

# COMPASS

REVIEW

PACIFIC LUTHERAN COLLEGE

AUGUST 2022



INSPIRING HOPE,  
ENHANCING AGENCY



PACIFIC  
LUTHERAN  
COLLEGE





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# INSPIRING HOPE, ENHANCING AGENCY

**DR BRONWYN DOLLING, PRINCIPAL**

In this issue we celebrate the progress made through our 2019-2022 Strategic Plan and include highlights of this year so far. It is a credit to our community that in the midst of considerable challenge and change we have kept our energies focused on enhancing our capacity to support young people to thrive and make a difference. The synergy between the learnings of Harvard's Project Zero team, Positive Psychology and Lutheran theology have seen staff, students and parents engaged in growing as people, learners and in their knowledge, skills and capacity to use their gifts to improve the lives of people and the environment.

Hope is a pervasive quality that underpins all of these endeavours. Through God's grace and gifts to us, we can inspire hope and enhance agency. The coming together of people with common values and goals, enriched through God's blessings has seen tremendous growth in the quality and breadth of culture, programs and our facilities. We thank God for blessing us richly and our College Council, staff, students and parents for their generosity of spirit in continually striving to enhance our learning community.



# CELEBRATION OF STRATEGIC FOCUS AREAS 2019-2022

WE ARE PLEASED TO SHARE AND CELEBRATE WITH OUR  
COMMUNITY THE PROGRESS AND GROWTH ACHIEVED  
THROUGH OUR 2019-2022 STRATEGIC PLANNING PERIOD.







# TEACHING AND LEARNING

## STRATEGIC FOCUS AREA 2019 – 2022

### FOCUS AREAS

- Grow staff and student capacity to build student agency and relationships which foster personalised learning, engagement and understanding in authentic, interconnected ways.
- Grow staff and student capacity to enhance a culture of thinking with a focus on deliberately developing thinking dispositions.
- Ensure cross curricular literacies and 21st century skills are developed purposefully and enacted in learning spaces for all learners.
- Grow capacity for staff and students to nurture relationships that enhance personal wellbeing, engagement, learning, understanding and capacity from a personal, local, societal, global and environmental perspective including links with community experts.
- Construction and fitting out of contemporary learning spaces to support the development of 21st century skills.
- Middle and Senior focus groups exploring contemporary pedagogies including the introduction of design thinking through connection with Stanford University.
- Introduced a new elective program for Year 8 and expanded Year 9 electives to support cross curricula learnings and enhance engagement, thinking, development of contemporary skills and connections to the real world.
- Staff focus groups established to lead innovation and learning included differentiation and high ability learners, STEM and new pedagogies, middle years and student reporting.
- Pacific Plus, an enrichment program for high ability learners implemented in Years 6, 7 and 8.

### CELEBRATIONS

- Increased use of digital technologies and personalisation of learning using new online learning management system, NAV.
- Increased access to digital data bases for staff to track and use student data.
- Increased use of digital resources in the development of reading comprehension and spelling across Prep-Year 6.
- Specialised digital programs for different subject areas across Years 7-12 that enable students to self-assess and engage in independent learning.
- Introduction of “thinking moves” from Project Zero which make different types of thinking explicit.
- Prep-Year 5 assemblies have had strong focus on developing children's values, engagement, appreciation and capacity in the enhancement of their social, emotional, wellbeing and indigenous cultural and environmental understandings.
- Introduction of Philosophical Inquiry as a core subject of Year 8 to enhance critical thinking.
- Significant number of senior staff have taken on roles within the QCAA as Assessors within the new senior certification processes including Subject Matter Experts and Lead roles.
- Transition into new QCE process completed successfully with adaptations made to Middle College learning areas as needed.



# STUDENT WELLBEING AND FORMATION

STRATEGIC FOCUS AREA 2019 – 2022

## FOCUS AREAS

- Staff and student wellbeing and formation enhanced through the integration of positive psychology, Lutheran theology and contemporary research including connection to nature.
- Develop social and emotional capacities that are underpinned by Christian values in an intentional manner.
- Enhancing culture, connection and processes for students to embrace the use of support systems to preserve and restore respectful, safe relationships.
- There has been a growing understanding of the synergy of positive psychology, Lutheran theology and enhancement of culture of thinking.
- 'Pacific Way' being planned as a pathway that captures and celebrates holistic milestones for students and involves partnership of parents, staff and students.
- Expanded workshops to enhance Senior student leadership supported by Lutheran Youth of Queensland.
- Middle and Senior College year level cohorts involved in workshops to review and enhance student support processes.

## CELEBRATIONS

- Prep-Year 5 assemblies have had strong focus on children's social, emotional and wellbeing development.
- Parent understanding and partnerships supported through weekly Compass articles.
- Fourth House, Buran, introduced to maintain sense of inclusion and belonging for students.
- Chaplain appointed to support student connection and formation.
- Year 10 students being formally supported to grow as mentors for Year 7 students within Pastoral Care Groups.







# SCIENCE, TECHNOLOGY AND THE ENVIRONMENT

STRATEGIC FOCUS AREA 2019 – 2022

## FOCUS AREAS

- Enhance environmental action and awareness by working towards increasing sustainability and enhancing the forest as an outdoor learning space.
- Maintain quality and profile of the College as a leader in Science, Technology, Engineering and Mathematics. Provide opportunity for students to engage with emerging issues and technologies, including artificial intelligence, media, and renewable energy through engagement with outside experts, competitions, external enrichment opportunities, awards programs, tours and internally through cross collaboration between key learning areas.
- Enhance project-based learning with evidence based on student learning outcomes.

## CELEBRATIONS

- Pacific has become a member of the Land for Wildlife Conservation Project.
- Students have led increased focus on recycling and care for the environment.
- Plastic recycling has been incorporated into the Industrial Technology and Design curricula.
- Years 6-12 and Years 1-5 STEM specialist learning areas have been built. STEM implemented as a rich, cross curricula innovative subject in Year 8, 9 and 10. Prep-Year 5 STEM inquiry units implemented.
- Staff focus group on STEM, exploring extension to Year 6 and 7 experience through internal cross collaboration, engagement with outside experts, competitions, external enrichment opportunities, awards programs and tours.
- Middle and Senior College students involved in and experiencing success in a broad range of STEM competitions and external enrichment experiences.
- Ongoing enhancement of equipment and experience of Digital Technology across Prep-Year 5.



# SPORT

## STRATEGIC FOCUS AREA 2019 – 2022

### FOCUS AREAS

- Develop and articulate our Pacific sport philosophy to guide structure, program, delivery and culture development. This includes curricular and co-curricular sport, competitive and recreational sport.
- Increase participation in our Sunshine Coast school competitions, offer tours, travel for interstate competitions and respond to our local environment.
- Share Pacific sport success through appropriate communication channels, recognising participation, commitment and success of individuals, teams and coaching staff.

### CELEBRATIONS

- Sport Development Committee has been reformed.
- Overarching governance structure for parent led clubs developed using an external company.
- Middle and Senior College sport offerings improved with choice of competitive, developmental and leisure for life activities.
- Increased team engagement in competitions beyond Sunshine Coast for rugby, volleyball, basketball and netball.
- Establishment of a High-Performance Athletes Program with links to external expert groups.
- Access to kayak facilities next to Lake Kawana.







# VISUAL AND PERFORMING ARTS

STRATEGIC FOCUS AREA 2019 – 2022

## FOCUS AREAS

- Develop and articulate our Pacific Visual and Performing Arts philosophy with a focus on student agency and voice to guide structure, program delivery and culture development. This includes curricular and co-curricular Arts, performance and recreational activities. Provide time and space for recreational Arts, including a busking space for students, parents, staff and outside industry professionals.
- Increase participation in Sunshine Coast competitions, offer tours for interstate and international travel performances, develop partnerships with local groups and our parent community.
- A purposeful approach to subject offerings across Early Learning – Year 12 which can facilitate multi-arts delivery, may involve project-based learning and ensures we are offering subjects that feed into current and future career pathways.
- Build the Pacific profile of all the Arts through communication, celebration, performances and media events.

## CELEBRATIONS

- Music ensembles size, quality and range have increased significantly and now include the Pacific Orchestra and Marching Band.
- Music Tour to New Zealand planned.
- Community profile of music improved through the Pacific Marching Band playing at the ANZAC Day March and involvement of ensembles at community events.
- Dance students have participated successfully in Eisteddfods and regional dance competitions.
- Dance Academy has flourished as a sporting option.
- Visual Art projects presented around the College including Year 12 pieces in Art Courtyard, via the Virtual Gallery and exhibitions in community art galleries.
- Year 10 artwork based on flora and fauna located on campus included on new directional signage around the College.
- Year 8 elective courses include enhanced offerings for Visual and Performing Arts.



# MISSION AND SERVICE

## STRATEGIC FOCUS AREA 2019 – 2022

### FOCUS AREAS

- Enhance spaces and times for stillness and reflection practices.
- Increase adolescent engagement and leadership in the Christian life of the College.
- Develop team approach to formation of staff and students including links to St Mark's Congregation.
- Enhance service learning across Early Learning – Year 12 including global perspectives through experience with ALWS.

### CELEBRATIONS

- Appointment of a Chaplain 2021.
- Student led Spirituality Pacific Action Group has expanded significantly and generated ideas for spaces for stillness and reflection.
- Moving Moments Program provided opportunity for Kindergarten children to link with mature age members of the St Mark's Congregation and the Caloundra area.
- Service-learning experience to Hope Vale investigated.
- Memorandum of Understanding developed between St Mark's Congregation and Pacific.
- Stillness experiences enhanced through expanded use of the Labyrinth.



# FACILITIES

## STRATEGIC FOCUS AREA 2019 – 2022

### CELEBRATIONS

- Administration building, three Middle years classrooms, Wellbeing Centre, Car Park and Stage 1 Library extension completed 2019 (\$4.6m).
- Extension Stage 2 Library, outdoor areas and Years 6-12 STEM classroom completed 2020 (\$1.3m).
- Years 3-5 classrooms and undercover area completed 2021 (\$3.8m).
- Years 3-5 movable parts play space completed 2021 (\$160K).
- Prep play area completed 2022 (\$220K).







# EXPERIENCE PACIFIC PLUS

MRS JO BELCHAMBER, HEAD OF  
LEARNING MIDDLE COLLEGE

Pacific Plus is an opportunity for highly able students to engage with developmentally appropriate extension and enrichment experiences together. Learning experiences include independent inquiry projects, collaborative service-learning projects, and peer-reviewed creative writing. The focus is on developing intellectual standards and the dispositions of intellectual character in a high-challenge environment.

Students in Year 6 Pacific Plus are developing individual inquiry projects around the theme of 'Time' with the help of a teacher mentor. Examples of some of the inquiry projects generated by students include:

- How would humans evolve in a different world, based on how they have evolved on our Earth?
- If the Library of Alexandria hadn't burnt down, how much more advanced would we be?
- What if the Earth orbiting the Sun sped up?
- To understand the present, do our minds have to live in the past?
- How does time affect the hunting section of an Arctic Wolf's brain?

Year 7 Pacific Plus students build on the skills developed in Year 6 and apply Design Thinking and Future Problem-Solving program approaches to develop a collaborative service-learning project. Students responded to the inquiry question, 'How might we use our God-given gifts and abilities to seek to do our personal best and use these talents in the community to serve others?'

- Students have formulated projects including:
- How might we increase access to resources for disadvantaged children in the Sunshine Coast region so that they can have an engaging school experience from 2022 and beyond?
  - How might we implement a successful program/activity that will help isolated students become more social so that they can feel more like they are part of the Pacific Lutheran College community from 2022 and beyond?

**The focus is on developing intellectual standards and the dispositions of intellectual character in a high-challenge environment.**

Year 8 Pacific Plus students have been exploring the personal traits, habits of mind, attitudes and dispositions which characterise good critical thinkers. They have applied intellectual standards when writing and peer-reviewing their own text samples.

All projects involve the sharing of finished products with a range of authentic audiences from outside of the students' peer groups.





# YEAR 8 PHILOSOPHICAL INQUIRY

Philosophical Inquiry has been introduced as a core subject for all Year 8 students in 2022. Research suggests that regular participation in the process of philosophical inquiry is associated with sustained gains across a range of academic, intellectual, and emotional domains. So, what is philosophical inquiry and what have the Year 8 students been doing?

Philosophy is essentially the pursuit of wisdom, and the 'Inquiry' in Philosophical Inquiry involves reflection and metacognition, or more simply, thinking about our own thinking.

The subject focuses on establishing collaborative dialogue and reflection, with the goal of developing students' reasoning

skills and their ability to justify their own thinking when the answer is not clear cut. In Semester 1, the concepts under discussion have been identity, intelligence, the mind and mindset. Lessons have focused on formulating open-ended inquiry questions, identifying generalisations, providing counter examples and making distinctions between concepts such as thoughts and knowledge.

Through discussion; students are encouraged to clarify meaning, identify assumptions, and build arguments and counterarguments. Philosophical Inquiry provides a strong foundation for students to hone their intellectual skills within Pacific's learning framework; Teaching for Understanding.





# ENHANCING PASTORAL CARE AND STUDENT WELLBEING

MS LEIGH FINTER, HEAD OF SENIOR COLLEGE STUDENTS

This year, a main priority and focus has been building on the College's foundational culture of high-quality Pastoral Care and student wellbeing.

In keeping with this year's theme of 'Inspiring Hope, Enhancing Agency', students across Years 6-12 will have the opportunity to enhance student wellbeing and sense of belonging by participating in workshops led by the College's Principal, Dr Bronwyn Dolling and Acting Director of Students, Ms Leigh Finter. The workshops, entitled "Courageous Conversations" provide a space for students to utilise thinking routines and design ideation strategies to enhance their agency to strengthen culture in this important area. In Term 2, students in Years 7, 8 and 10 provided important insights through participation in these workshops, and we look forward to the contribution of our Year 6, 9 and 11 students in Term 3.

The Pacific Peer Mentoring Program, which commenced in 2021, continues to be a great success. The program is led by Year 10 students who volunteer their time to develop their leadership skills to mentor and support Year 7 students within their Pastoral Care Group and House groups. The program begins each year with Year 10 students engaging in a one-day workshop, led by trained Pastoral Care Group teachers. Students are then invited to further develop their leadership capacity by mentoring Year 7 students.

The aim of the Peer Mentoring Program is for students to create relationships with different years levels, provide support to the younger students and assist them to feel comfortable and valued as they grow in their learning at Pacific. Year 10 students

“**The Pacific Peer Mentoring Program, which commenced in 2021, continues to be a great success.**”

of 2022 will continue their connection with the Year 7 students as Year 11 students supporting Year 8 students in 2023 and again as Year 12 students supporting Year 9 students in 2024. The program will begin with every Year 10 cohort and is anticipated to become an integral part of the Pastoral Care Program at Pacific.

It is exciting to see the empowering 'Courageous Conversations' workshops and the Pacific Peer Mentoring Program develop and cement themselves as pivotal parts in the continuation of growing a strong Pastoral Care culture at Pacific.



# ENGAGE, THINK AND GROW

## MR DAMIAN DAVIS, HEAD OF STAFF AND STUDENTS P-5

Many years ago when we moved into our house my friend arrived with a plant. But this plant wasn't shop-bought or in a new pot. My friend had rescued it from a neighbour that was going to discard it. It was in the original seedling pot that it had outgrown long ago. It was elongated, spindly and its roots had busted out. It had endeavoured to flourish in conditions that hadn't supported it. But by looking at this unloved plant, there was untold hope for its future if provided the right environment. It was planted and began its journey. I am reminded of this story every time I walk past this plant, now a ten-foot-high pandanus plant sitting proudly in our front yard. This small tree was crying out for the right environment in which to flourish. With support, it became what it was always destined for.

Creating an environment that supports holistic growth is a complex undertaking. Creating a harmonious and supportive environment requires careful thought and planning. Harvard Project Zero identifies the environment as one of the eight Cultural Forces. The physical environment of a school or classroom can dictate how individuals interact, their behaviours, and their performance. It plays a vital part in enhancing a culture of thinking.

This year has seen the opening of our new Junior Learning Spaces for Years 3 and 4. Connecting with the existing Year 5 Learning Space, our Junior College environment now provides an innovative space for all Junior College Students to engage, think and grow within. Our

students are moving between spaces and into overflow areas. These spaces have been carefully planned to consider how students work at their best. Students are encouraged and supported to use these spaces accordingly.

Our learning environments reflect this, with students building student agency as they organise resources external to spaces. In conjunction with our online learning system, NAV, students have been embarking on increasing the personalisation of their learning journey.

Our new initiative of Pacific Way, beginning its implementation across Prep-Year 5 this year, identifies students as individuals, learners and connected Christians. How we interact and learn from each other is crucial in the success of a learning environment. The "We" element of Pacific Way provides a platform for how we may support learners to collaborate, value difference and celebrate diversity and potential.

Our wish for the students in our care is that in whatever form or capacity they join our community, they are enabled to be buoyed by the environment and the people within, to spread hope.

At Pacific we recognise the need for young people to grow in their agency, to make a difference for themselves, their families, the community and environment. We believe, by providing the right learning tools and space, just like the plant which was nurtured and now stands tall in my front yard, students too will flourish in their learning.

# PACIFIC WAY

Our new College initiative, Pacific Way has begun its implementation across Prep-Year 5 this year. Pacific Way identifies students as individuals, learners and connected Christians. The Three elements of "Me", "We" and "See" complement the Four Pillar's Framework and provide a platform for how we may support learners to enhance their self-awareness, collaborate with their peers, and better understand their role in growing hearts for service.

It is this intentional focus that seeks to explore how we interact and learn from each other and in turn ensure the success of our learning environments.

Pacific Way beacons provide expectations that represent the sequential social and emotional learning capacity targets for students as well as signposting experiences unique to year levels.

Explicit exploration of the values we hold dear and its connected message to care, dignity and respect form the focus for continual development of culture and students' sense of purpose and belonging at Pacific. We look forward to teachers leading the expansion of Pacific Way across the Middle College in Term 4 of this year.

**Ms Leigh Finter and Mr Damian Davis**







# PACIFIC'S CONTINUED ACT OF HOPE GIVING

MR MARK HAUSER, COLLEGE CHAPLAIN

One thing that the COVID-19 pandemic has taught us over the past two years, is the importance of community. We have come to appreciate and value personal interactions a lot more since it has been taken away from us through restrictions, lockdowns and safety concerns. However, it has also made life a lot tougher for many people financially, leading to increased rates of homelessness and needs in our local community. Therefore, as a part of our College mission, People the Focus, the Spirituality and Service Pacific Action Group were determined to find ways of making a difference in the lives of others and supporting our local community, throughout 2022.

Pacific Lutheran College has partnered with the Salvation Army and supported the Red Shield Appeal for several years and this year, the Action Group had a goal to raise as much awareness and food donations to support the Salvos work as possible. Their plan was simple – to make the month of May, also known as 'Red Month', the most generous month our student body has ever had, through food donations, time and finances.

With a range of new ideas and promotions, the Action Group was able to effectively keep the mission of the Salvation Army in the minds of all students and staff across Prep-Year 12. Regular devotional messages, group activities, initiatives (like cuppa noodle lunches and \$5 shopping

challenges) and being a presence around the College helped contribute to the success of this year's goals. At the end of the month, we were pleased to donate more than \$2,000 and over 3,700 non-perishable food items, toiletries and other gifts to the Salvation Army for them to distribute to individuals and families within our local Caloundra community who need a helping hand.

“This was a special privilege for our students to attend and we hope to continue our support of people in the Caloundra area for many years to come.”

Pacific was also invited to attend the opening of the Salvation Army's newest outreach centre in the main town of Caloundra, House4Hope. This was a special privilege for our students to attend and we hope to continue our support of people in the Caloundra area for many years to come.





# INSPIRING HOPE THROUGH EMPOWERED LEARNING

MRS SUE ZWECK, HEAD OF LEARNING K-5

When unpacking the Reggio principles at Pacific Early Learning we look at how children are viewed as the constructors of knowledge and learning. Children possess inherent power to make meaning of their experiences and express themselves in multiple ways. They learn and think in a variety of ways and express themselves differently depending on the task and their goals. Furthermore, the classroom is just as important as the quality of teaching. The classroom acts as a 'third teacher' to provide a stimulating and aesthetically pleasing environment.

## 1. Children are constructors of knowledge and learning

Children learn from everything that surrounds them. We believe that children are naturally equipped with the potential to learn and the capability to make sense and derive meaning from their experiences. Everyday opportunities to play, explore, and wonder are vital.

At Pacific Early Learning we have created a studio culture that values student voice and choice. Space for children to write, draw, and create impressions of their ideas are provided while our educators tune into what the children are doing, asking questions, and listening for their ideas, theories, and wonderings.

## 2. Children learn, think, and express themselves in multiple ways

Since children all express themselves differently, our teachers provide multiple channels through which children can communicate. They facilitate the exploration of new materials, ideas, and environments. Creating provocations and invitations helps introduce new concepts and ideas to children.

## 3. Learning environments should be welcoming, intentional and authentic

Each studio is an inviting and aesthetically pleasing space; it is also a multi-sensory environment. There is space and structure to explore things that interest them.

## 4. Emphasis on observing and documenting

Documentation of student growth and exploration is also incredibly important at Pacific Lutheran Early Learning. It includes photos, informal notes, work portfolios, recorded dictations and transcribing the verbal language used by children. When documenting children's learning, our teachers are also demonstrating to children that their work is valuable and important. The children take deep pride in the work they create.

## 5. What is the role of the teacher?

Our teachers foster learning in a variety of ways. It is important for us to remember that the teacher is a learner too. Their role is to facilitate, guide, and offer support to the children. Teachers are also responsible for documenting ideas, observing, and engaging with children by asking questions. They compile their observations and offer students new provocations and opportunities to explore.

Pacific Early Learning has adapted these principles to support growth of student agency. By promoting independence, asking questions which provide children the opportunity to lead their own learning, allowing flexible routine and space for children to play and learn we capture the special moments of imagination and joys of discovery.







# MUSIC SHINES LIGHT AT PACIFIC

## MRS HELEN WILLIAMS, HEAD OF INSTRUMENTAL MUSIC

At the beginning of the year, the Pacific Lutheran College Music department welcomed Mrs Carlie Purkis, Head of Music and Mr Paul Cusick. Both Mrs Purkis and Mr Cusick bring a great amount of experience and enthusiasm to Pacific's growing and vibrant music culture.

There are around 300 private instrumental lessons occurring each week in strings, woodwind, brass, vocals, percussion, speech and drama, across Middle and Senior College. The sound of music flows through the College during these instrumental lessons and the 15 ensemble rehearsals held each week. This year, with the increased number of music students, we welcomed an Intermediate Concert Band which was created from the success of the Year 5 and 6 Band Program.

World-renown German composer and pianist, Ludwig van Beethoven was once quoted saying "Music can change the world". This quote resonated significantly through the beginning of the year. Between COVID restrictions, unrest between countries and damaging weather in and around our great state, music has been a way to soothe the soul and shine some light throughout the challenging times.

The Pacific Marching Band inspired hope as they capably led the procession and added an extra level of ceremony to the Caloundra ANZAC Day March for all schools who participated. The Marching Band featured a new instrument this year, a marching glockenspiel, which was purchased with a grant donated to us by Caloundra RSL in recognition of Pacific's continued involvement in the ANZAC Day Parade. Pacific music students were outstanding in performance and presented themselves

professionally from start to finish. It's an event the Pacific music department enjoys and values being a part of, with students eagerly looking forward to participating each year.

“**This year, with the increased number of music students, we welcomed an Intermediate Concert Band which was created from the success of the Year 5 and 6 Band Program.**”

At the end of Term 2, staff, students, parents and friends were entertained by high-quality performances from our ensemble groups. The audience was treated to strong performances in vocal, strings, jazz, orchestral and rock ensembles. The clever use of staging provided the perfect setting to professionally showcase the tremendous talent that sits within our students and music staff. The students and staff's love of music shone brightly through their magnificent performances.

The sound of music has inspired hope and enhanced agency within our community in 2022.



# THE CLASSROOM WITHOUT WALLS

MR PAUL BRACE, HEAD OF OUTDOOR EDUCATION

Outdoor Education at Pacific Lutheran College is more than climbing mountains, soaring over kangaroos on zip lines, paddling across streams and competing in mud challenges. Albeit exhilarating, these outdoor experiences offer the resources and tools to provide students with a rich learning environment, a place for reflection and time to explore personal and social capabilities.

So far this year, students across Years 4, 5 and 7 have had the opportunity to attend Camp. Each outdoor experience is designed specific to the age group, providing appropriate and unique opportunities for growth in student agency.

“**At Pacific we strongly believe Outdoor Education plays a significant role in creating a healthy community.**”

The resilience of our Year 4 cohort was put to the test when they attended their Outdoor Education experience in Mapleton. Students braved extreme weather conditions, whilst participating in an Outdoor Education program with increased levels of challenges to their previous

outdoor experience. Strong teamwork skills and communication were areas of focus, as students were required to work in groups to build a floating raft and participate in conversation to develop their knowledge and understanding of our local Indigenous culture. The increased challenges and time away from home, for the Year 4 cohort is intentional to support greater independence and provide opportunity to make connections with peers in our natural surroundings.

Our Year 5 cohort embraced the theme of ‘growth mindset’, focusing on leadership and group dynamics. Students used their shared experience, the zip line, in what was said to be the highlight of camp, to work with their peers on problem solving activities, allowing students to develop their collaboration skills and reflect their own personal experience.

Pacific values the learning opportunities Outdoor Education provides our students to grow and develop during their time at College. It’s hoped that students are inspired by these experiences and continue their appreciation of Outdoor Education as a Senior student, where physical skills and community service are nurtured through the Duke of Edinburgh Award Scheme.

At Pacific we strongly believe Outdoor Education plays a significant role in creating a healthy community. It provides the resources to challenge expectations and beliefs in a natural environment, contributes to a healthy and strong sense of community, creates resilient life-long learning, and provides unique opportunities for growth in student agency.







# INSPIRED THROUGH SPORT

MR CAMERON WEST-MCINNES, HEAD OF SPORT

It has been a strong year for Pacific Lutheran College sport. We have seen students enjoy local sporting competitions and take advantage of some exciting new opportunities. Pacific offers a wide range of sports and physical education programs vital to students' personal wellbeing and learning experience. Whether played competitively or recreationally, sport supports growth of student agency as students develop their fitness levels, confidence, sense of enjoyment, commitment and sportsmanship.

**“The Pacific community continues to be inspired by the many individual and team success stories.”**

Highly engaged student athletes have been invited to take part in our new Developing Athletes Program. This program is implemented in partnership with Sunshine Coast Sport Institute and is aimed at growing the potential of our talented athletes from Years 7-12. Students in the program have access to highly skilled coaching, strength and conditioning as well as athlete education sessions which are held at the Sports Hub, Kawana. The program is still in its early stages of development and we are excited to see how it will continue to enhance our athletes' potential as the year progresses.

For the first time, we entered a team in the Volleyball QLD Intermediate Schools Cup. Volleyball is a popular sport at Pacific, with many teams entering the weekly SCISSA competition. The Year 10 Girls team had been training together for some time and valued the opportunity to participate in this high-level carnival in Toowoomba that hosts hundreds of teams, many from volleyball excellence programs. Our girls competed extremely well across the tournament, making the Quarter Finals for their division.

This year has also seen the return of Pacific Lutheran College's participation in the Armidale School Rugby Union Competition, an event that Pacific had not been able to compete in since 2019, due to COVID-19 cancellations and restrictions. This year close to 50 teams from across Queensland and New South Wales attended the carnival. Our U12 Boys Pacific team played strongly during the weekend, winning three out of four games throughout the tournament to play off for third place in their division. In a very hard fought and close game on the last day, Pacific went down by one try to finish in fourth place out of ten teams. It is great to see students engaging in opportunities like this, with a number of our students also being involved in the Fraser Coast Rugby 7's tournament and in the U13, 15 aside team competing in the Sunshine Coast Schools Rugby Competition.

The Pacific community continues to be inspired by the many individual and team success stories. There is still much more sport to come in 2022 and we look forward to seeing our students grow through the many sporting opportunities that Pacific Lutheran College provides.



# FEEDING THE SOUL

**MRS EMMA LENDRUM, ACTING HEAD OF HOSPITALITY,  
FOOD AND WELLBEING**

The Coral Café, run by Year 12 Hospitality students, continues to connect students within our College and with our local community. The students warmly welcome the community each morning, providing a refreshing experience, offering quality coffee, cold drinks and breakfast in a professional café style environment. It is the morning connection hub, a friendly space where staff and students grow understanding and relationships by sharing a moment of calm before a full day ahead.

Our Pacific Hospitality team showcase their understanding of delivering a great customer experience as they support a great range of community events through the year. At our Sunday Open Day in May, students welcomed existing and new families to our Coral Café, treating visitors to the experience offered at College each day. Pacific's Hospitality team also added to the vibe of the highly successful Annual Music Ensemble Concert in June. The service was outstanding and enjoyed by all guests. Hospitality students are now excitedly looking forward to catering for the Pacific Lutheran College 21<sup>st</sup> Birthday Party, Soiree Amongst the Stars, on Saturday 29<sup>th</sup> October.

Offering subjects and opportunities which relate directly to life experiences, at home and in the Hospitality Industry, provides students with the confidence to be creative, face industry challenges and engage in real life practices.

Again this year our Senior students are invited to build relationships by visiting industry leading hospitality venues, where they are encouraged to participate in authentic work experience. These meaningful and purposeful opportunities provide a clear understanding to the meaning of service, the sense of feeling welcomed as guests and help students appreciate the importance of creating valuable relationships.

**“This provides opportunity  
for creative thinkers to  
bring positive change.”**

Over the past few years, COVID-19 has impacted the Hospitality Industry and like many industries there have been great challenges to overcome. Challenges provide opportunity for creative thinkers to bring positive change. Pacific Hospitality looks forward to embracing creative opportunities and continuing to build strong connections with the community.







# 'DRACULA' DELIGHTS AUDIENCES

**MRS JANINE DELANY**  
**'ENTER FREELY AND OF YOUR OWN WILL'**  
**– BRAM STOKER, DRACULA**

The gripping Vampire legend of 'Dracula' eloquently graced the stage of The Events Centre on 20th and 21st May, receiving rave reviews.

An inspired cast of 43 Senior students from Pacific Lutheran College delivered the classic Bram Stoker tale of power and unbridled evil on stage, supported by a visually striking set, amazing costumes and an exciting range of music.

Coupled with creative storytelling devices in David Calcutt's stage adaptation which piece together Dracula's poisonous identity, the talented performances and direction enabled the balance between the tension

of dramatic events and lighter moments of this iconic drama to flow powerfully. Where good prevails!

The addition of Physical Theatre in the form of 'Dark Spirits' played out as a metaphor for Dracula's evil and these characters crept onto the stage from the orchestra pit – our 'pit of hell'! Overall, the play was a visual and emotive feast for the senses.

Director, Janine Delaney said the commitment of the cast and crew was inspirational!

"Their energy and passion in tackling such a meaty and challenging play required extensive development in acting technique. The students immersed themselves in the lyrical and poetic style of the language and their powerful delivery of the material did not disappoint", she said.

"Although rain events and an ongoing global pandemic provided us with occasional challenges, this did not prevent the cast and crew working as a tight-knit ensemble, eager to get the play to the stage", Mrs Delany said.

"For such a 'dark' play, there was certainly no shortage of laughter in rehearsal – usually at the most 'dramatic' of moments and cleverly woven into the performance".





# IT - WORLD OF SPATIAL SCIENCE

MRS JANINE STONE, HEAD OF INFORMATION TECHNOLOGY

In 2022 a new unit was introduced into the Year 8 curriculum for Information Technology - The Tello micro drone.

Through a successful grant application, the College was able to purchase a set of drones and work in collaboration with She Maps, STEM Education Program, to teach students required skills including safety checklists, preflight checks and safe operation of drones.

She Maps is an educational online organisation aimed at removing gender bias in the teaching of STEM with a clear focus on engaging students in the world of spatial science.

**“Technology is always evolving, and therefore the curriculum is also changing to ensure students are exposed to the latest technology trends.”**

Year 8 IT students were introduced to the Tello micro drone in Term 1. This drone is the first of the programmable drones using

block programming as well as Python to be used in educational settings. Students worked with the programming blocks to design paths for the drones and navigate obstacle courses, plot shuttle journeys for delivering goods and plot grids for searches. Students also programmed a grid flight pattern over a geo-spatial map of Noosa to take a series of photos. These photos were then recovered and stitched together to create a replication of the map.

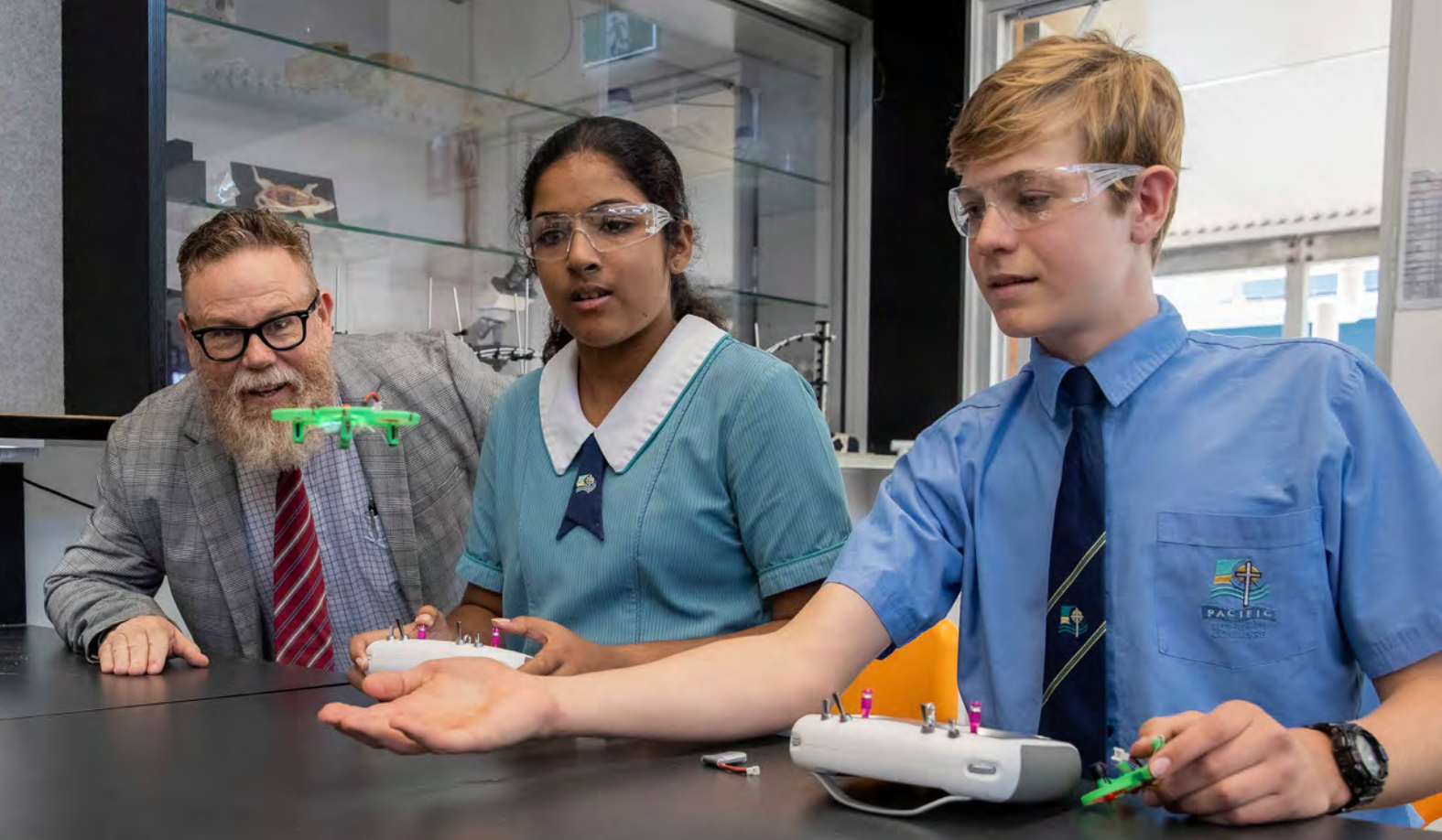
To complete the unit, students visited the University of the Sunshine Coast to take part in a drone fair. Students listened to industry leading researchers using drones in their field to advance scientific research. One of these studies included mapping koalas in the wild using drones equipped with thermal cameras. The camera display showed the normally hidden koala as distinctive white shapes visible through the tree canopy.

Students gained an understanding of the roles and responsibilities of a micro drone pilot, as well as refining their drone manoeuvring skills using a tablet as a controller. They ended the day by being awarded their Micro Drone Pilot Licence.

Technology is always evolving, and therefore the curriculum is also changing to ensure students are exposed to the latest technology trends. Pacific continues to provide the most up to date technology experiences and opportunities offering growth of student agency.







# STEM - MODELLING SOLUTIONS TO “REAL WORLD” PROBLEMS

**MR WESLEY WARNER, HEAD OF INNOVATION, ENTREPRENEURIALISM AND BUSINESS**

Much of the research in STEM education in the last decade has focused on defining what the acronym encompasses, the pedagogy of teaching and learning practices, as well as the learning outcomes that are possible through implementing STEM in the classroom.

At Pacific, STEM is conceptualised as the teaching and learning practices that coordinate the learning objectives of science, technology, engineering, and mathematics through open-ended, realistic,

and interdisciplinary problems (Vasquez, 2014/2015). This approach is believed to have a positive impact on the learning outcomes of students (see Margot & Kettler, 2019).

This year, we have continued to explore STEM by developing a new subject choice for our Year 8 students. By creating a learning path from Year 8 through to Year 10, students studying STEM learn to construct and apply STEM knowledge and skills by developing or modelling solutions to “real world” problems, needs

or opportunities, using problem or project-based learning models aligned with design thinking principles. These approaches have been identified to enhance and make STEM knowledge more relevant to students (Zeidler, 2016).

Our Year 8 students were introduced to micro drone design which they had to recreate using CAD software. Once they had developed their skills in using the software, they studied the effects of propeller ductings. Students researched the increase in efficiency for these small motors/propellers. The newly created ducting designs were modelled in clay as well as the CAD software. Once they were happy with their design, they added this to their original design and 3D printed the drone chassis.

Our new 3D printer was able to print high quality drone chassis' in a little over an hour. Once printed, the students had to assemble their drones ensuring they could identify the clockwise and counterclockwise motors and propellers to ensure their drone was not affected by yaw.

In addition to this, our Year 8 STEM course investigated Archimedes Principle and Boyles Law with an experiment based around a Helium Blimp. These laws are an excellent segway into the very practical work that is studied in Year 9 STEM.

The application and demands on underwater robots are increasing according to He, Y. et al (2020) as they are designed to work as an alternative to humans because of a difficult and hazardous underwater environment. The work that our capable students are undertaking in Year 9 will serve them well in the future as they learn the critical thinking skills that are required as part of their study.

This year our students were asked to go back to the drawing board and reconceptualise

how they were going to solve the rescue of the Barbie Doll. Students used a design thinking approach to come up with some ingenious solutions to this problem.

Our STEM 2 students in Year 9 will continue this journey to research a real-world problem that is based on one or more of the United Nations Sustainable Development Goals (SDG's) and design and build an underwater robot for under \$400. Students form teams that make use of the various skills and talents of their team members. They need to pitch the problem they have identified, their budget and solution to a panel that includes Dr Dolling, College Principal. Not all teams are successful. These teams then join successful teams. The process leverages the 21st century skills such as critical thinking, collaboration, flexibility, leadership and productivity (National Research Council (US) Committee on the Assessment of 21st Century Skills. 2011).

As the students enter their senior phase of learning, our Year 10 students move into a series of sprint units that are completed each term. These sprints are Physical forces (Roller Coasters), Engineering for those less able (Bionics and Prosthetics), Light (Open-ended unit) and Solar (construction engineering).

Additionally, our Year 10 students were named Champion School of the Day in the highly competitive National Science and the Engineering Challenge Day hosted by the University of the Sunshine Coast and run by the University of Newcastle. Students were divided into eight groups to solve the various complex STEM tasks.

As always, if any parent or community member would like a tour or offer their expertise to the students, please contact the College.

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# LEARNING IN DANCE

**MRS KRISTY ASTWICK, HEAD OF DRAMA & DANCE**

2022 has welcomed the addition of Year 8 Dance to our Middle College semester timetable. With a healthy interest in dance this year, we have been able to offer students the opportunity to study Dance as part of their Arts learning. Throughout the course, students have engaged with a range of processes in choreography and performance, developing their movement capabilities, critical thinking and kinaesthetic intelligence. With a focus on how dance can be used as a powerful means

of communication, students have applied newly learned techniques and processes in which to shape their own viewpoints, connecting their lived experiences to their understandings of their contemporary world and express this through the art of dance.

Similarly, the Year 9 Dance class have explored their artistry in the first semester through their engagement with a range of responses to stimuli. The energy created in the learning environment was electric when

students were engrossed in exploring choreographic processes and finding their own organic movement. In class, we focused on connecting body and mind, generating thoughts and natural movement and transforming them into dance action to find authenticity in our dance work. Students are working consistently to challenge their thinking about dance, their approaches and processes to choreography and in refining their performance modes, skills and techniques.

# MORE THAN NUMBERS

**MRS PATRICIA HOSKING, HEAD OF MATHEMATICS**

In Mathematics, assignments are designed to connect ideas and allow the students to work like Mathematicians. In future careers, our students benefit from the creativity, problem-solving and communication skills emphasised. Year 9 classes have just designed and modelled a new ropes course in the school carpark. They applied their knowledge of measurement, equations and graphing and learnt how to write a mathematical report. Class activities guide students in modelling real-world situations, making assumptions and evaluating their solutions, whilst valuing the range of strategies possible and putting thinking at the core. Mathematics is not all about getting that one 'right' answer.

Competitions are another way that students can challenge themselves. To their great credit we have several students who are doing the Enrichment Stage of the Australian Mathematics Trust, a 14-week project of creative problem-solving. All students across the Middle College have also competed in the ICAS Mathematics Reach Competition and those interested in more challenge should look out for further opportunities in Term 3.

In Term 3 the Year 7 students will be completing Stanford University's, How to Learn Maths Course. This online course teaches that challenge grows the brain, that Mathematics consists of connected ideas and that,

with effort, all people can learn Mathematics. Parents can follow along or complete the course themselves.



# SCIENCE ENHANCES POSSIBILITY

**MRS REBECCA ROSS, HEAD OF SCIENCE**

During Term 1, Year 8 Science students were challenged to address either the impact of global warming and greenhouse gases on the acidification of the Earth's oceans, to identify an element with a sufficiently high tensile strength to be able to withstand the payload requirements of the space elevator on its journey to lower Earth's orbit, or to



investigate the claim 'Net zero carbon emissions are achievable using green energy'. In doing so, they continued to develop their skills in focused research by utilising the Pacific Lutheran College Libguide, collecting accurate quantitative data from reputable journals, and then using software to present their data both graphically and in tabular format to analyse it and answer their research question posed.

During Term 2, the Year 10 Chemistry students investigated both the source and effectiveness of electrolytes and their role in rehydration after strenuous exercise. Electrolytes are the minerals found in our blood that help to regulate and control the balance of fluids. These minerals play a role in regulating blood

pressure, muscle contraction and they assist with maintaining homeostasis within the body. Some students chose to investigate the effectiveness of popular energy drink brands on the market and compare the relative quantity of electrolytes within and between them. Other students chose to isolate the three main electrolytes which are potassium (K<sup>+</sup>), magnesium (Mg<sup>2+</sup>) and sodium (Na<sup>+</sup>) known to be found in some fruits; two of which play significant roles in the neural pathway processes of the human body, whilst magnesium is known to play a significant role in neural maturation and is the second most abundant cation in mammalian cells. Working in groups the students designed their own experiments that facilitated an answer to their research question.





# VISUAL ART

## MRS DENISE MCMAHON, HEAD OF VISUAL ART

Pacific Lutheran College celebrated a 20-year anniversary in 2021 and with this celebration it became apparent to the Year 10 Art students the importance and the significance of Connecting to Country. The students were invited to work alongside MODE Design for the purpose of producing graphics to incorporate into new College directional signage, which was installed at the end of Term 1 this year.

The focus elements were to inspire 30 designs of various flora and fauna found within the College grounds, or which seasonally pass through from the surrounding forest. This was all to be incorporated with the symbolic elements of the Pacific logo.

Students identified the following flora and fauna.

**Flora** - *melaleuca quinquenervia* (coastal paper bark), *ficus coronata* (sandpaper fig), *livistona australis* (cabbage tree), *alpinia caerulea* (native ginger), *eucalyptus tereticornis* (forest red gum), *piper hederaceum* var. *hederaceum* (native pepper), *eucalyptus robusta* (swamp mahogany), *parsonsia straminea* (monkey rope vine), *pteridium esculentum* (bracken).

**Fauna** - *cherax dispar* (the slender yabby), *lace monitor*, *native bee*, *carpet snake*, *echidna*, *richmond birdwing butterfly*, *kangaroo*, *green tree frog*, *koala*, *grey headed flying fox* or *microbats*.

The students' designs were achieved through innovative problem-solving. Students cut a lino block, produced a collagraph print, photographed, and digitally manipulated a design to present a final piece of art based on a focal element.

The whole project was an incredible journey for the Year 10 students who were required to deliver a graphic within time constraints

for an external design company. As collaborative work, each student developed their interpersonal skills in striving for a final product where the image provided curiosity, and dialogue for the wider audience.

"My role was to create a stylised design for the blue banded bee. To make the lino image I researched macro images of the blue banded bee on the internet to grasp a better idea for the abstract artwork. Concentrating on a cropped image helped engage the audience more", Harrison Taylor.



**Native bee,**  
designed by  
Harrison Taylor

"I was assigned the *Litoria caerulea* also known as the green tree frog. I found many macro images of the green tree frog which inspired my abstract artwork. I chose to work with the eye and sticky toes of the frog, along with repetitive patterns which represent the water that frogs live in", Roze Stockwell.



**Green tree frog,**  
designed by  
Roze Stockwell



# WELL CREDENTIALIALED

## MRS WANDA HAYES, HEAD OF CAREER DEVELOPMENT

In 2019 the newly-elected Federal Government launched a new “Skills Reform” agenda. A series of new projects and initiatives were aimed at shifting public perceptions toward more positive attitudes about skills-based training. The Government argued we had lost focus on skills in favour of a dominant preference for university qualifications. The agenda was largely driven by ongoing complaints from Industry that university graduates often lacked work-ready skills. Employers wanted a greater focus on skills-based training, and universities were often regarded as being too heavily focused on research and academic learning. But a quiet revolution had already started in universities. They were beginning to embrace an entirely new way of learning for them: the microcredential.

Microcredentials have existed for a long time in industry. Think Microsoft Certifications or the Construction White Card. The Skills Reform website (2020) defines them as “... short and targeted training products”. The National Microcredentials Framework, released by the Federal Government in March this year, provides the following definition: “A microcredential is a certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF award qualification, that is additional, alternate, complementary to or a component of an AQF award qualification.” A critical factor is that microcredentials are only awarded after both training and assessment have been successfully completed.

The Vocational Education and Training sector have run with the microcredential idea by allowing students to complete individual units of competency without having to complete a full qualification. This enables individuals (and employers) to adopt a “build your own” approach to training. But many universities have also embraced the concept and expanded it to include a wide range of skills that are highly relevant to prospective employers.

In 2017 the University of Sydney (one of Australia’s prestigious “Group of Eight” universities) led the charge on microcredentials when they launched a new undergraduate curriculum that included what they called “Open Learning Environment” (OLE) course options. These are true microcredentials: short and targeted, skills-focused courses. OLE courses can be taken for credit towards a U Sydney Bachelor Degree. OLE options cover a wide range of interdisciplinary workplace-relevant topics, including project management, team leadership, coding, design thinking, entrepreneurship and ethics. So, an Arts student can take a course in project management, and an Engineering student can take a course in ethics. Or vice versa. As well as providing opportunities for those students to acquire valued workplace skills, their course counts towards their degree, replacing an academic subject.

Several more progressive universities like Griffith University and Deakin University now offer a wide range of microcredentials for credit. The microcredentials have “digital badges”, which students can attach to their resumé or LinkedIn profile; making it easy for employers to see clear evidence of their skills development. One of our traditional universities, the University of Melbourne, says on their website “Microcredentials are being put to a number of uses that are forcing higher education institutions to think carefully about the value of their traditional assessment and credentialing practice”.

Now, the last frontier for microcredentials is schools. We already allow full Vocational Education and Training qualifications to provide credit towards the Queensland Certificate of Education. How long will it be before the Queensland Curriculum will allow school students to mix and match short, targeted, skills-focused courses as part of their senior secondary certification?







# IT, MEDIA AND FILM

MRS KATE VANEY, TEACHER IT, MEDIA

Year 12 began their final year of Film, Television, and New Media building from a strong interest level in Years 9, 10, and 11. The current Year 12 cohort is the first senior course of study at Pacific Lutheran College and involves students creatively applying the film, television, and new media key concepts to make moving-image media productions. Students have been working on further understanding the design process and creating individual short multi-platform media productions. They have been busily creating design proposals, shooting, and editing using moving-image media content and production contexts to develop their final assessment at the senior level of study.

Scan the QR Code to watch a video production 'Escape Oz', created and submitted by Year 12 student, Taya Pratt as part of the final assessment in multi-platform production.

Year 10 Media students have focused on how social and cultural values and alternative points of view are portrayed in the media artworks they make, interact with, and distribute. They have been creating travel advertisements using media conventions and technical and symbolic elements to create engaging and fun video productions.

A starting point for the Year 8 Media class has been understanding the techniques used in film, television, and advertising, and how media production techniques influence audiences. Students have been busy animating using stop-motion techniques. Year 9 Media students have enhanced their critical and creative thinking skills of, problem-solving, collaboration, reflection, and creative persistence. Working in groups, they have been making a media production and manipulating images, communicating intended meanings, and engaging and persuading viewers with an action 'Chase Scene Challenge.'





# PACIFIC LUTHERAN ALUMNI

## EMBRACING UNIVERSITY ELLA HOCKAM, 2021 GRADUATE

Ella Hockam began her learning journey at Pacific Lutheran College as a Prep student and graduated last year with outstanding academic results. Ella embraced many learning opportunities during her years at PLC. Ella was an inspiring member of the Pacific Concert Band, Future Problem-Solving team, Sunshine Coast and Australian Maths teams. Ella was heavily involved in sport, particularly netball, was Vice-Captain of Wira House and a recipient of many awards - Academic Excellence Award, Citizenship and Principal Award to name just a few.

"I am very proud of the many memories, friendships and fond relationships that I made over the 13 years at Pacific. I am also proud of my academic results, the awards and ATAR received from my efforts."

After graduating from Pacific, Ella moved to Brisbane to study a Bachelor of Advanced Science (Honours) at the University of Queensland. "I am currently residing and studying at the Women's College within UQ and am loving College life, especially the independence and many new friendships that have come with it", Ella said.

This year Ella continues to shine and inspire the Pacific community. Recently Ella received The Women's College/UQ Academic Scholarship, acknowledged at the 2022 The Women's College Academic

Dinner & Alumnae Awards. The Women's College/UQ scholarships are awarded to full-time university students who have demonstrated excellence in academia, sport, and cultural pursuits as well as outstanding leadership.

**"I am very proud of  
the many memories,  
friendships and fond  
relationships that I  
made over the 13 years  
at Pacific."**

Ella advises Year 12 students preparing for Semester 2, "take on all opportunities presented to you. Trust the hard work you have applied and use your study time wisely, as graduation is just around the corner."

Ella is an inspiration to many past and current students at Pacific Lutheran College and a bright example of what we can all achieve through our love of learning, hard work and dedication.







## AIDEN BERGS, 2012 GRADUATE, COLLEGE CAPTAIN

### Can you share your study and career accomplishments, since graduating from Pacific Lutheran College ten years ago?

I have enjoyed ongoing opportunities to invest back into the Pacific Lutheran College community since graduating in 2012 and staying nearby. By regularly visiting, volunteering and speaking in Pastoral Care capacities, it's been great to stay affiliated with the College and see it significantly grow and develop since my time there. I've completed a Bachelor of Business Marketing at USC whilst at the same time pursuing ambitions in the sport of swimming and aquatics. This involved completing my swim coaching qualifications in parallel with part-time uni studies, so that I am now also a nationally accredited bronze level

swimming coach. I also grew a passion and enjoyment for communication, speaking and leadership skills which prompted me to join the local Toastmasters club at USC and complete their 'Speechcraft' course, such a valuable experience. This blend has me now working in Marketing and Communications at the Swim Coaches and Teachers Australia national office (right here in Birtinya) along with the occasional swim coaching for enjoyment. I married my wife Anna-Maree in August 2021 after meeting each other at church and we are so grateful for the enriching experience that early married life has given us already.

### What are you most proud of from your Pacific Lutheran College experience?

My journey and each of my steps are led by my Christian faith, a confident hope that is given to all of us. I gratefully acknowledge Pacific for establishing the foundations and grassroots of these principles throughout my time at College.

### What advice do you have for PLC students as they prepare for Semester 2?

Consider an encouragement from Romans Chapter 12 in the Bible, which tells us that we each have different gifts, according to the grace given to each of us. Whatever your gifts, skills or talents may be, do it with good intentions, and do it with purpose.

## ELIZA DREVES, 2012 GRADUATE, COLLEGE CAPTAIN

### Can you share your study and career accomplishments, since graduating from Pacific Lutheran College ten years ago?

Ten years ago, I would never have guessed where I would end up. I had applied for a Dual Degree in Environmental Science and Public Relations and had grand plans to change the world through my career. I was accepted into the degree at USC and awarded a small scholarship to help me on my way. I enjoyed my time at university and was even given the opportunity to do a shortened summer semester overseas in Borneo which was an amazing experience. Leaving university though, I found that sadly our society doesn't make a lot of room

for people trying to protect and improve our environment and struggled to find a job in my field of study. But as the saying goes, when one door closes another one opens, and I soon found a passion that had been under my nose the whole time. Since primary school I had been part of Nippers and throughout College had started volunteering as a Surf Life Saver with Metropolitan Caloundra SLSC. It wasn't until leaving university though, that I discovered a true passion for Surf Lifesaving and realised the amazing opportunities it offers its members. I stepped up into higher roles and accepted more responsibility. I have held positions on our Board of Directors and operations group, participated in many leadership programs right

up to a national level, am one of just two female duty officers on the coast, I hosted a camp for 120 thirteen and fourteen year old's from around the region. I do all of this while working full time in a locally owned insurance company.

### What are you most proud of from your Pacific Lutheran College experience?

My involvement in Surf Life Saving, whilst applying my learning from College, has led to some of the achievements I am most proud of since leaving PLC. Last year I won the Surf Woman of the Year program which has been running under various names for over 50 years; a few months after this I was also named the Sunshine Coast Volunteer of the Year. These accolades have been big honours for me, however the work behind them and the enjoyment I get from it makes me most proud.

### What advice do you have for PLC students as they prepare for Semester 2?

My advice for the 2022 graduating class is to make the most out of every opportunity life offers you. Over the next few years, a lot of opportunities will present themselves to you; some of them will be big exciting ones, some might be seemingly small insignificant ones. But if I have discovered anything in life since PLC, it is that the more opportunities you take and make the absolute most out of, the more opportunities you will be given. The small and often random opportunities I took early on after College, showed people I was willing to give most things a go and led to bigger opportunities coming my way. They led me to the paid and volunteer careers I'm now in; to meeting a community of like-minded people I now call family and to ultimately a life I am proud of, albeit not quite the one I expected I'd be living a decade ago.







## JESSICA ABRAHAM, 2012 GRADUATE, COLLEGE VICE CAPTAIN

### **Can you share your study and career accomplishments, since graduating from Pacific Lutheran College ten years ago?**

I left PLC and went straight into studying a Bachelor of Environmental Science/ Bachelor of Marine Science & Management at Southern Cross University, Lismore. After completing my first year, I realised I didn't want to continue studying and started a career in marketing. I led the marketing department for what is now one of Australia's biggest wellness brands in e-commerce for four years. At the same time, I ran my own business, a sustainable travel clothing brand called Tasi Travels. I left my marketing role to work on Tasi full-time, which I did for another two years. I employed three women on the Sunshine Coast and used contract manufacturers in Melbourne to produce all of our clothing. Part of the business included taking a small group to Timor-Leste, on a beach clean-up expedition (this was the place I first had the idea for Tasi). At the start of 2020, I sold Tasi Travels and worked in the marketing department for Horizon Festival, as well as producing their suite of events for young people. I am now working full-time in a marketing role for another company – but am currently on leave with my 12-week-old baby boy Morris.

### **What are you most proud of from your Pacific Lutheran College experience?**

I'll always remember and be proud of the amazing outdoor experiences we were fortunate enough to have, especially the white-water expedition I chose to go on in Year 11. It surprises me how much I talk

about those experiences; they'll always be some of my favourite memories at PLC. I'm glad that I chose to participate in outdoor experiences, even in the final two years when they were not compulsory.

### **What advice do you have for PLC students as they prepare for Semester 2?**

My biggest advice would be to 'follow the breadcrumbs.' My life and career turned out very different to what I imagined, but everything I've done has been the result

“My biggest advice would be to ‘follow the breadcrumbs.’”

of one small thing before it. I went to university to study a degree I didn't end up pursuing, but it was here I met the person who told me to apply for the face of a national environmental campaign. I won this campaign and grew with this company from an Admin Assistant to leading the Marketing team. It was that marketing & e-commerce experience that inspired me to start my own businesses. Somethings might seem unexpected or not what you planned, but if you allow yourself to follow the little opportunities along the way, they may lead you to exactly where you're supposed to be.



## ALEX MCLEAN, 2012 GRADUATE, COLLEGE VICE CAPTAIN

### Can you share your study and career accomplishments, since graduating from Pacific Lutheran College ten years ago?

After graduating from PLC in 2012, I continued my studies the following year at UQ with the intention of undertaking a 5-year Bachelor of Engineering/Bachelor of Science Dual Degree. After several digressions from this initial plan I was finally able to graduate in 2020, at the end of my 8th year of study, with a Bachelor of Engineering with a major in Software Engineering (Honours Class I) and a Bachelor of Science with a major in Physics. Coincidentally, as opposed to something we had been organised enough to plan intentionally, I was lucky enough to share my university graduation celebrations with my mother, who had completed her PhD the same semester. Most notably in these detours from my initial study plans, was a 4-year period I spent working for local not-for-profit Orange Sky (along with fellow PLC Alumni, Tristan Higginson and Jay Almaraz). The opportunity to immerse myself in such a progressive and rapidly expanding organisation, which operated more like a tech start-up than a charity, has shaped not just my professional abilities in software, but also my core beliefs and perspectives of the world. Blunt exposure to the realities of poverty, remote indigenous communities, corporate philanthropy, and our social institutions has greatly shifted my outlook on the world in which we live.

To better appreciate and comprehend some of these realities, I have recently commenced a Masters in Applied Economics at UNSW. Whilst my experiences at Orange Sky were invaluable in bringing my attention to the harsher machinations of the modern world, it is through further education that I wish to be able to more deeply comprehend the historical, economic, and political landscape that has led us here.

### What are you most proud of from your Pacific Lutheran College experience?

As a student at PLC, it was seemingly obvious which subjects were more interesting and useful to me. However, as the years have gone by and my life experiences have expanded, this clarity has disappeared almost entirely in the case of most subjects, and even completely inverted in others.

For example, my youthful stubbornness did not allow me to appreciate the importance that the creativity encouraged through subjects like Visual Art and Graphics would have on my career as a Software Engineer (no one wants to use an ugly website or app anymore). Nor would I have expected how the confidence and ability to perform, that I was begrudgingly (at the time) exposed to in Drama and as a school leader, would improve my capabilities as a manager and leader of individuals in my work and sporting endeavours. I could similarly draw conclusions from Social Studies, English, and Wood Tech, among others.

So, beyond any individual experience at PLC, I am most grateful of the breadth of education that I received. Whilst for some, the direction of one's future may seem obvious, it is still important to acknowledge that this is rarely how things will eventuate; and for me personally, the broadness of these prior experiences has been instrumental in embracing divergent opportunities as they have arisen.

### What advice do you have for PLC students as they prepare for Semester 2?

In general, I refer to my above statement around the inability to truly know which experiences, subjects, and opportunities are going to be the most useful to you in the long run. In this light, I strongly encourage everyone to opt into things, be present and mindful through everything, and go into any situation with the knowledge that one day this may prove invaluable.







## EMMA MIDDLETON, 2012 GRADUATE

### Can you share your study and career accomplishments, since graduating from Pacific Lutheran College ten years ago?

My PLC journey began in Year 1, 2001. This was the year the College opened. PLC was my home for the next 12 years and I was one of the first foundation students to graduate from PLC who joined in Year 1. When I graduated, I didn't know much other than life at PLC and I was nervous to start my adult life without the PLC safety net.

When leaving College, I remembered thinking I didn't know what to do with my life. I wasn't sure what to study but felt I needed to have my entire life figured out, immediately! With an interest in Law, I began working as an Administration Assistant in a law firm. After taking on this role, I decided to study law and 5 years later I graduated with a Bachelor of Laws with a Post Graduate Diploma in Practical Legal Training. There were a lot of hurdles throughout my degree, but when I was finally admitted into the Supreme Court of Australia as a practicing solicitor, that became one of my proudest accomplishments since leaving College.

I am now an Associate Solicitor specialising in Family Law and work at one of the most well-known and respected family law firms on the Sunshine Coast. I am on the Sunshine Coast Law Association Committee, volunteer at the community legal centre and am known as one of the top young lawyers on the Sunshine Coast in my specialty. To say I am busy is an understatement!

In 2020 I got engaged and in February 2022 we welcomed our first child, Finley, which by far, has been my biggest achievement since leaving College. Currently, I am taking a well-deserved break from work and enjoying taking things slow with my family.

The last 10 years have gone by in the blink of an eye and when I look back, I am exceptionally proud of what I have accomplished since leaving school.

**I am now an Associate Solicitor specialising in Family Law and work at one of the most well-known and respected family law firms on the Sunshine Coast.**

### What are you most proud of from your Pacific Lutheran College experience?

I had a lot of wonderful experiences during my time at PLC and am very fortunate with the opportunities that I was presented with while at College. I am most proud of the friendships formed. These people are still some of my closest friends who I consider as family.

### What advice do you have for PLC students as they prepare for Semester 2?

My advice to those preparing for the next school term – don't worry about the future! You don't need to have your life figured out by the time you leave school. Adulthood is a journey, and you can never plan how your life might turn out. And lastly, enjoy school! Enjoy being with your friends every day and creating memories. It doesn't last forever, and you might miss it once it's over.





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