Secondary School divisions, being crowned first overall in Year 8 and 9, second in Year 10 and third in Year 7.

Students in Years 5-11 travelled to Brisbane for the State Finals and achieved a record number of 17 academic awards, with our Year 11 team placing first overall.

What began as a local competition in Sydney, has flourished and grown to be a national and global phenomenon, involving thousands of students from Years 5 to 11 across Australia.

The da Vinci Decathlon is an intellectual Olympiad designed to challenge students in Years 5 to 11. It pushes the boundaries of their minds, stimulating their intellectual curiosity like never before. Throughout the two-day competition, teams competed across ten exciting disciplines: engineering, mathematics, code-breaking, art and poetry, science, English, ideation, creative producers, cartography and legacy.

By hosting the da Vinci Decathlon, we opened the doors for teachers and students from all across the region to connect and bond with like-minded individuals who share their passion for knowledge and exploration. We look forward to continuing to host Queensland regional schools annually for the next four years.

"Providing this opportunity is a significant milestone towards equity in education for regional children and highlights the importance of a rich, varied, broad and inclusive co-curricular program," Mrs Anna Owen.

"Very academically challenging and very enjoyable overall." Zara S

"It made learning all day fun." Emma P

"Really tests your skills and knowledge." Roger C





Romp in the Forest





Romp in the Forest

By Rachele Brutnell

Dean of Primary (Prep – Year 2)

Queensland recognises the immense value of play and encourages schools to celebrate children under eight years of age annually. This year the Queensland theme was You, Me and our Community.

Sunshine Coast Grammar School weaves this celebration with the school's values and pedagogy, and each year holds the annual Romp in the Forest for our Kindy – Year 2 students. This morning prioritises nurturing relationships, community participation and a sense of belonging, to acknowledge the vital role that play in education contributes to a child's development.

Through play, children explore their world, develop cognitive and physical skills and unleash their creativity. Romp in the Forest is a celebration of education in the Early Years as we ensure that children receive a holistic education that fosters their overall growth and sets a strong foundation for their future success.

Play is an essential aspect of childhood that transcends cultural boundaries and time. It is through play that children explore their world, develop crucial cognitive and physical skills, and cultivate their creativity.

Whether they are building towering structures with blocks or engaging in imaginative pretend play, children's eyes light up with curiosity and wonder. Visual stimuli stimulate their minds, enabling them to develop spatial awareness, enhance hand-eye coordination and foster problem-solving skills.

Laughter, chatter and the sound of footsteps resonate through our Primary Courtyard, creating an environment rich in auditory stimulation. These interactions enhance language development, communication skills and emotional expression, and foster lasting relationships with peers and caregivers. At Grammar, we are committed to nurturing a harmonious environment conducive to their growth.

With sand running through their fingers, goop splashing against their skin, or playdough beneath their palms, children experience a tactile feast that sparks their imagination and cultivates fine motor skills.

Children encounter myriad scents during their play experiences, whether it be the smell of freshly cut grass in the courtyard or the aroma of playdough as they sculpt. These olfactory sensations evoke memories, trigger emotions and provide an additional layer of sensory exploration.

By emphasising the importance of play and celebrating children under eight years of age, Grammar sets the scene for our students' holistic growth, enabling them to embark on a journey of discovery and learning that will shape their futures.

Mayor's Telstra Innovation Awards

Over a number of weeks, four Grammar teams, under the guidance of staff Mentors (Mrs Warhurst, Mr Groom and Mrs Guteridge), worked on the development of unique innovations to solve a problem they had detected. Each team submitted detailed entries into the Mayor's Telstra Innovation Awards and all four teams were successful in being selected as one of only 13 finalists named across multiple Sunshine Coast schools, with Grammar having more successful teams than any other school.

Finalists advance to connect with some of the region's most successful industry leaders and mentors to further develop their concepts in two Masterclass workshops. Teams will develop a second submission before all students and their parents invitations to the Live Pitch and Awards Ceremony in July.

Sunshine Coast Council Mayor Mark Jamieson said the awards supported the development of ideas that used creativity, innovation or technology to solve a community, environmental or business challenge.

Congratulations to the following Teams of students:



Year 9	Teacher Mentor
Shamaim N	Mrs Guteridge
Amelia B	
Lucy M	

Year 12	Teacher Mentor
Lachlan H	Mrs Guteridge
Tristan B	

Year 10	Teacher Mentor
Adam B	Mr Groom
Rowan F	
Taha S	

Mixed – Year 11 and 9	Teacher Mentor
Hugo C (Year 11)	Mrs Warhurst
Max M (Year 11)	
Lila C (Year 9)	

Christian Education

by Pastor Jon Taylor

Our core subject of Christian Education is all about relationships, community and a sense of belonging. All students from Prep to Year 12 have the opportunity to join together in these classes once per week. Our lessons are a weekly reminder of the invitation to be in a relationship with our loving God through His Son Jesus Christ. During these sessions, we build community and relationships with fellow students and staff in a safe place. To know that you belong under the umbrella of the love of God is a wonderful blessing for all. As our 2023 Psalm and verse of the year states, 'God is our refuge and strength, an ever-present help in trouble. Be still and know that I am God.' Psalm 46:1,10.



Empowering learners to Thrive

By Steve Moulds,
Digital Solutions Teacher

In the ever-evolving landscape of technology, education plays a crucial role in empowering learners to navigate this rapidly changing world. Human-centric education offers a transformative approach to teaching and learning, placing individuals at the core of the design and digital technology experience. By fostering a deeper understanding of concepts and engaging students in a meaningful way, this educational approach equips them with the skills and mindset necessary to thrive in the digital age.

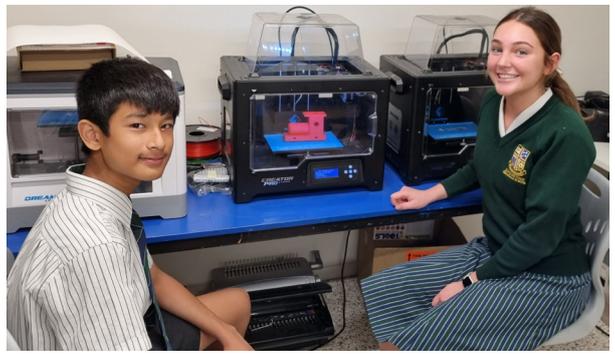
Human-centred education in design and digital technology revolves around tailoring the learning experience to meet the needs and aspirations of each learner. It emphasises empathy, collaboration, creativity and critical thinking, empowering students to become active participants in their own education. This approach not only imparts technical knowledge but also cultivates essential life skills and a deep appreciation for the human experience within the realm of technology. The field of Design and Technology caters for this type of development, employing numerous project-based activities that promote collaboration while emphasising individual growth. Students are encouraged to unleash their creativity while also reflecting on their methods and approaches.

The Design and Technology Learning Area places great emphasis on accommodating each student during the design and development processes involved in various learning activities. Through the utilisation of design thinking, students are motivated and guided to analyse and explore solutions, identify needs and requirements, plan and brainstorm ideas, generate and review options, and reflect on their outcomes. The Design and Technology Learning Areas serve as catalysts for this style of learning, providing platforms for group projects that foster teamwork, communication and innovation. Simultaneously, the focus remains on the unique growth and development of each individual, allowing students to express their creativity, reflect on their approach, and refine their methods.

By exploring real-world problems and engaging in project-based activities, learners gain practical experience and are better equipped to apply their knowledge to authentic situations. This hands-on approach nurtures their ability to analyse, synthesise, and problem-solve, preparing them for the challenges they may encounter in their future careers.

Our students have access to many resources and innovative machines that can be incorporated into the development process and planned for when designing solutions. These include current industrial workshop machinery as well as 3D printers, laser cutter and drones. They are encouraged to use these creatively to transform their ideas to practical and effective solutions that meet their needs, as well as the needs of others.

A huge thank you to Hans Van Dorsselaer, Faye Fearon, Ben Dutton, Ben Stewart, Gavin Summers and Carey Warhurst, the amazing hardworking staff of the department, who shoulder the responsibility of delivering the incredible innovations and curriculum to our students.



GRAMMAR

EARLY LEARNING CENTRE

Join the pride

A Sense of Belonging

By Steph Ogle

Service Leader, Nominated Supervisor

In the Grammar Early Learning Centre environment, our learning programs are guided by the Early Years Learning Framework which focuses on children's sense of being, belonging and becoming. This is in collaboration with families, who are children's first and most influential educators, and help our youngest learners grow and flourish.

All of our children are involved in building a daily learning program that is child lead, emergent, and builds on the interests and curiosity of each child. This allows children to build strong connections with their educators and promotes a strong sense of belonging to their learning environment.

We are dedicated to fostering a sense of belonging in our Centre to ensure the development of children's emotional well-being, social development, academic engagement and long-term outcomes.

Throughout the year we welcome parents, family and community members into our Centre, including Romp in the Forest and Mother's Day celebrations. Experiences involving the community provide children with opportunities to learn from others, and provide them with the chance to share their knowledge and environment.

Our children are also connected with the wider community through our sports programs: Ready, Steady, Go Kids and Playball, which provide them with a rich learning experience to grow skills for the future.

We continue to connect with the wider Grammar School community and environment through our weekly music, chapel, library, Rainforest Kindy and tennis programs. At Grammar Early Learning we ensure a personal learning journey is designed for each child through a wide range of age-appropriate activities that allow our children to explore, investigate, listen and problem-solve. Play-based experiences allow our children to make sense of the world in which they live, form relationships, resolve conflicts and learn social skills.



Reading Buddies Foster Authentic Relationships

By Jessica Richards and Guy Richards

Sunshine Coast Grammar School is a special place, where the sense of community creates an authentic learning environment. It is through face-to-face interactions that authentic relationships are formed and true learning takes place. This not only happens between students and teachers, but can also be promoted between students across year levels. It was with this idea in mind that we organised our Reading Buddies Program for our Year 9 and Year 1 students.

On a weekly basis Mr Richards' Year 9 form class visited Mrs Richards and IJR in the Year 1 area and read with their Year 1 buddies. Each Year 1 student reads an appropriate decodable text aloud to their buddies, which supports their fluency reading as part of our Science of Reading approach at Grammar. The Year 9 students ask questions and assist the younger students with their comprehension. In turn, our Year 9 students are provided with the opportunity of developing their own literacy and interpersonal skills by assisting and encouraging their buddies.

Year 9 students have also spent additional time with their Year 1 buddies to incorporate their dedicated Random Act of Kindness time, developing further relationships through teaching the younger students games and even creating secret handshakes. Through this, students across both year groups have learnt to acknowledge and embrace their character strengths, including collaboration, a love of learning and patience. The students regularly demonstrate their application of Learning Assets whilst reading, including being collaborators, learners and self-managers.

Whilst perhaps Year 9 and Year 1 students would not cross paths, it has been fantastic to see the excitement and engagement both year levels have shown during our time together each week. Our goal for Semester Two is to extend this further with a focus on supporting Year 1 numeracy skills through play-based learning.



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Inter-House Cross Country Carnival

Primary School results:

House Spirit Award – Bradman Bulldogs

House Champion – Chisholm Chargers

Secondary School results:

House Spirit Award & House Champion – Chisholm Chargers

This year, we are fortunate to have local business, Gentle Dental Forest Glen, sponsoring and supporting our Cross Country. The team helped to keep our students hydrated and encouraged everyone as they crossed the finish line. The team even ran with our Primary students in the morning – a fantastic effort!



Cross Country Age Champions and Runners Up

AGE	GIRLS CHAMPION	GIRLS RUNNER UP
9 YEARS	Hattie O'C	Isabella P
10 YEARS	Alice A	Grace McN
11 YEARS	Ayla F	Holly M
12 YEARS	Zara J	Vittoria M
13 YEARS	Jaz E	Eden L
14 YEARS	Addison H	Teagan C
15 YEARS	Molly F	Florence B
16 YEARS	Grace B	Daisy Q
OPENS	Chloe D	Sophie T

Cross Country Age Champions and Runners Up

AGE	BOYS CHAMPION	BOYS RUNNER UP
9 YEARS	Ethan H and Toby B	
10 YEARS	Harrison J	Harvey H
11 YEARS	Morgan O	Tom B
12 YEARS	Lachlan K	Lucas E
13 YEARS	Jacob R	Darcy R
14 YEARS	Will K	Jude B
15 YEARS	Charlie F	Jake H
16 YEARS	Ryan K-D	Toby G
OPENS	Tom W	Oscar P



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District Cross Country Carnival

Primary Team – Third Overall

Secondary Team – Second Overall

11-Year-Old Boys – Division Winners

Congratulations to all of our Cross Country runners and a special shoutout to the students who placed in the top of their field and made it to regionals. It is fantastic to see a strong contingent of Grammar runners representing our School and the region.

The following athletes have qualified for the Regional Team:

9 Year Old Girls	Hattie O	First
10 Year Old Girls	Alice A	Second
11 Year Old Boys	Tom B	Third
12 Year Old Boys	Lochlan G	Second
13 Year Old Girls	Jaz E	First
13 Year Old Boys	Jacob R	Third
14 Year Old Girls	Addison H	First
14 Year Old Boys	Will K	First
	Jude B	Second
16 Year Old Girls	Grace B	Third
17 Year Old Girls	Sophie T	First
18 Year Old Boys	Tom W	Third
18 Year Old Girls	Isla F	Third

Regional Cross Country Carnival

Congratulations to the 17 Grammar students who competed in the Regional Cross Country Carnival in Noosaville. The following athletes have qualified for the State Championships in July.

10 Year Old Girls	Alice A	Second
13 Year Old Girls	Jaz E	First
	Eden L	Second
14 Year Old Boys	Will K	First
	Jude B	Second
14 Year Old Girls	Addison H	First
16 Year Old Girls MC	Grace B	First
17 Year Old Girls	Sophie T	Third
18 Year Old Girls	Maggie P	Second
	Isla F	Sixth

Year 3-6 Inter-House Athletics Carnival

The Year 3-6 Athletics Carnival was a fantastic day and a true testament to the power of teamwork, perseverance and a whole lot of fun.

Congratulations to our House Champions:

Overall House Champions - Sturt Leopards

House Spirit Award - Chisholm Chargers

Well done to all athletes for their inspiring performances. Congratulations to the athletes who pushed their limits and broke historical records:

12 Year Old Boys	Discus	Harry G	29.88m (8 Year Record)
	Shot Put	Harry G	10.44m (22 Year Record)
10 Year Old Girls	Long Jump	Alice A	3.74m (6 Year Record)
9 Year Old Boys	Shot Put	Theodore D	7.40m (22 Year Record)
8 Year Old Boys	400m	Thomas W	1.25.82sec (6 Year Record)
8 Year Old Girls	400m	Addison B	1.30.65sec (6 Year Record)
	200m	Addison B	39.14sec (6 Year Record)



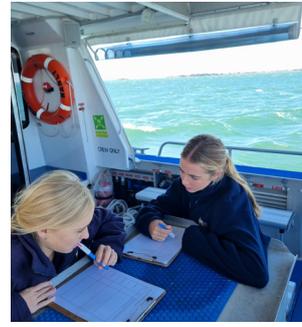
Geography

Year 10 Geography students travelled to Wynnum and partnered with the Moreton Bay Environmental Education Centre ready for a day on the water to study the impact of plastic pollution on Moreton Bay.

After boarding the Inspiration, they conducted fieldwork activities to collect data about marine debris using a plankton trawl. Samples were then studied under microscopes to identify species and look for evidence of microplastics.

Students spent time on the Wynnum foreshore conducting a rubbish audit, with the data collected contributing towards a larger study of marine debris within Moreton Bay.

Students will now create field reports using the observations and data collected on the day. This was an excellent opportunity for students to engage in some hands-on learning, focusing on an authentic geographical issue.



Hospitality

Year 10 Hospitality Practices students, under the guidance of their teacher, Ms Kennelly, saw weeks of planning and trialling products suitable for the annual Cancer Council's Australia's Biggest Morning Tea come to fruition in May. The class worked hard to cost, organise promotional materials, perfect, produce and sell a variety of treats to staff and students on this very special fundraising day. The 21st century skills of creative thinking, teamwork, collaboration, communication and more were in evidence, not only on the day, but during the course of planning for the event.

The morning was successful, with \$500 donated to the Cancer Council for life-saving research, prevention programs, information and support services. Every dollar raised makes an incredible difference to so many who are impacted by cancer.

Thank you to everyone involved and for your support of this class community focused initiative.



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NATIONAL VOLUNTEER WEEK

15-21 MAY 2023

THE CHANGE MAKERS WEEK

National Volunteer Week is Australia's largest annual celebration of volunteering. As part of our School's recognition of this important week, we are profiling members of our community who volunteer their time.

This year's National Volunteer Week theme is 'The Change Makers', which highlights the powerful impact volunteers make in supporting individuals and communities.



CHANGE MAKER
SCYE COLLEN
SCHOOL VICE CAPTAIN



TEACHERS IN THE FIELD: CHAMPIONS OF OUR COMMUNITY

RACHELLE BRUTNELL
DEAN OF PRIMARY
(PREP - YEAR 2)



EMPOWERING EDUCATION AND STRENGTHENING COMMUNITIES



EMMA MILLS
PRESIDENT, MUSIC SUPPORT GROUP

NOAH TALBOT - ALUMNI (2021)

PASSIONATE CHANGE MAKERS AND A LASTING LEGACY

At Grammar, we encourage our students to look outward to others and serve our community with passion and purpose.

Through giving their time and energy, students throughout the school develop a strong sense of community engagement and build empathy for those less fortunate.

For past student, Noah Talbot (class of 2021), volunteering in the community remains an integral part of his everyday life and we are thrilled to recognise his positive impact on our community for National Volunteer Week.

'Since leaving the Grammar gates I have continued with my passion of working with people with disabilities,' said Noah.

Noah was a vital member of Grammar Rugby and 1st XV Captain, and continues his legacy through coaching and mentoring.

It is always a wonderful atmosphere when Noah brings his mates to games; his kindness, sensitivity and genuine desire to make a difference is infectious.

'My favourite memory is helping players not only develop as a player, but to develop character and values off the field. I emphasise the importance of teamwork, resilience and sportsmanship.'

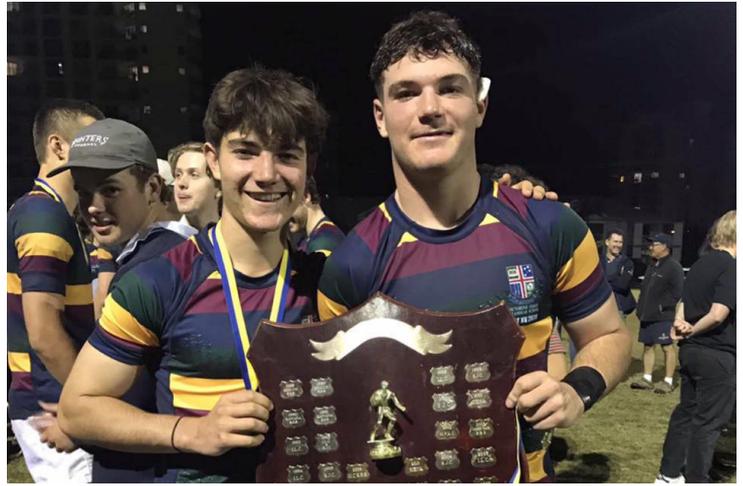
Noah is another example of one of Grammar's many Change Makers. He continues to support and empower others through his time working and volunteering with people with disabilities.

'Volunteering has allowed me to make a positive impact on others and the community. It gives me the opportunity to make a real difference in the lives of others.'

Volunteers play a vital role in creating positive change in our communities, and have the power to change the lives of both volunteers and those they help.

'I have been blessed with a life that has granted me the opportunity to make a profound and positive impact on someone else's life.'

In addition to Noah's support work, he currently plays for the Sunshine Coast Falcons and is studying to become a Primary School Teacher.



JDRF QLD YOUTH VOLUNTEER OF THE YEAR 2023

FREYA GOLDSTON

Congratulations to Year 9 student Freya for being awarded JDRF Australia Queensland Youth Volunteer of the Year 2023 for her long-term advocacy for Type 1 Diabetes.

Freya is a long-term advocate who shows maturity beyond her years by raising awareness and speaking to Parliamentarians about how Type 1 Diabetes impacts her daily life.

Freya's efforts have impacted Australia incredibly as she advocates for technology access and clinical research funding.

Freya harnesses and drives media opportunities with grandeur and maturity and, together with JDRF Australia, we are proud to recognise and commend Freya for her advocacy efforts.



LANGUAGE TOURS AND EXCHANGES

The opportunity to strengthen cultural understandings, broaden linguistic skills and deepen one's sense of belonging are just some of the benefits students experience in our comprehensive Language Tour and Exchange Programs. Experiences gained through these programs also encourage students to show empathy, enhance their communication skills, and encourage resourceful, creative and critical problem-solving. All of these skills are considered 21st century soft skills and are increasingly more coveted by employers.

Over the last six months, we have been delighted to support 13 Senior students as they participated in exchange programs with our Sister Schools in France and Japan. More recently, Senior French students enjoyed an Immersion Tour to New Caledonia, while our Year 10 and 11 Japanese students are currently preparing for their two-week Japan Study Tour. During Term 2 we also welcomed four exchange students from our French Sister School.

Each of these experiences provides our students with countless opportunities, including independence and self-reliance, global awareness and citizenship, communication and interpersonal skills, resilience and personal growth.



CHARLOTTE R - YEAR 11

I'm so grateful to have been given this opportunity, and I know that overall it has really grown my confidence around French and also in my everyday life.



LINDSAY R - YEAR 12

My exchange to Japan was great fun. I made many great memories whilst practising my Japanese. We were welcomed warmly to school, and I had loads of fun with my Japanese friends as they helped me navigate Tokyo.



SCYE C - YEAR 12

Two years ago, I would never have thought I would be one of the exchange students now recommending the program due to fear of being out of my comfort zone, but now I am certain that you will not regret it!



ELISE K - YEAR 12

I loved taking part in the daily activities of my host family, learning about their family traditions and culture and visiting the most beautiful places with them. They really went out of their way to ensure I had a great time in France and I am so grateful.



JESS L - YEAR 12

Aurillac is such a beautiful town and everyone at the school was so friendly. I never felt out of place. It was scary going into the exchange but I soon realised how relaxed and welcoming the environment was and thoroughly enjoyed myself.



JESS C - YEAR 12

My exchange was truly the most fulfilling and gratifying experience of my life thus far, and is something I will forever be proud of and grateful for.



OLIVIA L - YEAR 12

Halfway through my stay I celebrated my 17th birthday, which my host family made very special. They organised a dinner with the other Australian students and their hosts. It coincidentally fell on the same day as the World Cup final so the whole of Aurillac was celebrating!



TEAGAN V - YEAR 11

Although extremely challenging, my exchange to France was the best seven weeks of my life. I met the most incredible people and made some truly unforgettable memories.



COEN W - YEAR 12

The overall experience not only improved my language skills and immersed me in a new culture, but it left me with loads of new friends and connections internationally and allowed me to find a lot more independence.



ALEX P - YEAR 11
CURRENTLY ON EXCHANGE

When I reflect back on the 13-year-old version of Alex, never in a million years would I have even considered this opportunity. The continuous generosity and encouragement I've received from my host parents, host siblings and classmates, continue to fuel my journey and give me strength in the harder moments.



ALEX A -YEAR 12

I would not change my exchange to Japan for anything! Classes at school were lots of fun, with my new friends supporting me to improve my Japanese while I was also supporting their English skills.



JY H - YEAR 12

The amount of love for my host family is endless. I will cherish the memories I made forever.

They allowed me to experience so much traditional Japanese culture while laughing along the way.

GRAMMAR MUSIC FESTIVAL

BY VICKI DEDE, DIRECTOR OF MUSIC

On Friday 2 June, Grammar was alive with the sound of music and community at the annual outdoor Music Festival.

This year we had 562 students pass across the stage as performers, in every manner of ensembles: Choirs; String groups; Bands; Rock Bands; Rugby Choir; with all styles and genres of music.

The massive Festival audience hunkered down for the afternoon and evening, kept warm by the heaters and fabulous food and drinks on offer. With market stalls, food trucks and artists to keep everyone occupied, this was a truly stunning community event.

Congratulations to all of the staff and students involved. Thanks to the extraordinary efforts of the Music Support Group and to the school community for your support, enthusiasm and attendance at our amazing Music event.





MUSIC FOSTERS RELATIONSHIPS WITH THE GRAMMAR COMMUNITY AND BEYOND

Here at Grammar, we thrive on bringing people together to create a sense of community and belonging for all of our students, parents and staff.

At Grammar Music, one of our most exciting ways of doing this is through the annual Music Festival. This year's Festival was full of music, colour, fun and laughter, with a huge audience in attendance from the start of the festivities right up to the laser light show to finish the event with a bang. Make sure you put this date aside for 2024 – the Music Festival is not to be missed!

Our young musicians are also a vibrant part of the community outside of Grammar and often shine at external events to represent our school with their talent and outstanding commitment to the Music program. Performances at the Anzac Day Mooloolaba Dawn Service, the Anzac Day Buderim March and our String Quartet at the Buderim Foundation Coronation social gathering, have shown the Sunshine Coast community just how vibrant, professional and committed our Music students and staff are. Most importantly, these opportunities allow our students to contribute to our local community in a positive and engaging way.



YEAR 3 STRINGS AND YEAR 5 BAND – FACE-TO-FACE LEARNING

Face-to-face learning in the Year 3 Strings and Year 5 Band Programs at Sunshine Coast Grammar School are not only equipping students with skills in concentration, peer-to-peer cooperation and general musicianship, but also enhancing their brain function in many ways.

Scientific research tells us that children who play an instrument experience improved academic performance and an enhanced ability to persevere with tasks, regulate emotions and connect with others. Music ignites 'fireworks' in the brain, igniting all three cortices, and forging faster and more effective neural pathways. This results in improved cognition, alertness, memory, fine motor skills and reasoning ability.

The Music Team is very excited about the strength of our Music Programs at Grammar, and are passionate about supporting our students on their musical journey.



HUMAN-CENTRIC EDUCATION IS ENGRAINED IN VISUAL ART.

Human-centric education in visual art classrooms offers a multitude of benefits that foster holistic growth and creativity. Firstly, it recognises and celebrates the uniqueness of each student, fostering a sense of inclusivity and acceptance. By encouraging self-expression, originality and individuality, it allows students to freely explore their artistic identities. This approach encourages students to reflect on their own experiences and perspectives while promoting critical thinking and problem-solving skills which are vital for success in the 21st century. Furthermore, human-centric education encourages collaboration and community-building, fostering a supportive environment where students can learn from and inspire one another.

By prioritising emotional intelligence and empathy, students develop a deeper understanding of themselves and others, enhancing their capacity for meaningful artistic expression. This is evident in our Senior work where students have explored topics of mental health, domestic violence, hardships, body image, economic crisis and more. Students in Year 8 Media Arts have been collaboratively making clay stop motion animations, while in Year 9, Media Art students have been creating group music videos. Additionally, our Art Club students have been creating an installation to raise awareness of our environmental footprint and its impact on the marine environment.

Students build community, create a sense of belonging, connect with like-minded people and learn to look outward at contemporary issues, locally and globally. Through freedom of self-expression, students feel drawn to make a stand against topics that challenge societies' acceptance, stirring a curiosity for positive change. Ultimately, human-centric education in visual art classrooms nurtures a lifelong appreciation for art, while empowering students to become confident, compassionate and innovative artists.



VOTE FOR US



CRAFTERNOONS CLUB MAKING FRIENDSHIP BRACELETS FOR CHILDREN IN TIMOR

During Term 2, members of Crafternoons have been meeting weekly to learn various crafting techniques and explore their creative abilities. Their latest endeavour has been creating intricate and colourful friendship bracelets from yarn. The art of making such bracelets not only fosters relationship building but also promotes mindfulness, allowing participants to embrace the present moment and engage in a calming and reflective practice. Through their craft, club members create tangible symbols of friendship, serving as reminders of the importance of connection and mindfulness in our daily lives. Many of these bracelets will be gifted to children in various schools throughout Timor by our Grammar tour group in June, serving as tokens of connection and friendship. Some of our students will then work with Timorese children to create bracelets of their own, allowing this skill to be shared throughout local communities.



The Crafternoons Club is not only honing their crafting skills but also learning about empathy, compassion, and the power of small acts of kindness. By engaging in this project, students are not only making beautiful keepsakes but also fostering meaningful connections that transcend borders and cultures.

NETBALL SECONDARY SCHOOLS COMPETITION

Congratulations to all 10 Grammar teams on a fantastic season for the Secondary Schools Competition played on Monday nights. Well done to the three teams who represented Grammar, in the semi-finals: Inter A, Junior A and Junior Blue.

We also had 10 Year 12 players who closed their netball chapter for Grammar playing their final game last week. Thank you very much for all your effort and commitment to playing netball during your time at Grammar, It has been very much appreciated. You have played with pride, commitment and passion throughout your netball journey.



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NZ RUGBY TOUR

Grammar Rugby took a touring squad of 35 x U16-U18 players to New Zealand over the holidays for a 10-day tour of the South Island.

Players were coached by Canterbury Crusaders Academy Staff, watched their Super Rugby Team train and toured their training facilities.

During the trip, the squad was also fortunate to watch the Crusaders play Moana Pasifika and the Highlanders play the Hurricanes in Dunedin.

The squad represented the School with passion and pride and displayed great amounts of skill and grit by competing a high standard.

Thank you to Hosea Gear, Jason King, Justin Abrahams and Troy Atkins for supporting our players and organising an unforgettable tour.



SUNSHINE COAST SECONDARY SCHOOLS RUGBY UNION COMPETITION

Sunshine Coast Grammar Rugby achieved a great feat by sending five teams to the Grand Finals and emerged victorious in four categories.

Year 7 Division 1 defeated Good Shepherd Lutheran College to win the John Edwards Shield, 34-10.

Year 8 Division 1 went down narrowly to Siena Catholic College in a thrilling match that went on to extra time, 17-13.

Year 10 Division 1 defeated Siena Catholic College to win the Dave Glassock Shield, 19-7.

Second XV defeated Matthew Flinders Anglican College to win the Jim Lucey Shield for the second consecutive year, 37-7.

First XV defeated Matthew Flinders Anglican College to win the Garth Hunt Shield for the sixth consecutive year, 47-7. Player of the Match and winner of the Blake Enever Medal - Joshua B.

Our First XV has won the Premiership 11 times in the last 12 years, which is more than any other school in the history of the competition, which dates back to 1988.

The victories serve as a testament to the exceptional coaching and unwavering support from our Rugby Academy and Support Group. Thank you to everyone involved for a fantastic rugby season.



2023 QUEENSLAND SCHOOL POOL LIFESAVING CHAMPIONSHIPS

The Royal Life Saving Society School Pool Lifesaving Championships were back up and running at the Sunshine Coast Grammar Aquatic Centre, with 8 schools and over 120 competitors in attendance.

Athletes competed in the Lifesaving Medley Race, Rope Throw Rescue, Non-Contact Rescue Race, Fin Relay and Survival Strokes Relay.

Overall Results Secondary:

Girls Overall Champion – St Margaret’s AGS

Boys Overall Champion - Sunshine Coast Grammar School

Overall Champion - Sunshine Coast Grammar School

Overall Results Primary:

Girls Overall Champion - Mooloolaba State School

Boys Overall Champion - Sunshine Coast Grammar School

Overall Champion - Sunshine Coast Grammar School

Thank you to Team Captains, Sarah M and Luke C, who led our Grammar teams to success. Special mentions to Grammar’s Head Coach, Mrs Jeannie Baxter-Reid, for continuing to provide integral training and support for our athletes. We are privileged to have your experience.



SUNSHINE COAST SWIMMING CLUB DIVES INTO NATIONAL CHAMPIONSHIPS



2023 WORLD TRIATHLON PARA SERIES

Congratulations to Year 10 student, Grace Brimelow, for her selection to represent Australia in the 2023 World Triathlon Para Series in Montreal in July. Grace will compete against athletes from the USA, Japan and Spain.

Grace is an inspiring athlete and her dedication to her achievements are a testament to her hard work and commitment.

2023 QUEENSLAND SCHOOL SPORT WATER POLO CHAMPIONSHIPS

Grammar had seven representatives for the regional team, including six students and Secondary Teacher, Mr Edgar Choy, who was the Head Coach for the boys team. Congratulations to the following students:

Rhys C - Vice Captain, James M, Harry C, Sam E, Riley C and Eva A - Co-Captain

Congratulations to the undefeated boy's team throughout the tournament for taking home the gold!

The girl's team narrowly missed the bronze medal in a nail-biting penalty shootout.

Congratulations to Rhys C for his selection in the Queensland Water Polo Team, that will play in the National Championships in July.

This is the region's third time winning the title and the first time winning the Championships consecutively.



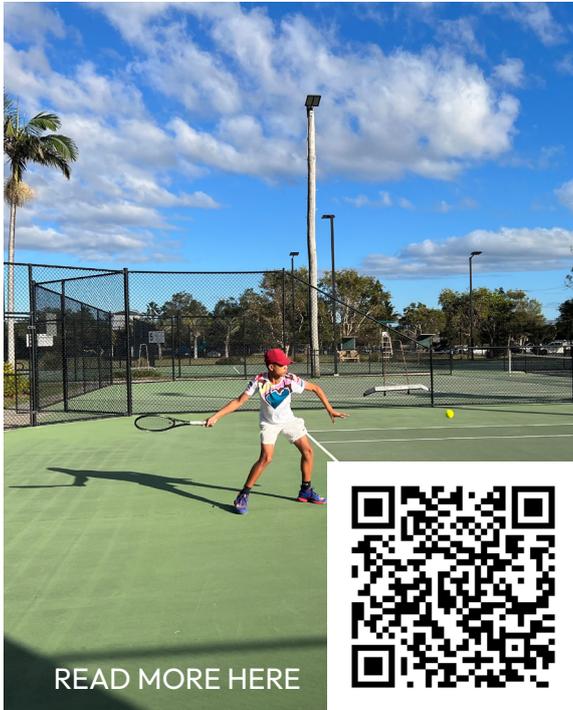
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GRAMMAR STUDENT SET TO ACE INTERNATIONAL TENNIS TOUR

Sunshine Coast Grammar student and current number two in Australia, Connor McEvoy, has qualified for Tennis Australia's European Tour for the second consecutive year.

Connor is one of four athletes selected for the Under 14 Australian Team, and will compete in two tournaments across Germany and Austria next month.

In the lead-up to his International Tour, Connor competed in the International Junior Tennis Federation, winning his first international match.

Connor is a star athlete and valuable member of Sunshine Coast Grammar Tennis Academy, and we wish him every success for his upcoming matches and Tour. We are all cheering you on, Connor.



TENNIS QUEENSLAND SCHOOL TENNIS COMPETITION

Grammar's Tennis Team hit the courts in Caloundra for the regional competition and emerged victorious in three out of four divisions.

FIRST – Year 7 – 12 Open Girls Team

FIRST – Year 7 – 12 Open Boys Team

FIRST – Year 7 – 9 Girls A Team

SECOND – Year 7 – 9 Boys A Team

The State Finals were held in Rockhampton with the Open Girls Team claiming the State Title. The Boys Team battled it out on the court and played solid tennis, claiming fifth position in a challenging field.

All students played with great sportsmanship and enjoyed the competitive matches on the day. Special mentions to Tegan and Connor for being awarded the competition's Sportsmanship Awards.



Congratulations to all students on another fantastic performance. Thank you to Sunshine Coast Grammar Tennis Head Coach Clint Fyfe and Sandra Ferrier for your support and coaching on the day and in the lead-up to the competition.



SUNSHINE COAST CHESS INDIVIDUAL AGE CHAMPIONSHIPS

The competition was fierce, with 350 students in attendance from over 20 schools across the region. Grammar boasted the largest single-school turnout of the tournament, with over 50 students competing.

All students played to the best of their ability and showed fantastic sportsmanship, competing across several divisions with many standout performances, including:

- 2 x First Place
- 1 x Second Place
- 4 x Third Place
- 11 x Merit Awards

Students enjoyed the opportunity to interact and build connections with other like-minded students. We look forward to competing in more chess tournaments throughout the year, including our own hosted event in Term 3.



Frances Smith (2009)

After graduating from Grammar in 2009, Frances Smith moved to Dunedin, New Zealand to commence her studies at the University of Otago.

Frances started in Health Science in her first year which was a compulsory medical school pre requisite in New Zealand. This pre requisite counted towards her first year of medical school. Frances was successful in completing her first year with a GPA of 90%, and obtained medical school entry.

She went on to complete her first few years of medical school in Dunedin, before moving to Wellington to finish her last three years. During her University breaks she was able to travel to Thailand, Vietnam and Cambodia, as well as come back to do some work in Noosa and Fremantle, Perth.

Frances was fortunate that during her last year of study, she was able to complete an overseas elective in Obstetrics and Gynaecology in Kingston, Jamaica and Edinburgh, Scotland. As a result she was also able to tack on some travel to France and Spain. Of all the places Frances has travelled she would highly recommend Patagonia as a beautiful place to explore.

After completing her studies and graduating in 2015, Frances worked as a junior doctor in Rotorua, New Zealand. She was able to take some time off in 2019 and spent five months backpacking through South America (Brazil, Argentina, Chile, Bolivia and Peru). France returned to commenced work in Hawkes Bay, New Zealand, before starting her specialty training in Obstetrics and Gynaecology in Christchurch, New Zealand.

“As part of my training I’ve had to move around a lot in the past 24 months - spending six months each in Taranaki, New Zealand and Dunedin, New Zealand. “

Frances is currently working as a Senior Registrar in her fourth year of specialty training in Christchurch Women’s Hospital, New Zealand.

“I’m excited to be looking at moving back to Australia for my final years of specialising in 2024, and I’m keen to work rurally as a specialist and help women from all walks of life.”

Frances is most proud of the time she has invested in her training. She says it hasn’t been always easy, and it’s been busy and feels great pride when she has a patient that is happy and thankful for the care that she has been able to provide.

“When I was in school, I had an inspiration board next to my desk. There were two people on that

board, and it’s ironic how relevant one of them is to the field that I eventually ended up in! One of them was Dr Fred Hollows, an ophthalmologist who founded a very famous charity for surgery and treatment in the third world, particularly in the Asia-Pacific region. The second was Dr Catherine Hamlin, who founded a fistula clinic in Ethiopia for women suffering from severe birth injuries.”

“The support given to me by my teachers at Grammar was second to none. I remember Mr. Burnett and Mr Buttenshaw being tremendously supportive and amazing teachers during my time there.”



Lucy Dring (2020)

Lucy has continued her swimming journey beyond the Grammar gates. Since graduating in 2020, Lucy began her studies at the University of the Sunshine Coast, enrolling in a Bachelor of Paramedicine. She has been fortunate to travel across Australia and internationally to Japan for various swimming championships.

Lucy's priority is her swimming career. She currently swims 20-25 hours a week which includes nine two hour pool sessions, four gym sessions, one Pilates class and two cardio sessions. On top of this, she also works at a local cafe, where she has been employed for the last seven years.

At the recent National Swimming Championships on the Gold Coast, Lucy swam some exceptional times and looked forward to participating in the World Championship Trials in Melbourne.

"One of my favourite swimming memories would have to be making two A finals at the 2021 Australian Olympic Trials in the 400m individual medley and the 200m butterfly. Another great experience was winning the World 50m freestyle kick challenge in 2021," said Lucy.

Lucy feels fortunate to be able to continue her training at Grammar under the guidance of Luke Stafford, who motivates her to train hard and work towards her success.

"One of my favourite memories at Grammar would have to be the Timor Trip in 2019. It was such a rewarding experience."



Sophie Barlow (2021)

Sophie recently graduated from Grammar in 2021 and was accepted into a Bachelor of Business Management at QUT and enrolled into King's Residential College in Brisbane.

Sophie began commuting back and forth from Brisbane to the Sunshine Coast as she still had one night of teaching at her dance studio (Dance Energy).

Throughout school Sophie always had a great passion for dancing and teaching. She started assistant teaching when she was 14 and completed her qualifications to become a qualified teacher, whilst at Grammar.

A few months into her Business Management Degree, Sophie came to the realisation that University was not for her and made the decisive decision to withdraw from her course.

This also meant she had to move out of King's back to the Coast, although she absolutely loved her time at College. From there, everything fell into place, when the owner of Dance Energy and one of Sophie's mentors broke the news that she had brought a second studio location in Maroochydore, which allowed Sophie to accept an extra three nights of teaching at their new location, as well as taking on more of the admin role, costuming and front of house responsibilities.

"I remember my first day back in the classroom after the move home and I was so relieved; it was the best decision I had made," said Sophie.

This year Sophie has taken on the role of Assistant Studio Manager, alongside the 24 classes that she teaches weekly at both the Caloundra and Maroochydore studios, as well as a new location right here at Grammar.

"It has been a huge start to the year with some even bigger events coming up. We have six school locations on the coast alongside our two main studios with Grammar being our newest location. It is an absolute privilege to be able to come back to the school and teach the next generation, and give back to the Grammar community in such a fun and inspiring way!"

The Dance Energy studio is in its 10th year this year, and Sophie has been a part of the Dance Energy family for eight of those years.

"I've recently taken on our Power Up Assistant Teaching Program at the studio, where students who have an interest in teaching are guided through a course which I have helped create. I was also one of the first students in the program all those years ago. I'm so grateful to have such an amazing working environment and a team who have the same passion and vision."

Sophie feels incredibly fortunate to have had so many inspiring people in her life, but admits that her students are her drive and passion. Her family are also a huge source of inspiration.

"One of the most positive aspects of my time at Grammar was figuring out what my passions in life were. I'm very grateful that all my teachers were so supportive of my passion for not just dance, but for business too."



"One piece of advice I would give to all students about to graduate or who are coming into their final year of school, would be to trust your gut, do what you want to do, everything truly does happen for a reason and will fall into place. I'm a product of what can happen if you just trust yourself. Don't stress the small things and just have the best time in your final year, enjoy it and have fun."

"I'm so incredibly grateful to be in the position I am today at such a young age. I have to thank Grammar and all the support I've been shown both as a student and graduate. I'm proud to say that I've turned my Passion into my Purpose, and cannot wait to see what's next."

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