



Compass *Review*

PACIFIC LUTHERAN COLLEGE | AUGUST 2024



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Wonder



Creativity



Discernment

Wonder, Creativity and Discernment

Dr Bronwyn Dolling, Principal

Bringing a sense of wonder, creativity and discernment into our thinking opens our minds to explore and extend what is possible and to keep focus on the important.

As we grow together, our 2023–2026 Strategic Plan provides us with the invitation to wonder, be creative and discerning as we grow in our individual and community capacity to engage with good purpose, efficacy and agency to make a difference in our lives, the lives of people within and beyond our community and the environment. As we live hope filled lives of possibility, we become and be people who flourish and enable others to flourish.

The 2023–2026 Strategic Plan had at its heart the growth of people across the *Four Pillars of Learning to Be, Learning Together, Learning To Learn and Learning to Know and Do*. The plan invites staff, students and parents to wonder, engage creatively and to be discerning in leading growth and exerting agency within and beyond our community.



The 2024 Compass Review is a wonderful celebration of the leadership and capacity of Pacific's staff, students, parents and alumni to bring the strategic intents of the 2023–2026 to life. **These intents highlighted alongside each**

article nurture important life enriching ways of being for all members of our community. An important part of engagement and agency for staff, parents and students is to understand the intents, to celebrate the progress that has been made and to imagine, be creative and discerning in how we might each use our strengths and insights to contribute to further the achievement of these intents. The 2024 Compass Review is not only a celebration but also an invitation to lift our eyes higher and live with greater purpose and possibility.

God has continued to bless this community with capable, creative staff, students and parents who embrace the opportunity to wonder, engage their curiosity and creativity and grow to exert their agency with optimism, compassion, courage and discernment. Being empowered and freed by God's creation, grace and love, hope and possibility shine brightly.

Scan QR Code to view the 2023–2026 Strategic Plan





Harnessing Generative AI

Ms Sue Arahill, Director of Learning

Pacific's pedagogy focuses on cultivating a deep understanding where a rich culture of thinking supports learning, with critical and creative thinking at the forefront.

As generative AI makes significant strides in various fields, fostering critical, creative and ethical thinking is essential for students to navigate and effectively leverage AI as a tool.

Recognising the opportunities generative AI tools offer in preparing students for the future, the College has developed guidelines to support the teaching and learning process as we explore an optimal road forward. The guidelines draw on the *Australian Framework for Generative AI in Schools (2023)*, which outlines three primary goals:

- **Education Outcomes:** The Framework aims to recognise how the appropriate use of generative AI tools can support teaching and learning.
- **Ethical Practices:** The Framework aims to achieve the safe, responsible and ethical use of generative AI tools.
- **Equity and Inclusion:** The Framework aims to ensure that generative AI tools are used in ways that are fair, accessible and inclusive of all.

As we embrace emerging technologies, ongoing learning for staff and students continues. Staff are engaging with the online course *Practical AI Strategies designed by Leon Furze*. The course modules provided allow us to extend our knowledge in using AI to prompt text, images, and other models. This online learning opportunity enables staff to consider practical and ethical implications and explore how to adapt educational practices using generative AI.

In various learning areas, staff and students are experimenting with using AI in classroom learning and assessment. As we embrace technology, we will continue to focus on a pedagogy and learning environment where wonder, creativity and discernment can grow, and design thinking and inquiry learning involve empathy and curiosity. Meeting individual learning needs and nurturing relationships will remain central to our teaching approach.

Experimenting with AI in Media

Georgia Williams, Year 8 Media Studies student, created an animatic as pre-production planning for a public service announcement (PSA). She used AI prompting to generate a series of short videos to visualise her final PSA. These videos, complete with sound, were edited to convey her vision for a full-length Lego stop-motion PSA.

Scan QR Code to view animatic



Experimenting with AI prompting, enhances students' critical thinking abilities as they analyse the effectiveness of different prompts and their resulting outputs. Additionally, this process fosters creativity by encouraging students to explore various approaches and refine their problem-solving skills through iterative experimentation.

Ms Lara Masselos, Acting Head of Department - Film, TV & New Media

- Provide, through contemporary pedagogies and practices, an environment that engages learners, supports the growth of intellectual character and the development of dispositions and skills for the future. (LTL1.4)
- Exploration of technologies to ensure all students and staff develop tech literacies, social competence and cyber security. (LTKD 1.2)



2023 Academic Success

Ms Anne-Marie Gerlach, Head of Learning Senior College

Pacific Lutheran College gathered on the Tuesday 30th January 2024 to acknowledge students from the Class of 2023 for their outstanding individual and collective academic efforts and to celebrate their excellent results at the annual Scholars' Assembly. A third of the cohort and their families gathered to celebrate the 2023 subject prize winners, the students achieving ATARs over 90 and to recognise the Proxime Accessit to the Dux - Daniel Whittingham (99.35) and the Dux - Ben McCormac (99.75).

2023 graduates gained entry into a broad range of degree courses across multiple universities. The University of the Sunshine Coast (UniSC) remains a popular choice for university-eligible graduates with 43% of students choosing to study close to home. The remainder of our university-bound students were roughly split between courses at the University of Queensland (UQ) 25% and Queensland University of Technology (QUT) 23%, with health sciences, law and business, and engineering

among the most common courses pursued by this group. In addition to students gaining an ATAR and a QCE, 65 individual VET qualifications were also awarded to students in the graduating class, with 41 students gaining one or more qualifications and 12 students successfully achieving a Diploma.

Several graduates have been successful in gaining prestigious scholarship opportunities. Evy Gover was awarded a scholarship to study musical theatre with the New York Conservatory for Dramatic Arts, School of Film and Television, Abigail Tracey was awarded a QUT Women in Science, Mathematics, and IT Merit Scholarship, acknowledging her outstanding academic efforts at school, Georgia Fergusson was recognised by Griffith University with a Chancellors Scholarship and Hugo Winten received an Excellence in Creative Industries Scholarship from QUT as well as a Commonwealth Government Teaching Scholarship from QUT.

The Scholars' Assembly not only provided an opportunity to recognise the outstanding achievements of our graduating students, but it also afforded an occasion to inspire current students. In his keynote presentation, Noah Winten (Dux of Class of 2022) gave sage advice to those assembled. "Don't be scared to talk to your teachers and ask for their opinions, they want you to succeed. They are there to help you. Align your goals and your priorities. Remember to sleep! Factor in some "you time", time to fill your bucket", so that when you leave you have no regrets."

We wish all our 2023 graduates every success as they embark on life beyond Pacific. We hope they will stay connected through the College Alumni and we look forward to hearing from them and welcoming them back to Pacific in the future.



- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD 1.1)
- Enhance connection with and identity of the Pacific Lutheran Alumni. (LT 2.3)



Learners Toolkit

Ms Anne-Marie Gerlach, Head of Learning Senior College

This year Pacific Lutheran College has partnered with the Anglican Church Grammar School to develop and implement a toolkit to assist Senior students with their learning.

The development of the formal toolkit and its resources is very much in its infancy; however, it is worth highlighting that many of the instructional practices are already incorporated into regular classroom routines and pedagogical approaches of Pacific. The toolkit is not about introducing something entirely 'new,' rather it is being developed to extend upon well-known teaching techniques that teachers may not have previously explicitly linked to the principles of the Science of Learning.

The Science of Learning is an emerging field of study that is focused on understanding how the brain functions while exposing misconceptions and neuromyths about how students learn best and retain information. At its core, it is about understanding the complex interactions and relationships between effective pedagogical practices, and the integration of cognitive science and educational psychology.

The Churchie Research Centre (CRC) in partnership with schools such as ours, is establishing a collection of techniques to assist teachers to impart a shared vocabulary to students across various academic disciplines, thereby enhancing overall student learning. The focus of the toolkit is to provide systematic but nuanced early intervention into students' cognitive learning behaviours and study routines and is specifically informed by the work of the University of Queensland's (UQ) Science of Learning Research Centre (SLRC), Professor Mark McDaniel from the Washington University

in St Louis and Dr Gil Einstein from Furman University of South Carolina.

As part of our staged implementation process, we are working towards developing a range of methodologies and resources to assist students in selecting and employing the most appropriate learning strategy for a particular context or subject.



- Support a culture of continual improvement through evidence-based research, data-informed action and reflection. (LTL1.3)
- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD 1.1)
- Create opportunities for purposeful parent engagement and local and global community partnerships to enhance learning and growth. (LT2.2)



UQ Learning Lab Partner Schools Program

Mrs Jo Belchamber, Head of Learning Middle College

An essential mindset for students to adopt when learning something new is that challenge is not something to be feared, but a necessary part of learning.

Australasian education research demonstrates that self-regulated learners are those who can successfully manage their cognitive, metacognitive and motivational processes to achieve learning goals. When the focus is not on teaching for understanding, cognitive experiences (the mental process involved in understanding) and metacognition (thinking about one's own thinking) can be overlooked. However, at Pacific, developing an understanding of thinking is an important element of the Middle College experience, underpinned by Harvard University's Project Zero research and pedagogy.

Middle College teachers recognise that they are well-placed to explicitly teach and model specific learning approaches for students. Students can continue to confidently embrace new ideas with wonder if they can employ the metacognitive strategies of planning, monitoring, and evaluating learning. To help them visualise the learning process, teachers have employed the Learning Pit Model developed by James Nottingham.

With the mindset that learning occurs at the point of challenge, a team of Middle College teachers is designing a repertoire of metacognitive strategies in partnership with the University of Queensland's (UQ) Learning Lab.

The UQ Learning Lab comprises of researchers from the scientific disciplines of education, psychology and neuroscience. Pacific teachers are being mentored to improve student outcomes using evidence informed practice. Mrs Melanie Percival, Mrs Linda Sydes, Ms Michelle McMillan, Miss Tiffany Harman and



Mrs Jo Belchamber are leading the project. Students have been surveyed to establish which metacognitive strategies they employed at the point of challenge in the Humanities curriculum. In the next phase of the research study, students will be provided with strategies to take greater responsibility for their own learning in a similar challenge. Students will also be taught how changes in the brain during pre-adolescence and adolescence provide a unique opportunity to shape self-regulated learning and achieve greater academic success.

Through this research and evidence-based teaching approach, students will be encouraged to re-imagine the learning pit as a place of creativity and wonder.

Scan QR Code to view Australasian Education Research.



- Support a culture of continual improvement through evidence-based research, data-informed action and reflection. (LTL1.3)
- Provide, through contemporary pedagogies and practices, an environment that engages learners, supports the growth of intellectual character and the development of dispositions and skills for the future. (LTL1.4)
- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD 1.1)
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QUESTIONS TO GUIDE YOU THROUGH THE LEARNING CHALLENGE

@TheLearningPit

Easy Learning
Deep Learning

Concept
 How many concepts are you thinking about right now? Which one is the most interesting, relevant or puzzling? Let's call your concept, 'x'. Why did you choose that one?

Question
 What is x? How do we know what x means? What's the difference between x and concept y? When would x be good/bad/different/relevant/irrelevant? Is it possible to always/never use x? What if x meant y?

The Pit

Cognitive Conflict
 What problems can you find with concept x? If you are saying that concept x means y then does y always mean x? In what ways does your definition of x come unstuck?

Construct
 When you compare all the ways you found to describe concept x, which one works best? If you were to rank all your ideas about concept x, which one(s) would you prioritise?

Eureka!
 How clear is your understanding of x now? What makes x more complex than you first thought? What advice could you give someone who hasn't reached the eureka point yet?

Consider
 How could you apply concept x to another situation? What strategies did you use to go through the pit that could also work next time?

Adapt
Apply
Transfer
Review

Challenging LEARNING
 ©James Nottingham

The Learning Pitt Model developed by James Nottingham



Spirituality and Service

Mrs Linda Sydes, Teacher – English and Humanities, Wira Pastoral Care

On Sunday 24th March, Year 12 and Year 9 Wira House Captains, Kendall Macpherson, Matthew McKenzie, Eloise Blumer and Emanuel Espinosa, enjoyed connecting with the St Mark's Lutheran Church community at their Palm Sunday service. Students presented a cross that had been created, designed and hand-painted through a collaborative effort of Wira staff and students. The cross contained many symbols representing the Wira community and was gifted with some Easter cards made by each Pastoral Care Group. The Captains enjoyed connecting with Pastor Ray Morris and Church members while also learning about the importance of Palm Sunday and the week leading into Easter.



- **Strengthening and deepening foundational faith-driven, Christ-centered engagement and opportunities. (LTB1.2)**
- **Develop an authentic approach to service, which increases student agency in community. (LTKD2.1)**



The Design of the Cross

The Wira cross theme symbolises the profound spiritual significance of water in our community and its role in connecting, regenerating and bringing life into the Sunshine Coast community. Inspired by the Pacific Lutheran colours, the deep navy colour represents the aerial map of the Kawana waterway, which serves as a unifying force that connects our region. Light blue hues form gentle puddles, capturing

“The Wira cross theme symbolises the profound spiritual significance of water in our community”

the dynamic movement of water and its ripple effect, illustrating how it connects and influences our lives. Teal and white vines signify the transformative power of water, inspiring new growth and renewal, mirroring the themes of Easter. At the heart of the cross shines a radiant yellow sun, representing the divine presence of God and the promise of new beginnings, reminiscent of the rejuvenating warmth and vitality synonymous with the Sunshine Coast.

Enhancing Senior College Leadership Opportunities through Pacific's Peer Mentoring Program

Ms Leigh Finter, Director of Students

Pacific's Pastoral Care Program places significant importance in providing time for students to nurture peer relationships by incorporating dedicated time for peer support within Years 7-12 Pastoral Care Groups (PCG). Pacific recognises the profound impact of peer support on students' sense of belonging and overall wellbeing. *"Peer support significantly affects students' belonging as it meets their needs for relatedness and acceptance, providing them with a sense that they can rely on others"* (AERO, 2024).

"Pacific recognises the profound impact of peer support on students' sense of belonging and overall wellbeing."

Peer mentoring at Pacific is multifaceted, encompassing informal led sessions between Senior College and Middle College students during Pastoral Care time, and is supported

by Pastoral Care Group teachers through a more formal approach which is facilitated by House Captains.

At the conclusion of 2023, the application, interview, and induction process for Year 12 House Captain leadership roles was reviewed and refined. This review focused on the clarity of the roles and responsibilities of House Captains and the roles of other College leadership positions to enhance opportunities available to students to grow their leadership capacity, including peer mentoring.

By implementing strategies aimed at bolstering student leadership and mentoring abilities, the goal is to provide Senior College students with increased opportunities to develop their personal qualities, sense of agency and leadership skills across all aspects of College life, to ultimately serve others.

The integration of peer mentoring into Pacific's already robust Pastoral Care Program, and the subsequent refinement of the roles and responsibilities of House Captains, sees Pacific continue to stand by its commitment to foster supportive student relationships across year levels, where students can authentically flourish academically, socially, and personally.



- Enhance co-agency of students and staff within pastoral care to support students to develop self-awareness, efficacy, purpose, belonging and meaning. (LT1.1)
- Strengthening of student safety, wellbeing and reporting processes. (LT1.2)
- Create a culture of learning that encourages and supports the co-agency between teachers and students. (LT1.3)
- Enhancing student leadership and mentoring capacity (LT3.1)

The Pacific Action Groups

Ms Leigh Finter, Director of Students

Pacific Action Groups provide opportunity for students across the College to Connect, Belong and have Purpose.

Pacific is known for its strong student led and driven initiatives and actions, where students increasingly grow in their agency to lead, facilitate, collaborate, think creatively and critically to implement and action change to continue growth and development across seven areas of action. Pacific's seven Action Groups across the areas of *Academic, Culture, Environment, Student Wellbeing, Spirituality and Service, Sport, and Technology* are capably led by Year 12 Action Group Captains, Year 6 Leaders and supported by staff who are passionate about these areas. At the commencement of their roles, leaders review previous initiatives and commit to developing strategic actions for their year of appointment. It is wonderful to see Year 6 Leaders

creatively engage, facilitate, and share their ideas and be strongly involved in the ongoing development and implementation of these initiatives during their time at Pacific.

“Pacific is known for its strong student led and driven initiatives and actions.”

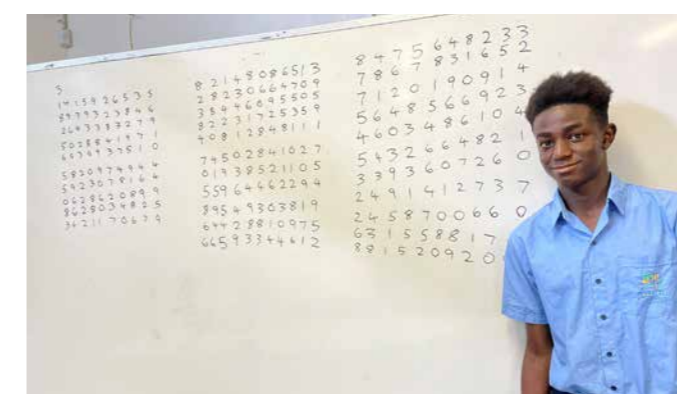


Academic Action Group
Captains – Olivia Boland
and Cooper Whatham



This year, the Academic Action Group has proven effective in facilitating diverse student engagement opportunities. During Term 4 last year, the Middle College Chess Competition saw remarkable participation, as did the Pi Competition held earlier this year, where individuals showcased their mathematical prowess, some being able to recall values of Pi involving hundreds of digits. Additionally, the Senior College trivia event was a lively gathering with 6 teams testing their general knowledge. The Year 11 Public Speaking Competition, centered on ‘The Road Not Taken’, where students reflected deeply and prompted audience reflection on the impact of choice on our lives. Collaborating strongly across year levels, we owe much of our success this year to the invaluable assistance of our Year 6 Captains. Future Action Group plans include the eagerly anticipated Academic House Challenge and a Senior Chess Championship.

Celebrating and enhancing capability of students across all dimensions of life as high- quality contributors. (LTKD1.3)



Cultural Action Group
Captains – Ayrisa Jones
and Mitchell Pyke



Throughout the year, our primary objective has been to celebrate the achievements and abilities of Pacific's students, fostering a culture that appreciates the diverse talents within our community. This includes recognising the talents of artists, musicians, dancers, filmmakers, and actors, while also promoting further growth and development in these areas. We have made significant progress toward achieving these goals since the start of Term 4 last year.

This year we have intensified our presence in both Junior and Senior College assemblies and chapels. In the Senior College, our objective has been to deliver engaging and enthusiastic contributions to the assembly agenda, achieved through more frequent and dynamic speaking engagements and initiatives like the ‘Cultural Spotlight’. In Term 2, we introduced performances by Senior students during Junior assemblies, enriching younger students with cultural showcases. Collaborating with Spirituality and Service Action Group Captains, Kiana Campbell and Kai Sorbello, we presented a puppet show for Junior College students during the Easter Chapel. Additionally, in Term 4, we initiated a Drama Club for Year 5 students, where we conducted drama classes during Friday lunchtimes. This experience not only provided valuable teaching opportunities but also equipped Year 5 students with foundational skills in performance, preparing them for drama curriculum activities and the Middle College Musical production of Mary Poppins, which will take to the stage at The Event Centre Caloundra this November.

The Cultural Action Groups *Pacific Art and Film Festival* was a great event to plan and liaise with various members of the Pacific community to showcase the amazing talents which sit within Pacific's Arts departments.

Having accomplished so much already, we eagerly anticipate the continuation of our captaincy journey, striving to achieve our goals in spreading the joy of the arts.

Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD1.1)



Environmental Action Group
Captains – Jessica Smith
and Sophia Smith



Responsibility. Accountability. Sustainability. The Environmental Action Group's focus for 2024 is to establish efficient and effective systems that will maintain and allow for further environmental consciousness at the College. We are focused on Pacific Lutheran College's environmental actions and culture holistically by connecting with staff members and students across the College. One of the Environmental Action Groups goals for this year is to promote our responsibility as a community to look after our natural environment and therefore pay respects to the Kabi Kabi land on which we have the privilege to learn on. So

far this semester we have achieved this by working with College staff and Friends of Pacific to investigate and improve our rubbish practices and our *Containers for Change* efforts.

This semester we also continued the annual tradition of Pacific's participation in Clean Up Australia Day. This year we incorporated a Year 12 and Year 2 buddy system to encourage Senior College involvement and to help foster Junior and Senior student relationships. Another one of our goals was to help



Pacific staff and students be more accountable for our care of the environment. This is currently being explored with an exciting new initiative '3 for PLC' which was first discussed by the Year 5 Kids in Action last year. It has been further developed by the Year 6 Environmental Leaders in collaboration with the Year 12 Environmental Captains and Mrs Pollard. Lastly, to continue our drive for improved environmental consciousness across the College, other areas of focus presently are Hospitality, Coral Café, and Tuckshop. We will be investigating how we can improve, with the respective staff's assistance, the overall sustainability of our practices and monitoring our food wastage. The Environmental Action Group looks forward to the rest of the academic year and the opportunities it provides to better our College's sustainability and environmental practices together as a unified community.

Increase knowledge and empower people to modify behaviours towards greater sustainability and care for the environment, including embracing citizen science opportunities. (LTKD1.4)



Spirituality and Service Action Group
Captains – Kiana Campbell and Kai Sorbello

Throughout the first Semester, the Spirituality and Service Action Group have orchestrated numerous events and initiatives. Commencing with our inaugural collaboration with the Cultural Action Group, the Prep-Year 12 Easter Chapel proved immensely popular, blending entertainment with the profound message of the Easter narrative. In Term 2, our collaboration with fellow College Captains and the Wellbeing Action Group Captains culminated in the commemoration of 'Pacific as a Peace Place Day', marked by a devotion and a College wide activity spanning Years 3-12. This rewarding endeavor encouraged the College community to honor and celebrate all of its members. Our Shrove Tuesday celebration garnered considerable success, with active participation from the entire action group in both pancake preparation and distribution. We aspire for this activity to become a recurring highlight, adaptable and expandable in the years ahead.



Strengthening and deepening foundational faith-driven, Christ-centred engagement and opportunities. (LTB1.2)



Sports Action Group
Captains – Marina Krueger and Charles Garland



This semester saw the occurrence of all major carnivals: Cross Country, Swimming, and Athletics. We envisioned creating a promotional video for the Athletics Carnival, and despite time constraints, we managed to produce and showcase the video during assembly. Recognising the positive reception from students, the Sports Action Group is now prioritising

the creation of promotional content for future Athletics Carnivals.

We look forward to our Netball Fast 5 competition in Term 4.

We are also continuing to explore mascot ideas, a tradition from previous years. Further updates on this endeavor will be available soon.

Enhancing an appreciation of and engagement with physical health and wellbeing and performing and visual arts. (LTB1.4)



Technology Action Group
Captains – Lachlan Ridley and Herbert Pelto



During Semester 1, the Technology Action Group orchestrated a series of lunchtime activities designed to engage and challenge students. At the beginning of the year, we introduced weekly events for students to partake in during lunch breaks. These included *Minecraft Monday*, *Typing Tuesday*, *Wonder Woman Wednesday*, *Thrilling Thursday*, and *Freedom Friday*. While initially successful, these activities were discontinued over the course of the term. Subsequently, our action group organised a five-week Minecraft Competition, inviting students to collaborate in teams on a medieval-themed Minecraft world during lunchtime sessions. We are currently overseeing a game-making competition and looking ahead, next term we have plans to host a Mario Kart Competition. The Technology Action Group remains committed to offering activities that enhance students' technological skills and foster connections across the College.

Exploration of technologies to ensure all students and staff develop tech literacies, social competence and cyber security (LTKD1.2)



Wellbeing Action Group
Captains – Ayanna Nath and Kade Herbert

In Semester 1, the Wellbeing Action Group commenced on a positive note, with initiatives led by Year 12 and Year 6 Captains. Collaborating with the Service and Spirituality Captains, we orchestrated a College devotion aimed at promoting 'Pacific as a Peace Place Day' and sharing its significance within our community.

We have also been collaborating closely with the College Counsellor, Mr Macaulay, and the Wellbeing Action Group staff leader, Mr McNee, to generate and implement new ideas aimed at fostering a strong sense of wellbeing at Pacific.



One of our major initiatives has been the introduction of the 'Positive Piece' at Middle and Senior College assemblies, which focuses on various aspects of wellbeing and encourages both staff and students to consider how they can take care of themselves throughout the year. The action group also acknowledges that some students may find it more challenging to seek help or ask questions about their mental health. Understanding that no student should feel isolated, we have successfully expanded Safe Harbour into a digital space on Nav. This allows students to easily and comfortably access resources that can help them care for their wellbeing, with the hope that they will feel encouraged to reach out to friends and family if needed.

As the year progresses, we will continue to enhance wellbeing at Pacific with the goal of supporting our College community.

Enhancement of the P-12 Personal Development Program, focusing on growing the personal and social capabilities of students including respectful relationships, mental health and wellbeing. (LTB1.1)



The Pacific Learning Hub

Ms Leigh Finter, Director of Students

On Tuesday 26th March, we welcomed Mr Brett Lee, leading cyber safety expert, to Pacific.

Throughout the day Mr Brett Lee presented to students from Years 3-12 and staff. The presentations were tailored appropriately for each year level on how to make clever digital choices and how to manage ourselves and others on an online platform. Students were presented with 5 key messages –

1. The internet is public and permanent.
2. My identity is paramount.
3. I'm careful when giving out trust.
4. Online rules and laws are real.
5. I take action when things go wrong.

That evening Mr Brett Lee presented to our parent community as part of the Pacific Learning Hub initiative. Over 250 parents registered to join us for the evening which provided those in attendance with strategies on how to manage technology use at home to help keep our young people safe online.

Parents appreciated the opportunity to learn and be reassured as they reflected on the 5 key messages and actions for technology provided through Mr Brett Lee's powerful and engaging presentation. Mr Lee, drew upon his extensive career, knowledge and experience, having worked as a Queensland Police Officer for 22 years, with 16 of those as a detective predominantly in the field of child exploitation. He brought to life the possible dangers which are part of young people's digital reality, explaining parental rights and responsibilities in the online world.

Mr Brett Lee is the creator of *Internet Safe Education (ISE)*, which is endorsed by the *eSafety Commission*, Australia's main government regulatory body. For more information, please visit these websites where you can access actionable tools and information on Internet Safety and Cyberbullying.

The Pacific Learning Hub presentations are aimed to connect and support engagement through purposeful conversation and learning across the Pacific community.



- Exploration of technologies to ensure all students and staff develop tech literacies, social competence and cyber security. (LTKD1.2)
- Create opportunities for purposeful parent engagement and local and global community partnerships to enhance learning and growth. (LT2.2)
- Enhance parent understanding and engagement with College practices, culture and activities. (LTL2.2)





Strengthening Parent Engagement for Enhanced Student Outcomes

Mr Brett Kersnovske, Head of Middle College

In our ongoing efforts to provide the best possible educational experience for our students, we recognise the crucial distinction between parental involvement and parental engagement.

While having parents attend information evenings and social events is valuable, true engagement goes much deeper. It means actively participating in a child’s learning journey both inside and outside the classroom. Research consistently shows that engaged parents who interact meaningfully with their child’s education, directly contribute to improved student outcomes, fostering better academic performance, higher motivation, and increased self-esteem. It is for these reasons that we have partnered with Independent Schools Queensland (ISQ) and their Mastering Parent Engagement Program for 2024. This flagship program is a year-long scaffolded program where school leaders

and their assembled teams will discover why parent engagement is crucial in high performing schools and learn from experts and other school leaders about how to better harness the power of parents for improved academic and wellbeing outcomes.

To enhance our engagement with parents, we are reviewing our current approaches to parent meetings, communication methods, volunteer opportunities, and community events that connect students, staff, and parents. These activities are essential to our community and reflect the caring, welcoming nature of our institution. We recognise the potential

to improve in certain areas, providing parents with more opportunities to engage deeply in their child’s education and become more involved in their learning process.

We are reviewing our communication strategies to ensure they are effective and meet the needs of our stakeholders. Through thorough data collection and analysis, we aim to identify the most efficient ways to reach our audience, ensuring that our messages are clear, timely and actionable. Whether through digital platforms, newsletters, or face-to-face meetings, our goal is to create a robust communication network that keeps everyone informed and engaged.

We are also exploring innovative ways to involve parents in the learning process by building on the current platforms and opportunities that already exist across Prep to Year 12. We are aiming to enhance areas of the College that help equip parents with tools and strategies to support their child’s learning at home, volunteer opportunities that allow them to participate directly in classroom activities and community-building events that strengthen the bond between families and the school. By building on these diverse opportunities for engagement that already exist, we hope to create a more supportive and collaborative environment where every child can thrive.

“Pacific Lutheran College is committed to enhancing a culture of active parental engagement.”

Our Parent Engagement initiative is guided by the latest educational research which is expertly facilitated by ISQ and highlights the significant benefits of active parental involvement. Studies show that students with engaged parents are more likely to attend school regularly, achieve higher grades, and develop better social skills. They are also more likely to continue their education beyond high school, demonstrating the long-term positive effects of this engagement.

Pacific Lutheran College is committed to enhancing a culture of active parental engagement. Together, we can create an enriching educational environment that supports the academic and personal growth of every student. We invite all parents to join us in this



initiative, as your engagement is crucial to the success of our students and the future of our College.

“As a parent, I am learning that quality parent engagement goes beyond mere involvement in the learning and school activities of our children. Engaged parents understand what their child is learning and provides age-appropriate levels of support and guidance in partnership with teachers and the College. This in turn leads to better quality learning and wellbeing outcomes.” Blake Davis, Pacific Lutheran College Parent.



- Support a culture of continual improvement through evidence-based research, data-informed action and reflection. (LTL1.3)
- Create opportunities for purposeful parent engagement and local and global community partnerships to enhance learning and growth. (LT2.2)
- Enhance parent understanding and engagement with College practices, culture and activities. (LTL2.2)
- Enhance culture of co-agency that facilitates student, staff, parent and College Council voice, decision-making and action that leads to improvement and innovation. (LT3.3)

The Wellbeing of our Community Matters

Mr Brendan Macaulay, College Counsellor

This year Pacific Lutheran College has partnered with both The Resilience Project (TRP) and Mental Health First Aid Australia (MHFA) to enhance our student and staff wellbeing throughout the College.

Why it matters...



1 in 3

Secondary students are experiencing high levels of anxiety, depression, or both.



65%

of adolescents do not seek help for mental illness.



Over 50%

of students are at risk of a poor learning mindset (anxiety + disengagement).



The Resilience Project is a school wellbeing program designed to promote mental health and wellbeing among students. Classroom activities are focused on building *resilience, gratitude, empathy, and mindfulness skills*, through fun and engaging activities and using student wellbeing journals.

Young people can benefit from The Resilience Project Program for several reasons:

- Building Resilience:** Adolescence can be a challenging time, marked by academic pressures, social changes, and personal struggles. The Resilience Project equips young people with skills and strategies to build resilience, helping them bounce back from setbacks, navigate challenges, and develop a positive mindset.
- Promoting Mental Wellbeing:** The Resilience Project Program incorporates elements of positive psychology, including gratitude, empathy, and mindfulness. By

cultivating these qualities, young people learn to appreciate the positives in their lives, empathise with others, and manage stress more effectively, ultimately promoting their mental wellbeing.

- Developing Coping Skills:** Adolescents may face a range of stressors, from academic demands to relationship issues. The Resilience Project teaches practical coping skills that empower young people to manage stress, regulate their emotions, and cope with adversity in healthy ways.
- Fostering Social Connection:** The program emphasises the importance of social connection and community support in building resilience. Through activities and discussions, young people learn to cultivate strong relationships, seek support when needed, and contribute to a positive and supportive school culture.
- Preventing Mental Health Issues:** By promoting resilience, wellbeing, and effective coping skills, The Resilience Project Program can help prevent the development of mental health issues such as anxiety and depression in young people. By equipping them with the tools they need to navigate challenges and setbacks, the program supports their overall mental health and contributes to a positive developmental trajectory.

Youth Mental Health First Aid

Pacific Lutheran College has committed to training our staff in Youth Mental Health First Aid throughout 2024 and 2025. Training teachers in Youth Mental Health First Aid is crucial for several reasons:

- Early Identification and Intervention:** Teachers are often among the first adults to notice signs of mental health issues in students. Training them in Youth Mental Health First Aid equips them with the skills to recognise the early warning signs of common mental health problems such as anxiety, depression, and substance use disorders.
- Reducing Stigma:** By providing teachers with education about mental health issues, Youth Mental Health First Aid training helps reduce stigma surrounding mental illness. This can create a more supportive and understanding environment for students struggling with mental health challenges.
- Promoting Help-Seeking Behaviour:** Teachers trained in Youth Mental Health First Aid are better equipped to engage with students who may be experiencing mental health difficulties and to facilitate appropriate help-seeking behaviour. They can provide support, resources, and referrals to mental health professionals when needed.
- Improving School Climate:** A school climate that prioritises mental health and wellbeing contributes to a positive learning environment where students feel safe, supported, and valued. Teachers trained in Youth Mental Health First Aid play a crucial role in fostering such a climate by promoting mental health awareness and addressing the needs of students.
- Enhancing Teacher Wellbeing:** Teaching can be emotionally demanding, and educators may encounter students facing a variety of mental health challenges. Training teachers in Youth Mental Health First Aid not

only benefits students but also supports the wellbeing of teachers themselves by providing them with the knowledge and skills to effectively support their students' mental health needs.

The College is excited to continue to partner with both The Resilience Project and Mental Health First Aid Australia over coming years, to ensure that we continue to provide a school environment that prioritises mental health, promotes early intervention, reduces stigma, and supports the wellbeing of both students and educators.



- **Enhancement of the P-12 Personal Development Program, focusing on growing the personal and social capabilities of students including respectful relationships, mental health and wellbeing. (LTB1.1)**
- **Enhance co-agency of students and staff within pastoral care to support students to develop self-awareness, efficacy, purpose, belonging and meaning. (LT1.1)**
- **Strengthening of student safety, wellbeing and reporting processes. (LT1.2)**
- **Support a culture of continual improvement through evidence-based research, data-informed action and reflection. (LTL1.3)**

Gratitude

What is gratitude? It's about paying attention to the things and moments we have right now, and not worrying about what we don't have. We practise gratitude by noticing the positives that exist around us, and by being thankful for things, places and people in our lives.

[Find Out More](#)

Empathy

What does empathy mean? Empathy and kindness are closely linked. So are empathy and compassion. To be empathetic is to put ourselves in the shoes of others to feel and see what they are. We practice this by being kind towards other people.

[Find Out More](#)

Mindfulness

How to practise mindfulness? Mindfulness activities help us to be present in the moment and often create a feeling of calm. We practice this through slowing down and concentrating on one thing at a time. This includes meditation, colouring in and flow states.

[Find Out More](#)

RAP – Understanding, Compassion and Hope

Mr Damian Davis, Head of Staff and Students P-5

Reconciliation for Aboriginal and Torres Strait Islander peoples is a profound journey that acknowledges the deep scars left by historical injustices while striving for a future built on mutual respect and understanding. It is about recognising the enduring strength and resilience of Indigenous communities and honouring their rich cultures and contributions to our shared heritage. True reconciliation requires us to listen with open hearts to the stories of pain and survival, to address the inequalities that persist, and to foster genuine partnerships that uplift and empower. By walking this path together, we can create a society that not only remembers its past but also embraces a future of equity and unity for all.

Waka-Waka Woman and Aboriginal Christian Leader Debbie Prentice, asks all Australians to embrace reconciliation through the eyes of friendship and with the compassion of Christ. Friends listen, take perspective, walk with, and take action that they see fit. They also are there for each other when things get tough. She implores that the love of Christ sits at the centre of forgiveness and compassion for others and that working toward reconciliation has its base in love and reconciliation for all.

“Sit together in our pain, stand together against injustice, walk together in truth and friendship and pray together for change.” Debbie Prentice.

Formal reconciliation in an educational setting requires specific actions and deliverables aligned with *Responsibilities, Respect, and Opportunities*, as outlined by Narragunnawalli, the formal organisation for reconciliation in Schools and Early Learning Centres. These elements combine to form a Reconciliation Action Plan (RAP) that defines the College’s reconciliation goals and strategies. Since last year, a RAP working group has been developing our vision for reconciliation and contextualising these actions for our community. Our RAP is progressing well, and we aim to launch it at the beginning of 2025.



- Enhancement of the P-12 Personal Development Program, focusing on growing the personal and social capabilities of students including respectful relationships, mental health and wellbeing. (LTBI.1)
- Strengthening global and cultural awareness, and the respect for and valuing of diversity including indigenous cultures and history. (LTBI.3)

Our Vision

At Pacific Lutheran College, situated on the traditional lands of the Kabi-Kabi people, we envision a future where reconciliation is woven within the fabric of our community. We recognise that this land has been a place of research, learning, and teaching for generations. Guided by respect, understanding, and collaboration, we strive to foster a culture of unity, equality, and empowerment for all.

Our vision for reconciliation action acknowledges and honours the rich heritage, culture, and contributions of the Kabi-Kabi people as the traditional custodians of the land, and we seek to promote authentic relationships built on trust, mutual respect, and shared responsibility. We recognise the importance of listening and truth-telling from the wisdom and experiences of our First Nations People as we walk and work together toward reconciliation.

Through this vision for reconciliation action, Pacific Lutheran College aspires to create a community characterised by reconciliation, opportunity, and social justice. We acknowledge that this journey is ongoing and requires our entire College community’s commitment and active involvement. We can create positive change, forge meaningful connections, and build a more inclusive and equitable future for all.

Education has the power to provide a greater *understanding* of the rich history and resiliency of Indigenous communities by taking part in events that foster cultural awareness and conversation. To acknowledge historical injustices, validate the experiences of First Nation’s People, and commit to meaningful efforts that close the gap between cultural groups.

Through our assemblies, devotions, and lunch breaks during Reconciliation Week, marked 27th May to 3rd June, the College intentionally provided the space for reflection, conversation, and education around reconciliation. These opportunities were led by students and staff alike and empowered our College community to engage

and to speak up not only about the importance of reconciliation but also to be advocates of change now and in the future.

The College thread which fell during this significant week, surrounded the notion of *compassion* which sits at the very heart of reconciliation. It requires patience, understanding and perspective taking. This journey is not linear and not straightforward. It requires support and at times, recognising painful truths. But mostly it involves working together to create a shared vision of an inclusive Australia.

This year, the Lutheran Church of Australia has drawn parallels between nature and asks us to think of “Reconciliation in the Cross”. At times, nature is ravaged by bushfires, but slowly and surely, green shoots begin to grow. Referred to as epicormic shoots, these surviving trees are sometimes called upside-down trees, with new leaves sprouting on the trunks and the high branches left empty to resemble roots floating in the sky. Upside-down trees remind us of the upside-down Kingdom that Jesus leads us into. Where death leads to life, beauty emerges, from the ashes, suffering and mourning are turned into joy in His presence and *hope* always persists.

“Reconciliation and friendship will help Australians learn about each other, so we treat each other nicely and with understanding.”

Kenzi Weston-Wilkinson,
Year 2 student.





Implementing the Science of Reading at Pacific

Mrs Sue Zweck, Head of Learning K-5

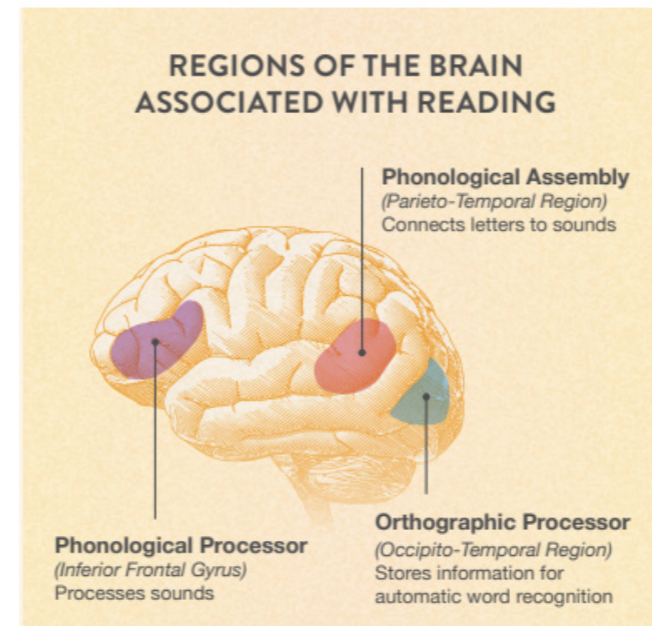
The Science of Reading is the converging evidence of what matters and what works in literacy instruction, organised around models that describe how and why.

The Science of Reading is a culmination of major research from English-speaking countries that have been consistent in their findings on learning to read and the teaching of reading.

Learning to read is a complex skill. It requires effective instruction from teachers who are trained to support students from the very beginning. Phonics is crucial but is only part of the solution that would see all students receiving effective literacy instruction. Teachers at Pacific make links between speaking, listening, reading, and writing from the start and this helps our students connect the dots faster.

One of the main differences between traditional methods of teaching children to read and the Science of Reading research is teaching decoding strategies. In the

“Reading is not a guessing game. Effective readers use their phonics knowledge to break down words to read.”



early years classroom, it is common to teach children a handful of reading strategies that can be drawn upon when children get stuck on a word. These strategies may include:

- using the pictures for guidance,
- skipping over words and coming back to them
- guessing words based on the context of the text
- using the first letter of the word to help

The Science of Reading research has found that these strategies may not be needed to help children become fluent readers.

“Reading is not a guessing game. Effective readers use their phonics knowledge to break down words to read.”
– Clare Wood (Literacy Specialist)

That’s not to say that our teachers don’t provide helpful strategies to help a child during reading if they get stuck on a word.

The use of Decodable Readers is really important in implementing The Science of Reading in our classrooms. Decodable books are simple books that are written for our beginning readers and contain the specific grapheme-phoneme correspondences students have learned. This provides our learners with the opportunity to use their developing segmenting and blending skills to read words to develop automaticity, or the ability to recognise words quickly and effortlessly and experience independent reading success.

Decodable books encourage our children to sound out words using decoding strategies rather than guessing from pictures or predicting from other cues. They can

be introduced once beginning readers have learned some simple grapheme-phoneme correspondences and can blend from left to right.

The Science of Reading tells us that sight words are not stored in our visual memory and therefore we need to integrate sight words into our phonics instruction. Heart Words are an effective, phonics-based approach to teaching sight words.

Heart Words are high-frequency words that appear most often in print. They are the first words we want to anchor into our students’ memory because they appear so frequently in texts. The ability to automatically retrieve these words allows students to read fluently and successfully.

Pacific students and teachers in Foundation College are enjoying the introduction of this new way of learning literacy. It’s wonderful to be able to access the research and resources to better understand and implement into the students’ learning journey.



- Support a culture of continual improvement through evidence-based research, data-informed action and reflection. (LTL1.3)
- Provide, through contemporary pedagogies and practices, an environment that engages learners, supports the growth of intellectual character and the development of dispositions and skills for the future. (LTL1.4)
- Enhanced use of data for evidence-based decision making, planning and setting priorities. (LTL3.2)



Check out the 17 goals

In 2015, world leaders agreed to 17 Global Goals. These goals have the power to create a better world by 2030, by ending poverty, fighting inequality and addressing the urgency of climate change. <https://worldslargestlesson.globalgoals.org/>

World's Longest Lesson

Mrs Linda Sydes, Teacher – English and Humanities, Pacific Plus Coordinator

Following the conclusion of the Second World War in 1945, the United Nations emerged, succeeding the League of Nations. The United Nations was established “as an attempt to maintain international peace and security and to achieve cooperation among nations on economic, social and humanitarian issues” (*The United Nations Charter 1945*). Now nearly every country in the world is a member.

In January 2015, the United Nations developed the 17 Sustainable Development Goals also known as the UN’s Global Goals. It is hoped that through awareness, cooperation and innovation these goals will be achieved by 2030. In September 2015, the World’s Largest Lesson was created to teach the children who will become the adults of 2030 about these goals. Since its launch, the World’s Largest Lesson has reached over 130 countries and impacted over 8 million children each year.

At the end of last year four Pacific Year 8 students - Jessica Cronin, Grace Healy, Cody Walker and Nicole Hodgett were selected to be part of the World’s Largest Lesson and explore the Global Goals. During their initial learning,

students stumbled across the Youth Advisory Panel and without fully comprehending its significance, applied successfully to join.

What was discovered was that the students were to participate in six Zoom sessions spanning 6 months. These sessions were facilitated by Nour Alswaid, Senior Campaign Manager of the World’s Largest Lesson, based in London. Nour has over seven years’ experience in the humanitarian sector and has worked with many organisations, including UNICEF and Mercy Corps. She is very passionate about teaching children how to implement the Global Goals. Our four students were chosen from over 800 applications based on their 2023 Pacific Plus, community problem solving project which involved collecting donations and raising money for domestic violence victims. In each Zoom call there were 18 participating students chosen from 16 countries.

Because of time zone variances, students connected via Zoom during the late hours of the evening. Students showed their commitment to this unique learning experience, by

participating in sessions held over the Christmas and New Year holiday break.

“The Youth Advisory Panel has been a wonderful experience, connecting with other kids across the globe who share the same passion. I have learnt innovative skills and have made connections with adults and children who all feel the same way about our world.” Jessica Cronin.

Jessica has received an invitation to maintain communication with several of these international children following the conclusion of the Youth Advisory Panel. Together, they will explore strategies for collaborating to advance the Global Goals within their respective communities.

“I have been very impressed with the effort, dedication, and perseverance that these students have displayed throughout their involvement on the Youth Panel. I particularly congratulate Jessica Cronin who attended every session, designed a lesson with fellow student, Cody who both presented in a session held during our summer holidays. Students spoke confidently and thoughtfully throughout each Zoom call”, Mrs Linda Sydes.

“Young people are leading the charge, building a movement that continues to grow and inspire. Their joint efforts create lasting change, making their community a better place for everyone.” World’s Largest Lesson 2024.



- Strengthening global and cultural awareness, and the respect for and valuing of diversity including indigenous cultures and history. (LT1.3)
- Create a culture of learning that encourages and supports the co-agency between teachers and students. (LT1.3)
- Provide, through contemporary pedagogies and practices, an environment that engages learners, supports the growth of intellectual character and the development of dispositions and skills for the future. (LTL1.4)
- Create opportunities for purposeful parent engagement and local and global community partnerships to enhance learning and growth. (LT2.2)

Da Vinci Decathlon

Mr Andrew Block, Teacher – Science and Mathematics

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 Legacy.

The competition emphasises teamwork, challenge and fun with students encouraged to assist each other across disciplines and invoke higher order thinking skills to solve problems and invent solutions to complex problems.

Lateral thinking is the key to da Vinci success. Just as Olympic decathlon athletes are all-rounders who excel in running, jumping and throwing events, the best da Vinci competitors must be able to work across more than one discipline, with team strengths required in creativity, scientific understanding, construction skills and art and poetry.

For the second year, Pacific teams competed in the Regional tournament against other schools from across the Sunshine Coast and this year, due to popular demand, expanding into the Brisbane and the Wide Bay regions.

At the conclusion of the regional event the following year levels were successful in winning the following categories (see table below).



- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD 1.1)
- Celebrating and enhancing capability of students across all dimensions of life as high- quality contributors. (LTKD1.3)

Year 5	Year 6	Year 7 Team 1	Year 7 Team 2	
2nd Overall <ul style="list-style-type: none"> • 1st Science • 3rd Ideation • 3rd Mathematics • 3rd Legacy 	3rd Overall <ul style="list-style-type: none"> • 1st English • 1st Engineering • 1st Code Breaking • 2nd Art & Poetry • 2nd Science • 2nd Creative Producers 	<ul style="list-style-type: none"> • 1st English • 2nd Creative Producers 	<ul style="list-style-type: none"> • 2nd Cartography 	
Year 8 Team 1	Year 8 Team 2	Year 9 Team 1	Year 9 Team 2	
<ul style="list-style-type: none"> • 1st Ideation • 3rd Creative Producers 	2nd Overall <ul style="list-style-type: none"> • 3rd English • 2nd Science • 2nd Code Breaking • 3rd Creative Producers • 2nd Ideation 	<ul style="list-style-type: none"> • 3rd Engineering • 1st Art & Poetry 	3rd Overall <ul style="list-style-type: none"> • 1st Ideation • 3rd Creative Producers 	<ul style="list-style-type: none"> • 1st Code Breaking • 2nd Creative Producers



Future Culinary Artists and Hospitality Professionals

Mrs Colleen Beattie, Head of Hospitality and Food Technology

In the bustling realm of Hospitality and Food Technology, classrooms are the cradle of innovation and where seeds of wonder, creativity, and discernment are sown. These three elements are not mere attributes but the driving forces that shape future culinary artists and hospitality professionals.

The Year 12 Hospitality students are passionate about sharing their love, expertise and experience learnt this semester with others. Displaying qualities of a workplace coach, students used their strengths and applied their kitchen skills to create and prepare a sit-down lunch at the Coral Café as a community initiative “Monday’s in May”, in support of The Salvation Army Red Shield Appeal.

The \$10 special lunch meal deal - gourmet beef burger with curly fries and a shake was offered to Pacific students and staff. A generous \$800 was raised from this wonderful initiative which brought College community together to support many people within the local Caloundra community.

The “Monday’s in May” initiative also provided opportunity for Year 12 Hospitality Students to direct their focus on many personal and professional skills such as customer service, teamwork, time management, communication, problem solving, resilience and attention to detail, skills which are to be adopted to become a workplace coach. Year 12 students have since been able to coach others in these areas, improving their practice in Hospitality and enhancing their own and other students’ learning outcomes.

Hospitality employees and managers are some of the most skilled professionals, particularly when it comes to practicing emotional intelligence and soft skills. Our Year 12 students are well on their way to becoming great industry leaders, as they continue to improve on their industry skills, by seeking feedback from teachers and industry professionals, practicing a growth mindset and working towards their qualifications.



- Create a culture of learning that encourages and supports the co-agency between teachers and students. (LT1.3)
- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD 1.1)
- Celebrating and enhancing capability of students across all dimensions of life as high- quality contributors. (LTKD1.3)
- Develop an authentic approach to service, which increases student agency in community. (LTKD2.1)

Growth through Delicate Notes and Steady Beats

Mrs Helen Williams, Head of Instrumental Music

Most mornings before school, the music courtyard is alive with activity in anticipation of the rehearsals. From the delicate notes of the piano to the steady beats of the drum, the growth of music at Pacific has been extraordinary. This progress is driven by a collective passion for making music and fostering a collaborative environment where students can fully engage in the magic and creativity that music offers.

The remarkable musical growth can be attributed to the wide array of opportunities available to students. Whether participating in choir performances, concert bands, marching bands, rock bands, or the tranquility of string ensembles, every student discovers a niche to explore and showcase their musical talents. This inclusivity fosters camaraderie and a sense of belonging, encouraging students to push their boundaries and cultivate a culture where creativity flourishes. Each year, we observe an increase in both participation and proficiency among our music students, with ensembles currently experiencing their highest ever attendance rates.

Since the implementation of the classroom Musical Futures Program and a Prep-Year 12 collaborative approach, there has been a seamless connection between classroom music and extracurricular involvement. This is no accident; it is the result of a carefully designed program that integrates curriculum and instrumental music. Pacific boasts a team of outstanding instrumental and classroom teachers, all united in their mission to enrich the lives of students, the community, and the College through music. Middle College elective classes are at their highest capacity ever, leading

to large Senior music classes that produce fantastic results and exceptional musicians who are well prepared to continue their musical journey beyond Pacific.

In essence, the growth of Music at Pacific reflects the boundless wonder and creativity that students have pursued. It serves as a positive outlet, becoming an integral part of our College and extending into the wider community where we can showcase our talents. Together, we will continue to nurture this musical journey, embrace future possibilities, and strive for musical excellence.



- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD1.1)
- Foster nurturing and deepening an environment that promotes connection, supportive relationships, and mentoring for staff and students. (LT2.1)
- Promote excellence in the performing and visual arts through community engagement. (LTKD2.3)





- Enhancement of the P-12 Personal Development Program, focusing on growing the personal and social capabilities of students including respectful relationships, mental health and wellbeing. (LTB1.1)
- Celebrating and enhancing capability of students across all dimensions of life as high- quality contributors (LTKD1.3)
- Develop an authentic approach to service, which increases student agency in community (LTKD2.1)

Meet New Challenges, Gain Important Life Skills and Realise Your Potential

Mr Paul Brace, Head of Outdoor Education

The Duke of Edinburgh Award scheme is an internationally recognised program that invites young Australians to participate in a number of activities and services with the strong focus to support our young people to meet new challenges, gain important life skills and realise their potential. Students in Years 9 - 12 can acquire their Bronze, Silver or Gold Award whilst at Pacific Lutheran College, with each stage progressively increasing in time, service and commitment.

Participation is completely voluntary, and students design their own program within a set of guidelines, enabling them to focus on things they are passionate about. Each Award requires a person to complete four sections – Fitness/Physical Recreation, Skill, Volunteering and Adventurous Journey.

“The Duke of Edinburgh program is a fantastic opportunity, and I encourage other students to participate. Often, you are already engaging in the required activities, so it primarily involves staying consistent and dedicating an hour or two each week to practice. Through the program, I’ve built independence, met new people, and developed outdoor skills that are essential in everyday life.” Isabella Lee, Year 10 student.

Many of the requirements can be achieved by simply recording things students already have the opportunity to complete while attending Pacific. Physical recreation can include SCISSA Sport or outside school sport, cycling to school, going to the gym, organised dancing, surfing or any other activity that requires a participant to get their heart pumping. A Skill can be almost any activity that a

person participates in to improve themselves including art, drama, singing, music, cooking, scrap booking, sewing, painting and photography. Volunteering is one area where students may have to look outside the College and their normal lives. Anything that benefits others, for which a student donates their time, can be recognised including caring for a neighbour’s garden, helping wildlife rescue or lifesaving. Finally, participants must complete an Adventurous Journey.

At the end of Term 2, our largest group of students currently working towards completing their Silver Duke of Edinburgh Award, set off on their Adventurous Journey, conquering a 3-day hike of the Cooloola Great Walk. Mr Paul Brace, Head of Outdoor Education instructed, supervised, and assessed the students on this element of the Duke of Ed which has a strong focus on teamwork and social connection. Through planning, task sharing, problem solving, role allocation, and team reflection, all students completed the walk. Kya Brace, Year 11 student, has now qualified for his Silver Award. The Cooloola Great Walk was a practice run for Danica Cockburn and Tristan Mahon, Year 11 students and Isabella Lee and Samuel Roberts, Year 10 students, in preparation for their qualifying journey this September.

Isabella Lee shares her experience on the Adventurous Journey.

To prepare for the first practice journey to Cooloola, we attended weekly meetings with Mr Brace to learn efficient packing, compass use and map reading. We discussed food options and trail details. Personally, I focused on minimising rubbish, choosing appropriate clothing and estimating water needs. As a team, we made collective decisions, supported each other and shared equipment as needed. Notably, Kya and Tristan displayed leadership by assisting the team when we felt the struggle.

During our journey, we covered roughly 50km over three days. We traveled from the Cooloola Great Walk entrance to Brahminy Walkers campsite and the Cooloola sand patch. The trek taught me that hiking is mentally and physically demanding. Despite the challenges, such as blisters and thirst, the stunning views of Noosa’s coast and the beauty of sunrises and sunsets made the effort worthwhile. This experience highlighted the importance of mindset in overcoming difficult tasks and appreciating the natural surroundings. I encourage other students to join the Duke of Edinburgh program for its opportunities to build independence, meet new people, and develop essential outdoor skills.



Aim, Release and Followthrough – A Future Olympian

Ms Samantha Barrass, Community Liaison and Communications Coordinator

Jessica Lloyd, Year 12 student shares her journey in Archery

Jessica Lloyd's journey into the world of archery began unexpectedly in late 2018 during a family holiday. "I became involved in archery after shooting my brother with a toy bow while on holiday. I thought it was so fun, so I begged and begged my parents to take me for a lesson." Jess recalls. Despite having no family history in archery, her persistence paid off. The nearest archery club, which has an Olympic medalist, Ryan Tyack and his mother as coach, provided Jess with an exceptional support system from the very beginning.

2023 marked the most successful period in Jess's archery career where she competed in three major international competitions – the Trans-Tasman Archery Championship and the World Archery Oceania Championships, both held in Adelaide and the World Archery Youth Championships held in Limerick, Ireland.

At the Trans - Tasman Archery Championship, Jess earned one gold and three silver medals.

Jess went on to secure two golds and a silver at the World Archery Oceania Championships. Jess medaled in all events she competed in at the Worlds Archery Oceania and competed above her age group in the Under 21 Division.

In July 2023, Jess competed at the World Archery Youth Championships in Ireland. It was a challenging competition due to a mixture of adverse weather conditions (classic Ireland, pouring rain with 60km/h winds) and nerves, but it was a valuable learning experience for Jess. "Meeting all the archers and the atmosphere of the whole event is something I will never forget." Jess said.

"My most significant achievement to date is representing Australia at the World Archery Youth Championships, Ireland, in July 2023. Competing against the best youth archers globally provided me with invaluable insights into the sport and I learnt a lot about myself."

Despite a quieter International competition calendar this year, which has worked in Jess's favour as it does not impact greatly on her Year 12 commitments, Jess recently made a significant impact at the Youth Nationals in Tuggeranong, Canberra, where she won gold in all her events in the Women's Under 21 Division. This was a great 2024 season opener for Jess, one which she was incredibly happy with.

Over the past year, Jess was also invited to join the Olympic Recurve National Development Squad where she attends four camps annually at the Australian Institute of Sport. Jess trains with a selected group of high-performance archers. "I absolutely love the opportunity to train around other athletes from a variety of sports. This program assists me in the mental, physical, nutritional and training areas in preparation for the world stage." Jess shared.

Jess has been shooting at the 70m, Olympic competition distance and looking ahead, aims to qualify for the 2025 World Archery Youth Championships in Winnipeg, Canada. Jess also hopes to participate in World Cups and Asia Cups, provided she meets the qualifying scores. Her ultimate goal is to compete in the 2028 Olympic Games in Los Angeles and the 2032 Brisbane Olympic Games. "I made the decision to not go for the 2024 Paris Olympics Games and rather prioritise my education and finish school first and then focus on future Games." She explains.

Jess currently trains at the Sunshine Coast Archery Club located in Ballinger Park Sports Complex, Buderim. This facility has been instrumental in her development as an archer, providing the resources and environment needed to hone her skills.

Archery pushes Jess out of her comfort zone, challenging her to improve, stay focused, and remain committed. "I am a bit of a perfectionist, so doing a sport that is literally about how high you can score is quite different from what I'm used to." Jess admits.

"Transitioning from team sports like rugby, soccer, volleyball and touch football to the solitary nature of archery has been mentally challenging but also rewarding. I love the atmosphere of gold medal matches, especially with my teammates yelling behind me, and representing Australia is the greatest honor"

Since starting archery at age 11, Jess has learned determination, perseverance, and dedication in ways she never imagined possible. Her journey, so far, is a testament to her hard work and passion for the sport, and her future in archery looks incredibly promising.

Enhancing Sporting Opportunities

Sunshine Coast Independent school Association (SCISSA)

Pacific Basketball Academy

The Pacific Basketball Performance Program is aligned with the Basketball Australia National Player Development Curriculum and is led by Head Coach Brad Burdon who brings over 20 years of elite level coaching experience through which he has won numerous State and National Championships. Our athletes train twice a week with the appropriate basketball concepts and style of play prescribed by the Basketball Australia COE and all State bodies, which maximises athletes prospects for further elite level talent identification and selections. We celebrate the following students on their basketball achievements –

Bailee Kieman, Year 7 student, secured a spot in the 10-12 years Queensland Basketball team after playing in the State Basketball tournament in Rockhampton in June.

Laayla McAuliffe, Year 12 student, recently represented the Sunshine Coast at the 19 Years State Champs winning a Silver medal.

Naite Pethick, Year 12 student, has been selected in a team to tour the USA and play AAU tournaments.

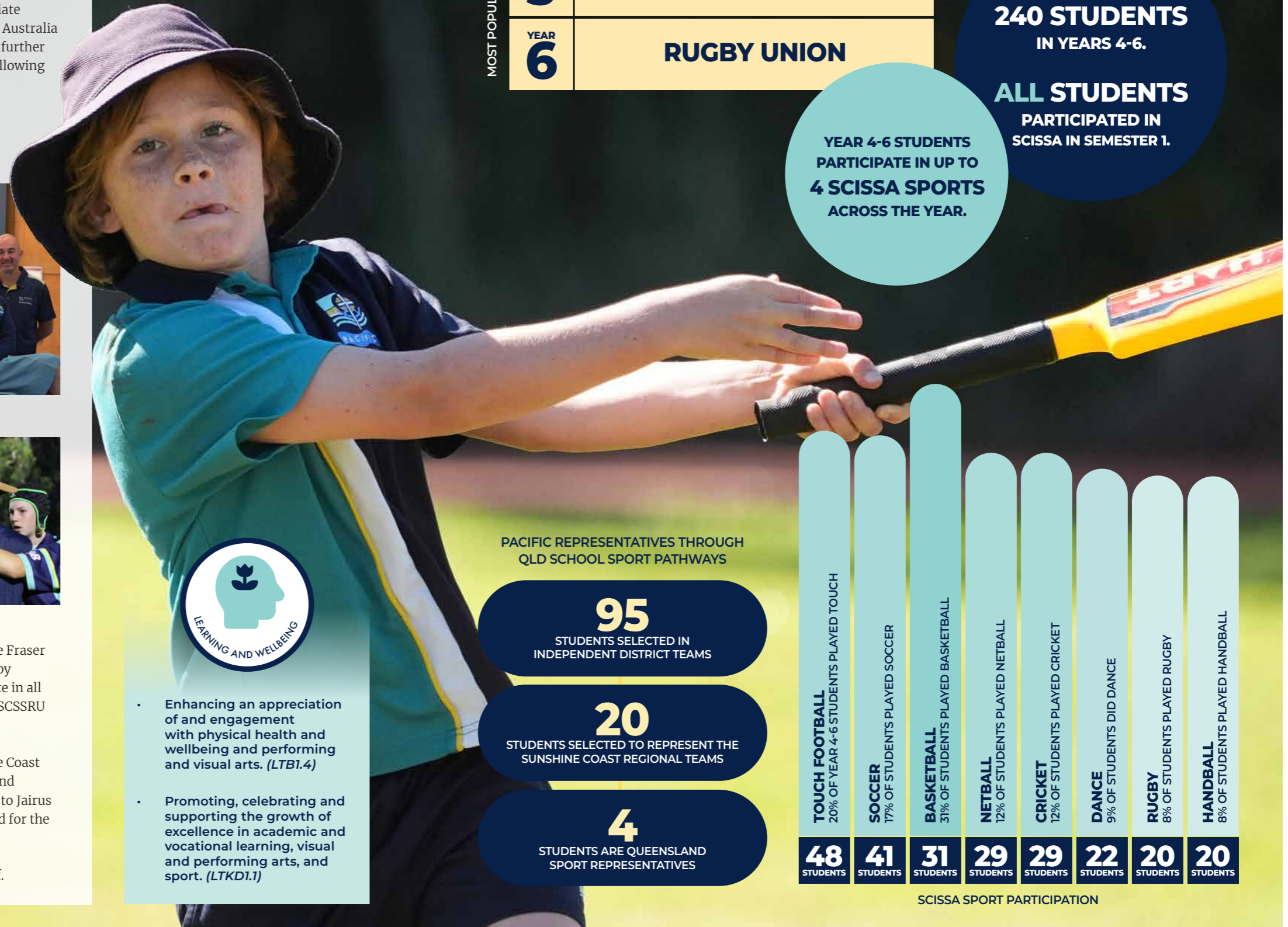


Rugby

This year in Rugby Union our U15 boys were grand finalist's in the Fraser Coast 7's Tournament. Pacific has competed in the Armidale Rugby competition since 2009, this year sending a girls' team to compete in all divisions. Pacific also saw two teams U13 and U15 compete in the SCSSRU Boys Semi-finals.

7 Pacific rugby players were selected to trial at the U15's Sunshine Coast Rugby Regional Trials. This year was filled with excellent talent and positions for the squad were highly competitive. Congratulations to Jairus Patelesio, Louie McCormac and Hayden Cole who were all selected for the Sunshine Coast Regional team.

Term 3 will see 10 aside girls Rugby and SCISSA Rugby 7's kick off.



MOST POPULAR SCISSA SPORTS

YEAR 4	SOCCER
YEAR 5	TOUCH FOOTBALL
YEAR 6	RUGBY UNION

THERE ARE **240 STUDENTS** IN YEARS 4-6.

ALL STUDENTS PARTICIPATED IN SCISSA IN SEMESTER 1.

YEAR 4-6 STUDENTS PARTICIPATE IN UP TO **4 SCISSA SPORTS** ACROSS THE YEAR.



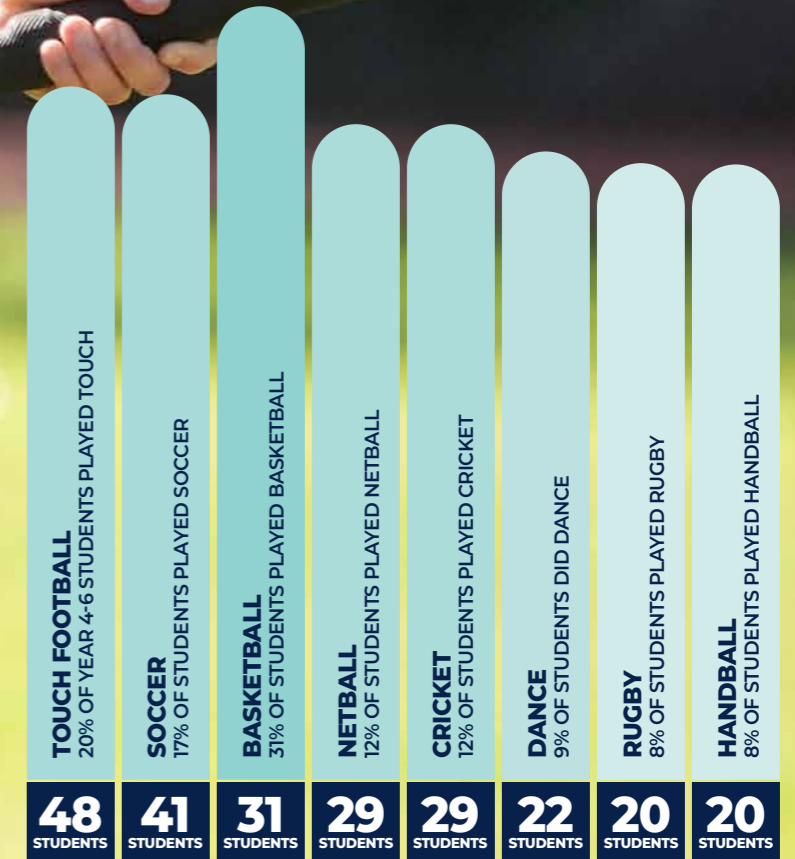
- Enhancing an appreciation of and engagement with physical health and wellbeing and performing and visual arts. (LTBI.4)
- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD1.1)

PACIFIC REPRESENTATIVES THROUGH QLD SCHOOL SPORT PATHWAYS

95 STUDENTS SELECTED IN INDEPENDENT DISTRICT TEAMS

20 STUDENTS SELECTED TO REPRESENT THE SUNSHINE COAST REGIONAL TEAMS

4 STUDENTS ARE QUEENSLAND SPORT REPRESENTATIVES



SCISSA SPORT PARTICIPATION

Pacific's Diamond Squad Coach

Ms Samantha Barrass, Community Liaison and Communications Coordinator

ASHLEIGH ERVIN

GOAL KEEPER

AGE: 20

HEIGHT: 192cm

DOB: 15 May 2003

PLACE OF BIRTH: Sydney, NSW, Eora Nation

PREVIOUSLY PLAYED WITH: Queensland Firebirds

Growing up in Baulkham Hills, Sydney, netball was woven into the fabric of Ash Ervin's family life. At just 5 years old, she started playing netball, inspired by her sister and mother who were already active in the sport. "I would get real FOMO and remember being so excited to start," Ervin recalls. Her athletic journey wasn't confined to netball alone; she also dabbled in touch football, swimming, and athletics. "Playing other sports helped me grow my skills, but it also made me realise how much I love netball and solidified the sense of belonging I found in the netball environment."

Ash's current training schedule with the Sunshine Coast Lightning is a testament to her dedication. "Training varies a lot between pre-season and in-season," she explains. During the grueling pre-season, her routine involves training twice a day, with 3-4 gym sessions, 2 conditioning sessions, and 3-4 on court practices weekly, including pre-season matches. "Pre-season is really intense so we're physically conditioned to take on the season." Once the season begins, the regimen lightens to twice-weekly gym sessions, two court sessions lasting about two hours each, and a captain's run the day before the weekend game.

Her biggest accolade to date is making the Australian Diamonds Netball squad. "I never

expected to be here at this point in my career, but I am so ready to take it on," she says, reflecting on the emotional moment she shared the news with her family. "It was extremely fulfilling as it's been a lifetime goal of mine to be in the Diamonds."

This year Ash joined Pacific Lutheran College as a Netball coach, leading the Senior A girls team, which has been a fulfilling experience for her. "The staff were so welcoming when I joined, and I could immediately tell the effort and professionalism invested in the sporting programs at Pacific," she notes. "Working with the Pacific netball girls this season has been particularly rewarding. The effort the Pacific students have put into their netball this season has been extraordinary, their netball has grown from strength to strength."

A typical training session at Pacific starts with focusing on skills before moving into gameplay scenarios.

"Our training sessions have been more focused on skills, and I've definitely seen improvements in the basics this season," she says, highlighting the progress the students have made under her guidance.

Looking ahead, Ervin's short-term goals include making it to a grand final with the Sunshine Coast Lightning and having a standout season. "My ultimate dream is to debut for the Diamonds, but I'll focus on my short-term goals for now," she says, balancing ambition with a step-by-step approach.

When asked what she loves most about netball and playing, her answer is heartfelt. "It's cliché, but I love the people, the culture, and the whole environment. Netball is a fantastic sport which connects and strengthens community. I have enjoyed being apart of Pacific Lutheran College community this year."



Secondary Schools Netball Competition

Seven out of nine of Pacific Lutheran College Netball teams made the finals of the Secondary Schools Netball Competition this year. Our Senior A team were coached by Sunshine Coast Lightning Goalkeeper, Ashleigh Ervin. Two of our Junior Netball teams made the grand final games within their division. PLC Garnet won their Division. We congratulate all Pacific Netball players and coaches on a fantastic season. We look forward to our Netballers hitting the courts again in 2025.

Georgia Frohmuller and Jessica Watkins, Year 12 students and Brooke Williams, Year 11 student, made the Sunshine Coast Thunder (feeder club to Sunshine Coast Lightning) Squad and are playing in the Netball Queensland's HART Sapphire and Ruby Series. This is a state league competition which underpins the National Suncorp Super Netball.

Vicki Wilson Cup

Pacific Netballers represented the College at the Vicki Wilson Cup and Shield Championships on Friday 17th May. All teams competed admirably throughout the day of competition. Our Senior Girls team made the Championship Division Grand Final.




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- Promote excellence in the performing and visual arts through community engagement. (LTKD2.3)



SENSE & SENSIBILITY

JANE AUSTEN RE-WIRED



Mrs Janine Delaney, Director

The Pacific Lutheran College Senior Drama Production presented over two days in May at The Events Centre was 'No Ordinary' version of the much-loved Jane Austen classic!

Kate Hamill's new adaptation stayed true to the original story – but added some exciting additions. The play follows the fortunes (and misfortunes) of the Dashwood sisters – sensible Elinor and hyper-sensitive Marianne – after their father's death leaves them financially destitute and socially vulnerable.

Set in 'Gossipy' late 18th Century England, the new version is full of emotion, bold theatricality and some might even say 'Monty Python-Esque' comic additions which had packed audiences at the four shows laughing in their seats. In addition to the humorous elements, the play also allowed lead roles to showcase their dramatic acting ability, providing a powerful emotional contrast throughout.

Director, Janine Delaney said 'The Challenge was to highlight the humour of Jane Austen's original writing and to connect this with a contemporary audience'. Hence a very large dose of ABBA music throughout, including a whole cast Ball Dance number to 'Dancing Queen'!

The 40 - strong Cast, Crew, Musicians and Creative team spent four months eagerly rehearsing the play. Audiences were amazed by the ability of these young performers to deliver the play so professionally. The

visual spectacle of the costumes and set and the addition of Transformational Theatre elements such as - human carriages as well as instantly-formed formal dinner tables.....and an upright bed were received with delight in each performance.

'Ayrissa Jones and Poppy Cleland in the roles of Marianne and Elinor Dashwood enthralled the audience with their contrasting personalities and their interaction on stage. Other Lead Roles, The Gossips, Musicians and the Servant Ensemble combined to create a unique and memorable theatrical experience' Janine Delaney said.

"A love match indeed!"



New Space Inciting Creativity

Mrs Kristy Astwick, Head of Drama and Dance



all you need is DRAMA

Pacific Lutheran College is fortunate to offer students a versatile learning space with the recent renovations of the drama room. The new drama space has brought a wave of enthusiasm among students and staff. The fresh facility boasts a design that marries form and function, embodying a sleek, contemporary aesthetic. The minimalist design, characterised by clean lines and an open space, serves as an ideal black canvas for theatrical productions, the teaching of drama, and inciting creativity.

One of the most significant advantages of the new drama space is the increased room for physical activities. The open, expansive layout suits the nature of our teaching and learning. Whether it's rehearsals, workshops, or collaborative group work,

the additional space allows students to explore and experiment with greater freedom and creativity. The extra cabinetry in the renovated room is a valuable feature, housing our collection of teaching resources, props, and costumes.

The new drama space opened to classroom lessons at the beginning of Term 2 and is now the very busy rehearsal space for the cast and crew members of this year's Middle College Musical Production 'Mary Poppins', which will be performed at the Caloundra Events Centre across two days in November.

The new drama space's flexibility has been invaluable, allowing us to keep the area open or divide it into two rooms as needed. This versatility has made our rehearsals more efficient and

dynamic, providing ample space for large ensemble scenes and the possibility to break into smaller groups for focused work. Our students have shown remarkable commitment and energy, embracing the challenging roles with enthusiasm.

Pacific productions are exceptionally planned, created and led by drama staff and are supported by dance and music staff along with alumni and industry professionals. The new drama facility appropriately caters to and reflects the high-quality staff and student talent which sits within the College, providing a dedicated and authentic space for students to learn and master their cultural skill of Performing Arts.



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- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD1.1)
- Promote excellence in the performing and visual arts through community engagement. (LTKD2.3)

Year 10 STEM: Encouraging Wonder, Creativity and Discernment

Mrs Nicole Schirripa, Head of Innovation and Emerging Technologies and Head of Digital Technology

Meaningful and Innovative solutions: “To create meaningful innovations, you need to know your users and care about their lives.” (Plattner,2010)

During the first semester of 2024, Year 10 STEM students participated in project-based learning. The aim - to create meaningful and innovative solutions by integrating their knowledge and skills across science, technology, engineering, and mathematics. The design thinking process served as a guide, emphasising empathy and encouraging creative solutions that may not be immediately apparent based on initial understandings.

playground in which to learn, students explored various avenues of interest, applying their knowledge and skills to address authentic problems within existing tourism or create new and innovative tourism experiences. The key objectives were to protect nature, empower local communities and/or enrich personal experiences through an understanding and appreciation of nature, local society and culture.

Curiosity driving Coagency

In this learning environment, curiosity can thrive, as students are encouraged to question and explore explanations and underlying patterns of cause and effect. It challenged students and teachers to dig deeper into understanding the “how” and “why” of the world around us. The overarching goal, to empower students to actively engage in their learning journey, emphasising growth through curiosity, exploration and coagency, rather than providing answers to complete tasks.

A Playground that fosters creativity

Despite these challenges, students collaborated to explore innovative ways to address diverse stakeholder’s needs and wants. All ideas, even the seemingly “crazy” ones were valued, allowing student imaginations to run wild! Initially, students were encouraged to think big before narrowing their focus, making discerning judgments to select the most promising and feasible ideas. The outcomes included a variety of innovations targeting ecotourism, such as anti-beaching measures for whales, Interactive educational experience with coral regeneration, safety upgrades for passenger drones, optimising bee habitats with controlled temperatures, edible insect education through animatronics, interactive mini golf courses, and dingo awareness systems.



<https://blog.prototypr.io/5-essential-attitudes-for-design-thinkers-3f1edeeb762f#sylvbzupl>

Self-directed and Student-centered

The learning environment offered students the opportunity to take control and have a greater voice in their learning journey through their response to the QLD Ecotourism Strategy. Providing a broad



Scan QLD to visit Ecotourism Strategy

Discernment in Decision-Making

During the prototype phase, students adopted an agile mindset to reflect and revise. Students tested theories and made judgments, recognising strengths and weaknesses, and responding to unforeseen challenges. They looked closely at the details, made observations, and determined the best path forward, adapting their ideas as more information came to hand. This process of reflection and refinement led to a cycle of continuous improvement and provided opportunities to revisit core objectives, ensuring they remained focused, informed, and considerate of the people involved.

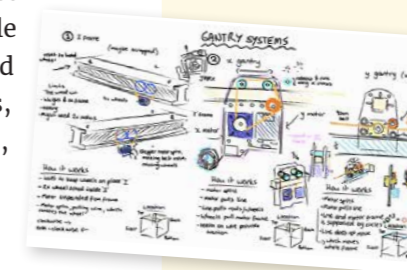
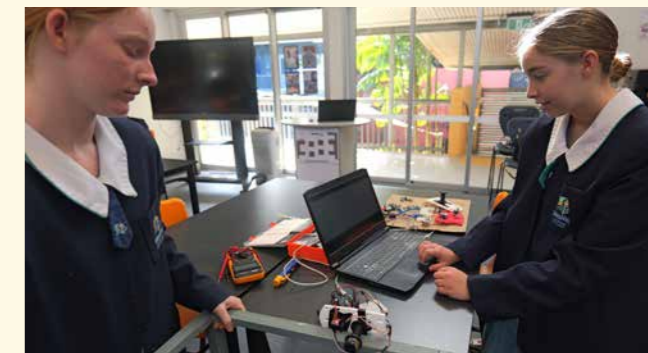
Connecting with Community

During the project lifecycle, Pacific partnered with Mr Geoff Phillips via the CSIRO partnership program, bridging classroom learning with industry expertise. We thank Mr Phillips for his active participation and valuable contributions in allowing students to gain insights across STEM-related fields, ecotourism, and the importance of collaboration, teamwork, and reflection in the work-place environment.

In addition, we thank the Rangers of K’gari, who provided valuable quantitative and qualitative data to help inform and guide student thinking during the ideation and the development of sustainable solutions. This guidance reminded students to focus on the way in which humans can adapt their interactions when visiting dingo habitats.



- Providing STEM experiences across the College that allow for big ideas to be explored and investigated and develop ways of being and working important for the present and future, including connection to outside experts. (LTL1.1)
- Empower a greater diversity of people to be inspired and engaged in STEM by exposure to role models, its benefits and exploring social constructs. (LTKD2.2)



Interactive educational experience with coral regeneration

“In STEM this semester, we’ve been working to develop a product that aims to aid in coral regeneration and educates tourists on how to respect coral

and the effects of coral bleaching while providing a fun, interactive experience. We have developed a prototype of a device which tourists can use to control a camera that can move anywhere along the top of an aquarium. When the camera is above a certain coral, the user may press a button to read about that coral while also viewing live feedback on a screen from a camera of the real coral in a nearby aquarium”, Jemma Simpson and Ivy Davis, Year 10 STEM students.



Industry Expert Mr Geoff Philips

Geoff first went into an underground mine at the age of 12, not long after the introduction of decimal currency (1966). The next 52 years saw him cracking rocks as a geologist and watching the amazing technology growth as Australia lead the way in safety and scientific research. Being fortunate to work on First Nations country with indigenous teams checking for artefacts and song lines instilled a respect in their culture and support for young achievers wanting to pursue a career.



Amity McGregor, Year 12



Isobel Bancks, Year 7



Evie Schenck, Year 7

Igniting Curiosity in Visual Art

Miss Elise Black, Head of Visual Arts

In the Year 6-12 Visual Art Programs, our main goal is to nurture Wonder, Creativity, and Discernment. We do this by igniting curiosity about the possibilities of visual arts through immersive research and practical experimentation. Our approach encourages students to embrace creativity by tackling challenges and producing innovative outcomes, guiding them in understanding how art can reflect important values, diverse perspectives, and profound worldviews.

In 2024, we are excited to launch our Wednesday afternoon Art and Film Club, a unique opportunity for students to engage in both Art and Film and Media projects across our two art classrooms. This interdisciplinary approach allows students to broaden their skills and

knowledge in various Visual Art disciplines while occasionally collaborating on Media projects to understand how they intersect. Students in this club have the chance to explore their curiosity and creativity in a supportive environment that fosters individual artistic interests, cultivates new skills, and encourages relational opportunities through collaborative community projects.

In response to the increasing integration of digital technologies and art in the 21st century, our 2024 Arts programs have fully embraced the integration of technology, including Augmented Reality (AR), into the Visual Arts curriculum for students in Years 6 to 12, led by Art and Design Teacher Marnie Whittaker. This forward-thinking initiative

In the Year 6-12 Visual Art Programs, our main goal is to nurture Wonder, Creativity, and Discernment.

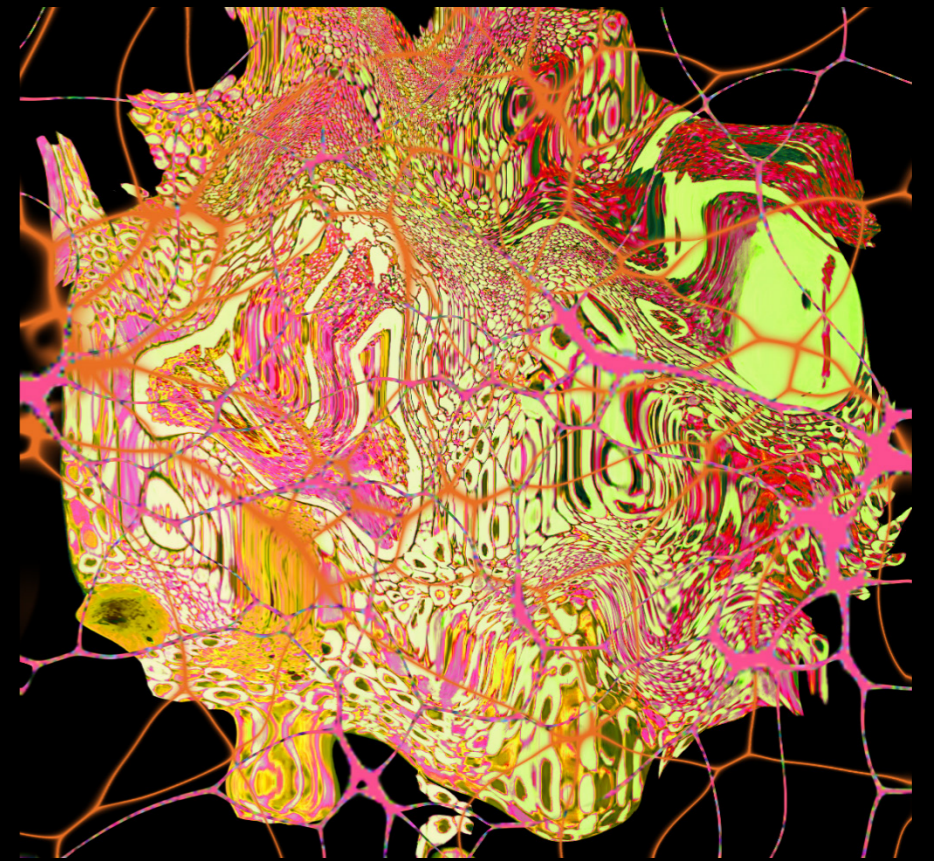
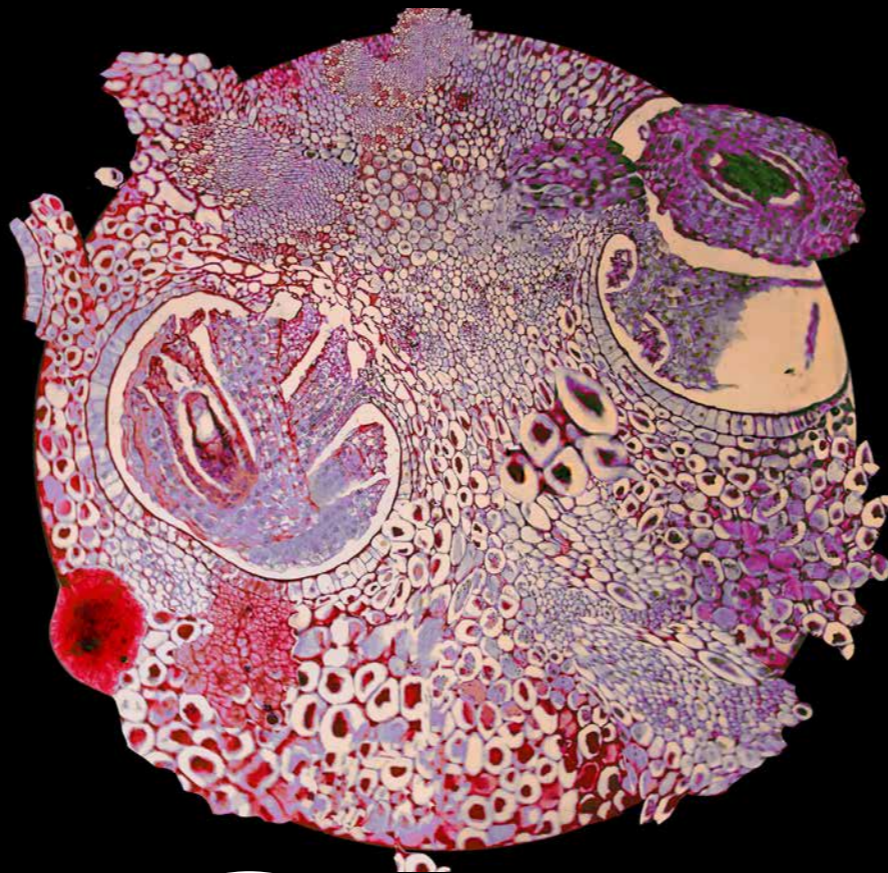
empowers students to explore how digital tools can enrich the display and meaning of their artworks. We provide a diverse range of animation platforms that are used to bring artworks to life, and in the Senior years, students gain access to a multitude of digital tools to broaden their horizons. While our emphasis remains on practical concepts and skills, this program extends students' abilities to leverage their artworks as a means of engaging with contemporary audiences. The implementation of AR was also embedded within Pacific Lutheran College's winning artwork at the 2023 Sunshine Coast Arts Festival Competition.

We are excited to witness how these technologies will continue to stimulate innovation and equip students with the essential skills in our technology-driven world.

We invite you to experience these artworks in action by downloading the 'Artivive' App and visiting the Pacific Art Gallery.



- Enhancing an appreciation of and engagement with physical health and wellbeing and performing and visual arts. (LTB1.4)
- Providing STEM experiences across the College that allow for big ideas to be explored and investigated and develop ways of being and working important for the present and future, including connection to outside experts (LTL1.1) – Particularly relevant to “Pacific Internationally Recognised Artist”
- Promoting, celebrating and supporting the growth of excellence in academic and vocational learning, visual and performing arts, and sport. (LTKD 1.1)
- Empower a greater diversity of people to be inspired and engaged in STEM by exposure to role models, its benefits and exploring social constructs. (LTKD2.2) – Particularly relevant to “Pacific Internationally Recognised Artist”
- Promote excellence in the performing and visual arts through community engagement. (LTKD2.3)



Pacific Internationally Recognised Artist



Ms Samantha Barrass, Community Liaison and Communications Coordinator

Luca Buttrose, Year 12 Visual Art student became an international artist after receiving the “Honourable Mention” Award, in the Speculative Futures Digital Arts Student Competition and Exhibition for 2024.

“Luca has consistently shown student agency in his visual arts practice by integrating his interests across disciplines such as digital technologies, science and visual arts. His disposition of being a curious learner has led him to go beyond the realms of the classroom to be recognised in a tertiary level of competition,” shares Miss Elise Black, Head of Visual Arts.

In late April, Luca submitted his IA2 artworks to the International Symposium of Electronic Art (ISEA) Student Competition. This competition focuses on speculative futures and encourages students to explore futuristic themes.

Luca was one of 96 entries from 16 different countries who entered in the inaugural student competition co-

sponsored by the ISEA 2024 and the ACM SIGGRAPH Digital Arts Committee. The final selection was extremely competitive and being selected into this important exhibition represents Luca’s commitment to the field of digital arts.

“In response to the increasing integration of digital technologies, our Arts programs have fully embraced the integration of technology, including Augmented Reality (AR), into the Visual Arts curriculum for students.” Said Miss Elise Black.

Luca’s artworks explore human interaction with nature by manipulating it to serve human needs, such as cell manipulation and engineering. Luca skillfully applies scientific methods, examining cells at a microscopic level, digitally distorting them using creative coding in TouchDesigner, integrating AR and AI music to create an interactive experience that highlights the connection between the natural and the artificial.

“Luca’s single digital image taken using an iPhone camera down a microscope was manipulated to three images, using digital tools and enhanced with sound to engage with contemporary audiences. When each image is printed singularly the three images are linked to AR and using the ‘Artvive’ App, audiences unlock the fluidity of the cellular structures.” Shares Marnie Whittaker, Design and Art Teacher.

As an “Honorable Mention” recipient, documentation of Luca’s work was exhibited in three high profile locations - at the 29th International Symposium on Electronic Arts 2024 in Meanjin/Brisbane, Australia (21st - 29th June 2024), and SIGGRAPH 2024 in Denver, US (28th July - 1st August), and on the ACM SIGGRAPH Digital Arts Committee website. This represents a fantastic opportunity for exposure at two major art research events and one widely consulted online platform.

“I am extremely honoured to have received this Internationally recognised Award. I have enjoyed the process of integrating technology and science into my Visual Artworks to digitally reproduce, manipulate and distort a lotus cell using the procedural software TouchDesigner to convey to audiences the evolving, disruptive relationship between humans and nature.” Said Luca Buttrose, Year 12 Student.

“This was an outstanding achievement for Luca in an extremely competitive competition.” Said Dr Bronwyn Dolling.

Artist Statement - Luca Buttrose, Year 12

Relationships are all around us; the connection between humans and nature has, throughout most of history, been a symbiotic one. In the modern world, this relationship has been exploited through laboratory manipulation of cellular structures. Bio-emergence prompts us to confront the immediate implications of humans controlling their relationship with nature.

Bio-emergence serves as a visual representation of the evolving relationship between humans and nature, emphasising the delicate balance that has been disrupted through the modification of plants, animals and microbial cells. This prompts the question; How far can humans intervene before the natural becomes man-made?



Celebrating 10 Years Beyond Pacific

Enhance connection with and identity of the Pacific Lutheran Alumni. (LTB2.3)



OLIVIA JESSOP, 2014 Graduate

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

Since graduating from Pacific Lutheran College in 2014, I have navigated a somewhat meandering academic journey in the fields of healthcare and science. I initially embarked on an academic journey in engineering, which later transitioned into human science, culminating in the completion of a PhD in healthcare science. At present, I'm also employed as a scientist crafting experiments for the International Space Station, an experience that feels surreal. Following my graduation this year as Dr. Jessop, I'll be transitioning into corporate management within healthcare technology.

In addition to my involvement in scientific research, I dedicate time to teaching various subjects, spanning from rural primary school science to extracurricular activities for refugee children, introducing them to enriching experiences like soccer and music. Furthermore, I contribute to teaching within the mathematics and medical programs at UQ. Surprisingly, many of these opportunities trace back to my experiences in high school.

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

I am proud to have had the opportunity to engage with my community, through extracurricular activities and volunteering. There were many incredible experiences during my time at Pacific, such as participating in math competitions (special thanks to Ms. Sawyer), joining hiking and biking trips organised during holidays (big shoutout to Mr and Mrs McMahon, for their unwavering support), engaging in travel opportunities (thanks to the Mr and Mrs Hauser), participating in school sports, and contributing to fundraising efforts (thanks to Pastor Smith). Serving as a House captain was particularly enlightening, offering insights into behind-the-scenes operations. Engaging in all these activities truly shaped my interests and, of course, bolstered my resume.

Overall, though, I am most proud of the friends I made throughout my time at Pacific. To this day, I remain best friends with three other Pacific graduates. These close friends pursued diverse paths, living overseas, and managing travel initiatives, engaging in roles within foreign affairs, studying data science and criminology and being all-round lovely people. Seeking further education is not the sole path to a fulfilling and prosperous life.

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

Consider reflecting on your true passions, as they often lead to success in the long run, paving the way for a promising future. Teachers are valuable in shaping our paths. Engaging with them in conversation can be enjoyable and enlightening. Personally, I am thankful for the guidance my teachers provided as their support extended well beyond Pacific.

Certain essential skills require disciplined effort to develop (we all have that one subject we dread), but it is crucial to keep in mind that beyond our Junior and Senior school years, you have the freedom to leverage your diverse experiences, pinpoint your preferences, and pursue your chosen path.

And remember to be kind! During challenging times, we all need our friends and to show a touch of compassion.



KIERAN BERGS, 2014 Graduate, College Captain

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

I began my studies at UniSC immediately after graduating from Pacific, earning a Diploma in Science Studies. In 2018, I took on a managerial role at a not-for-profit food outlet in Nambour, where I worked for five years. This experience taught me a great deal about business and people management, as well as social justice, homelessness, and food insecurity. During this period, I also met my wife, Annalise, and we got married in December 2022. Shortly after our marriage, I transitioned to a sales role at a shelving company, where I worked for 15 months. This position introduced me to the world of sales, where I acquired new skills and discovered ways to continue growing and improving in business. This year, I embarked on a career in Real Estate as a sales associate with Whisker Coastal Property. I am eager to learn, grow, and succeed in this industry. Additionally, I am currently studying for a Diploma of Business through TAFE.

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

My proudest achievement at Pacific came in my final year when I won a gold medal in the 100m Freestyle at the Queensland School Swimming Championships, followed by a silver medal in the same event at the School Sports Australia Swimming Championships in 2014. Although I now swim only recreationally, my years of competitive swimming instilled in me valuable principles such as discipline, tenacity, goal setting, and resilience in the face of failure, which have greatly benefited me in later life.

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

Knowledge, skills, and qualifications can lead to greater success and opportunities when paired with values like integrity, a strong work ethic, and good manners. Additionally, take full advantage of your Japanese class. Learning a second language is highly beneficial for business and travel, offers a rewarding experience, and broadens your perspective on the world. I personally invested in tutoring lessons for a second language.



KAYLAH SKEHAN, 2014 Graduate, Dux

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

After graduating from Pacific in 2014, I pursued a degree in Medical Imaging at Queensland University of Technology. I graduated in 2018 and have been working as a radiographer in various clinical settings across QLD and NSW. Recently, I took a break from my career to explore my passion for travel, spending six months in 2023 traveling around Europe and the UK. Upon returning, I have settled back in Brisbane and resumed my work as a radiographer. This year, I have also returned to university to study sonography, aiming to advance my career into a new imaging modality. The past decade has flown by, but I am excited for this next step and to see what the future holds.

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

Reflecting on my time at PLC, I am proud of the hard work I put in, especially during the final years of my schooling. Without that dedication, I wouldn't be in the career I have today. I am grateful for embracing every opportunity PLC offered, particularly the two-week exchange trip to Japan. This experience was not only a fantastic learning opportunity but also pushed me out of my comfort zone and ignited my love for travel. It gave me the confidence and skills to embark on a solo trip to Europe after graduation.

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

My advice is to focus and work hard during this last semester of your schooling; all your effort will pay off. But most importantly, enjoy your final days at Pacific! They pass by quickly, so cherish every moment.

BRENDAN WEST, 2014 Graduate

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

Since graduating in 2014, my life has been a whirlwind of achievements and adventures, marked by many milestones. After graduation, I took a significant step by establishing my own production company, which I continue to operate as a sole trader. This venture has taken me all around Queensland, covering major sporting and other events. It has given me the opportunity to meet and work alongside my sporting heroes and exposed me to many industry professionals.

During my time filming news across the Sunshine Coast, I have witnessed both the highs and lows of the community. However, the resilience of the people always stands out. I've had the privilege of interacting with and following the journeys of notable figures, from the Prime Ministers to local heroes like Robert Irwin, as well as sporting legends from the Sunshine Coast Lightning and the Melbourne Storm. I consider myself extremely fortunate to have seen these local legends and professional stars up close and in person.



Starting my own 4WD and adventure channel, "Escape Two," has been an incredible experience. Taking a massive leap of faith, I traveled around Australia to amazing places like Cape York and Uluru, accompanied by wonderful people. I am now venturing into a new field of paid work within the Queensland Fire Department (formerly QFES). I have been assisting our Rural Fire Brigades as a Brigade Training and Support Officer while continuing my volunteer work with Rural Fire Service Queensland (RFSQ) and State Emergency Service (SES). As a dedicated community person, I have been able to pursue another passion in Emergency Services, building on my years of news coverage alongside them.

My school experience was quite different and unique compared to most students, driven by my specific passions for the rapidly growing fields of technology, film, and media.

I owe a great deal of gratitude to Pacific for enabling me to embrace my passions, which were outside the standard educational streams at the time. Despite not having a dedicated media unit or department, they allowed me to explore and grow in these fields. The support and flexibility received from Pacific teachers, in letting me pursue these interests provided me with invaluable early opportunities.

Who knows what the next 10 years will hold!

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

Looking back at my time at Pacific, I feel proud. Proud to have been part of something special. Proud of my constant willingness to give my best. Proud to have learned skills that I now apply in my everyday life. Some of my greatest school memories come from extracurricular activities like school camps, excursions, events, productions, and sports. The connections made, the hands-on experiences, and the lasting memories are invaluable, and I am grateful to Pacific for providing these amazing opportunities to its students.

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

My advice is to follow your heart and dreams and seize as many opportunities as you can. Engage with the College community as much as possible! Even if you're hesitant or unsure, always give things a try and put in your best effort. Never hesitate to ask for help, whether from your peers or the wonderful teachers and resources around you. Make the most of your time at Pacific, and most importantly, have fun and enjoy the experience!

BROOKE BEVIS, 2014 Graduate

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

It's hard to believe that it's been 10 years since we graduated from PLC! After graduating from Pacific I moved to Brisbane to start my university journey at UQ. I was unsure of my career path but had a keen interest in science, so I pursued a Bachelor of Science (Hons). Upon completing this degree, I discovered my passion for pharmacology and immunology. This led me to complete a second degree, Bachelor of Pharmacy.

At the age of 23, I returned to competitive gymnastics, which was a journey filled with immense dedication, hard work, and perseverance. Although this required complete sacrifice and commitment, competing as an adult filled me with a profound sense of pride and accomplishment. Here I learned, adaptability and persistence are key to achieving your goals, which is nicely summed up in an Aristotle quote that I love, "We are what we repeatedly do. Excellence, then, is not an act, but a habit".

Focusing on my career, I then moved to Port Douglas for my Pharmacy internship where I established one of the first Australian COVID-19 vaccination clinics, where I was administering 50+ immunisations daily. Working rurally allowed me to gain diverse experience, meet some amazing people and broaden my skill set. From here, I returned to Brisbane for my dream hospital position, working at the Queensland Children's Hospital. Despite having no prior experience, I thrived in this challenging environment. I have always believed that goals are achievable, and there's nothing more rewarding than embracing continuous learning opportunities.

Lastly, I have recently relocated to the USA with my partner for an exciting 3-year exchange program in his Air Force career. This opportunity has enabled me to pursue more study in the UQ Master of Clinical Pharmacy program whilst also working in a local compounding pharmacy where I create specialised medications. I am thoroughly enjoying immersing myself in the USA culture and have made lifelong friends, traveled extensively, and enjoyed many different cultural experiences. One highlight has undoubtedly been the memorable 70km hike to Machu Picchu, a journey I completed with my best friend, Marlee – a bond formed over 20 years ago when we first met in Year 1 at Pacific.

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

It has been important for me to recognise the significant role that family and friends play in both supporting and challenging you in your journey, as well as the important impact that the Pacific community had on us. In essence, they have been invaluable to my journey.

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

If I can offer any advice to Pacific students/families, it's not to feel pressure to choose your forever career immediately after school. University provides the flexibility to explore and find your true path. This can take a while, and maybe even a few degrees later!



KIRRA JOHNSON, 2014 Graduate

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

From an early age, I was certain about my career aspirations. My passion for performing, drama, and music was unparalleled. While I never had a clear vision of the end goal—and I still don't—I always knew I wanted to embrace the entire journey. Today, I am thrilled to confidently call myself a Performing Artist on the Sunshine Coast and beyond.

Reflecting on the past 10 years since leaving Pacific, my second home for 13 years, I feel a profound sense of pride and amazement at the experiences and opportunities I've been fortunate to have and have worked hard to achieve.

A few months before my 2014 graduation, I realized I would be too restless to enjoy my planned gap year. In a panic, I auditioned for the only Music Theatre institution that was still accepting applications. After a year of intense hard work, emotional ups and downs, immense growth, financial strain, amazing experiences, and, to be honest, profound discomfort, I was invited, along with a select group, to continue for a second year, which I accepted.

After graduating, I auditioned for every show I could on the Sunshine Coast. I followed the opportunities that came my way, learning a great deal about myself as both a person and a performer. I experienced failures as often as successes, but I kept moving forward, no matter what. Today, I work

professionally and consistently as a singer, dancer, actor, showgirl, and host, both locally and nationally.

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

I can't pinpoint a single moment, but I am most proud of the courage and resilience I demonstrated throughout my schooling journey. Whether it was enduring the challenging 10-day survival camp in Year 9, struggling with math and science, navigating friendship dynamics, or playing all the male roles in our College productions, my ability to persist and push forward stands out. I rarely shied away from a challenge, and I am grateful for that groundwork, as it has significantly shaped and informed my adult life.

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

My advice to current Pacific students, especially those nearing their final months of school, is to slow down, savor every moment, and don't wish it away. Trust your instincts, stand by your dreams no matter how big or outrageous they may seem to others, and embrace your quirks as your superpowers, because they truly are. Being different is what makes you special; own who you are and never shy away from a challenge. All the best experiences lie beyond your comfort zone. Take it from a creative who was repeatedly told they wouldn't make it in this industry: you've got this. The only people who don't succeed are those who give up.



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