

Q

GRAMMAR
QUARTERLY

TERM 2 | 2019

LEFT

Right



SUNSHINE COAST
GRAMMAR SCHOOL

**“ Learning is the only
thing the mind never
exhausts, never fears
and never regrets.”**

Leonardo da Vinci

DATE CLAIMERS FOR TERM 3

Monday 15 July -
Friday 20 September

July

Monday 15	Term 3 commences
Mon 22-Fri 26	Year 9 Sydney-Canberra Trip
Tuesday 23	Year 6 into Year 7 Orientation Day
Tues 23-Fri 26	Year 8 Camp
Tues 23-Fri 26	Year 10 Careers Week
Tues 23-Fri 26	Year 11 Leadership Week
Wed 24-Fri 26	Year 4 Camp
Wed 24-Fri 26	Year 5 Camp
Saturday 27	Grammar Football Trivia Night
Monday 29	ELO Exchange Welcome Meeting
Monday 29	Secondary House Athletics Carnival (12-3pm)
Tuesday 30	Secondary House Athletics Carnival

August

Thursday 1	Years 3-6 Cross Country
Thursday 1	Secondary House Cross Country
Tuesday 13	Live @ The Hangar
Mon 19-Fri 23	Book Week "Reading is my Secret Power"
Tuesday 20	Subject Selection 2020 Expo
Thursday 22	Music Scholars Night
Friday 23	Grandparents' Day
Tuesday 27	Live@The Hangar - Band
Thursday 29	Live@The Hangar - Strings
Friday 30	P&F Father's Day Gift Stall

September

Tues 3-Wed 4	Year 12 QCS
Friday 6	Swim Club Outdoor Movie Night
Tuesday 10	Live @ The Hangar - Voice
Thursday 12	Primary Gala Day
Thursday 12	Live @ The Hangar - Piano
Monday 16	Music Extension Recital
Friday 20	Last Day of Term 3

QUICK CONTACTS

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SUNSHINE COAST
GRAMMAR SCHOOL

Networking Event



GRAMMAR PARENTS & FRIENDS



Alan Millard, Simon Michelangeli and Scott Brimelow



Linda Neilson and Danyelle Mailer



Sarah Grandison, Eli Moorman and Bec Whitehouse



Sean and Maree Evans with Mayor Mark Jamieson

Grammar Connections was successfully launched at an event on Tuesday 2 April at the Glass House Brewery in Forest Glen with over 100 guests in attendance.

Grammar Connections is a forum for the Grammar business community to come together, enjoy conversation and share experiences while getting to know one another and supporting local Grammar businesses.

The inaugural event featured special guest Sunshine Coast Mayor, Mr Mark Jamieson, who spoke about the Sunshine Coast being one of the Top 7 Intelligent Communities in the world, what this means for the Sunshine Coast and how this will impact (growth in) the Sunshine Coast community.



Chris Stratford-Smith and Chris Inggs



Mathew Grey with Annalise and Ray Andrews



Lynn Ralph and Jo-Anne Bowyer



Stay tuned for
our next event
in Term 3...

Wellbeing for Learning and Life

Communal wellbeing is central to human life.
Cat Stevens



Mrs Maria Woods | Principal
Sunshine Coast Grammar School

The importance of wellbeing for learning and life is well evidenced, and at Sunshine Coast Grammar School we have placed the spotlight on our students' social, emotional, spiritual and physical wellbeing.

The School has partnered each year with experts such as Dr Michael Carr-Gregg, Brett Lee, in 2019 Dr Kristy Goodwin and coupled the expert advice with our tailored specific age and stage appropriate programs, well supported by staff and our full time psychologist, Dr Allana Canty.



In 2019 we have formalised our relationship with the Sunshine Coast Mind and Neuroscience Thompson Institute and signed a Memorandum of Understanding (MoU) between our organisations that will create both short and long term benefits for both the School and the Institute. Already to date, our Year 7 students (who are aged 12) have been invited to participate in the Longitudinal Adolescent Brain Study (LABS), a world first longitudinal study here on the Coast collecting data from the same individuals over a period of 5 years. We are hopeful that the data and research can assist us as educators to ensure our strategies and programs can best support our students during the periods in their life when there is massive brain development and growth.

Our younger students (aged 9-11) have the opportunity to participate in the Combatting Anxiousness for Learning Minds (CALM) study. Some of the key outcomes the research hopes to uncover includes understanding if there is an association between anxiousness and attention issues, the strength of an intervention such as mindfulness in reducing anxiousness and attention issues, and developing a better understanding of how to manage these symptoms. Again, as a School we look forward to utilising the outcomes of the research to inform our practices.

Sunshine Coast Grammar School is also one of many Coast businesses and community organisations who have formally committed to the Alliance for Suicide Prevention. As a staff we have begun the Workplace Integrated Suicide Prevention (WISP) training with Dr Amanda Clacy, Research Fellow for the Alliance for Suicide Prevention. This evidence-based general mental health awareness training gives employees the skills to identify signs that a person, such as a student or colleague may be struggling with a mental health problem and connect them with help. In our first educational session our staff gained a basic understanding of mental illness and suicide prevention, nationally and unique to the Sunshine Coast. Our staff have begun to learn how to encourage communication and to help reduce stigma and ultimately contribute to the improvement of mental health outcomes in our community.

We know when our young people have the skills, information, and strategies, and are well supported by a broad community network of School staff, families and friends, they have better chances to thrive and build those important strengths of resilience, optimism, adaptability, self-confidence and self-belief to give and be the very best versions of themselves.

Sunshine Coast Grammar is showing its commitment to caring for the mental health of its students and families. But it is also helping the Sunshine Coast Mind and Neuroscience Thompson Institute create a suicide-safer community, because its teachers, staff, students and parents can have a positive influence on their own family and friends outside of the school environment.

Daniel Hermens PhD
Professor of Youth Mental Health & Neurobiology, Sunshine Coast Mind and Neuroscience - Thompson Institute



KNOWLEDGE IS POWER

by Kathryn Wilkinson
Dean of Students (Primary)

Knowledge is power. When we understand what is happening we are able to make better informed decisions.

This is the same for children. Sometimes our brains can become overwhelmed with feelings of fear, sadness or anger, and when this happens, it's confusing – especially for young people. We aim to give our young people ways to make sense of what's happening in their brains to support their thinking and decision making processes.

We begin in the Primary School with conversations about how our brains work. We expose our students to the functions of the neocortex (our thinking brain), and the limbic system (our feeling brain). We talk about the amygdala (our alarm system),

and its purpose in recognising danger. We discuss that making decisions when we are experiencing big emotions does not always allow for “our thinking” part of the brain to get involved. We consider strategies to calm the mind and ready ourselves for learning.

Another part of our wellbeing program is the explicit teaching of emotional literacy skills, to support students' ability to understand and express their feelings. These skills involve having self-awareness and recognition of one's own feelings, and knowing how to manage them, such as the ability to stay calm when angered or to sooth oneself when in doubt. Emotional literacy is

one of the pillars in our wellbeing program. We know if a student is feeling highly anxious or overwhelmed it's hard for them to be fully present in the classroom for learning. We also recognise that by understanding what is happening for our young people we are able to better support them to choose strategies that support better choices. Our young people are not born with the ability to self-regulate; however, it is through experiences, knowledge and understanding that they develop the capacity to manage challenging emotions across different contexts.

DEVELOPING



by Dr Allana Canty
Clinical Psychologist

Challenge, discomfort and difficulty are normative experiences across the lifespan. The patterns of behaviour we establish as children in responding to these conditions often set the scene for how we deal with life's challenges as adults.

Further, research indicates that chronic stress in early childhood and persistent dysregulation of emotions, can contribute to disrupted brain circuitry, which makes a person more vulnerable to developing mood and anxiety disorders. Therefore, we as teachers, parents and carers should ask ourselves how can we better prepare our young people to foster their own sense of resilience?

Sadness and anxiety are normal and healthy reactions to stressful situations. Knowing how to distinguish normative patterns of responding to difficult experiences from reactions that are indicative of disordered responding is our first step.

TIPS FOR RECOGNISING DISORDERED COPING:

1. **Avoidance.** Our natural instinct is to avoid situations that cause anxiety or stress, so when anxiety conditions develop young people may begin to avoid places, people or specific situations that cause them to worry or feel uncomfortable. This may mean that they begin to spend less time with friends or doing activities that are meaningful and/or pleasurable. Anxious persons may get teachers, parents or peers to do things on their behalf.
2. **Rituals.** Other young people may experience urges to perform certain rituals in an attempt to relieve anxiety.
3. **Disrupted sleep and eating.** Many young people who experience anxiety also find it difficult to sleep or sleep endlessly. There can also be reductions in appetite, while others use food as a way to feel better.
4. **Unhelpful thinking patterns.** Young people with anxiety often describe an inability to stop thinking and their thoughts are often unwanted and intrusive. They can find it difficult to focus on anything else but their worries, seek reassurance from others, and can turn self-critical on themselves.
5. **Irritability.** Young persons who are feeling overwhelmed, and fatigued from the above coping patterns, can be more irritable. You may notice persistent patterns of communication and reactivity which are out of character for your young person.

If you are feeling stuck on how to support your young person, I recommend consulting with your GP or a psychologist.

Alternatively, a great resource for adults is *"How to talk so teens will listen and listen so teens will talk"* by Adele Faber and Elaine Mazlish, and young readers often enjoy *"Stuff that sucks: A teen's guide to accepting what you can't change and committing to what you can"* by Ben Sedley.

To help children recognise unhelpful patterns, and establish healthier coping skills, you could try the following:

- A. Normalise your child's experience. You can help your child understand their anxiety by discussing the common symptoms including sweaty palms, tense muscles, a racing heart and feeling nauseated. You may also like to discuss how anxiety is a healthy way our body tells us that there is something significant happening, that a situation may be dangerous and needs to be avoided, or to spark the motivation to get something done or perform at our best. I like to refer to our brains as overly helpful friends who sometimes misread the level of 'danger' in a novel situation. All feelings, in all sizes, are normal and healthy and reminding children that it is okay to feel the way they're feeling can go a long way to alleviating the pressure.
- B. Explore their feelings. Bench any desire to challenge or problem solve at this point, and connect with your child's experience. Ask them what has got them worried or feeling low (e.g. "tell me what is difficult for you?"). We should reflect and validate this from their perspective (e.g. "sounds like you've been feeling alone at lunchtimes, and struggled to find people to play with.").
- C. Explore opportunities for personal challenge. Brainstorm ways to overcome the problem (allow for humour through fantasy, e.g. "we could move to Disneyland"), and review the list for whether it takes us in the direction of the person they want to be. Encourage trying out smaller steps that take them in the direction of what they want to achieve.
- D. Help them strengthen their voice of self-compassion. Self-compassion is not 'positive thinking' or pearls of wisdom. Rather, it is permitting oneself to experience difficult emotions and urges without criticism and acknowledging ones efforts (e.g. "it is normal to feel down when plans are cancelled").
- E. Strengthen healthy coping skills by incorporating mindfulness, breathing activities or other relaxation techniques into everyday routines. Many apps offer child-friendly relaxation resources including Smiling Mind, ACTCompanion, and Calm Harm.

Foundation Day

Celebrating our
Life-Long Learners 2019



2019 marks the 23rd year since the sod was first turned on the site at Sunshine Coast Grammar School. We celebrated by acknowledging our 10, 15 and 20 year staff at a special assembly and congratulated our wonderful Life Long Learners - our Year 12 students who began their Grammar journey in Prep. As a School we have come a long way and are proud of all of our achievements. We now eagerly look forward to what we plan to achieve in the years to come.



Tennis program focuses on RESILIENCE

Mental resilience in competition tennis differs from other sporting environments.

Competing in a match requires players to frequently adapt their mindset to a variety of opponent game styles, environmental factors and scoreboard pressure. Different from other sports, tennis players are required to navigate these challenges without any external communication and guidance from coaches. Players can often feel isolated whilst competing, but it is in these environments that important life lessons are learnt.

Developing adaptable, mentally tough, confident tennis players with a never give

up attitude are all important skills to succeed at all levels. During regular training sessions we tend to notice a player working on their technical development, but it is the subtle coach comments and discussions around the mental side of the game that are equally important to players. As players learn to navigate these on-court challenges, it is then important that they see a sense of achievement based on a combination of their short-term personal goals and their results. These characteristics can be developed from a young age when students experience 'learn through play' in modified, game based tennis exercises.

During sport and PE sessions, students develop personal, social and emotional skills alongside their technical and tactical development. Through the 'game sense' approach students learn valuable lessons important to their development as human beings. As students navigate developmentally appropriate activities, they begin to learn to COOPERATE with others to complete set goals. Performing activities in pairs also encourages THINKING, PROBLEM SOLVING and DECISION MAKING. As students master skills and mature, they are then exposed to activities requiring them to COMPETE against their classmates which promotes further understanding of the game, rules and importance of SPORTSMANSHIP and FAIR PLAY.



JUNIOR PERFORMANCE CAMP

24-27 JUNE
1-3 JULY

\$45 PER SESSION



Sprinkling Kindness

Gabby Desch is in Year 4 and she's already started her own business – Kindness4Kids.

Gabby recognised that while she is lucky to have grown up in a supportive family environment, many other children aren't as lucky. Initially she (along with help from friends and family) baked and decorated cakes for underprivileged or sick children on the Sunshine Coast. Now she wants to expand the service and create a network of bakers to help Sunshine Coast kids. Imagine the smiles on the faces of those kids (and of course parents and caregivers)!

While Kindness4Kids is just focusing on birthday cakes at the moment, Gabby plans to grow the business to help children in many other aspects of life and is now looking for volunteers to join her team and help bake cakes so she can make even more children smile on their special day! There is no stopping the force of this young entrepreneur.

Gabby is a dynamo and an inspiration – taking action and actually delivering. She was featured in SHINE Business Women's 'SHINE'ing the Spotlight on...' earlier this term and this is what she had to say!

What made you want to set up a business?

Going to see Sebastian Terry at a conference that mum and I went to. He said helping people is really important, I already knew it was important, but he showed us some pictures and things he has done and I thought that I really wanted to do that too.

What tools should all business have to get started?

When I started my business I did business planning on a piece of paper and worked out what I needed and what things people could help with. I think you also need a notebook and a special pen that you can write in every day. A special pen helps because it keeps you more motivated to write about what you're doing. I've also

been asking mum and dad for a laptop and a phone.

How important is supporting and helping others?

Very important because if you were a person who didn't have much you would like it if someone came and helped you. It makes me feel really good when I hand over cakes because I know the person will be happy and grateful.

Who inspires you and why?

Sebastian Terry because he was the one who I wanted to start my business because of.

My mum because she owns a business and she teaches me stuff.

Zoe Sparks because she writes amazing books about businesses.

So what's next on the cards for Gabby Desch – share with us your plans?

At the moment I'm just doing cakes, but I also want to do school supplies that people can donate to kids. I also want to make some little gratitude journals for kids (adults can have them too), and inspirational cards. If someone is not having a good day then they can look up and see a card that says something good and they'll feel better.

Favourite celebrity and why?

The Haschak sisters, they're on YouTube. I like the songs they sing.

What's your favourite subject at school? Will this help you with your business?

I have two favourite subjects – reading and story writing. Writing will help when I write letters to people and I'll also write my other business plans and emails. Reading will help when I read over everything and I'll become smarter.

When it rains look for rainbows and when it's dark look for stars.

Find out more on her website
www.kindness4kids.com.au



Connecting Grammar businesses
with our community.

businessdirectory.scgs.qld.edu.au



TOP 10 TIPS

TO RAISE THRIVING KIDS & TEENS IN A *Digital World*

by Dr Kristy Goodwin

Dr Kristy Goodwin visited Grammar earlier this term to talk about 'Raising Screenagers!'.

1 Parents need to be the PILOT OF THE DIGITAL PLANE (and not the passenger)

Our kids and teens need guidance and direction about how to navigate the digital world. Just like we teach them how to swim or ride a bike, we need to do the same when it comes to how to use technology respectfully and responsibly. Kids and teens simply don't have the brain architecture to navigate the digital world without adult guidance (their frontal lobe, the part of the brain that helps with self-regulation and working memory is still developing until their 20s). If you're in the pilot's seat you can help them to course-correct so that when they hit turbulence (exposure to pornography, cyber-bullying, online predators, digital dependence) they won't crash the plane. Instead, they will come to you and you can help them solve their digital dilemma.

2 Establish BOUNDARIES around your child/teen's tech habits

As the pilot of the digital plane you must establish and enforce boundaries around how much time they spend plugged in. How much time kids spend with screens is not the only question: however, nor should it be the only metric we consider when we think about kids and screens. Kids and teens also need boundaries when it comes to what content they can consume (what is age-appropriate?), where they can use devices (what places in your home are no-go tech zones?), when they can use technology (what times of the day do you need to limit or avoid tech access? Hint - before sleep

and school are two critical times when you need to make careful tech choices), how they use digital devices (so that their physical health and mental wellbeing are preserved) and with whom they can interact online (to ensure their cyber-safety). Establishing boundaries requires your child/teen's involvement so they have some 'buy-in'. Establishing boundaries in advance, negotiating these boundaries with your child (where appropriate) and clearly communicating in advance the consequences of not adhering to these boundaries, will help your child understand the tech parameters. (See more below about using tech as a reward or punishment tool.)

3 Ensure that technology doesn't displace your child/teen's BASIC NEEDS

Kids and teens have seven basic needs for optimal development, learning and wellbeing. These basic needs are based on neuroscience and haven't changed over the years. They are relationships, language, sleep, play, physical movement, executive function (skills developed in the prefrontal cortex of the brain) and nutrition. It's our job as parents and carers to make sure their time spent on digital devices supports, not stifles, their basic needs. We need to ensure that their digital habits don't encroach on the time available to meet their basic developmental needs. When we know their basic needs have been met, we can ditch the 'techno-guilt' and concern that technology is derailing their wellbeing and learning.

4 Preserve and promote BOREDOM

Boredom is good for our kids (and us,

too!). Human brains weren't designed to be switched on and constantly processing information 24/7. Our brains need opportunities for plenty of whitespace and daydreaming. (This is why we have our best ideas in the shower, when we go on holidays with no WiFi, or when we go for a run or swim). When we allow ourselves enough time to daydream or mind-wander, we create space to come up with creative ideas and solutions to problems. It's also when our kids can start to form an understanding of who they are, at an intrapersonal level. So next time your child declares they're bored, high-five yourself (in your bedroom or a cupboard). It's exactly what their brains need!

5 Balance their screen time with GREEN TIME

Time in nature is vital for your child's overall wellbeing for a host of reasons. Time in natural sunlight (Vitamin D) helps to regulate your child's circadian rhythms (which will assist their sleep patterns). Natural sunlight also helps to elongate their myopic nerve to prevent the onset of myopia (near-sightedness). Time in nature also helps our kids' and teens' overloaded nervous and sensory system to recalibrate after they've been hyper-aroused on screens. This is why I strongly encourage, where and when possible, green time after screen time.

6 Avoid using screen time as a REWARD

Technology is already innately pleasurable and appealing for most kids and teens so we don't need to elevate its status even more by offering the 'digital carrot' (i.e. rewarding appealing behaviour with screen time). If we use digital rewards we also develop a transactional relationship with our kids and

teens and they'll start asking 'What's in it for me?'...I'll unpack the dishwasher if I can have an hour gaming.'

7 Avoid using screen time as a PUNISHMENT TOOL

If there's any perceived threat that we'll ban the gaming console or confiscate their phone, then our kids and teens are unlikely to come to us when they're encountering a digital dilemma. As the pilot of the plane, we want our kids to feel confident and assured that they can come to us when there's an online issue. If there's any hint that we'll 'digitally amputate' them, then they're very unlikely to come to us.

8 PLAN don't ban technology

Whether you love it or loathe it, the reality is our kids and teens will inherit a digital future, so plan don't ban technology. When parents ban technology it often drives behaviour underground. As the pilot of the digital plane, you need to have ongoing conversations about the technology your child/teen is using and the boundaries you've established (because not only does your child or teen change, so too does the technology).

9 Keep technology OUT OF BEDROOMS

The use of handheld devices such as phones and tablets can delay the onset of sleep. These devices emit blue light which inhibits the body's production of the sleep hormone 'melatonin'. Ideally, kids should put their digital devices to bed 60-90 minutes before they go to sleep. If this isn't possible, dimming the brightness of the screen, using blue-light blocking glasses and/or doing a tech swap before bed (e.g. watching TV is a better choice than swiping on your phone) are better alternatives. The research also confirms that most cyber-bullying occurs at night. Why? Aside from the fact that kids tend to have more unsupervised access at night, it's also because the logical part of the brain that manages their impulses and helps them with good decision-making (the frontal lobe) switches off at night and the amygdala (the emotional centre of the brain) fires up. This can be a diabolical combination for our young people.

10 Be a good digital ROLE MODEL

Be mindful of your own digital habits as our kids and teens imitate our behaviour (they

have mirror neurons in their brain so they are hardwired to copy). Technology has been intentionally designed to prey on our psychological vulnerabilities and this is why so many of us find it hard to put down our phones or shut the laptop lid. Carve out tech-free times when your children are around. Nominate no-go tech zones in your house, such as the meal area or driving in the car. Having screen-free meals is great for not only connection with your child/teen, but also to promote mindful eating habits. Disable alerts and notifications so you don't feel compelled to pick up your device, or turn your phone to greyscale so it loses some of its appeal.

Dr Kristy Goodwin is a digital wellbeing and performance speaker, researcher, author and media commentator (and mum, who regularly deals with her own kids' techno-tantrums). Kristy translates the science and research about how technology is impacting children's, teens' and adults' health, wellbeing and performance into practical advice and realistic tips.

You can find out more about how she helps parents navigate the digital world at www.drkristygoodwin.com. You can also download her ebook via GECO.

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SHINING THE SPOTLIGHT ON PAUL HUGGINS

1 *What is your role at the School and what do you love most about your job?*

I am part of the Maintenance Team and I love the variety that each day brings in the job. I enjoy managing a variety of projects across the campus and particularly enjoy seeing projects come to fruition.

2 *How long have you worked at the School and what is your most memorable moment?*

This will be my 13th year at Sunshine Coast Grammar School and a highlight would be when I had to dress up in a giant elephant costume and wave at students as they entered the school for the Aladdin Musical promotion some years ago – it was pretty fun and a little out of my job scope! I particularly enjoyed finding the perfect spot for planting the fig tree (now in the middle of the teardrop in front of the administration building) and have loved watching it grow every day for over 10 years.

3 *What challenges have you faced and tell us what you've learned as a result?*

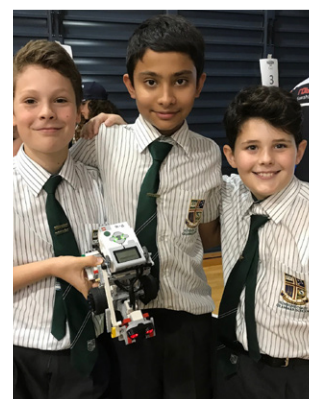
Managing traffic flow is a constant challenge and one that is always changing. The logistics of this is tricky as we try our best to get traffic in and out of the school on time, every day.

4 *What are your interests and hobbies outside of work?*

I enjoy playing golf, going to the gym, running, swimming and cycling, but my passion would have to be cars! I love spending time with family and watching my three children grow up and follow their own dreams. I have twin boys who are 21 and a daughter who is 23.

5 *Who inspires you most and why?*

Arnold Schwarzenegger for being able to successfully reinvent himself and Robbie Williams for the way he can move a crowd.



Sumo Robot Challenge

Over 500 students, 180 teams from 45 different schools, arrived at Mountain Creek State School for Australia's largest ever single day robotics competition on Tuesday 7 May. The Sumo Robot Challenge involved students building their very own Lego robots using EV3 programming and then battling against other robots to push their opponent out of the battle ring.

Our Year 6 Robotics Club presented four sumo robot teams and they battled with grace, respect and sportsmanship. One of our teams, David the Undefeatable, unfortunately struggled with programming issues throughout the day and were consequently awarded a trophy for persistence by the RoboCoast event organisers. RoboCoast proudly states that through robotics, students are learning valuable literacy, numeracy and coding skills to prepare them for the future of tomorrow.

We look forward to developing our Grammar Robotics Club throughout the Primary School in 2019. Our Year 5 students are invited to join the club for Term 2, Year 4 in Term 3 and Year 3 in Term 4.

Tom Reid, a Year 10 student, has been admitted to the Oxbridge Academic Program - The Cambridge Tradition for this English Summer.

The Oxbridge Academic Program has been running courses since 1986 and was designed by Professor James Basker. The goal of the program is to allow each student to immerse themselves in a major and a minor course from a range of over 200, across four countries.

Tom's major will most likely be one of the following:

- Speech and Debate and Skills for Success
- Astronomy and Astrophysics
- Medical Science

He will live in undergraduate rooms at Jesus College at the University of Cambridge. Jesus College was founded in 1496 and stands on the site of a 12th-century Benedictine nunnery.

Famous alumni include Thomas Cranmer, who compiled The Book of Common Prayer, author Laurence Sterne, poet Samuel Taylor Coleridge, and the Queen's youngest son, Prince Edward, Earl of Wessex.



Tom takes on Oxbridge Academic Program



Wildlife HQ

Grammar Early Learning has forged a strong relationship with Wildlife HQ, located just beside the Big Pineapple.

Each term our children look forward to a visit from the team at Wildlife HQ which introduce our children to a range of native animals. This term our toddlers were particularly excited about meeting Sampson the Dingo. Sampson is just two years old and his brownish red fur was super soft. Our children learnt that dingos howl instead of barking and clean themselves by rolling in the sand or dirt.

MOTHER'S AFTERNOON



National Simultaneous Storytime (NSS)

National Simultaneous Storytime (NSS) is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. Now in its 19th successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Prep to Year 6. This year shared Alpacas with Maracas written and illustrated by Matt Cosgrove.



Come and see for yourself...



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IMPORTANT FOR
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A School of the Presbyterian and Methodist Schools Association



SUNSHINE COAST
GRAMMAR SCHOOL



School leaders dive into action

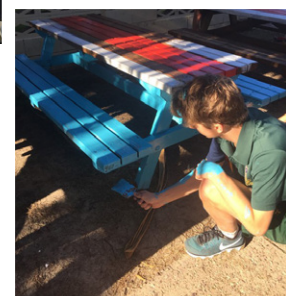
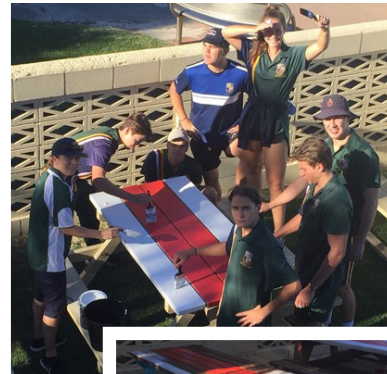
Sunshine Coast Grammar School's Year 12 students once again took the opportunity to head out into the community this term to give back and lend a helping hand as part of the Grammar Helping Hands Blitz Program.

This time the team of Grammar students converged upon the Metropolitan Caloundra Surf Lifesaving Club where they were involved in painting and cleaning projects for the junior and senior lifesaving programs at the Kings Beach Club.

Coordinator of Community Services at Sunshine Coast Grammar School, Mr Ben Princehorn, says that the tradition of the Year 12s taking on their own blitz and coming together as a cohort in support of their local community has been happening here for almost seven years.

"It is a truly memorable moment for the students in their final year to be able to band together alongside one another in the spirit of community and true comradery to do something worthy, while leaving a lasting impression," said Mr Princehorn.

The blitz saw many students lending a hand to paint, clean and clear away any unwanted items from the surf club.



Our P&F Mother's Day stall was a huge success. Children were very excited to see the range of gifts and couldn't wait to choose something special for their mums. Thanks to our P&F for organising this wonderful stall.



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

**BLAST OFF WITH AN ACTION
PACKED HOLIDAY PROGRAM**

7:00AM-6:00PM



SECONDARY MOTHER-DAUGHTER Breakfast

FRIDAY 31 MAY

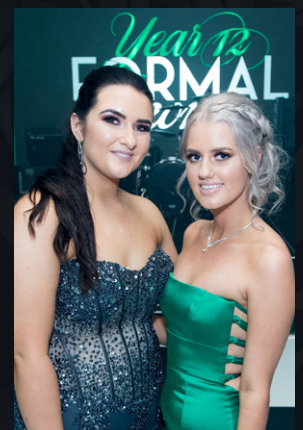
Our Secondary Mother-Daughter Breakfast at the Grammar Function Centre on Friday 31 May, where every seat in the house was taken. Guests enjoyed a beautiful buffet meal and the opportunity to spend time together. Thank you to our guest speaker, Paula Rodrigues, who shared her thoughts and anecdotes about family life. Thank you also to Maddie Cunningham for her beautiful performance.





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French visitors from Aurillac – Bienvenue!

We look forward once again to welcoming our sister school group from Aurillac in Term 3. Preparations are well underway for their visit and all hosting families have been contacting the students they will be hosting. Exchange visits only happen with the support of the whole community and we are very grateful for the hospitality of families and staff. We look forward to showing off our beautiful School and local area to our French visitors and hope to be able to reciprocate the amazing welcome we received in 2018 in France.



French Exchange - Olivia Anderson

Over the Easter holidays I participated in an exchange in Aurillac, France, for three weeks. After more than two days of travelling I finally arrived at my host family's apartment. I spent my first weekend struggling with the inevitable effects of jetlag, but still managed to horse ride and go hiking. I was amazed by how close Lola, my exchange student, and I became in such little time. We were so similar, and it felt like we'd known each other for ages. The first day at school was incredibly tiring. I was bombarded with questions in ridiculously fast French and it was somewhat overwhelming. The schooling system in France is very different from the schooling system in Australia. There is no uniform at school and I really enjoyed the freedom of not wearing a uniform.

After my stay with Lola, I swapped families to stay with Fanny, who will be coming to Australia in July. It was strange to move families and I had to adapt quickly. As it was school holidays, Fanny's family decided to go on a trip to Vendée, in North-West France. Whilst in Vendee we visited Sables d'Olonne, a coastal town, Puy Du Fou, a famous theme park, as well as many of the Chateaux de la Loire. On the last day of my exchange I travelled to Clermont-Ferrand, a small city famous for its distinctive black stone buildings. It was stunning and I spent the day walking around the tiny alleys of the old town and making the most of the local cheese.

In hindsight I cannot deny how truly terrified I was of travelling halfway across the world by myself and living with strangers. It was an unforgettable experience in which I met some incredible people and made lifelong friends. I would like to thank everyone who helped me throughout my stay in Aurillac, especially my host families, the Bugeias and the Theols, but also Mr and Mrs Lacassagne, Mr Longville and of course Mrs Richardson. I would sincerely recommend every student who is learning either French or Japanese to partake in an exchange. Exchanges make you more independent and more open-minded. You will be surprised by how much your language skills will improve, and by the completely different lifestyle.

JAPAN EXCHANGE CHLOE BANNINK



I have been in Japan for almost two months and have fallen in love with it! Not only is the food amazing, I have made some great friends. On the first day of exchange, my host mother took me to Satte, a cherry blossom tree lane. It was the end of blooming season, but they were still stunning to see.

We recently celebrated Golden Week, a series of holidays that fall very close to each other, so Japan celebrates them all at once. My host family took me to Tobu Zoo, which also has an amusement park. We went shopping with my host family, who dressed me in a traditional Japanese summer kimono. At the end of week, we went to Ito (located on the Izu Peninsula) – a 4-hour train journey from where I am staying. We went fishing for 3 days and could see Mount Fuji from the boat. During this week my host sister needed to look after her elementary school's rabbits – students in Japan have many responsibilities.

Our sister school, Shohei High School, has started offering the International Baccalaureate programme, and I have joined that class. School in Japan is very different, students have four pairs of shoes – black leather for going to and from school, runners for the track, runners for the gymnasium and shoes for walking around the school. They have vending machines and a store where students can buy stationery and uniforms. They use blackboards all the time, have lunch in classrooms, brush their teeth and don't use computers.

This term the school held its annual sports festival. Events included skipping rope, typhoon's eye (running with a bamboo stick around 3 cones then back and the team jumping over the stick), tug of war and an obstacle relay.



Instrumental Music Specialists' Concert

On Monday 26 March the Instrumental Music Specialists delighted an intimate audience with their talent and musicianship at their annual concert. It is wonderful for the students to have the opportunity to see their teachers perform and cope with the same performance anxieties that they themselves have to learn to combat. At Grammar Music "those that can, teach and play".



LIVE@THE HANGAR

Over 50 students have already had the opportunity in Semester 1 to demonstrate and share their playing ability and hard work with their Instrumental/Vocal Teachers. The Live @ the Hangar Concert Series is an outstanding format for the students to continue to develop their performance ability. We look forward to continuing our concerts through the year and the opportunity this provides for parent, student and staff interaction in a musical and enjoyable environment.

CURRICULUM MUSIC

Classroom Music is thriving at Grammar with class sizes continuing to grow through the Secondary years. Year 7 Music provided students with the opportunity to participate and get a glimpse of what it is like to be involved in Curriculum Music in the Secondary School. Students are actively involved in making music through songs, games and the use of instruments, as well as listening to and analysing music. There is strong focus on movement, group work, performing and composing which is supported through the use of technology.

Our current Year 7 students have excelled in Classroom Music and have enjoyed having an opportunity to develop their creativity.



Many thanks to all of the students and parents of Bel Canto Choir and Forest Strings for your enthusiasm and taxi services to have these ensembles perform at the Aquatic Centre Opening and to the Symphonic Band for Anzac Day, including a very early start for our committed Choir. Your performances were moving and beautifully prepared. Congratulations to all involved.



Year 4 Strings and Year 5 Band Concert



It has been an exciting and busy start to the year for our students involved in the Year 4 Strings and Year 5 Band Programs. All Year 4 students have had the opportunity to learn a stringed instrument and all Year 5 students have been learning a woodwind, brass or percussion instrument. Students have made remarkable progress under the tuition of our Instrumental Music Specialists, who teach students correct technique, how to read music and ensemble skills. Preparations are underway for the first concert at the end of the Semester, when students have the opportunity to showcase everything they have learnt so far to their family and friends. The Year 4 Strings and Year 5 Band programs are an integral part of Grammar Music as not only are they a lot of fun, but they also lay a strong foundation for students' future success in Classroom Music, through private tuition and as part of our ensemble program.



MUSIC MIX concert

On 29 May and 9 June all of our ensembles performed at the Music Mix 1 and Music Mix 2 Concerts. With the dressing up of our Hangar performance space and the help of the wonderful Music Support Group these nights were a great success in bringing our Music family together to celebrate the hours of rehearsal and preparation that these students are committed to throughout the year.

It will be with great anticipation that we look forward to bringing all of our ensembles together at this year's Remix Gala Concert to be held in Grammar Hall on Friday 18 October 2019.



MR DANIEL ROMAINE – 2019 ARTIST IN RESIDENCE

During Week 5, the Visual Art students enjoyed the opportunity to meet, interact and create with the 2019 Artist in Residence – Mr Daniel Romaine. Mr Romaine has the reputation of being one of the leading Australian Indigenous Dot Artists. Daniel came to know about our School through the outstanding work of Grammar Helping Hands. We came to his rescue in his backyard.

During his time here Daniel worked with students to generate ideas and gather information to eventually create a painting featuring the visual interpretation of the geography of our School. Particular emphasis was placed on identifying and highlighting our special community places through the use of special Aboriginal symbols. Daniel's point of difference was that he required specific information to be gathered from the students so that his eventual painting will be totally unique to Grammar. He will also be seeking information from parents and all staff to gain a holistic perspective.

Daniel reinforces the philosophy that art derives from the human spirit. It supports us to process, manage and reflect upon our human experience. He also has a strong sense of the value of community and the importance of our role as caretakers of this precious world.

We look forward to the completion and enjoyment of the final spectacular result!



The Little Mermaid

The superbly talented team of directors and artists have been tirelessly working since Term 4 2018 to bring our school musical 'The Little Mermaid' to life.

There are around 140 students from Years 5 through to 12 involved either on stage, in the orchestra, backstage, or in the design and construction teams.

The show is directed by Lisa Jacobs, musical direction by Head of Music, Vicki Dede, and additional choreography by our Principal, Mrs Maria Woods. Dr Kerrie Corcoran, Head of Visual Arts, and Faye Fearon have created some brilliant sets and props for the show, and countless other staff and parents have been sewing and designing away to make some magic happen. This really is a team effort and we cannot wait to celebrate everyone's hard work!

Thanks to our sponsors



Wearable Art Competition

This term four Year 8 students, Zara, Isla, Amelie and Zahira, took it upon themselves to enter the annual Wearable Art Competition held at Cooroy. We caught up with them and spoke about their collaborative involvement in the competition and the wonderful experience they had.

How did you hear about this competition?

Isla: I entered it last year. My mum told me about it from a TAFE course.

When did you make your wearable art?

Zara: We made it over a two day period.

What were the conditions of entry?

Amelie: The outfit had to be made from recycled items.

Were the other contestants the same age as you?

Zara: Oh no we were the youngest contestants by far! All the others were adults.

How many people entered the competition?

Amelie: There were 7 entries.

How did you go about collecting items?

Isla: I had leftover items from last year, sourced from Recycle Garbage in Brisbane. Zahira had some items and my grandparents gave us items too.

How did you show your wearable outfit?

Isla: On Sunday 7 April, Zara dressed up in our garment and was involved in a run-way show at the Skate Park opposite the Library in Cooroy, with a judging panel of three specialists. Our group delivered an explanation of our wearable art garment to the judges.

Unfortunately you didn't win, but was the winning wearable art piece creative?

All girls: Oh yes, definitely.

Zara: It was really good. They had professional models. The first prize winner's piece was made from plastic bags.

Isla: The People's Choice winner used natural fibres with leaves and branches.

Are you entering next year?

All girls: Definitely!

Will you go in as individuals or as a group?

Isla: Depends, but probably as a group. We have a Wearable Art task in the Year 10 elective in Semester 2 called "Having a Visual Voice".

Do you think that in 2021 you will select this as a subject to study?

All girls: Most definitely!



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FOOD TECHNOLOGY

Kenya Woodborne - Year 8

Over the course of 2019, the Sunshine Coast Grammar School Food Technology Department has been bountiful in success. The improved structure of the Food Technology kitchen has provided students with opportunities to develop an understanding of kitchen routines and management.

Throughout Semester One, Year 8 classes have gained knowledge of various aspects in regard to: cookery techniques, kitchen hygiene and safety within a workplace environment. These skills have been demonstrated through the weekly practicals with an emphasis on utilising fresh food.

The Year 8 focus is Getting it Right; Eating for Life, which can be demonstrated by the wholesome meals prepared in class, an important aspect for one's well-being. These meals include a vast array of cuisines including Italian, Japanese, Mexican, American and Chinese dishes. Year 8 students have expressed their satisfaction and enjoyment for the food industry through effort in practicals and determination during the written examination.

Overall, Food Technology throughout the Year 8 cohort has equipped students with the vital and necessary skills to independently make meals for the family, an essential inclusion to a well-rounded education.

"There is no sincerer love than the love of food."

George Bernard Shaw



da Vinci Decathlon



This year was incredibly successful for our da Vinci teams.



The da Vinci Decathlon is an academic competition designed to challenge and stimulate the minds of school students. Students compete in teams of eight across 10 disciplines: Engineering, Mathematics, Code Breaking, Art and Poetry, Science, English, Ideation, Creative Producers, Cartography and General Knowledge.

The Year 5-8 competition was hosted at Nudgee College while the Year 9 and 10 teams travelled to A.B. Paterson College on the Gold Coast to compete. All of our teams were excellent ambassadors for our School with our Year 5 team receiving second place in Art and Poetry, while placing well in the engineering challenge.

The Year 7 team took out the overall second place and were awarded first place in the disciplines of Art and Poetry, Mathematics and Code Breaking, and second place in Science.

The Year 8 team took out third place overall. They placed first in the General Knowledge discipline, second in Cartography and third in English.

Our Year 9 team took out first place in Creative Producers and our Year 10 team placed first in Science and second in Mathematics.

Congratulations to our outstanding students for their excellent teamwork and commitment to the weekly training sessions.

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MINT.



Congratulations to Harry Colley, our gold medallist in the 200m Breaststroke at the Queensland State Swimming Championships. An incredible performance particularly as he also recorded a 9 sec personal best effort in winning the gold medal.

Ben Grimsey also secured a bronze with his teammates in the 4x50m Freestyle relay.



TENNIS

Patrick Donovan played for Queensland in the National Tennis Pizzey Cup Competition Queensland were successful in winning the competition, along the way beating NSW during the rounds for the first time in 10 years.

Congratulations Patrick!

Volleyball

Fantastic news for Eloise Lawrie, Jessica Lawrie and Adele Souter, who have all been selected for the Queensland Academy of Sport Emerging Talent program. An excellent effort by the girls, who are already learning a lot through the program.



2019 Queensland Schools Pool Life Saving Championships

The Royal Life Saving Society held their annual schools competition on Sunday 28 April at Somerville House. The Grammar Pool Life Saving Team consisted of 37 Secondary students and 12 Primary students. All students represented Grammar proudly and conducted themselves admirably.

The Secondary team performed very well against some very strong competition from St Margaret's and Fairholme. The boys team defended their Champions title and the girls team were runners up to a very strong team from St Margaret's.

The Primary team's main competition was from The Gap State School. We came out 1st on the day after some outstanding swimming races, swimming in clothes, rescuing, throwing and patienting.

There were many highlights during the day. Grammar won 6 out of the 7 Line Throws Events across both competitions. Grammar also won the Under 15 Girls Survival Relay.



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Netball

Congratulations to our three Grammar Netball teams who successfully qualified for the Sunshine Coast School Monday Night Netball Grand Finals. Our Grammar Inter A, Inter 2 and Junior 2 teams all played some incredible Netball, with our Junior 2 team coming away with the finals win.

They were pitted against a very strong Unity team, the girls did very well to be even at half time. A slow start to the third quarter, due to some turnover ball, saw them fall behind by three points at three-quarter time. Backs to the wall, the girls came out firing and had by far their best quarter, streaking to a four-goal victory!



ROWING



Congratulations to our Grammar Rowers who competed in the Sunshine Coast Regatta this term. Our students won 5 out of 6 races that they competed in and took out the prestigious Sunshine Coast Head of the Maroochy.

RUGBY

SPORT

Sunshine Coast Grammar Rugby has been non-stop throughout Term 2 with most senior teams playing two matches a week across the Sunshine Coast Schools and Club competitions.

Sunshine Coast Grammar hosted its annual Grammar Rugby Old Boys evening against Matthew Flinders during the term with over 300 people in attendance for the match. The highlight of the evening was the curtain raiser between Grammar Girls 7s and Matthew Flinders Girls 7s teams, contesting a match for the first time before a 1st XV fixture.

All schoolboys teams (U13-1stXV) have qualified for the 2019 semi-finals after producing consistent performances throughout the regular season.

The annual fixture between Sunshine Coast Grammar and Brisbane Grammar took place again during the term with matches across all grades a representation of solid schoolboy rugby. Sunshine Coast Grammar 1st XV was unable to win back to back matches going down 24-nil.

Four Sunshine Coast Grammar School students participated in the Open Schoolboys Rugby tournament during the May long weekend. Sunshine Coast took out the State Championships with the assistance of 1st XV squad members Josh Mostert, Charlie Patterson, Max Gow and Nick Lloyd. A notable mention must also go to the squad members that were unable to participate due to injury before the tournament (Leo McCarthy, Dylan Cross, Louis Werchon, Hunter Ryan and Cooper Elliott).

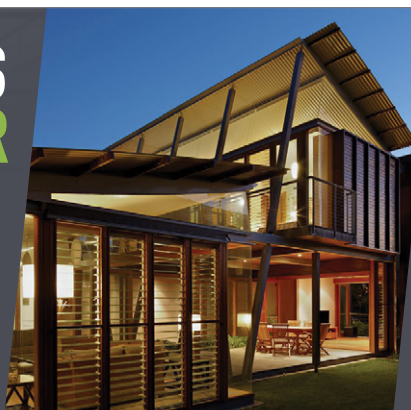
Congratulations to all the boys involved in this fantastic achievement. A special congratulations also to Max Gow on his selection in the Queensland I team to compete in the National Championships this coming June/July holidays.

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NATIONALS

During the school holidays the Sunshine Coast Grammar Swimming Club was represented by 2 swimmers at the Australian Open Swimming Championships and 10 swimmers at the Australian Age Swimming Championships held in Adelaide.

In total we had 7 top 10 finishes in the Boys 16 Years 100m Butterfly.

We had 3 Sunshine Coast Grammar School students on the team – Lucy Dring, Zac Tabuai and Sam Newnham.

The end of June marks the conclusion of the 2018/19 swimming season for the Sunshine Coast Grammar Swimming Club. It has been a fantastic year with not only healthy growth in membership, but also in the level of our swimmers. Sunshine Coast Grammar Swimming was represented by 42 swimmers at our first ever Queensland Championships where we finished in 20th place. We also had 12 swimmers go on to compete at the Australian Championships in Adelaide with several finalists and 1 Australian Champion. We capped off the year by being awarded Division 2 Wide Bay Regional Champions.

The short course (25m pool) season begins in July, so there's no stopping us from here!

Benefits of swimming during the cooler months

by Kellie Hutchings
Learn to Swim Coordinator

1 Swimming is a great way to keep fit during winter

During winter kids can get restless not being able to run around and stay active because of the cold weather. Swimming is a great way to remain fit, while being in a heated facility. It's a sure way to keep those energy levels maintained without having to worry about being cold.

2 Keep those winter bugs away

Higher fitness levels gained from all year swimming build stronger immune systems that make a child more resilient to stress and illness.

3 It's always warm at Grammar Aquatic

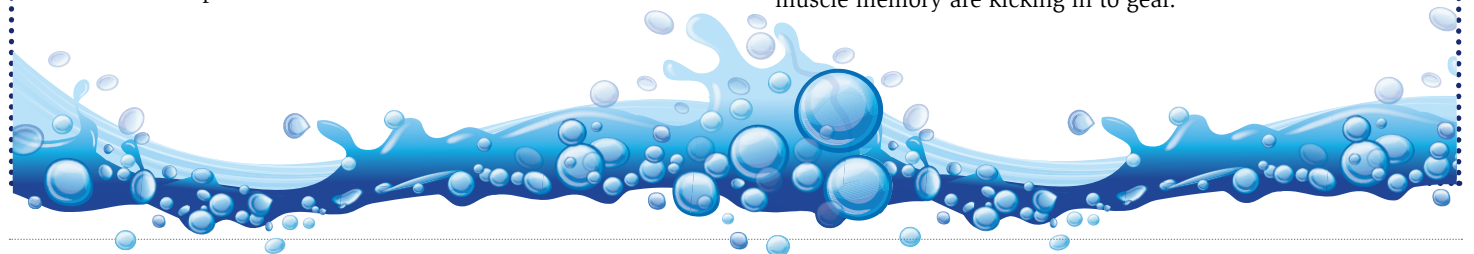
The water temperature here at Grammar is set at a cosy 32 degrees in the indoor pool and 28 degrees in the outdoor pool. We have hot showers and our café is here for hot drinks on departure!

4 Maintaining swimming lessons

All year round lessons build confidence and independence in the water. Putting a lesson on hold through winter months typically results in a decline in a child's confidence and independence in the water. You may also see a drop in technique and stamina within a few weeks. Staggering your child's progress is not going to see them to their full potential.

5 Repetition

Children need to maintain and reinforce existing skills to advance and develop their ability in the water. Months of summer lessons can go to waste as swimmers lose their 'feel for the water', both physically and psychologically. Such reinforcement is particularly important for an infant, toddler and school-aged children when long-term skill retention and muscle memory are kicking in to gear.



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Swim School



Eric Bailey and the 6-foul system

Sunshine Coast Grammar will welcome back Eric Bailey in Term 3 to talk to our Year 12 students on making the most of opportunities and stepping up as they head into their last semester, reminding them to stay on the job.

Eric is a renowned speaker who will also deliver an educational and motivational program designed to address bullying, motivation, resilience and self-esteem issues.

His presentation is based upon the 6-foul system that sees a player ejected from a basketball game, and because sport in general is such a universal concept, Eric often weaves sport analogies and anecdotes into each phase of the presentation. Students tend to respond well to sports-driven programs, as each individual student has their own experience with sport, whether it be watching or playing sport and therefore they connect with this concept.



PEER READING

This term we launched our Peer Reading Program. Our Year 9 Emerging Leaders volunteered to be trained in Read Alouds and literacy support before embarking on weekly reading sessions with some of our Year 1 students. It was 30 minutes of reading magic as stories came to life and our younger students were immersed in rich language and magnificent stories. The focus was on the development of vocabulary, comprehension, thinking and communication skills. These were highlighted through questions, discussions and conversations that followed the readings. It was a wonderful start to the program and all of our students were full of positive feedback.

Foul 1: Self Esteem - have faith or belief in yourself and know that you can handle any situation that arises. Self-esteem issues and tools are provided to boost students self-esteem. Students who have a robust sense of worth are less likely to either bully or be bullied.

Foul 2: Bullying - including verbal attacks, online attacks, physical attacks, and those that are complicit in watching such attacks occur. Focus is placed on recognising various types of bullying and disrespect. Discussions around when to intervene if students see such incidents occurring.

Foul 3: Respect - including respect for ourselves, others, schools, neighbourhoods, and the environment. Also discussed at this juncture is their connectivity to the world around them and why it is important to consider yourself part of a larger universe.

Foul 4: Wellbeing - what you put in your body, mind, ears, and soul. 'Healthy choices mean healthy outcomes' will be the driving theme.

Foul 5: Respect - displaying courteous and cooperative behaviour towards teachers and adults, as they try to mould you into being the best you that you can be. Students need to understand that most adults in their lives have their best interests at heart and being respectful towards these individuals actually benefits themselves.

Foul 6: Never give up - no matter what the odds. The bottom line is that success is in your hands, but you must be given the right tools for life-long success.

The Australian Government's 'Bullying. No Way!' initiative has reported startling statistics with regards to bullying and its aftermath. They have reported that 27% of students report being bullied on a regular basis. Additionally, in 87% of bullying incidents there are bystanders who see what is occurring and yet fail to intervene in any manner. And a shocking 83% of online bullying cases become in-person bullying events.

Bullying is the manifestation of a variety of issues including, but not limited to, lack of respect for authority, low self-esteem, feelings of helplessness, and impulsivity. This program will address these issues and provide students with the tools that they need in order to succeed in school, in their community, and in their home environment.



Oh The Places You'll Go

Learners across the Primary School participated in the always wonderful and creative experience that is G.A.T.E.WAYS Eureka 'Oh The Places You'll Go' on Friday 31 May. G.A.T.E.WAYS Eureka again presented us with a fantastic and professional program and we are thrilled to be a host school for this opportunity. Students from Years 2-6 engaged in literacy workshops facilitated by

incredibly talented authors, illustrators and storytellers. Students spent their day learning about and questioning the wonder of philosophy, investigating curious cabinets full of baubles and gimcracks, delving deep into gothic landscape descriptions and climbing Faraway Trees. All the students reported that it was, 'the best day of writing they've ever had!'



Focus on Writing *Professional Development*

Primary School staff continued their professional learning focus on developing best practice in the teaching of writing. This will continue to be a Primary School goal throughout 2019.

Primary teachers are being supported in this work by International Literacy Consultant, Ann Korab.

Ann Korab is a member of the Melbourne University UMNOS team. This team provides professional learning to both the primary and secondary sector. She works in schools throughout Victoria, Queensland and South Australia where she provides full day workshops and classroom demonstrations for teachers, principals and literacy coaches. Ann has taught in the Bronx in New York and has had a range

of varied and interesting experiences.

With a background in Research and Curriculum development, Special Education and University lecturing, Ann focuses on research based teaching and learning activities that stimulate student engagement in reading and writing and have an impact on whole school data. She brings to her presentations strategies that cater for a range of student abilities and an understanding of what works in the classroom. She is skilled at interpreting schools' NAPLAN data to analyse the strengths of the school writing programs. A key message from Ann which will interest parents is the link between students' vocabulary and their success as writers. Research shows that students with rich vocabularies usually perform well at school. Parents can play a pivotal role in developing children's vocabulary

skills by engaging in meaningful conversations with them and expanding on words.

Late last year Ann worked with each Prep to Year Two teacher to develop their understanding of how to engage students in the writing process in ways that lead to high levels of engagement and improved authorial skills.

Anna also modelled best practice in classrooms and our children were fortunate to also meet her. She is highly motivating.

Ann will be undertaking more professional learning with each of our Primary teachers throughout 2019.



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CAREER DEVELOPMENT

Young people can make better career decisions at school and throughout life when they have the following mindset:

1. CHANGE IS CONSTANT – EMBRACE IT

Schooling is changing and must continue to change to meet the demands of the 21st century. Global competition, technological change, increasing consumer demands and the shift to a knowledge-based economy continue to drive changes in the nature of work, the requirements of employers, and the skills that workers need. Employers look for skilled and flexible workers who can navigate the world of work, interact with others, plan and organise, make decisions, identify and solve problems, create and innovate, as well as work in a digital world.

2. FOCUS ON THE JOURNEY

Students must understand that a career is the sequence and variety of occupations (paid and unpaid) which a person undertakes throughout their life. A career includes life roles, leisure activities, learning and work. Career pathways are becoming more complex and flexible.

3. KNOW YOURSELF, BELIEVE IN YOURSELF AND FOLLOW YOUR HEART

Students are encouraged to pursue their passion to find fulfilment. They should explore ways to combine their interests with career opportunities.

4. LEARNING IS ONGOING

As students transition from school, it will be critical that they not only have the skills to enter work, but also remain in work, and therefore be able to adapt to the changing world of work, across careers subject to continuous change and multiple disruptions. Everyone needs to actively manage their career, moving between or combining work and further study in order to add to their skills and qualifications.

5. ACCESS YOUR ALLIES

Young people need to identify and rely on the support of family, friends, mentors, colleagues and peers to guide and nurture their interests and career choices. They need to learn how to use networks to assist in creating opportunities.

THE FORWARD FAMILY HAVE ALWAYS BEEN GOOD AT FORWARD PLANNING!

Year 11 Forward twins, Erin and Lachlan, have both had a proactive plan to transition from school to work from Year 9. They accessed their allies to explore options and find ways to combine their interests with external vocational study, parallel to completing their secondary education. Erin has explored options within business, design and hospitality, and just recently commenced a School Based Traineeship with Spicers Tamarind Retreat in Maleny. This Traineeship takes her off-campus where she completes a minimum of 7.5 hours paid work each week at Spicers Tamarind Retreat. Additionally, she will connect once a month with her Trainer to complete the theoretical units.

Lachlan has had a strong passion for working with machinery from a young age. This year he elected to study a Certificate II in Automotive Vocational Preparation at the Sunshine Coast Technical Trade Training Centre, and will complete up to 80 hours work placement in his own time. Lachlan is hopeful to secure a School Based Apprenticeship in Diesel Mechanics in 2020. Their older sister, Michaela, a 2013 Grammar graduate also completed a School Based Business Traineeship whilst attending Grammar. Over the past year both Erin and Lachlan have demonstrated perseverance, flexibility and a positive mindset as they navigate their respective pathway options.





Francesca Brown Class of 2005

14 years since walking out the Grammar gates for the last time as a student, Francesca Brown is a passionate advocate for clinical and forensic psychology, both professionally and academically.

Francesca's career began on completion of her Bachelor of Psychological Science (with Honours) at the University of Queensland, followed by her Master of Social Work from QUT and Master of Clinical Psychology at Griffith University. *"To date, I have achieved academic milestones towards a Doctor of Philosophy (PhD) at Griffith University, with a focus on research into the acute dynamic risk factors for online child sex offenders,"* said Francesca. *"I currently have two publications; one arising from my Honours research (quantitative study) and one arising from my Masters research (literature review)."*

For the last four years, she has worked as a Senior Psychologist in the Government Forensic Child and Youth Mental Health Service (CYMHS), within Children's Health Queensland (CHQ). *"I have completed mental health and risk assessments for youth involved with - or at risk of involvement with - the criminal justice system,"* said Francesca. *"This includes interviewing and writing reports detailing the factors which make a particular individual more likely to engage in a particular type of harmful behaviour. I also complete Fitness For Trial/Soundness Of Mind assessments for various (Magistrate) Children's Courts across Queensland, and provide mental health reports to Youth Justice Services to assist in their case management of young people on court orders."*

As an adjunct to public service work, Francesca has worked for the Forensic Psychology Centre in Brisbane and completed various expert reports for adult offenders, in custody, across Queensland. This includes parole board requested assessments for individuals who have engaged in serious crime such as homicide.

"Prior to my current roles, I worked at a tertiary-level forensic psychiatric hospital in both secure and non-secure settings, a health services department at a general hospital, a general practitioner medical centre, and two non-government services for abused and neglected children which also provided parenting support services."

"Similarly, I have worked as a Research Assistant with the ARC Centre of Excellence in Policing and Security, interviewing senior detectives across Australia to examine the characteristics comprising effective versus ineffective sex crime detectives and their corresponding investigations; and have co-presented these findings at three international police conferences with esteemed delegates from the United Nations, the Federal Bureau of Investigation, and Interpol in attendance."

"I have tutored undergraduate psychology students and provided formal mentorship to university students interested in pursuing psychology as a career. I now supervise junior allied health staff (occupational therapists, social workers, nurses, psychologists) within Forensic CYMHS."

Looking ahead, Francesca's professional goals include completing her PhD, completing further training to become endorsed as a Forensic Psychologist, and working overseas for a 1-2 year period to consolidate her skills and become familiar with international legislation. Eventually, Francesca hopes to own her own private practice and provide assessment and consultancy services to police, youth justice, lawyers and other professionals, on all matters related to clinical-forensic psychology.

On a personal level, Francesca would love to start a family with wife, Alannah, and continue travelling both interstate and overseas to visit extended family. In her downtime, she loves swimming, pilates, interior decorating, painting/drawing, writing poetry, and drinking fine wine!

Recollecting her Grammar days, Francesca enjoyed Graphic Design where her teacher, Mrs Njegac, inspired her to follow her passions. She also fondly remembers Mr Wood in Technology Studies who allowed her creative side to flourish. *"I think I was more interested in people than in academics throughout my schooling, so it is fitting that I went on to be a psychologist,"* said

Francesca. *"I studied all the subjects in Years 11 and 12 that others were opposed to, due to fear it may bring their OP down, such as Graphics, Art and Wood Tech. These were the areas I was most passionate about, and I had always known I wanted to do psychology which was not part of the curriculum. I went on to achieve an OP8, and gained entry into the Bachelor of Arts (majoring in Psychology) program at UQ, before eventually transferring to the Bachelor of Psychological Science (Honours) program. Fortunately as a result, I was able to study Women Studies, Philosophy, Indigenous Rights and other arts subjects which afforded me a broad understanding of humanity, injustice and systemic oppression - things that are invaluable to me today. Sometimes your transition to university and into the degree or vocation you are called to do, is not straightforward, but you will get there - what is truly meant for you, will not go by you!"*

Francesca also offers the following advice, *"Nothing about success is straightforward, and it is only when you fail that you realise setbacks make you resilient and more tenacious to achieve what you want. The key is insight; understanding your limitations, alongside your strengths. You will never reach a state of perfection, either personally or professionally, so take comfort in the ambivalence of learning and you will enjoy the ride a bit more."*





Justin Hannan
Class of 2007

Previously the Digital Marketing Manager for Personalised Plates Queensland and now the Director of his own digital marketing agency Reiterate, 2007 graduate Justin Hannan's work and ethos bridge the gap between creative and analytical thinking. His passion for entrepreneurship is what drives him to challenge the status quo as he forges ahead with a truly dynamic career.



Hunter Vercoe
Class of 2015

Justin's achievements include completing a dual degree in Television and Marketing at QUT, where he was awarded a university scholarship to study in Paris on a six month exchange. After returning home, Justin accepted an opportunity to work as an Associate Producer on QUT's largest ever student film - Omega, raising over \$20,000 in funding and building an entire spaceship set in a warehouse on Brisbane's Hamilton Harbour.

Justin continued to entertain his interest in film and television by participating as an extra on several blockbuster movies filmed in South East Queensland including Unbroken, Pirates of the Caribbean, Parer's War and Aquaman.

In 2014, he was named one of Cleo's Top 30 Most Eligible Bachelors. Several opportunities for television commercials and photoshoots soon followed, finally resulting in him starring in the United State's House Hunters International television series. Together with his mum, Debbie, Justin has also appeared on Channel 7's Instant Hotel television series.

"Instant Hotel was an opportunity to travel around Australia and stay at some of the country's most unique homes," said Justin. "It was a rewarding, though challenging experience. Reality TV pushes you mentally and emotionally, demanding long hours filled with (of course) plenty of drama. The show was a great opportunity to spend some memorable time with Mum, and also promote the Sunshine Coast to Australia and the rest of the world."

As to the future, Justin's goal is to continue working remotely and travelling indefinitely. Along his journey, he wants

to continue to develop as a writer and presenter, seeking further opportunities to work in television and media. *"Even though I studied mostly sciences and business at Grammar, over time I've learnt my passion has always been storytelling. Whether that's the story of a brand through marketing; a fictional story dramatised through film, or a factual retelling through the media."*

Justin confesses that he is addicted to learning and is continually pushing himself to grow mentally and physically. When his head is not in the books, he enjoys practising mixed martial arts and yoga. His long-term dream is to work from home in a beachside villa with his future family on the Sunshine Coast, and he looks forward to the opportunity of enrolling his children at Grammar.

"Grammar set me up with the education and perspective to achieve what I have to-date," recalls Justin. "I was a bit of a loveable larrikin at school and to this day remain a bit the same! I think Grammar allowed me to strike a good balance between traditional education and creative expression." He credits several teachers for inspiring him, including Mr and Mrs Guteridge for bringing out the best in him as Sturt House Captain, *"their passion for teaching and crafting inspired young adults is palpable"*; Mr Evans who ensured each Monday morning double Physics lesson was interesting; Ms Mars who allowed young Justin's creativity and individuality to shine way back in Primary School; Mr Smith who connected so well with Primary students with a sense of 'cool'; as well as Mr Robotham and Mr Brown for encouraging Justin to play Rugby even though he was never in the mix for MVP!

2015 alumnus, Hunter Vercoe, commenced studying a Bachelor of Arts at USC before changing to a Science course at QUT in 2017 to pursue his interest in environmental science. During a gap year in 2018, Hunter took the opportunity to travel to Japan as well as spend time honing his photography skills which presented a new career pathway as a freelance photographer. With an emerging

portfolio of fashion brands and events to his credit here on the Sunshine Coast, including Rhythm and Reef and the Noosa Festival of Surfing, Hunter has recently moved to the Margaret River region in WA to further his photography career. Looking ahead, Hunter's dream job is to work in Sumatra as an official surf photographer. We wish him every success!



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