GRAMMAR QUARTERLY
TERM 1 | 2019

Shining the spotlight

PEOPLE PARTNERSHIPS and PROGRAMS

DATE CLAIMERS FOR TERM 2

Tuesday 23 April - Friday 21 June

25 April	Anzac Day
29 April	Music Mix 1 Concert
30 April	District Cross Country
30 April	P&F Executive Meeting
2 May	Years 3-6 House Athletics
3 May	Year 12 Formal
6 May	Labour Day Public Holiday
9 May	Music Mix 2 Concert
10 May	Mother's Day Gift Stall
14-16 May	Years 3, 5, 7, 9 NAPLAN Testing
15 May	Live @ The Hangar
15-17 May	Year 6 Camp
23 May	Dr Kristy Goodwin, Raising Screenagers
28 May	Music Extension Recital
31 May	Secondary Mother-Daughter Breakfast
31 May	Grammar Rugby Golf Day
6 June	Live @ The Hangar
7 June	Year 8 Medieval Day
7 June	Primary District Athletics
7 June	Years 4-5 Strings/Band Concert
9 June	Primary Family Service
11 June	P&F Executive Meeting
13 June	Primary Gala Day
14 June	Nambour Show Day
18 June	Foundation Day
20-22 June	The Little Mermaid Musical Production

QUICK CONTACTS

Sunshine Coast Grammar School
372 Mons Road, Forest Glen, Queensland 4556
telephone +61 7 5445 4444
email enquire@scgs.qld.edu.au
web scgs.qld.edu.au

SUNSHINE COAST GRAMMAR SCHOOL

New Parent Welcome

GRAMMAR P&F PARENTS & FRIENDS

Join us for an action packed holiday program

7:00am-6:00pm

Closed Friday 19 April for Good Friday

schoolPLUS

Call 5477 4487 or email scgs@schoolplus.com.au

Mrs Maria Woods | *Principal*
Sunshine Coast Grammar School

> Nearly every moment of every day, we have the opportunity to give something to someone else, our time, our love, our resources.
> S. Truett Cathy

At Grammar, experiences and opportunities for our students continue to be strengthened because of the many varied partnerships we have with our community, various charities, both locally and internationally, our parent body, tertiary institutions, schools on the other side of the world, alumni, local business, and the list goes on.

Our students are the beneficiaries of these partnerships. They can broaden their horizons, build skills and knowledge, pursue areas of interest and career pathways, as well as learn that connections and networking are vital skills for life.

A new partnership we have formed in recent times is with a particular individual. We came to know Daniel Shenstone Romaine in 2018, when Daniel was the recipient of a Grammar Helping Hands backyard blitz. Daniel has been fighting bladder cancer since early 2018 and was thankful for the many pairs of hands that tackled his Pomona property.

Daniel is an indigenous artist and his works of the Australian landscape are painstakingly created with dots. Daniel says 'visions of landscapes appear to him in dots.' Daniel was so impressed with our students and our GHH program, he wants to give back to Grammar. This year Daniel will partner with the school as an artist in residence, and of equal importance, he is working with our students and our community to create an artistic impression of Grammar on canvas.

We acknowledge the traditional custodians of the land on which Grammar was founded. Daniel's artwork of the land will capture our landscape through a contemporary lens, but at the same time honour the indigenous origins.

We can't wait for this artistic process with Daniel to take flight.

> The world always seems brighter when you make something that wasn't there before. Neil Gaiman

> I am really looking forward to working with the Grammar Community in the formulation of a bespoke artwork that acknowledges the Gubbi Gubbi land, their custodianship, along with recognising the beauty of the land on which Grammar resides.
> *Daniel Romaine*

MEET THE CAPTAINS

Sunshine Coast Grammar School is proud to introduce our 2019 Leaders – Captains Téa van den Brenk and Zac Miezio, supported by the Vice-Captains Ashleigh Glover and Ben MacLeod-Paterson. By combining their individual leadership skills, they present a united front in fostering a culture of excellence in our School.

Along with the Prefect body, and the Year 12 cohort in general, our Captains have embraced life at Grammar and the platform created for their future learning. The admiration held for our four leaders is testament to their commitment to leading our School with passion and purpose toward continued success in 2019.

TÉA VAN DEN BRENK (Captain)

When did you start your schooling journey at Grammar?
I began Year 4 at Grammar in 2011 after spending 10 years in Peru.

What is one of your first/favourite memories of life at Grammar? I honestly can't pick one! Being in Mr Jansen's Year 7 form class would have to be a highlight… I really adored that class, and Mr Jansen was responsible for kickstarting my love for Mathematics – thanks Sir!

What do you value most about the School?
First and foremost, the staff at Grammar are absolutely incredible. No words could do justice to the amount of hard work and love that the teachers here put into everything they do. It is so fulfilling to be surrounded by passionate teachers who really care about their students, and this has had a huge influence on who I am and is something that I am very grateful for.

What do you look forward to in your leadership year and what would you like to be remembered for?
Personally, this year is about bringing together the student body and making sure that school is a safe and warm space for every student at Grammar. As a team, we're very focused on kindness and respect, and I'd like this to be the main legacy that we leave behind.

ZAC MIEZIO (Captain)

When did you start your schooling journey at Grammar?
I started my journey at Grammar in Year 7 (2014).

What is one of your first/favourite memories of life at Grammar? My first memory of Grammar was the overwhelming feeling of kindness that greeted me on my first day. No one was afraid to say hi and I made life long friends instantly.

What do you value most about the School?
I value the rapport between the students and teachers at Grammar. The teachers at Grammar truly care and are always there to help. It makes turning up to school all the more enjoyable every day. The bonds formed between the teachers is one of respect and appreciation.

What do you look forward to in your leadership year and what would you like to be remembered for?
The one thing I would like to strengthen more at Grammar is the ability for approachability of the leadership team. I would like to create an environment where any student can truly approach any Prefect or Captain and ask for help or just a chat. I would like to be remembered as a captain who supports the student body. I would like to have a stronger public message of encouragement through the School; helping students get through their days. I would like to be remembered as the person who genuinely cared about my peers and who was always there encouraging the student body.

ASHLEIGH GLOVER (Vice-Captain)

When did you start your schooling journey at Grammar?
I started my schooling journey at Grammar in 2006 when I started in Pre-Prep.

What is one of your first/favourite memories of life at Grammar? My favourite memory of life at Grammar is going to UnderWater World in Year 3 and sleeping under the sharks. It was definitely a unique experience that I will remember forever.

What do you value most about the School?
I value Grammar's community driven culture. I love how everyone is so focused on helping others and this is evident through the amount of people at every Grammar Helping Hands event.

What do you look forward to in your leadership year and what would you like to be remembered for?
I am most excited about being a role model for younger students and being a voice for change. I would like to be remembered as someone who always leaves something better than it was before.

BEN MACLEOD-PATERSON (Vice-Captain)

When did you start your schooling journey at Grammar?
I started at Grammar in 2010 and was really lucky to have Mrs Angel as my first teacher.

What is one of your first/favourite memories of life at Grammar? Dancing with Mrs Angel and the rest of my Year 3 class to Guy Sebastian's 'Like It Like That' at the end of each day during pack up time. Every time I hear that song it reminds me of pack up time with Mrs Angel.

What do you value most about the School?
One of the things I value most about school is the sense of community and being a part of the Grammar family. I also value the wonderful teachers and the friendships that I have with them.

What do you look forward to in your leadership year and what would you like to be remembered for?
I very much look forward to helping others and trying to improve our School so that everybody doesn't just enjoy coming to School, but loves it. I want to be remembered for being genuine, honest and approachable.

From the moment you enter our 100 acre natural rainforest playground you feel a sense of belonging where staff and students are connected to a central purpose.

Partnering IN A REVISED GRAMMAR VISION FOR LEARNING

A vision for learning is more than an image of the future. It has a compelling aspect that serves to inspire, motivate and engage people.

In the next 20 years or so, current Prep students will have completed their tertiary education and are expected to be in productive employment.

The Year 12 students of 2019 will be in their late 30s or early 40s. They will be in their most productive years, working in many industries or occupations that do not exist today.

During this time, we are facing unprecedented changes, challenges and opportunities in society, driven by accelerating globalisation and a faster rate of technological developments.

We are approaching a major watershed time for schools—a 'perfect storm' where educators are being challenged to meet the present needs of students, as well as prepare students for the 21st century.

> *Andreas Schleicher (2018) Director for Education and Skills for the OECD said, 'to navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self management; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to be adaptable, cope with failure and rejection, and to move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet.'*

Grammar is meeting this challenge of preparing students for the future, not our past, first with a vision. A picture of the future for which students, teachers, leaders, parents and community members are willing to work. When educators invest time and energy in developing a shared vision and preparing a written statement reflecting this, they provide an inspiring image of the future for themselves, their colleagues, community, and most importantly, their students.

During 2018, Grammar has reflected and sought feedback from over 100 staff, 800 students and 400 parents on what is distinctive about a Grammar education, and the type of mindset and skillset that is required to assist our Grammar learners to be fit for the future. Through reflection, research, surveys, interviews and workshops we identified:

What do we **value** as a Grammar learning community?

What **mindset and skillset** will today's students need to thrive and shape their world?

How can **teaching and learning** develop these mindsets and skillsets effectively?

As a result of our significant community consultation we have rejuvenated our existing Grammar Vision for Learning. The process has been as important as the product for our Grammar learning community. Our Grammar Vision for Learning motto, 'Where Passion Meets Purpose', has been maintained, as all teachers across the school ensure learning is engaging, reflective, connected and personalised to each individual.

Thank you to all who contributed to our revised Grammar Vision for Learning, that will be lived and breathed in classrooms through actions, and we trust in the hearts and minds of students beyond their Grammar years.

Whilst many changes and disruptions will occur in society over the next 20 years, we wish for a future where Grammar continues to partner with the community and to be a place of warm comfort and supportive relationships. For therein lies the heart of an adaptive school and the life-pulse of an effective learning partnership.

OUR VISION FOR LEARNING

Our Purpose

To inspire our Grammar community to flourish and live with passion and purpose.

Our Vision for Learning

Requires us to work collaboratively with students and the community to create relevant and engaging learning experiences that will equip our learners with the mindset and skillset that prepares them for the future.

Students make the grade

Grammar achieves record 10 OP1s

A time of great anticipation for thousands of school-leavers with OP (overall position) results released late last year and for ten students from Sunshine Coast Grammar School the excitement of achieving an OP1, the pinnacle of academic success, was more than overwhelming.

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

It is not only these ten OP1 students that have reason to celebrate; however, with over 20% of students from Sunshine Coast Grammar School achieving an OP1-2 and 42% achieving an OP1-5.

Principal at Sunshine Coast Grammar School, Mrs Maria Woods, was delighted with the results which saw Grammar in the top 8 schools in Queensland.

"The results achieved are a reflection of the hard work, commitment and positive attitude these students have displayed towards their studies. We are incredibly proud of our Year 12 cohort and congratulate them on their outstanding achievements with more than 95% of students scoring in the OP1-15 range," said Mrs Woods.

"Our goal has been to encourage, challenge and nurture students so that they can pursue their dreams beyond school."

The 2018 cohort also achieved record results in the Queensland Core Skills Test and these results provide a fitting end to what has been a stellar year across the board - in the classroom, on the sporting field, out in the community and on stage; achievements that have reflected each student's individual endeavour and interests.

The schools' teaching and management staff were just as excited, sharing in and celebrating the students' success whether they taught them in Year 1, coached them in the 1st XV or guided them through their final years of schooling.

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

> *"We encourage each and every student to go confidently in the direction of their dreams, to work hard and to realise their full potential in the next phase of their unique journey. Congratulations to the Class of 2018," said Mrs Woods.*

NEW SENIOR ASSESSMENT

As Year 11 students have settled into the rigour of new subject syllabuses and prepare themselves for their first exam block, staff have been incredibly busy. There have been new courses to write; assessment instruments introduced; and all this while planning for the 2020 curriculum.

The main change to the new system is slightly less assessment for the students; however, retention of knowledge is going to be so important. In Year 11 students study Unit 1 and Unit 2 over the first three terms. They will start Year 12 work later this year with Unit 3 and then Unit 4, completing them by the end of Term 3 in 2020. At the completion of Unit 4, students will begin an external examination block of approximately three weeks where, for some subjects, they will be tested on 12 months of content. This is the major change to the current system.

Therefore, an important focus in all our year levels, with real purpose from Year 9 onwards, is about the retention of knowledge for longer than 5-6 weeks.

Mr Simon Davis,
Dean of Secondary Studies

From the OP to the ATAR

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Year 12 students in Queensland. The ATAR is the standard measure of overall school achievement used in all other Australian states and territories.

It is a rank indicating a student's overall position relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

To be eligible for an ATAR, a student must have completed:

- five General subjects, or
- four General subjects plus one Applied subject or VET course at Certificate III or above.

Students must also satisfactorily complete an English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

Our staff have been planning for the new system for more than 18 months and have been involved in trial external exams in some subjects. All staff have been trained in the new curricula and have been working with colleagues, crafting new assessment pieces.

Mr David Andersson, *Dean of Secondary Schooling*

Friendship is free

Grammar Parent and Coast media personality, Samielle Muirhead loves the idea of having friendship chairs at school, a place where children can sit when they're feeling left out.

Written by Samielle Muirhead for My Weekly Preview

Thanks to the legacy of a little boy, thousands of students have been able to find a friend when they have been feeling alone.

Joshua Dawes was just six years old when he died from a freak accident after a golf buggy he was riding in hit a gutter and the little boy hit his head. That was 10 years ago.

Joshua's dad, Paul, describes his vivacious son as being known, 'pretty much universally as the Lego king with family and friends.'

'He made the most amazing things and his bedroom is still all about Lego,' says the dad of three boys. 'We still buy him Christmas and birthday presents and they are invariably Lego.'

When they lost their son, Paul and his wife, Diane, commissioned a friendship chair to be carved out of a massive blackbutt log. The functional piece of art sits near Joshua's classroom overlooking a play area at his former school, Sunshine Coast Grammar. It is hand-carved into a giant piece of Lego and it is a lasting tribute. It is surrounded by student art and peaceful trees. There is the most magical and serene feeling around the area.

Mrs Genevieve Hudson is the Dean of Prep–2 at Sunshine Coast Grammar School and says, 'The purpose of the chair is a place where children can go if they are feeling lonely or are separated from their friends in the playground. It is in easy view of most of the students while at play. Teachers and students usually notice very quickly if someone is sitting there and it doesn't take long before the child on the seat is included in play with new or old friends. Every single child knows if you are feeling alone you go and sit on that chair and someone will play with you,' Mrs Hudson says.

And it works. The chair is legendary with every student at the school. Who hasn't had a day at school where they have felt a bit left out? Children grasp the concept of the chair quickly and accept its rules with the purity and instant acceptance only a child is capable of.

There are days I would like a friendship chair at social functions or at awkward parties. What a beautiful way to cut out all the rubbish we get carried away with and focus on kindness and humanity.

'I think it is a lovely thing that the chair is used by parents and children alike to share the message of friendship,' Paul says. 'Something that gets lost in this crazy world we now all share.'

To mark one decade since Joshua's death, the chair is about to undergo a slight restoration. And perhaps the most beautiful and saddest part of all is the fact that inside the friendship chair there is a piece of his little boy's Lego he was playing with when he was killed. It is a Batman Lego car.

Thanks Joshua and your family for showing the path to every child who is feeling lost.

HOW PARENTS CAN HELP ENCOURAGE CHILDREN TO MAKE FRIENDS WITH OTHER STUDENTS

Gemma O'Brien, *Prep Teacher*

Possibly one of the most painful statements a parent can hear from their child when they start school is, 'Mum I have no friends. No one wants to play with me!'

As parents, the number one thing we want for our child is to love school, and we know that a healthy social circle contributes to their wellbeing at school. Parents often ask me, 'How can I help my child to make friends?'

My advice is to start in the home and for parents to model how to be a good and caring friend. Talk to your child about what makes a good friend and how they can be a good friend. The ability to share, take turns and to communicate in a polite way during play, are learned social skills. Parents may want to organise a few, small, short, play dates for their child at the beginning of the year.

Children could be encouraged to join cooperative play activities where the children are working to a common goal. Often enrolment in non-school sporting activities can result in diversified friendships, outside of just the children in their class. We often encourage parents to embrace a fad/passion such as Pokémon cards or Bay Blades. These passions can create great bonding experiences for children based on common interests.

Finally, if your child is experiencing intense shyness, or difficulty making or maintaining friendships, then make the time to talk to the class teacher. Their observations, and assistance with developing social skills, are invaluable.

DIGITAL CITIZENSHIP

Mrs Maria Woods | *Principal*
Sunshine Coast Grammar School

Living, working, learning and playing in a hyper connected world is exhilarating, vital for thriving in the modern world and challenging at the same time.

As educators and caring, ethical people in the world, how we connect and our deliberate online words, actions and behaviours shine a light on our character and our morals, and tell others much about us.

We often hear how children born in the new world order are digital natives. They may appear comfortable with the speed of change and technological advancement that can provide so much good for learning, contributing to the world and becoming a global citizen. Young people are still growing their character; however, and can make mistakes that once upon a time would have been erased very quickly. Hence, digital citizenship, cyber safety and the destructive nature of cyber bullying are all key components of a student wellbeing framework in Australian schools and certainly here on the Sunshine Coast.

In February 2018, the Queensland Anti-Cyberbullying Taskforce was appointed by the Honorable Annastacia Palaszczuk MP Premier and Minister for Trade. For families, schools, individuals and communities this Taskforce and their work throughout 2018 has been welcomed and above all else, needed.

What was clear in the report handed down in September is that at the heart of addressing digital citizenship is positive, respectful relationships. Our own individual moral compass needs to be pointed in the direction that values the dignity of every person. That's what every school espouses daily in our mission and value statements, in our everyday interactions with families, colleagues and most importantly, with students.

We expect parents to partner with us and be the role models in how adults communicate online. 'Keyboard warriors' is very much a contemporary phrase borne from unchecked, thoughtless rants that we can be exposed to regrettably every day of the year. What are we modelling to our children if we want to ensure they grow up to be respectful and caring people with strong integrity, and above all else, a kind heart?

As we head into Term 2, with hope, optimism and desires for a better world, may our values underpin our every action. The health and wellbeing of our future generations depend upon this.

STUDENT WELLBEING

Through courage, compassion and care we are able to create a school community that is supportive of itself and those around it; a community that is safe and nurturing whilst inspiring courage, grit and resilience.

The beginning of the school year brings change; it is a time of excitement and great expectations. Our Preppies arrive for their first year of school and our Year 12 students prepare for their last.

As students settle into the rhythm of new classes, routines and friendships they find themselves feeling comfortable, safe and have a clearer idea of the expectations ahead. This is the comfort zone that we deliberately create through our wellbeing programs, and culture of compassion and care.

It is through this comfort zone that we teach our students to step into their courage zone – the zone that can feel uneasy, scary and unachievable at times. It is in these moments where we are challenged the most, but, also, where we grow the most. Through a growth mindset, grit and gratitude we are able to grow, change and learn more about ourselves and the world around us. When we find ourselves in our courage zone, it is normal to feel disheartened, unsure and want to give up, but this is the time when we should dig a little deeper, ask for some help and give it another shot.

This term we have celebrated many moments with our students who have stepped into their courage zone and tried something new for the very first time. Whether that be transitioning into Grammar, a new class or subject, or approaching a new group of students for the first time. These are the moments that we acknowledge and celebrate moments of growth.

This term a group of Year 5 students recognised a community who may be feeling uncertain and understandably unsure of the future – the Townsville flood victims. This group of Year 5 students worked together to create cards with messages of courage, compassion and care. These cards were produced to celebrate and encourage the recipients in their time of hardship. Each card was created with an individualised quote and sold to our community members who then also wrote a personalised message of care to students in flood affected Townsville. These cards have now been sent to schools and distributed to affected students.

SECONDARY *School*

The Student Wellbeing Program in Secondary School is aimed at addressing the various issues that each year level faces.

From an academic standpoint there is a strong focus on planning, organisation and study techniques. We are acutely aware that school life is more than just academic performance and with that in mind each Head of Year has developed a specific program that addresses topics such as relationships, communication, organisation and goal setting.

Every student is assigned to a Form Teacher; it is the role of the Form Teacher to act as the first port of call for the student. They will be the one person the student has contact with every day of the week. The Head of Year works closely with their team of Form Teachers to ensure that all students feel a sense of connectedness at Grammar.

From an individual year level standpoint, here is a brief synopsis of Term One.

Year 7

The focus of Term 1 is on developing a strong foundation for Secondary School. The Pastoral Program has the intentional focus on setting high standards of organisation, while placing emphasis on building resilience in Pastoral Care Group lessons. The underpinning goal is for students to maximise their participation in a range of extra curricula activities. Our team wants students to feel confident to learn and try new things.

Year 8

Our initial focus is organisation and setting goals. Playing to our strengths is very important and therefore being able to identify your own strengths form a large part of the term focus.

Year 9

In Term One, the Year 9 Pastoral Program focuses on what it means to have a 'Championship Team Culture' through establishing habits for success. Students reflect on their personal role in developing a 'Championship Culture' by fostering a sense of belonging, resisting and preventing bullying, and creating a safe school environment.

Year 10

The focus is about developing helpful habits in relation to how we think and behave. Students question habits that may seem good, but have longer term negative effects and investigate strategies to substitute these with better alternatives. Students also begin their 'Work Experience' planning for Term Three and start developing their 'Set Plan' to prepare for future studies.

Year 11

A focus for Term 1 has been to introduce students to the changes that will apply under the new QCE (ATAR) system. We are also exploring support networks available to the students (e.g. school psychologist) and have initiated a Peer Mentoring Program under our leadership pathways.

Year 12

The initial focus has been getting off on the right foot to ensure that all students are being the best version of themselves. Together we are working as a team to help one another. Year 12 can be a very demanding year and it is most important that the students are equipped emotionally to deal with the challenges they will face. Having a supportive network is a key element to success.

#BALANCEFORBETTER

Balance for Better

Girls from Year 6 to 12 at Sunshine Coast Grammar School and their mums were treated to an inspiring and thought provoking breakfast to kick off International Women's Day celebrations on Friday 8 March which was proudly supported by long time parent and sponsor, Zoe Sparks, from Shine Business Women.

The International Women's Day 2019 campaign theme of #BalanceforBetter is a call-to-action for driving gender balance across the world.

Right now is a great and important time in history to do everything possible to help forge a more gender-balanced world. Women have come a long way, yet there's still more to be achieved as we enter an exciting period where the world expects balance.

Sunshine Coast Grammar School's newly appointed Psychologist, Dr Allana Canty, presented an important topic of empowerment and how to stay true to your own values.

Empowerment - staying true to your values

Dr Allana Canty is our newly appointed psychologist at Sunshine Coast Grammar School. Allana received her PhD in Clinical Psychology in 2015 and was concurrently awarded the Vice Chancellor Medal of Excellence in Research for the most outstanding and clinically relevant research in Australia.

Throughout her studies, Allana published a series of journal articles and book chapters in the field of developmental neuroscience. Allana has since focused her clinical practice on working with children, adolescents and couples, with a specific interest in helping individuals recover from trauma.

On a personal level, Allana loves her cocker spaniel, Daphne, who attends Grammar as a therapy dog three days a week. With these accomplishments in mind, we invited Allana to speak at International Women's Day about self-empowerment, and the personal fulfillment that can be achieved through identifying and living in adherence with one's values.

TIPS FOR SELF-WORTH

- Fame and fortune are not the benchmark by which to measure success, rather success comes from feeling empowered and fulfilled by living in adherence with your values.
- Empowerment is not something we 'achieve'. Rather it is a way of being, a choice to be true to our motivations, passions and values.
- Feelings will be our longest lasting memories. How you treat yourself and others, and the feelings your behaviours and self-talk generate, will therefore be a defining feature in your reflections.
- Strengthening your voice of self-compassion.
- Replace shaming with curiosity. Criticism with constructive feedback. Judgement with consideration. Cruelty with compassion.
- We can self-empower by reflecting on how we interact with other women who challenge our values.
- We don't empower others because they have won our favour. You empower others because that IS WHO YOU CHOOSE TO BE.

WALKING THE CAMINO PORTUGUES

By Zahira Kayrooz.
Zahira is currently in Year 8 and she took part in something amazing last year which she would like to share.

In July 2018, my parents and I headed to Portugal for a 280km walk, called the Portuguese Walk, "Camino Portugues".

This walk is part of a network of pilgrimage walks leading from all over Europe to Santiago de Compostela in north western Spain. Over hundreds of years the purpose ofthese walks was religious. These days there are a myriad of different reasons for people to take on this challenge. Ours was as a dedication to family members who are no longer with us.

We started our walk from Porto, Portugal to the endpoint Santiago de Compostela in 11 days straight. Our hardest day was a 34.2km stretch along the Portuguese coastline. We carried our own bags, weighing 10kg each, and slept in simple accommodation.

During our journey, we went through harsh weather such as rain, wind and heat. Some parts were flat, others through more challenging hillside terrain. Although sore muscles, blisters and the weight on our backs were our constant companions, we managed to complete the walk two days ahead of schedule.

As we walked, we met a lot of hikers from all over the planet, each one with their own motivation for doing the walk. The incredible history, beautiful countryside and wildlife left the most impressive memories, not to mention the kindness of the locals who gave us lots of encouragement along the way.

This experience helped me to grow in confidence with the confirmation that I can overcome such a big challenge. This walk gave me courage, strength, fitness, lots of dirty clothes and a truckload of beautiful memories. The walk was a wonderful opportunity to bond as a family.

Prep's First Chapel Service

Our Prep children and their families enjoyed their very first Chapel Service this term. During the service, all Prep children were presented with a copy of the 'The Jesus Storybook Bible' from our Secondary Prefects as part of a very special tradition at Grammar.

We had a full Chapel with parents and buddy classes also in attendance. Prep students displayed honour as they lead our readings and prayers beautifully.

pancake TUESDAY

This term we celebrated Pancake Tuesday with hundreds of students enjoying the traditional Shrove Tuesday pancake feast cooked on the barbeque at the Chapel by Ms De Rashleigh.

Our Ash Wednesday service was well attended and an opportunity for reflection as we began Lent and focused on the life, role modelling, death and resurrection of Jesus as we prepared our hearts for Easter.

SHINING THE SPOTLIGHT ON DALE ALDERSON

Mrs Alderson has worked in various roles across the school since 1998; however, has predominantly and most recently been the first point of contact for new and prospective families at the school in the role of the Registrar.

1. *How long have you worked at Grammar?*
This is my 22nd year.

2. *You have obviously had a long association with the School. Your own children attended Grammar when it first opened its doors, how did you find that experience and what do you think your children gained from a Grammar education?*
Obviously the School was a very different place in the early years – lacking in the wonderful facilities that our students enjoy today. Although facilities were very limited, my children, Alex and Kate, benefited from excellent role models in the teaching staff and they thrived on being in an environment where they were extended academically, and where learning and achievement were encouraged and celebrated.

3. *What do you find the most rewarding part of your job?*
There are two parts to the most rewarding aspects of my job – in the first instance, meeting new families and assisting them and their children with settling into the School and I particularly love interacting with our wonderful student community on a daily basis. We are very fortunate at Grammar!

4. *What is the most memorable moment at Grammar?*
Celebrating the graduation of my children, Alex and Kate, and all that they achieved in their time at Grammar.

5. *In your opinion if you could choose only one thing that makes Grammar stand out from other schools, what would that be?*
The care and support that our children receive from staff and the wonderful collegiality staff extend to each other.

Responding to population increase – urban renewal in inner-city Brisbane

On Wednesday 13 February, the Year 10 Geography students travelled to inner-city Brisbane as part of their unit regarding urban change and management. In particular, they considered the role of urban planning in creating sustainable developments such as Kelvin Grove Urban Village, and how urban renewal and gentrification can allow old industrial suburbs such as Teneriffe to thrive again. The students also visited a site in South Brisbane which is soon to be redeveloped, and considered the advantages and disadvantages of two proposed developments. As budding geographers, students must decide how the site should be used in order to best meet the needs of the community. They must consider social factors such as population increase and liveability, economic factors such as educational and job opportunities, and environmental factors such as the impact on the Brisbane River and other natural features. The excursion was a fantastic experience with the students not only enjoying themselves, but also engaging in some valuable, real-world learning.

Mrs Gemma Cardillo, *Head of Humanities*

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SECONDARY MOTHER SON Breakfast

On Friday 1 March we were treated to a wonderful breakfast shared by our Grammar mums and sons at the Grammar Function Centre. This sell-out event was a wonderful opportunity for families to connect and take a moment to reflect on their blessings. Thanks to all who attended and a special thank you to our parent speaker, Krissy Stapleton.

SCHOLARS ASSEMBLY

PRIMARY CAPTAINS

Leading Education Partnerships

Our Grammar students are very aware of the importance of collaboration as a skillset necessary now and into the future as learners and professionals in the majority of careers. Our Grammar staff also collaborate and create partnerships to assist with their professional growth and to maximise student learning experiences.

As Head of Primary School, Paul Clegg has established partnerships with local Independent Primary School Heads through the Sunshine Coast Independent Primary Heads Association. This association is responsible for maximising the collective expertise and spirit of collegiality to provide opportunities for students in Independent Schools on the Sunshine Coast. Buranga Camp, an extension experience for Year 6 students covering all curriculum areas, student leader days, and chess tournaments, are a few opportunities created through this education partnership with local Independent Schools.

Mr Clegg has also created partnerships through the Sunshine Coast Independent Schools Sports Association, where he lead an 18 month collaboration with Independent School Sport Heads to review how sport is delivered to Primary School students. The result of this collaboration was the creation of the successful Gala Day sports model that our Grammar Year 4-6 students have enjoyed since 2015.

Beyond the Sunshine Coast, Paul Clegg is an active member of the Independent Primary School Heads of Australia, IPSHA, where he has been the Queensland Branch President since 2017. This education association provides professional development for its members and their teachers through ongoing learning opportunities and collegiality across Queensland Independent Schools.

In 2018, Mr Clegg was the first Queensland member of IPSHA to be elected as the National President Elect. With over 400 IPSHA member schools, this leadership role of Primary Heads across Australia provides a voice of influence as a member of peak educational bodies including the Australian Primary Principals Association. The partnership also provides a global understanding of education through close links with independent school associations in New Zealand, the United Kingdom, the United States of America and International Confederation of Principals.

Through these local, state, national and international partnerships, our Grammar staff and students have continued to benefit with evidence informed practices and resources, learning opportunities and improving the professional growth of Sunshine Coast Grammar School staff, and in return our Grammar students.

coming soon

GEO

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GRAMMAR PROJECTS

It has been a busy start to the year with a number of projects happening across the school in preparation for 2019 and to accommodate growing student numbers, particularly in the Secondary School.

Large scale projects involved roof restoration across the School campus including a new roof at the Grammar Function Centre. The refurbishment of amenities adjacent to the Senior Resource Centre and the construction of additional shower/toilet facilities near the Aquatic and Tennis Centres are now also nearing completion.

Some of the more noticeable developments are the extension and refurbishment of the food technology kitchen which has been extended in size and includes stainless steel benches and splashbacks, new appliances, in-built servery and skylights.

We have had upgrades to lighting across the campus and are particularly excited about the installation of solar panels at the Aquatic Centre.

Students would have noticed the upgraded and additional water filling stations across the campus, and parents at our Grammar Early Learning Centre will be thrilled with the renovation to the reception area, which has given the Centre a real lift.

Café Mons

As popular as ever, the Year 11 Hospitality Practices students, under the guidance of their teacher, Mrs Carolyn Stafford, saw Café Mons operating from the Sports Pavilion kitchen due to the renovation of the hospitality kitchen area.

Following various assembly and other promotions, the lunchtime bell was the 'calling' for students running to ensure they were able to secure a spider, smoothie and other delights.

Transformation of a Kitchen

Janelle Derrington
Coordinator of Hospitality and Food Technology

It's hard to fathom that the 19 year old Food Technology / Hospitality Kitchen can be gutted and reconstructed into a fully functional teaching space with just a little over six weeks of term time lost during this construction.

Although planning was in full swing during Term 4 2018, considerable work took place during January this year, prior to the students returning.

The enlarged kitchen can now cater for classes in excess of 24 students, with additional bays for student activities, enhanced storage areas, a servery with bi-fold windows suitable for Café Mons and other events, and also barbecue and washing facilities being key features, alongside the upgraded ovens, stovetops and microwaves; certainly food for thought when considering future curriculum development.

During this upgrade, it has been business as usual for our Faculty with classes operating out of the upstairs area of the Aquatic Centre.

There was no doubt that the students eagerly anticipated moving back to a modern kitchen for their lessons – one we are all sure will be well used for many years to come.

Sincere thanks are expressed to the numerous people involved in making this project come to fruition, along with the Faculty staff for their flexibility, adaptability, teamwork, open-mindedness, positivity, and being accommodating and versatile in continuing to cater for the very best outcomes for students during this construction process.

Romp in the Forest

Grammar hosted the annual Early Childhood Romp in the Forest event this term for children from Kindy to Year 2. The aim of the event was to demonstrate how learning extends beyond the walls of the classroom in collaboration with families, educators and children. Kindy families were invited to discover how Grammar fosters visible thinking through a range of age appropriate learning activities.

This year's focus on sustainability was evident in each of the activities, which certainly got the creative juices flowing.

WILDLIFE HQ

Grammar Early Learning has been working with our friendly, animal loving neighbours at Wildlife HQ to bring a number of animal encounters to the students at the centre. Each month during term Wildlife HQ bring along new animal visitors to the centre for children to learn about and interact with. This term we met Bonnie, Rio and Olivanda – three different types of snakes, as well as a potoroo and echidna. We were all very excited to see the echidna and find out the answers to many of our questions.

Through our monthly visits from Wildlife HQ, our children are able to:

- Learn to interact with animals with care, empathy and respect
- Build positive connections with animals
- Learn more about the environment we live in

Billy's Buddies

Every Friday, our Nursery children participate in the Billy's Buddies program. The program is designed for children 2-6 years :

- Encourages children to develop their social skills
- Develops children's hand-eye coordination
- Emphasises fun
- Teaches children the fundamentals of ball sports

Bush KINDY

At Grammar Early Learning Centre we were excited to officially launch our Bush Kindy program this term. The program is teaching children about using the outdoor environment to promote confidence, self-esteem and independence through small, achievable tasks. All Bush Kindy sessions are linked to the curriculum, with the emphasis on child-led learning.

Our Bush Kindy aims to:

- Allow time and space for children to connect with nature and help children feel part of the world
- Increase understanding of and appreciation for nature
- Increase ecological literacy
- Accommodate multiple learning styles
- Encourage problem solving and communication skills

In our first session this term children were encouraged to explore their environment by heading into our surrounding rainforest. They were encouraged to climb and balance on logs while discovering various animals and birds in their natural habitat.

GRAMMAR HELPING HANDS

GRAMMAR COMMUNITY ROLL UP THEIR SLEEVES FOR THE ENVIRONMENT

The Sunshine Coast Grammar School community came together to roll up their sleeves and support of the EnviroCom in an effort to clean up Coolum Beach on Saturday 2 March.

As part of the annual Grammar Helping Hands Beach Clean-up, the group removed over 90kg of rubbish within an hour and a half - an amazing result. It was a wonderful opportunity to do our bit for the coastline and surrounds.

Grammar Helping Hands prides itself on looking outward to others and serving the Sunshine Coast community in times of need, through regular household and backyard makeovers and assisting a range of local charities in their work.

Coordinator of Community Services at Sunshine Coast Grammar School, Mr Ben Princehorn, believes the Beach Blitz is a great opportunity to come together and make a difference to the health of our coastline while having some great fun with colleagues, parents and our students.

> *"It is important we provide our students with a hands-on approach to giving as part of our program, so they obtain a holistic view of the different types of assistance the community needs," said Mr Princehorn*

A special mention to Leanne Wolff for her role in helping us bring together EnviroCom as a partner for our beach blitzes – a great asset.

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JAX TYRES

RoboCoast Immersion Day

Lego, robots and a hall bursting at the seams with eager robotics students from across the Sunshine Coast - the RoboCoast Immersion Day was an opportunity for ten promising Year 6 robotics students to attend Chancellor State College to explore the capabilities and possibilities with EV3 robots. Past RoboCoast Champion students shared their success stories, how they began their robotics journeys and the amazing travel that they have experienced in pursuit of robotics.

Within a few short hours, students were able to build their Lego EV3 robots, program them using a specific Lego coding program and the day culminated with a Sumo Robot Battle between 140 students and their robots. Teamwork and collaboration was essential to build and program the robots successfully, and our students had plenty of fun along the way too. We now look forward to beginning our Year 6 Robotics Club on Thursday lunchtimes in P15 where we will continue developing our skills. Other year groups will be provided the opportunity to join the Grammar Robotics Club in the near future.

I Heard Voices in the Forest

I heard voices from the forest, you know.
They whispered quietly
So mysteriously, so sacred and slow,
So I chased the voices through the forest.

As I wandered through the woods, mangled,
Shadows wrought over the Earth,
The cold nipping my ankles,
I pursued those voices of the forest.

Soothing as a siren with enchanting words,
Their call could not be ignored.
Alongside the ravens and mockingbirds,
I wandered for those voices of the forest.

The wind was soothing, kissing farewell
the ivory swan,
The critters inquisitive of my blunder,
In haste, trees urge me on
As I sought the voices of the forest.

My bare feet covered in mud, mess it lends,
Soil beneath my fingernails,
The rocks and dirt were my friends
While I chased the voices of the forest.

I ran with the wolves, galloped with bears,
The stags willed me forward
Among their herds; free of cares,
My chase of the voices of the forest.

Their whispers too strong beneath
shimmering hoods,
My soul could not resist
The summoning of the dark woods,
By those voices in the forest.

No clothes, no shoes, heaving the icy brunt,
I run and run in
Unceasing pursuit, determined hunt
Of those voices of the forest.

The Fates, cruelly evil in tease,
The milky-Moon, my beloved sister,
Carries me with the breeze,
So I may find those voices of the forest.

The stars are imperative, I must try,
As the pitch sets in,
Painting over the bruised sky,
I continue to look for the voices of the forest.

The Wiccan witches be awoken
By my patter around their hut,
Yet my Pagan brethren utter nothing spoken,
As I chase those voices of the forest.

They will cast many a-spells,
With their chants and herbs and poisons,
The Heathen ring the bells,
As I chase those voices of the forest.

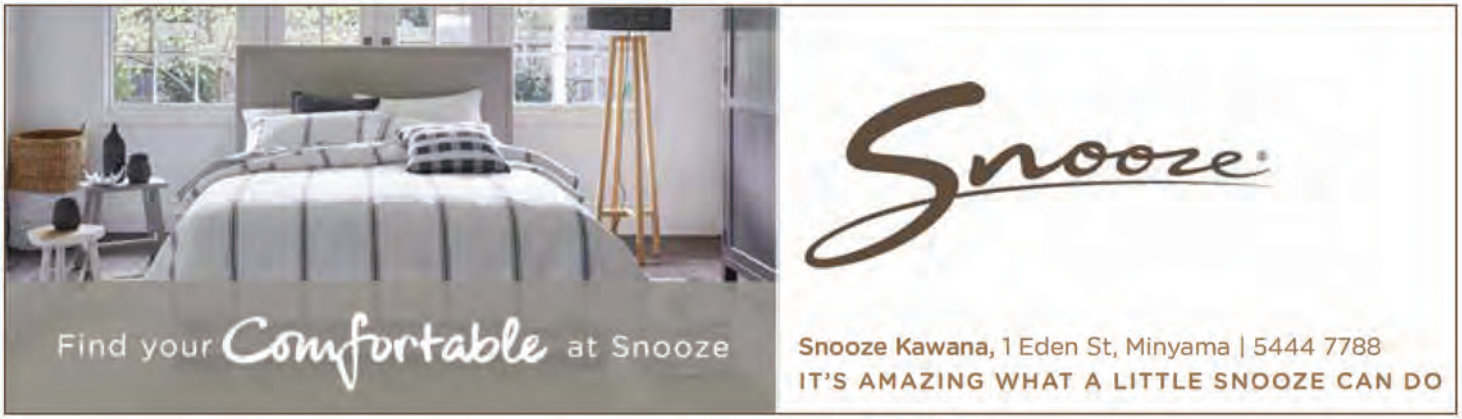
"Do not get lost among the bracken
and weed,
Stay clear of the mountain's forces,
Beware the nightshade seed,"
Says the voices of the forest.

The thicket is suspicious, silent as Death,
As the hares part way for me,
And Autumn holds still its chill breath,
While I find those voices of the forest.

Their cry demands me to run, it
pulls me afar
And I know for sure,
That I am owned by the voices
of the forest.

And suddenly I'm awake, sunshine
through the curtain,
So desperately I look out my window
to the wild,
And I am certain, utterly certain,
That I heard voices from the forest.

By Ella Woodborne
Year 9
Teacher: Mr Archer



MUSIC CAPTAINS ANNOUNCED FOR 2019

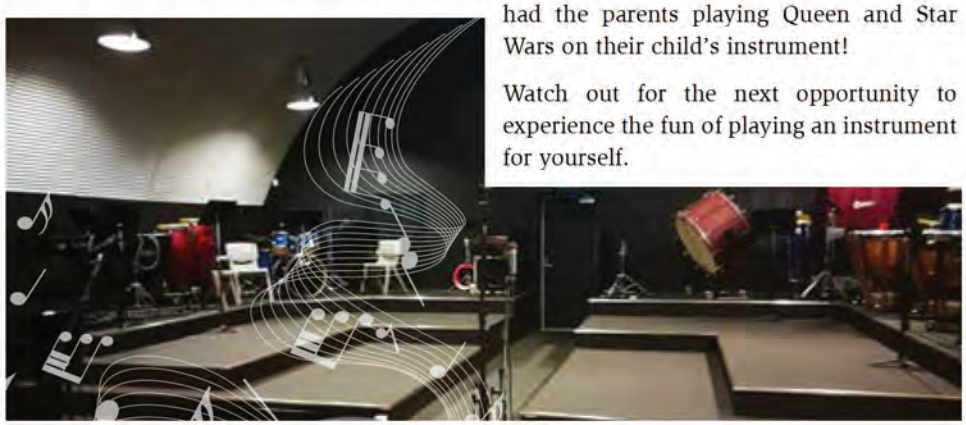
Our very best wishes go out to Bailey, Danaé, Kristian and Dan who were announced as the 2019 Music Captains. These fine young musicians are a testament to the strength of Grammar Music and we look forward to seeing all they can do for our Department throughout the year.

MUSIC SUPPORT GROUP OFF TO A GREAT START

Our dedicated Music Support Group members kicked the year off with enthusiasm and determination. The support of our Music families is vital to our thriving area of the school and we are very appreciative of the assistance offered by all who sign up. Come along to our next meeting on Wednesday 15 May at 6:15pm in the Music Hangar and find out how you can help.

Something fishy in the music classroom

Students are off to a fine start with the new syllabus in the Music classroom. With composing, performing and analysing music at the forefront of our lessons, the Year 11s decide sometimes to think outside of the box.



YEAR 4 and 5 Music Making

On Monday 25 February several of our families came to experience a night of music making with our Year 4 and 5 Strings and Band teachers. The parents thought they were turning up to an information session, but soon found out that the best way to learn is to do it yourself and so before you knew it, our fabulous teachers had the parents playing Queen and Star Wars on their child's instrument!

Watch out for the next opportunity to experience the fun of playing an instrument for yourself.

SUNSHINE COAST GRAMMAR Tennis

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$45 HALF DAY 9:00am-12:30pm

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Acknowledging the Magical Mr Powell!

Tony Powell has contributed to developing chess players both here at Grammar and across the Sunshine Coast for many years. Tony has taken his love, skill and passion for chess and instilled it into students year after year.

I first met Tony in 2005 and have been fortunate to witness first hand, as both a teacher and a parent, Tony's calm, humble manner, weaving his unassuming magic.

Tony has slipped in and out of our primary classrooms imparting his knowledge and love of chess week after week as part of our Maths curriculum. He has been as avid about nurturing young people as he is about the game. He teaches how to win or learn, it was never a loss because you always walked away with new knowledge. He teaches the etiquette of the sport. How to greet your opponent, wish them luck and thank them for the opportunity to play. He teaches about rules, fair play and respect. It is more than chess; it is developing skills for achievement in any arena.

I have listened to the pride Tony exhumes when he shares student success stories; not necessarily about becoming the best chess players, but about students overcoming personal challenges and finding skills that have helped them in life.

They say teachers are like candles, consuming themselves to brighten the way for others. As we farewell Tony, we wish him bucket loads of family time and good health.

We acknowledge the amazing contribution Tony has made to our community here at Grammar.

A great chess teacher is hard to find, difficult to part with and impossible to forget.

Mrs Rachelle Brutnell
Teacher in Charge of Chess

'In life, as in chess, forethought wins'

Charles Buxton

One of our teachers who demonstrates enormous foresight and passion is Mrs Rachelle Brutnell. She took over the role of Teacher in Charge of Chess in 2018 and has reinvigorated both the program and the passion of the students. The Year 1 and 2 Chess Club is already fully subscribed while the after school progrqm is also booming and is seeing many students from Years 3-12 returning to the club.

Mrs Brutnell is passionate about chess, and all her family play and excel in the chess arena. Given the technology driven world of our young people, you might be intrigued by the ongoing appeal of chess, so we caught up with Mrs Brutnell to understand what skills it is instilling in our children as players.

What drew you and your family to start to play Chess?

My husband and I introduced chess to our children in a bid to help instil strategic thinking skills from an early age. I was transitioning from Secondary teaching to teaching in the early years and I had a vested interested in how to develop thinking skills in children.

My husband had played chess as a child and when our eldest son, Ky, was in Year 1 we were seeking some activities to provide challenges. The games at home grew and all three of our children loved playing with many family tournaments filling our weekends and holidays. Jett was determined not be left behind and surprised us by playing his first full game at 2 years old, with complete understanding. We have a permanent table and wooden chess board set up in our home that was a gift to the children from their late Great Grandmother. It will always be a game that brings our family and friends together.

How does Chess enhance us as thinkers?

Chess nurtures the ability to focus by increasing attention span and working memory span. It trains the brain to think more efficiently and it develops strategic and abstract thinking. Chess allows the brain the opportunity to analyse and reason. It teaches the player to block out both internal and external distraction. It creates thinking on many levels and activates both hemispheres of the brain. Perhaps my favourite is that it sparks creativity through fast problem solving on the fly.

Is Chess linked closely to mathematical and computational thinking?

Some of the connections between maths and chess include set theory, patterns, algebra and geometry. It involves numerous calculations – comparing the value of pieces, number of squares that can be moved, the patterns in which the pieces move as well as higher order thinking involving predicting, planning and analysis. Plenty of new ideas in maths could be taught under the framework of chess.

Computational thinking involves problem solving, breaking down problems into parts, using algorithms and patterns. These are all skills that you use in a game of chess. Chess is played on a grid made up of 64 squares. Each square has a co-ordinate and when playing chess you learn to read the co-ordinates as you make and record moves. Using symbolic notation to record moves that work towards solving the problem of "check mate" is a simplistic form of computational thinking.

What are your future aspirations for Chess at Grammar?

Stepping into the role of Teacher in Charge of Chess at Grammar was made easy by the hard work from the previous Chess Coordinators who had laid the foundation for the Chess Program. My main objective in 2018 was to reignite some of the interest in the Secondary School, while continuing to build our Primary Program.

I envisage over the next three years Grammar will become the leading Chess School in the region. I aspire to create more opportunities for students to play chess. Encouraging and organising social games, providing greater access to boards, teaching basics to parents and supporting the development of more local tournaments.

Ultimately, I would love to set up a program where our students can offer their service to the community through regular attendance at Retirement Homes, Aged Care and Hospitals. Chess has links to preventing Alzheimer's and can be played and taught at any age. Students partaking in such a program can offer friendship, relive boredom, provide hope in addition to nurturing additional skills including compassion and empathy. I endeavour to educate our Grammar community on the value of chess and to foster a love for the game across the community.

ELO - Grammar French Exchange Partnership

Each year we are thrilled to see our relationship with ELO (Europe Languages Organisation) go from strength to strength and this year will be no exception with 28 students joining us in Term 3 and plans well underway for our visit to Aurillac and Paris in 2020. 2020 is a significant year as it marks the 20th year of our biannual visits to this beautiful corner of the Auvergne. In April 2000, Grammar students embarked on their first exchange to France spending five nights in Paris and a week in homestay in Aurillac. This relationship has allowed literally hundreds of students to experience, firsthand, life on the other side of the world, immersed in another culture.

In the last 20 years, I estimate that over 600 students have taken part in this experience and yet, in our fast-paced, sometimes-crazy world the benefits and skills gained have not really changed. Through our exchange program with ELO our students develop global citizenship qualities, year after year.

> *When students participate in an overseas tour and undertake a homestay, they experience so much more than language learning, and truly begin to empathise and demonstrate their independence and resourcefulness.*

They return feeling empowered, having conquered the world on their own and ready to embark on the next challenge, safe in the knowledge that the world is out there and they have the skills to negotiate it.

Language learning is most definitely more than grammar, vocabulary and an exam result, and our partnership with ELO has allowed many of our students to experience the valued benefits of relationships and making connections. These students have continued friendships well beyond the limits of the program and have long-standing family connections resulting in family visits to France, university exchange programs, and visits and assistance with work experience overseas. It is the type of outcome that is truly invaluable.

The aims of the ELO-Grammar partnership are:

- To increase cultural awareness and respect for the cultures of France and Australia.
- To support the teaching of French at Grammar and English in French schools in Aurillac.
- To continue to promote the effective teaching of languages in the schools involved.
- To strengthen relationships, understanding and appreciation between people in the Grammar and French communities of the Auvergne region.
- To build an international perspective between our schools.
- To develop students into citizens who are globally engaged, comfortable with diversity and skilled to operate effectively across cultures with different world views and belief systems.

LANGUAGE AMBASSADORS 2019

This year we have three students who are currently studying French and Japanese; Samuel (French and Japanese), Nellie (French) and Tessa (Japanese). Their role will be a busy one and will include assistance with incoming French and Japanese exchange students and Tour Programs, helping to organise cultural celebrations, supporting international visitors, competing in and assisting with MLTAQ and language competitions. All three students have illustrated an outstanding commitment to the languages they are studying and we are proud to have them on board as our representatives. Samuel received some exciting news this term having been accepted into the prestigious Sorbonne University in Paris following a somewhat stressful midnight interview. Quite a start to the year! Félicitations! They have many plans to support our languages program this year so please keep your eyes open for information in newsletters and on GECO.

We would like to thank all of our past and future host families for their incredible hospitality. Every year we are amazed by the welcome that our Grammar community extends to our visitors, the support for our program and making our visitors from Aurillac truly part of our Grammar family (un grand merci à tous!) and we hope that this is something we are able to continue to offer with your support in the future.

Pathways AT GRAMMAR

Grammar students have many opportunities to explore independent studies and pathways that interest them whilst still participating in Secondary School. Some of the more common pathways are detailed below.

School Based Traineeships and Apprenticeships (SAT)

SATs allows Secondary School students, in Years 10, 11 and 12, to participate in employment-based training where a student's school timetable reflects a combination of school studies, paid work for an employer, and training in an apprenticeship or traineeship occupation. The apprenticeship or traineeship counts towards the awarding of a Queensland Certificate of Education (QCE) and progression towards a vocational qualification and/or their OP/ATAR. Electrical, plumbing, cabinet making and automotive are popular apprenticeship options with students. Students can complete up to 33% of their training while at school, with the aim to roll into full-time employment after graduation.

Popular traineeships at Certificate III level include office administration, business, retail, childcare and hospitality, and take on average 12-18 months to complete. Students use traineeships as a pathway to further employment or study, in their field of interest.

Independent VET Studies

Students elect to enrol in a course of their choice, with an external Registered Training Organisation (RTO), and complete their study independently. Students study Certificate II to Diploma level, in varying formats including online study with volunteer work, work placement, weekly training sessions, and/or one-on-one with a Trainer. Nationally recognised certificates also qualify for QCE points and can be used to calculate a student's OP/ATAR.

VET at Grammar

Grammar offers a Certificate III Fitness and a Diploma of Business to students in Years 11 and 12 as part of the subject offerings. The school links with outside RTOs, with each certificate contributing to a student's QCE, and/or OP/ATAR. The USC offers up to eight courses of credit for completion of the Diploma of Business.

SCTTTC

The Caloundra based Sunshine Coast Technical Trade Training Centre is a popular choice with students in Years 11 and 12, who are interested in a trade qualification. The Centre operates Certificate I and II courses, one day a week each year, and includes up to 80 hours of work placement in school holidays. The SCTTTC has won several awards for its training and has impressive statistics of graduates rolling over into full-time employment upon completion. This year Grammar P&F have partnered with the Centre to provide partial scholarships for two Grammar students.

TAFE at School Program

TAFE offers a range of Certificate I to III courses to students in Years 10, 11 and 12. The program is tailored to suit the needs of school students, offering on-campus study one day per week, for 6, 12 or 18 months. Completing a TAFE at School qualification gives students points towards their QCE and direct entry into any related TAFE Queensland course. If students continue on to a Diploma qualification they can take advantage of TAFE's articulation arrangements with some of Australia's top universities and shave some time off their degree.

AMEB and Trinity College

Grammar has a talented stream of students who elect to participate in AMEB and Trinity College exams. As the students progress through the levels, they may negotiate a drop in a subject in their senior years to focus on a Diploma. These studies also contribute to a student's QCE.

HeadStart

HeadStart is a transition program for Year 11 and 12 students to study USC courses while still completing Secondary School. It provides students with a taste of university life and contributes towards a student's QCE. The program prepares students for future study while working towards a USC degree, expanding their knowledge, and provides opportunities to interact with university staff and students. It can also ease a student's study load by up to two courses when they enrol at USC full-time.

Distance Education

In the past, students who have excelled in a language other than Japanese and French, have elected to study a QCAA course through distance education.

Excursion Visual Art APT9

Students were not disappointed when they visited the APT9 exhibition at the Gallery of Modern Art on Thursday 14 February. The 9th Asia Pacific Triennial of Contemporary Art presented a unique mix of creativity and cross-cultural insight that challenged the student's conventional definitions of contemporary art. At the exhibition there were installations, paintings, sculptures, works on paper, photographs and moving image works by both emerging and senior artists. Some of the works had never been seen before and the artists came from over 30 different countries from the Asia- Pacific region.

Held every three years, the Asia Pacific Triennial of Contemporary Art is one of a number of reoccurring exhibitions that takes place around the world. Beginning in 1993, the Asia Pacific Triennial is the only major series of exhibitions to focus exclusively on the contemporary art of Asia and the Pacific, including Australia. The students were able to get close up and personal with the works and this exposure certainly made for exciting and informative discussions over our picnic lunch on the river bank.

RUGBY

It has been a busy start to Term 1 for Grammar Rugby players with the U12s preparing for Armidale while the U13, U15 and 1st XV head off to Brisbane to compete in the Ballymore Cup over the Easter holidays. 1st XV have started off the season in convincing fashion, defeating Somerset College 24-12.

Rugby Sevens

Grammar had four students compete at the National 7s tournament at Ballymore over the December holiday break. Dylan (QLD White), Mackenzie (QLD White) and Louis (QLD Grey) all competed in the youth boys competition, while Amy competed in the youth girls competition.

This was a huge achievement for Amy who was chosen as a member of the Rugby Australia 7s National Youth Program. Girls selected in this program have displayed the ability both on and off the field, to potentially graduate to Rugby AU7s National Program. As well as usual training, Amy will attend training camps every three weeks between March and June. These camps will see Amy travel to Brisbane, Sydney and Canberra, and her training will include working with the National women's team.

This is a massive step towards Amy's goal of representing Australia at an Olympics!

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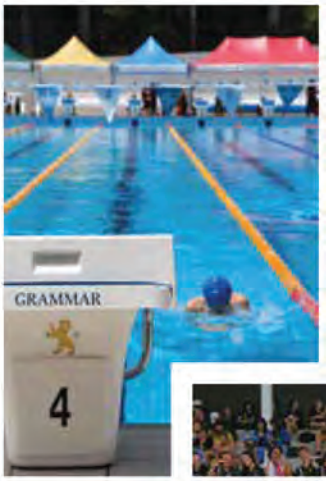

SWIMMING

The 2019 Interhouse Swimming Carnival saw a fierce competition, with the points-lead changing several times during the day. The improvement in Grammar's swimming talent and depth was evident, yet no surprise with our fantastic Aquatic Centre entering its second year of operation. Chisholm proved too strong in the pool, winning the Champion House Shield, and too strong in the stands, also winning the Spirit trophy to complete a rare double. Congratulations to the Chiefs and to all House Leaders on the day for their immense efforts!

Our premiere race, the Grammar 100 was first up and Lucy D completed a three-peat, to remain the only winner on the Girls shield, with a time of 1.00.92 – just missing her goal of breaking the minute mark. New student Zac T won the boys' race, setting a new record of a mere 54.96!

Sunshine Coast Grammar School was proud to go on to host the Sunshine Coast Independent Schools Primary and Secondary District Swimming Carnivals earlier this term at our state-of-the-art Aquatic Centre.

Water Polo

Agèn (U16) and Scye (U14) were selected for the Sunshine Coast teams, which competed at the State Titles in December, with the sisters also representing the Sunshine Coast at the Australian Youth Championships in January in Brisbane. Agèn also played for the Queensland Country Team at the Club Nationals in Hobart in October 2018.

Congratulations to Harry, Sam, Preston and James for their wonderful efforts at the Under 12 State Titles held in December last year. Playing for the Brisbane Polo Bears Club the boys managed to win the tournament to be crowned state champions. Sam was the highest U12s goal scorer at the tournament. Following on from this, the same team contested the national titles and finished a very credible 5th in Australia.

In further Water Polo news, Josh competed in State and National tournaments for four of the eight week Christmas holiday break. At the Under 14 State competition, Josh was the highest goal scorer with 19 goals, awarded Most Valuable Player and his team won Bronze. He also competed in the Under 16 State and National tournaments where he was the youngest player in the Sunshine Coast A team.

ROWING

Congratulations to Max G and Harry P who competed at the Queensland State Rowing Championships earlier this year.

Max came 2nd in heats in the Open 1000m Mens G4 Double Skull to then compete in the Final, coming 6th overall. He also competed in the Championship Final 2000m Mens Under 17 Double Skull to finish 8th overall.

Harry came 1st in his heat for the 1000m Mens Group G4 Double Skull, coming 2nd overall for the Silver medal in the Final. He also competed in the 2000m Championship Mens Under 17 Skull to come 5th in his heat, before winning Bronze overall. He then came 5th overall in Championship 1000m Mens Group 4 single skull in the Final.

GRAMMAR SCORES TOP NETBALL COACH, LYN PUGH

Lyn brings with her extensive playing and coaching experience, and is committed to developing strong skills and enhancing personal development for young athletes.

Currently completing her Netball Australia Advanced Coaching Accreditation under the direction of Queensland Under 19s Head Coach and mentor, Simone Nalatau, Lyn has also been selected as Sunshine Coast Netball Associations Representative Coach for 2019.

Most recently Lyn was the Netball Coordinator at St Andrew's Anglican College, the Assistant Coach of the Suncoast Lynx Under 19 team which played in the Queensland State Netball League and the Netball Queensland Emerging Talent Program Coordinator for the Sunshine Coast Region.

Lyn's experience and skillset in being able to coordinate players and teams from across a broad range of ages and abilities will be crucial for the role.

Lyn is an accomplished player who has represented Australia and Queensland in the Indoor Netball arena, while captaining a number of state youth netball teams during her career.

Welcome Lyn to our team and we look forward to seeing her continue to build our Netball program."

GRAMMAR MAKES A RACQUET WITH NEW APPOINTMENT

Sunshine Coast Grammar School is excited to announce the appointment of tennis ace, Clint Fyfe, as the new Head Tennis Coach.

Clint has spent the past four years working with Tennis Australia as their Queensland Talent Development Manager and Talent Performance Coach. During his time in these positions, the playing groups he was responsible for became the strongest in the country.

Prior to these roles, Clint owned and operated one of the most successful tennis coaching and tennis centre management companies in Australia.

A High Performance Tennis Coach, Clint won the 2013 prestigious Newcombe Medal for Talent Development Coaching Excellence. He has also won four Queensland Coaching Excellence Awards and coached numerous state teams. Clint's coaching record across the pathway from beginners to performance players is admirable. He is excited by the challenge of working in a school environment as he believes school programs should be a key component of the participation and performance strategy for Australian tennis.

Clint's expert knowledge, attitude and skills will be instrumental in building on the strong foundation already established and further develop the Tennis School of Excellence Program at the School.

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Madison Thew-Keyworth
Class of 2006

2006 School Captain, Madison Thew-Keyworth, has worked professionally as a Director and Choreographer between Australia and New Zealand for the past 10 years. Prior to stepping on to the production side, Madison trained as an Actor with NIDA through their Young Actors Studio, performing in *A Dream Play* at QPAC in 2007. Madison was also part of the Australian National Tour of *Calendar Girls*.

On the production side, Madison's show credits include *A Chorus Line, Chicago, Annie and My Brilliant Divorce* (MAT Australia), *Mamma Mia!, Joseph and the Amazing Technicolour Dreamcoat* and *Salute to Broadway* (VTA New Zealand).

Madison is also thrilled to spend her time instilling a love for the performing arts with up and coming talent at Sunshine Coast Youth Theatre where she has Directed / Choreographed *Singin' in the Rain, Legally Blonde, Beauty and the Beast, Peter Pan, Seussical* and *Shrek*, to name a few.

Her biggest career highlight to date has been Directing and Choreographing the Australian Premiere of Disenchanted! after it moved from Off-Broadway to Melbourne in 2018.

"When I'm not working, I love spending my time travelling," said Madison recently. "I've had the privilege of working and living overseas, which is always such a wonderful way to expand your horizons. My favourite holiday destination so far has been Myanmar."

"Who knows what the future holds, and that is what I love about life! If I'm still lucky enough to be working in a job I love, and surrounded by great friends and family, I'm not sure what more I could ask for."

"Grammar provided me with such a wonderful foundation and I have nothing but fond memories of my school time. Mr and Mrs Guteridge were brilliant mentors and teachers, and now I teach their daughter, Destiny, and get to repay some of the insight and generosity they bestowed upon me.

"I'm a really firm believer in following your heart. I chose a career that is shaky and uncertain at the best of times – and I wouldn't have it any other way. I love what I do – I've fought hard to make a career of it. It's never been easy – but it has been soooo worth it. So I'd encourage any student, no matter what your passion, find what you love and make a life of it!"

Alessandro Oliveira
Class of 2008

Following his graduation from Grammar, 2008 Vice Captain Alessandro Oliveira, commenced studies at Griffith University, undertaking a double degree in Psychology and Criminology. He obtained Honours in Criminology, with a literary journal published thesis looking at race relations with police.

Based in Canberra since 2017, Alessandro currently works at the Department of Health as a Drug Policy Officer where he contributed to the Industrial Chemicals Legislation that passed into law in February. "My advice is to branch out and explore other options," said Alessandro. "I thought I wanted to be a psychologist, but I've ended up helping steer the funding for drug treatment services across Australia, and sometimes internationally. There's something lurking just around the corner that you never thought you might do that will end up being a great decision, so keep an open mind."

In August 2018 Alessandro married his lovely wife Ausilia in Toowoomba, and they try to return home to visit family whenever they can. "Canberra has the unfortunate pleasure of the worst winter in Australia, so Queensland is always on the list for June or July!" Recalling his school days at Grammar, Alessandro credits his former drama teacher, Ms Franklin, "she had an absolute heart of gold! I was also a great admirer of Mr Cameron Martens."

GRAMMAR GAMES

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Frances Gruchy
Class of 2011

After graduating from Grammar in 2011, Frances Gruchy studied a Bachelor of Paramedic Science at the University of the Sunshine Coast, where she became a Peer and Success Leader, tutoring other students with a GPA > 6.0.

In January this year, Frances took the opportunity to participate in a 4-5 week international volunteer medical trip to Mexico with Global Medical Projects. The trip included living with a host family and working with volunteers from around the world in ambulances, the emergency department (ED) and operating theatre in the city of Guadalajara. "It was an incredibly eye-opening trip, especially when I worked a couple of weeks in a small five-bed ED where the majority of patients were coming from extreme poverty, presenting with stab wounds, gun shots, heart attacks and we even delivered a baby! I learnt a lot including how to speak Spanish, suture wounds, work with limited resources and to appreciate the advanced health care in Australia," said Frances. "On one of our days off we even climbed one of the largest volcanos in the world, Nevado de Colima, to 14000 ft where I watched my oxygen saturations fall to 67% before hiking down through a mild case of altitude sickness. Overall the whole trip was an experience I'll never forget which helped me grow personally and professionally."

Looking ahead, Frances is planning to sit the GAMSAT medical entry exam in September this year, she has another medical volunteer trip planned in December to Nepal, and she has been researching topics for postgraduate study (Honours) in paramedic science for 2020. "My goal is to continue being involved with further international volunteer trips, contribute academically to research journals, and eventually become a doctor."

"Since leaving school, I have travelled to Indonesia, America, Canada and now Mexico which has been integral in developing my self-awareness of the world and its diverse people and cultures. I wouldn't be where I am without my close support network though and to keep calm and motivated, I regularly catch up for coffee with friends and family, read, run and surf."

"Through my experiences I feel privileged to have had the opportunity to attend Grammar from Year 1 to Year 12. In that time, I was a part of sporting teams, theatre groups, band, captain positions, debate teams and even the chess club! I have such fond memories I'll never forget thanks to the strong sense of community I experienced at Grammar."

Alexandra Knesl
Class of 2014

Since graduating from Grammar in 2014, I have been studying a six-year Bachelor of Medicine, Bachelor of Surgery degree through James Cook University. I have always had a passion for Medicine, and my work experience in Year 11 at Nambour Hospital confirmed in my mind that this was what I wanted to do.

I spent the first four years of my degree in Townsville living at Saints College. Initially I was quite homesick as I only got to see my family four times a year, and I missed our gorgeous Sunshine Coast beaches. I made some amazing friends; however, who have become more like family, and the opportunities in my degree that I have been given in Townsville make being away from home completely worth it. In the past four years I have completed seven clinical placements in a variety of rural, regional and urban locations; some of these include Stanthorpe Hospital, Innisfail Hospital, Greenslopes Private, Nambour Hospital, Townsville Hospital and the Mater. Through these placements I have been given the opportunity to link my coursework with clinical application, which I personally find consolidates my knowledge so much more than just reading it in a textbook. I have been able to see my own patients, suture, cannulate, assist in surgery and perform endoscopies. Sometimes, I feel completely out of my depth, but it's all a part of learning.

In 2019, I have been allocated to Mackay Base Hospital, which will be a new adventure. This year is the hardest of the six-year degree as it is my final year of exams, so it will be a challenge. The light at the end of the tunnel for me is that in 2020 I am doing a three-month overseas hospital elective, and at this stage I am considering St Mary's Hospital in London, St John's Hospital in Edinburgh or Mater Dei Hospital in Malta. During this time I am hoping to gain further experience, while fitting in personal travel on the side. At this stage, I am unsure what specialty I would like to go into; however, I am considering Oncology, Paediatrics, Cardiology, Endocrinology or Emergency. As you can see these are all very different, so I hope that as I gain more exposure over the next few years this will help my decision.

If I can give any student who is considering medicine some advice, don't be daunted by the length of the degree. When I started people said they couldn't believe I would be studying for six years. Well let me tell you, time goes by so fast. It honestly feels like just yesterday that I was jumping into the lake after Walk of Honour. So don't let that sway your decision, follow your passion, and if you're uncertain, just give it a go and try your best!

UPCOMING EVENTS

SUNSHINE COAST GRAMMAR SCHOOL

RAISING Screenagers

WITH Dr Kristy GOODWIN

THURSDAY 23 MAY

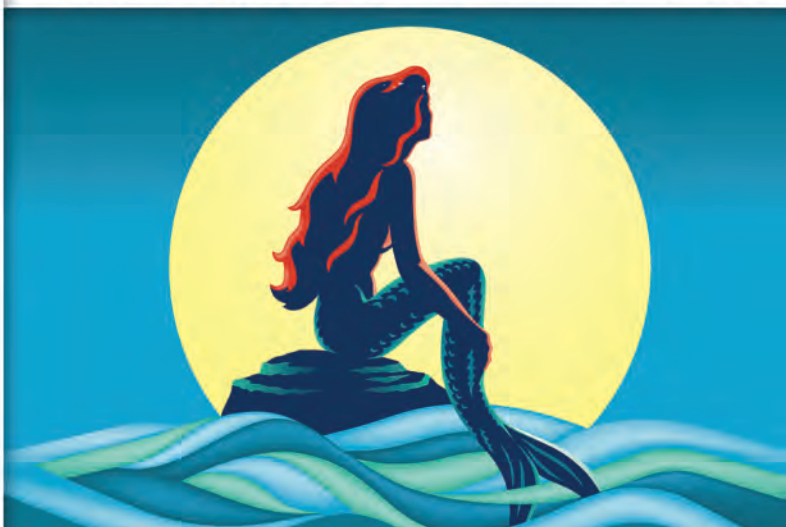
Grammar Hall
6:15pm-7:45pm

SECONDARY MOTHER DAUGHTER Breakfast

FRIDAY 31 MAY

2019 FOUNDATION DAY

TUESDAY 18 JUNE



Disney THE LITTLE MERMAID

20 & 21 JUNE 6:30PM
22 JUNE 2:00PM & 6:30PM

TICKETS AVAILABLE THROUGH EVENTS ONLINE

SUNSHINE COAST GRAMMAR SCHOOL

372 Mons Road, Forest Glen, Queensland 4556 Australia
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