

COMPASS^{review}

Pacific Lutheran College 2019



This issue

Celebrating Achievement
of 2015-2018 Strategic Plan

Employable to a 'T'

Student speaks at
CSIRO National Conference

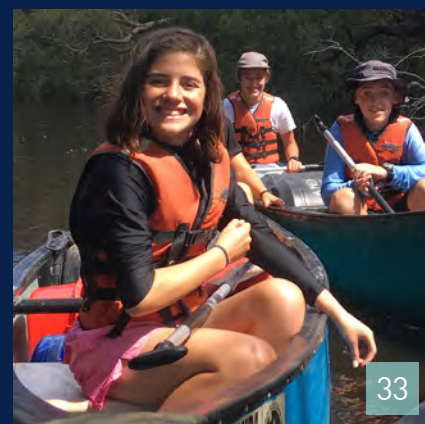


PACIFIC
LUTHERAN
COLLEGE

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“Growing people to make a difference.”





The *future* is in our hands

Dr Bronwyn Dolling, Principal

As a learning community, we have the future in our hands. In a busy, highly connected, market driven environment it is always important to keep focus on what is important.

Our role as educators and parents is to promote a learning culture that enables young people and staff to thrive in a rapidly changing, highly connected world, both now and into the future. A key part of this process has been to connect to national and international educational developments and research and consider the social changes that have and are predicted to occur locally, nationally and globally. In all of this, there has remained the importance of the preservation of time for children and young people to have a sense of fun and wonder and to be connected to nature as they learn about themselves, the world about them and their relationship to God.

In this issue we celebrate the achievements and growth that have occurred through the implementation of the 2015-2018 Strategic Plan. We celebrate the enhancement of facilities, but most of all we celebrate the growth and maturing of a learning culture that equips young people and staff to flourish.

As we step forward, we benefit from a culture of learning that promotes connection, deep understandings, critical thinking, creativity, life-long learning, flexibility and positivity as disciplinary and cross disciplinary capabilities

are developed. At the same time there is the intentional development of skills of collaboration and teamwork, social emotional capacities and spiritual awareness. There is a consciousness of living in a global village where we have responsibility and interdependence on other people and our natural environment. Students have the opportunity to develop contemporary digital skills, to be innovative and to be entrepreneurial.

Over the past four-year period, we have seen the synergy between the learnings of the Harvard Project Zero team, positive psychology and Lutheran theology shape a powerful contemporary culture in which staff, students and their families have and can continue to grow. The coherence between the learning culture of Pacific and the OECD position paper, The Future of Education, Education 2030, The Future We Want, released in 2018 was very affirming.

The energy and professional capability of our staff as learners, together with parents who are equally committed to providing best possible opportunities for young people and God's abundant grace have shaped a powerful culture. The future and the present are in good hands.



Celebrating achievement of 2015-2018 Strategic Plan

Dr Bronwyn Dolling, Principal

We celebrate the achievement of the 2015-2018 Strategic Plan Goals, which focused on the enhancement of a rich culture of thinking to nurture the growth of young people across all dimensions of life.

Strategic Focus: Teaching and Learning

Goal: Learning environments – where young people are empowered as 21st century learners

Agile learning spaces for staff and students:

- Open existing learning spaces, both indoor and outdoor
- Create spaces and climate for professional dialogue

and peer coaching (sharing best practice)

Agile delivery of learning for staff and students:

- Flexible grouping of learners
- Differentiated instruction

Through the incorporation of Harvard's Teaching for Understanding and Visible Thinking Frameworks, the ongoing learnings of the Project Zero team and involvement with various professional learning activities around differentiation, teachers have grown in their capacity to take advantage of flexible learning spaces that have been built or equipped during the past four year period.



“The synergy of Pacific’s approach to teaching and learning with the OECD 2030 Education report released in 2018 reinforced the quality of opportunity and readiness that our Pacific students have for engagement in a highly-connected, rapidly changing world.”

To enable this to occur, facility development has included the construction of the Year 4 and 5 spaces, refurbishment of the Prep and Year 1 spaces, construction of flexible learning spaces for Hospitality and Science, expansion of the library and furnishing core learning spaces across Prep – Year 12 with mobile furniture that enables quick rearrangement to suit the learning context.

The refurbishment of staff spaces, including the construction of the new Administration Building, have enhanced the culture of collaboration between staff across the College.

Goal: Enhancing connections and curriculum opportunities

Global and community connections:

- Curriculum connections with other schools, classrooms, experts and shared global learning experiences for students

Curriculum opportunities:

- Authentic programs that meet all students' needs
- Cross disciplinary linkages
- Development of dispositions to allow students to be competitive in the real world
- Enhance Enrichment Programs across Prep – Year 10

Design of curriculum units across Prep – Year 5 have focused on providing cross disciplinary learning opportunities with all units across Prep – Year 12

increasingly building links between different learning areas and links to real world contexts as larger questions have been explored. Teachers have included experiences that have provided connection and opportunities for students to collaborate on a local, national and global level. Ongoing extension and revision of learning experiences in all subject areas has kept learning relevant and contemporary with increasing, but balanced, use of digital resources and platforms. There has been an ongoing focus on developing thinking skills and positive and effective dispositions towards learning through the encouragement of a growth mindset and the use of the learnings of the Project Zero team.

Teachers have drawn on international learnings as they have engaged in ongoing professional learning with Harvard's Consultant and Project Zero team member Mr Mark Church. Visits to innovative schools in the United States and Finland and being part of the 2018 Hundred Conference in Finland has kept Pacific abreast of innovative thinking that is occurring internationally. The synergy of Pacific's approach to teaching and learning with the OECD 2030 Education report released in 2018 reinforced the quality of opportunity and readiness that our Pacific students have for engagement in a highly-connected, rapidly changing world.

Addition of subjects at a senior level such as Psychology, Certificate III in Basic Health and the Certificate III in Fitness as well as expansion of elective experience subjects at Years 9 and 10 to include STEM, Philosophy and Reasoning, Media Studies, Dance, Literature and Design have provided rich and authentic learning opportunities for students.

Year 6-12 students have enjoyed enhanced opportunity and great success with the addition of the Future Problem Solving Competition and the da Vinci Decathlon as enrichment experiences. Our Year 12 team and a Middle College student reached the national final of the Future Problem Solving Competition and our Year 6, 7, 8 and 9 teams have won sections in the highly competitive da Vinci Decathlon.

Strategic Focus: Staff and Student Wellbeing

Goal: Nurturing happy, healthy, relationally connected people

Programs:

- High quality pastoral care across K-12
- Developing wellbeing – drawing on research and connecting to Lutheran ethos including positive psychology for staff and students
- Provision of parent education programs
- Enhance responsive personal development and leadership programs

Spaces:

- Age appropriate spaces for learning, leisure and connection across K-2, 3-5, 6-7, 8-9, 10-12, parents and staff

- Wellbeing Centre – College Pastor, College Counsellor, HOH, timeout spaces for staff and students

Staff and students have benefitted from fortnightly threads that have drawn on the synergy between Lutheran theology and positive psychology. These threads were reflected upon in chapel and in staff, class and Pastoral Care Group devotions. Their inclusion in the weekly Compass Newsletter have provided opportunity for families to engage in home reflection and learning together.

“As young people, staff, College Council members and families we have all learnt and been shaped by new experiences.”

The Personal Development Program across Years 6-12 has been rewritten to include the learnings of positive psychology and includes a strengths-based approach to thinking. The Pastoral Pacific Action Group has provided opportunities for the student voice to capture and share observations and learnings of positive psychology in action around the College.

Parents have benefitted from access to SchoolTV, which included videos from experts across Australia providing parenting advice on a range of contemporary issues. The presentation by cyber safety expert Mrs Susan McLean was also valued.

Leadership programs across Years 10-12 have been enhanced through engagement with the Lutheran Youth of Queensland across all three year levels. The shift of the two week Outdoor Education experience to Year 9 and the week long expedition to Year 8 has provided opportunity for earlier intensive growth as students in these year levels have engaged in learning with each other in the natural environment.

The construction of the Wellbeing Centre, through the refurbishment of the old administration building, has provided central access for students across Prep – Year 12 to the College Counsellor and College Pastor and a closer physical proximity for pastoral care leaders, learning enrichment and nurses across the College. It has enabled the student referral process to move to one where Heads of House have taken an increased role in student care. The refurbishment has also provided a contemporary space for staff across the College to connect and relax.

The Coral Café has provided a hub for community connection and the senior students have benefitted from their landscaped outdoor spaces including the Japanese inspired sculpture garden. These spaces have acted as both outdoor learning areas and places for relaxation and connection. Additional undercover space is in progress of being provided for Year 6 and 7 students.



Goal: Community connections

- Enhance the Alumni program
- Form partnerships with local and Indigenous community groups

Indigenous connections have been enhanced through students learning more about the culture of the Gubbi Gubbi people. Past students and their families are invited back to the College on the 10th year anniversary of their graduation, with the first occurring in 2015. These celebrations have been wonderful opportunities to connect with past students, share their stories of growth, including for some, meeting their partners and children. Celebration of past students' growth and success is also shared with our wider community through the College Facebook page, the weekly Compass Newsletter and in this publication.

Strategic Focus: Visual and Performing Arts

Learning environment:

- Upgrade the Drama space
- Foster use of outdoor spaces including the busking stage

Opportunities:

- Develop a coordinated development of events where various facets of the Arts complement each other and different age groups have good opportunity for high quality performance
- Enhance opportunities for cultural experiences across Prep – Year 5

- Support the valuing of the Arts by students
- Provision of Dance as a co-curricular and subject based activity

Dance was included as a subject across Years 9-12 and as part of the sport elective options across Years 4-12. This has led to the establishment of the PLC Dance Academy, which has had remarkable success in competitions taking out 1st and 2nd place in the high school large group lyrical section of the Get the Beat dance competition for the past two years. There has been a tremendous growth in the participation in dance as an elective co-curricular activity over the past two years.

The College has moved to biennial productions where the Year 4-8 students stage a major production one year and the Year 8-12 students in the following. These much-acclaimed, high quality productions including Sideshow, The Three Musketeers, Shrek and Oklahoma have provided students with opportunities to grow and display their performance skills and also build strong social connections.

Music ensembles have gone from strength to strength. The College currently has 14 ensemble groups following the addition of a Junior Concert Band this year. Students have also enhanced their skills through participation in the State Honours Ensemble Program (SHEP) at the Brisbane Conservatorium of Music, which is run in conjunction with Griffith University, and as members of the Sunshine Coast Youth Orchestra.

Visual Arts has continued to grow through the teamwork of our Art Department staff including the leadership of a professional development activity for Art teachers on

the Sunshine Coast about the teaching and learning of abstract art.

Strategic Focus: Sport

Goal: Supporting health and wellbeing through participation in sport

Programs:

- Promoting high quality performance in rugby, netball, kayaking, touch, basketball and soccer
- Optimise Year 7-9 participation in sport
- Establish cross country and athletics training programs
- Dance as a sport option across Years 4-12

Connections:

- Partnership with local council and local clubs
- Support enhancement of Sunshine Coast Independent Schools Sports Association (SCISSA)
- Growing sustainability of sporting groups with parent / past student participation

Spaces:

- Fitness Hub

The major focus in the sport area has been to ensure the sustainability of an expanding after hours co-curricular program. This has included an increasing number of parents, past students and community members joining our teachers as coaches. The appointment of Heads of Rugby, Netball, Kayaking and Basketball has led to increased participation and focus on the development of skills and capacity across these four sports. Touch football has also benefitted from a focused approach and through participation in community competitions.

The board riders club, running club, mountain biking group and use of professional instructors for a variety of activities at a local gym has greatly improved the range of high quality sporting experiences available for different students across Prep – Year 12. The inclusion of dance as a sport option has also added an extra dimension to the sport choices and increased participation. The inclusion of athletics coaches for our Year 4-6 students saw an increase in performance this year. Parents, staff and students have enjoyed using the Fitness Hub under the direction of a personal trainer.

Strategic Focus: Science, Technology and the Environment

Programs:

- Pacific is a place that enhances environmental sustainability with links to the local community
- Enhanced robotics and coding experiences for Prep – Year 12 students
- STEM hub that connects Mathematics, Science and Technology

Connections:

- Supporting students to be effective digital citizens

Spaces:

- Continue to enhance reliable and agile IT infrastructure

Environmental sustainability has been enhanced through the separate collection of organic, recyclable and general waste across the P-5 section of the College. The College also purchased an OSCA machine, which turns organic and paper waste into garden mulch. Additional solar panels were added to buildings to offset the cost and environmental impact of all classrooms being airconditioned over this period.

The Bring Your Own Device program was implemented across Years 4-12. The success of this process was a testament to the flexibility in our IT infrastructure, which has been progressively upgraded as the use of digital resources has been expanded and the range of devices used by staff and students has increased. In line with this, there has been an increasing focus on educating young people, staff and parents about effective digital citizenship including the use of a formal e-smart licencing process being piloted in Years 4 and 5.

As digital technologies have continued to evolve, the College has expanded both in class and outside of class learning opportunities in line with these developments. Students across Year 4-12 have enjoyed increased opportunity to be part of Robotics clubs and competitions. Robotics teams have experienced great success in a variety of competitions including a team reaching the national finals in the First Lego League Competition.

To support the cross curricular learning of entrepreneurial skills and innovation in the area of STEM, a Head of Innovation and Entrepreneurialism P-12 and Head of Innovation and Entrepreneurialism P-5 were appointed. Pacific was invited to be one of 15 independent schools to participate in the Independent Schools Queensland Curriculum Innovation Ideas Exchange where our STEM learning in Year 9, that involves the use of underwater drones, was showcased.

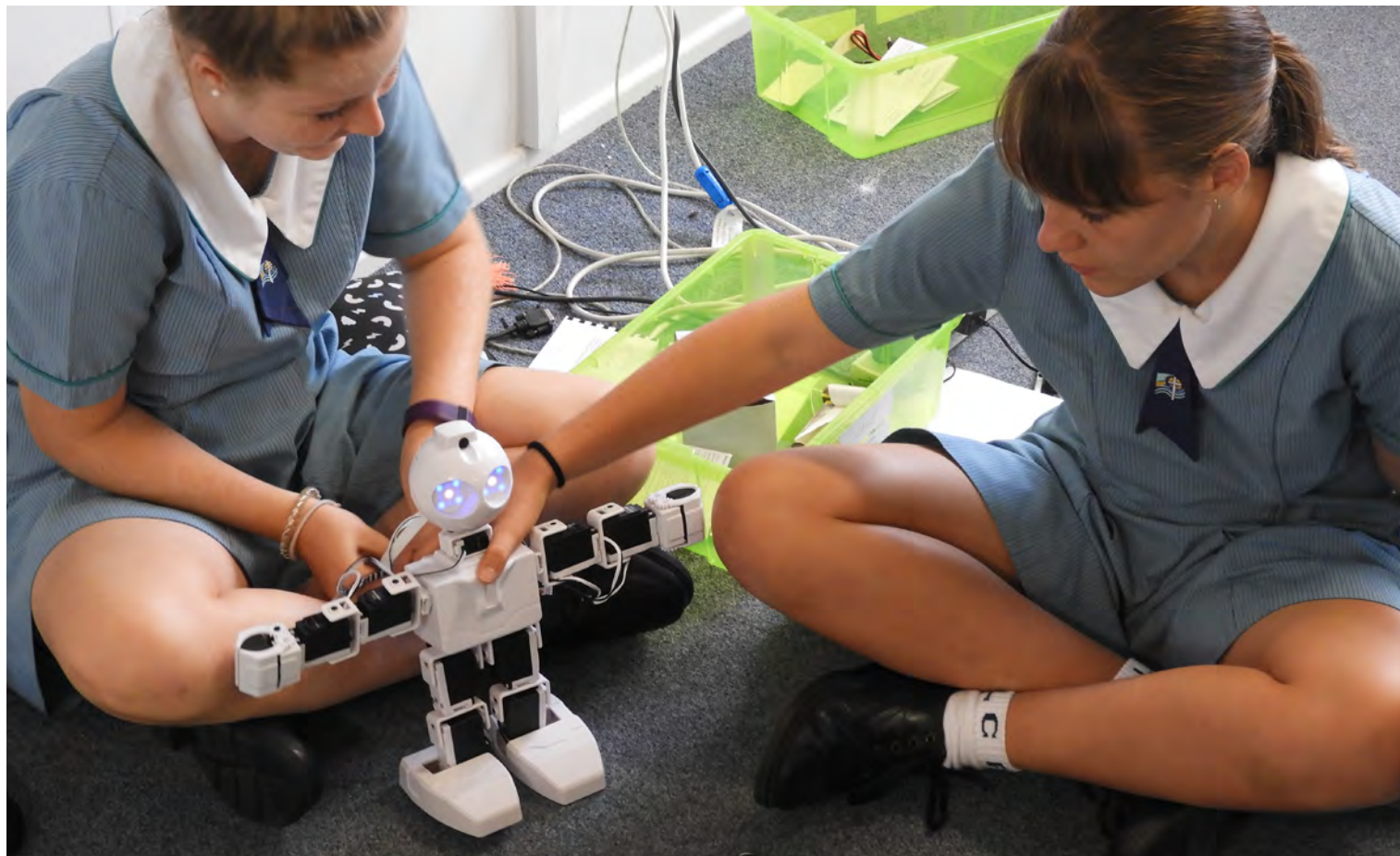
STEM learning has been strengthened and formalised within the Prep – Year 5 cross disciplinary units and with the addition of STEM as an elective experience subject at Years 9 and 10. At Year 10 this has seen students engage in the design, production, evaluation and showcasing of scale roller coasters, bionic hands, optical imagery and technology to enhance the environment.

To optimise student experience in this area, a Prep – Year 5 Innovation Hub and a Year 6-12 STEM Hub have been designed to be constructed later this year.

Strategic Focus: Mission and Ministry

Programs:

- Youth services and activities
- Mentoring programs across the College
- Stillness and reflection



- Support adult spiritual growth and renewal including staff

Space:

- Develop quiet sacred space including consideration of a labyrinth
- Symbols of faith around the College, especially a PLC cross

Connections:

- Enhance connection to St Mark's congregation including joint outreach
- Enhance service learning opportunities – local, indigenous, international

Students and staff have benefitted from the opportunity to engage in reflection and stillness through the use of the labyrinth. Stillness activities have also included connection to nature in our forest and reflective times in classrooms.

Participation in the PLC Blake Prize has nurtured conversations and growth. The framing of the winning pieces and their display around the College has added to the symbols of faith around the campus.

The Student Connect lunchtime sessions have provided opportunity for past students to mentor younger students to think about their faith journey. Staff have been engaged in reflective practices as part of their weekly devotion time and experienced growth as they have completed the formal Pathways and Equip programs of Lutheran Education Australia.

Monthly Grow and Share services at St Mark's @ Pacific have had a College focus and provided the opportunity for families of different age groups to form connections with this congregation.

The service partnership with the Salvation Army has been enhanced and students have continued to be engaged in service activities with a variety of local groups and supporting our Cambodian project.

Most Importantly, People Have Grown

Amongst all of this activity, we have grown. As young people, staff, College Council members and families we have all learnt and been shaped by new experiences. We celebrate our growth as a community and the growth of each of us as people. We say thank you to our staff, students and parents for their generosity of spirit and commitment and openness to learning and growing.

We give thanks to a loving and gracious God who continues to bless this community richly!



Bringing staff *together*

Ms Marg Gunn, Director of Staff

The recent refurbishment of the Wellbeing Centre has also included the renewal of the staff area. The new area provides a bright and relaxed environment for staff to connect and refresh. Filled with natural light, the area boasts a well-equipped kitchen and a choice of spaces to comfortably relax at any time throughout the day.

The importance of regular breaks throughout a work day is recognised and supported at Pacific. With work being shared between learning spaces and numerous work areas around the College, there is benefit in staff being able to step away to recharge and connect with each other. Importantly, with staff located in various locations around the campus, this new area provides opportunity for all staff to connect informally, both socially and professionally. The increase in size of the staffroom also provides opportunity for all staff to meet in one space.

With the space refurbished and newly furnished, only the finishing touches remain, which has been a consideration of the Staff Wellbeing Team. Initially, a variety of boardgames and puzzles have been set up to provide a 'brain-break' for staff and to encourage interaction and connection among colleagues. As scientific studies have proven the positives of greenery in the workplace, the team is also considering the types and positioning of pot plants to incorporate the benefits of nature and increase the aesthetic appeal of the space. The set-up of the outdoor area and the placement and presentation of relevant information, noticeboards and artwork are also being considered by the team.

Student *Connect*

Pastor Tim Jarick, College Pastor

As well as the required aspects of Christian Community here at Pacific Lutheran College, including Chapel services, Christian Studies lessons, Pastoral Care Groups and in-class devotions, we also have a number of voluntary opportunities for students to grow their Christian faith.

One such opportunity is the Student Connect Group, which has been operating for more than three years. Thanks to the commitment of some Pacific Graduates, the Group comes together fortnightly during lunchtime, providing students with a time to connect, explore their faith in a safe environment and pray for one another. Providing this space and time is important for young people who identify themselves as Christian, have a connection with a local church or for those who simply want to find out more about what it means to be Christian in a less structured environment. The support and guidance offered by past students is a greatly valued aspect of the Group.

Aiden Bergs is a 2012 Pacific Graduate who helps lead and coordinate the Student Connect Group. Aiden enjoys the opportunity to engage with students about their faith and has commended the personal and spiritual growth of each individual in some capacity.

The Student Connect Group is promoted as an open space, inclusive of all students seeking to refresh themselves amongst the busyness of College life. The Student Connect Group also operates a Schoology page allowing for ongoing discussion and planning to be communicated outside and in addition to gatherings.

“Students have gained insight and confidence in their knowledge of the Christian faith and I have witnessed this in application by means of support and encouragement amongst the students and their peers.

(Aiden Bergs, 2012 Graduate)”



Student speaks at *CSIRO* National Conference

Ms Sue Arahill, Director of Teaching and Learning

During Term 2, senior student Ellie Dixon was one of 60 students selected nation-wide by the CSIRO to participate in a pilot project for their virtual work experience program. At the conclusion of the program, Ellie was one of three students invited to speak at the CSIRO National Conference in Sydney to provide feedback to the Advisory Council.

The pilot project was developed so students could experience the 'workplace of the future' and engage in collaborative STEM learning with peers in a digital environment.

Ellie participated in the Agriculture work experience program, which ran for one week and was facilitated via video link with other interstate students and a professor based in Canberra. Ellie was allocated a room at Pacific and each morning, the professor briefed students via video link. Students then engaged in individual research and then reported back in the afternoons.

She assisted in a variety of STEM related investigations including exploring opportunities for virtual fencing in rural areas and researching the impact of cow methane emissions on the atmosphere. However, the main project involved studying DNA sequences in crop production.

Overall, the program was a rich learning experience that provided Ellie with insight into possible STEM careers and also assisted in the development of new skills.

Certificate of completion Virtual Work Experience Program

www.csiro.au



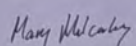
AWARDED TO

Ellie Dixon

For completion of the Virtual Work Experience Program working on an industry-focused STEM project related to Agriculture and Genetics

15 July 2019

12  Pacific Lutheran College
Dr Ronald Yu
CSIRO Agriculture and Food


Mary Mulcahy
CSIRO Education and Outreach

Success at the da Vinci Decathlon

Mrs Jo Belchamber, Head of Learning Enrichment

The da Vinci Decathlon is an academic competition designed to challenge and stimulate high achieving students. Students compete in teams of eight across 10 disciplines including engineering, mathematics, code breaking, art and poetry, science, english, ideation, creative producers, cartography and general knowledge.

This year, the da Vinci Decathlon was held at AB Paterson College on the Gold Coast and Nudgee College in Brisbane. Students from the Sunshine Coast, Brisbane, Ipswich, Toowoomba, Gold Coast and Cairns attended the event, which ran over three days in late May. Students experienced a rewarding and stimulating time, working to solve problems from the 10 disciplines under the pressures of time and competition.

Pacific students shone, demonstrating great collaborative skills and resilience in the face of rigorous academic challenge. Their hard work in training paid off, with Pacific teams achieving a place on the podium each day. Congratulations to all students who participated and in particular, we acknowledge the success of the following teams.

Year 6

2nd place Science

3rd place Code Breaking

3rd place Engineering

Year 7

3rd place Art and Poetry

Year 9

3rd place General Knowledge

Thank you to our coaches Mrs Christine Doyle, Mrs Linda Sydes, Mr Andrew Block and Mrs Melissa Ousley for their support of our students. We were very proud of all students and thank them for their positive and disciplined representation of the College.



Photo Credit: A.B. Paterson College

PACIFIC ROBOTICS CLUB

Robotics success continues

Mrs Janine Stone, Robotics Club Coordinator

Following the achievements of the Pacific Robotics Club in 2018, this year has proved to be just as successful.

Members of the club range from Years 6-9, with Years 10-12 students coming onboard for the upcoming Tech Challenge Competition. This year, a primary robotics group has also been established with students building their skills and working towards future competitions.

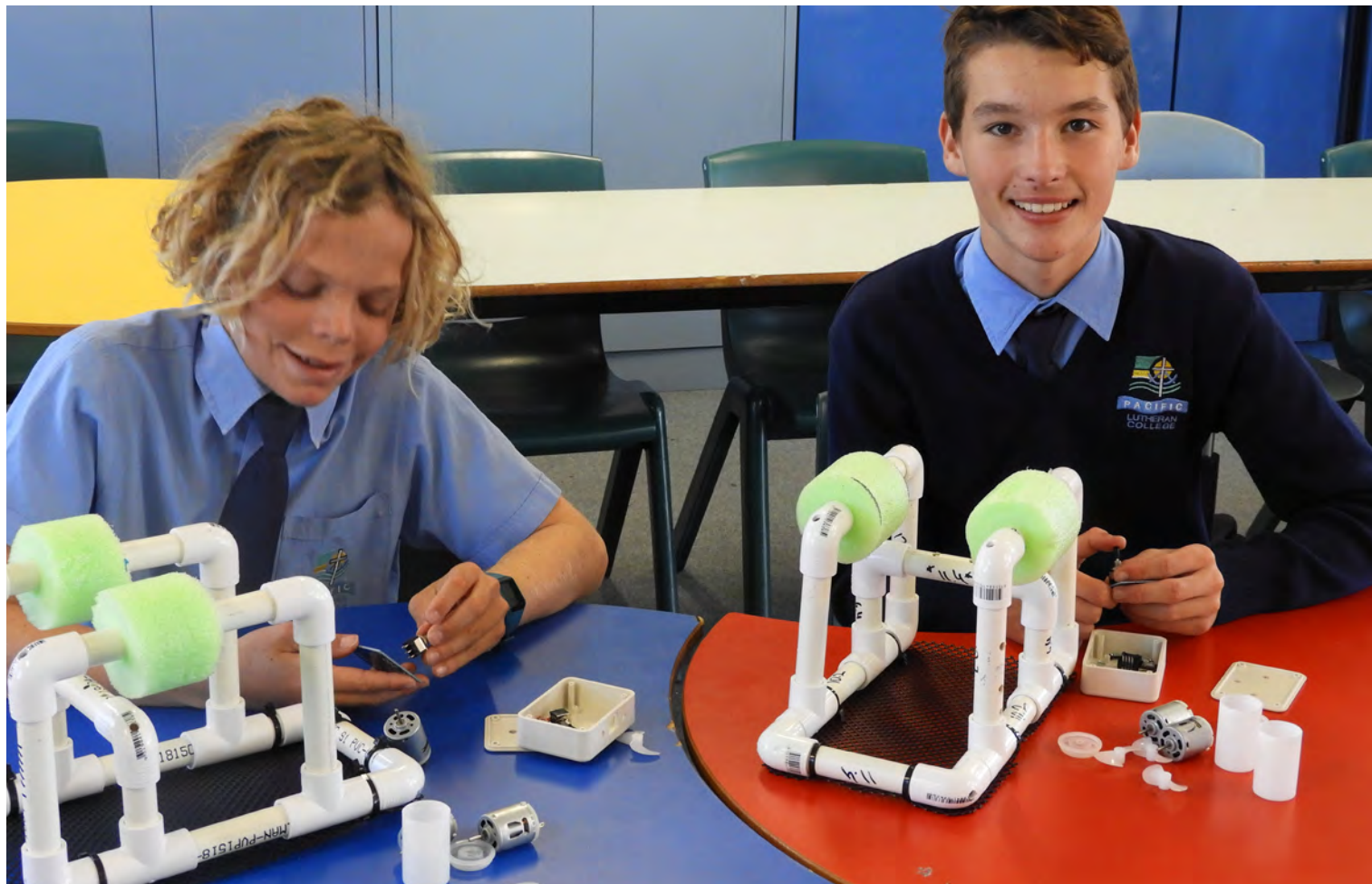
This year has been the first year we have had sponsors, which has enabled the club to design and purchase team shirts. Currently, our sponsors are Central Queensland University and Aussie Solar Batteries.

The students in the club meet once a week on Thursday after school. They work in small groups re-engineering their sumo robots in response to previous challenges. This continual refinement of design as well as upgrading and development of programming is being tested on the purpose-built sumo tournament boards to hopefully create the ultimate sumo design. This ongoing process has been a valuable learning experience for all students involved.

This year students have taken part in the RoboCoast sumo competition as well as the Sunshine Coast Robotics Competition, where we entered seven teams in both the primary and secondary divisions. Pacific Robotics were successful in both these competitions winning second prize in both. We are now working towards the Sumo Competition in Maryborough.

As well as the sumo competitions, the Robotics Club is also involved in the First Lego League and the Tech Challenge competitions which are held later in the year. Students are looking forward to the new challenges ahead and will no doubt work hard in developing their best work for the challenges.





Drone project recognised at ISQ *Curriculum Innovation* Final Showcase

Dr Bronwyn Dolling, Principal

In July, Pacific was one of 12 independent schools invited to present at the Independent Schools Queensland (ISQ) Curriculum Innovation Ideas Exchange Final Showcase. The Curriculum Innovation Ideas Exchange was designed for schools to share how they had incorporated contemporary capabilities into their curriculum through partnerships.

At the final showcase, Pacific shared our learnings in the implementation of the underwater drone project that students have engaged in as part of their Year 9 STEM 2 elective. This project has grown capacity in student's creativity, innovation, problem solving, critical thinking, communication and collaboration. Transdisciplinary experience, capability and motivation have also grown in the areas of Science, Technology, Engineering and Mathematics as students have designed and constructed their underwater drones to rescue a Barbie Doll.

Partnership with Praesidium Global has seen our students gain extra insights into the design and construction

process and the place and nature of innovative STEM thinking in industry from a global perspective. We thank Mr Wes Warner for his leadership, teacher Mrs Claire Richards and Praesidium Global CEO Mr David Baird for the rich learning experience offered to our students.

“Independent schools are pushing the boundaries of creative and innovative implementation of the Australian Curriculum.”

Employable to a 'T'

Mrs Wanda Hayes, Head of Career Development and Ms Sue Arahill, Director of Teaching and Learning

What does it take to succeed in a world of work characterised by digital disruption, where the notion of employability is itself constantly evolving? The future is looking bright for 'T'-shaped individuals: people whose strengths are trans-disciplinary as well as specialised. But how do you create a 'T'?

Education plays a central role in preparing young people for adult life, in all its complexity. As paid employment has become entrenched as a necessary part of life for most adults in Western society, community expectations are that education should deliver employability as a key outcome.

At a national symposium on graduate employability in 2014, many speakers argued that in the 21st century, employability must be central to everything universities do (OLT, 2014). This was acknowledged as a marked departure from the strongly-held and more traditional notion that universities should be bastions of learning for its own sake, and they are sullied by focusing instead on employment outcomes. But the world is shifting – just more than three years later, even some strongly traditional universities are now marketing an emphasis on graduate employability as a key selling point for potential students. And they are framing employability in ways we have not seen before.

The major drivers of this shift are the ever-increasing rate of change in the world of work and the consequent evolution of new ways to describe and construct the concept of employability itself. These changes have implications not only for tertiary

educators and university students but also for secondary educators and students. Employability is a 'live' issue for secondary schools and the way that the workforce and the notion of employability are evolving has direct impact on high school students, even if their first professional job search is still years away. Pacific carefully considers these factors in shaping student experience.

T-shaped people are innovative problem solvers and confirmed team players, with cross-cultural capabilities and a thirst for learning – they are true generalists.

A workforce characterised by change

In a report on the future of Australia's workforce, the Committee for Economic Development of Australia found that 58% of Australian jobs have a moderate to high likelihood of disappearing in the next 10-15 years, due to technological advancements (CEDA, 2015). In addition, many of the remaining jobs will be changed significantly, as globalisation changes ways of working and routine tasks are taken over by machines – even in professional fields.

The jobs that survive and the new jobs that are created in this environment, are likely to be based on work that

can't be done by a machine. Success in this changing environment is less dependent on traditional notions of the link between qualifications and employability and more connected to a new set of key skills – social and emotional intelligence, creative and innovative problem solving, complex perception, mobility and manual dexterity (CEDA, 2015; Bridgstock, 2017).

A degree is not enough

For the past few years, many major employers have gradually shifted away from their focus on specific degrees as pathways to employability. Global companies like Ernst & Young, Penguin Random House, PriceWaterhouseCoopers, KPMG, IBM, Deloitte, Apple and Google are no longer insisting new recruits should have a degree at all, let alone a specific type of degree; and they rely less, or not at all, on university GPA to evaluate job candidates (Krook, 2017; Kelly, 2016; Callaghan, 2016). Even the power of University Rankings is diminished, with Deloitte going public with their policy of 'university-blind' selection, where recruiters are not told where job candidates studied (Coughlan, 2015). This policy is now being adopted by other employers.

Perhaps you are thinking this doesn't apply to professions that are regulated, where a particular type of degree is required for registration. But with graduate unemployment in some of those professions above 25%, it's clear that even for those graduates, a degree is not enough to guarantee employment.

So what does employability look like in this new world?

Employability and the T-shaped individual

It turns out that employability is now T-shaped (OLT 2014; University of Sydney 2017). The top of the 'T' is about trans-disciplinary capability, social capability and genuine curiosity. T-shaped people know a little bit about a lot of different things and they actively seek experiences that allow them to cross disciplinary and/or cultural boundaries, both in terms of the work they do and who they choose to work with. As a result, they can integrate perspectives from seemingly disparate disciplines to spot opportunities and come up with clever solutions to wicked problems. The top of the 'T' also includes the critical capabilities related to social and emotional intelligence that were highlighted in the CEDA (2015) report.

T-shaped people are innovative problem solvers and confirmed team players, with cross-cultural capabilities and a thirst for learning – they are true generalists. But they also have well-developed knowledge in their preferred discipline(s). This is the upright of the 'T': they know something about something. And here's the rub for educators – employers believe the upright of the 'T' is only fully developed when an individual is in the workforce. They see disciplinary knowledge as 'seeded' during formal education, but only developed to its full power in the workplace (OLT 2014).

Nurturing our 'T's at Pacific

It seems the age of the specialist may be under threat. Futurist Anders Sormann-Nilsson (University of Sydney 2017) speaks about the rise of the generalist: "...in the workplace of the future, generalists will be more sought-after than specialists: but they must be T-shaped".

A 'T' takes time to develop and success depends on starting early. Employers want to see a diversity of interests, not just good grades, and they want to see evidence of a long-term commitment to those interests.

Pacific's focus on the development of young people across all dimensions of life and the seeding of a passion for and capability in particular disciplines, provides a powerful foundation for the future.

They want to see students who engage enthusiastically in learning across disciplinary boundaries and who also have the beginnings of a passion for a particular discipline. They want to see students who have authentic, enduring commitments to sporting and/or cultural pursuits. They want to see students who take on part-time or volunteer work that places them within diverse work teams, so they can learn how to work effectively with a wide range of people. They want to see students with a long-standing willingness to sincerely engage in community-based service or project work.

Pacific's focus on the development of young people across all dimensions of life and the seeding of a passion for and capability in particular disciplines, provides a powerful foundation for the future. This is enhanced by a pedagogical approach that draws on the synergy between academic and social emotional development, includes opportunities for transdisciplinary learning, fosters critical and creative thinking and promotes engagement with local and global contexts. Student's immersion in a wide variety of learning and co-curricular activities help them learn more about themselves, their world and readies them well for the future.

References

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Sustainability begins with *early learning*

Mrs Sue Zweck, Head of Teaching and Learning K-5 and Mrs Julie McCosker, Early Learning Service Leader

Knowing that children will be the future caretakers of our environment, Pacific Lutheran College has embedded a sustainability program throughout our Early Learning Centre.

Our educators believe that learning about sustainability starts with everyday practice. Babies and toddlers can begin by watching adults model these behaviours and they may also learn through song or rhyme as educators verbalise what they are doing. Once children reach three years old, they can begin to reason why practices are needed and begin to understand the impact that their actions have on the planet.

To achieve this, we start children's environmental learning early by embedding sustainable practices in the children's daily routine and throughout their day-to-day activities. These practices include:

- Using recyclable materials where possible.
- Encouraging children to use half-flush on the toilets.
- Encouraging children to turn the water off when they have washed their hands.
- Encouraging children to recycle paper and rubbish within their rooms, at home and when in the wider community.
- Talking with children about electricity and encouraging them to turn off lights.

- Educating children on the natural decomposition cycle through exposure and participation in worm farms and composting food scraps.
- Educating children and having them participate in 'garden to plate' activities.
- Educating children in how to care for pets.
- Educating children on caring for plants and waterways.
- Upcycling furniture.

Sustainability can be seen beyond the classroom too. We grow our own herbs, pawpaw, apples, bananas, passionfruit, strawberries in winter and cherry tomatoes in summer, which we eat for our afternoon tea. The garden is watered with recycled water from our water tank, and we use sustainable cups and plates for the children's meals.

We have also found that the little things make a significant difference. We've halved our use of paper towel, simply by using recyclable cloths to wipe down surfaces.

Later this year, the Early Learning Centre hopes to introduce a native non-stinging beehive, so children can explore bee keeping and understand pollination.

We are committed to protecting our environment to ensure a sustainable future for our children and through continuous improvement we strive to be better tomorrow than we are today.



World Science Festival *STEAM* Project

Mrs Christine Doyle, Head of Teaching and Learning (3-5) and YACHTS Coordinator

Last year, as part of our YACHTS program, (Young Achievers Creatively Honing Thinking Skills), our selected Year 3, 4 and 5 students participated in the World Science Festival's 'Hatchery Crusaders' STEAM project.

For the project, students explored structural and behavioural adaptations of loggerhead turtles' feeding and nesting habitats and investigated why loggerhead turtles are listed as an endangered species. This led to the exploration of 'The Marine Plastic Problem', with students delving into how plastics get into our oceans and what can be done both individually and globally to prevent this in the future.

Students researched macroplastics, microplastics, microbeads and nanoplastics and the harm they cause our marine life. They connected with organisations and community groups already addressing the plastic problem and raised public awareness in this area. Students used thinking routines to create depth and explore the four principles of waste reduction – reduce, reuse, recycle and replace. They also added redesign.

Students concluded the project by designing and building a collaborative art piece, using recycled plastic, collected from our local beaches and waterways. These demonstrated student understanding in a creative way and were entered in the World Science Festival. Our Year 4 piece, Plastic Tomb, was selected as a finalist.

These students were then invited to attend a finalist ceremony at the Queensland Museum where they

were presented with a Highly Commended trophy by Queensland Museum Director and CEO, Dr Jim Thompson, as well as the Minister for Environment and the Great Barrier Reef, Minister for Science, and Minister for the Arts, the Hon. Leeanne Enoch MP. As part of this event, our students had exclusive access to the turtle hatchery, as well as to Queensland Museum's turtle expert Patrick Couper. Students also had a private session with six scientists from Queensland University who are currently researching plastic pollution and its impact on the marine environment.

Our trip concluded with special VIP access to the NASA exhibit, which thrilled many students who have a personal interest in this area. The whole experience was a powerful learning opportunity for our students and it was wonderful to witness their enthusiasm and excitement.



Celebrating diversity

Mrs Shelley Hogan, Under 8s Day Coordinator

‘Celebrating the diversity of languages within the home, culture and community’ was this year’s theme for Pacific’s Under 8s Day celebrations, initiated by the Early Childhood Association (ECA). Our College community is a part of the wider Sunshine Coast region, which is continuing to grow in diversity with many cultures, languages and religions.

“Our region, here on the Sunshine Coast has a diverse and growing multicultural population. One in every five people is born overseas, representing 156 countries, 45 faiths and 96 languages.”

(Sunshine Coast
Regional Council)

With this in mind, very eager and excited Kindergarten – Year 2 students at Pacific took part in our ‘Colour Explosion Fun Run’ at the end of May to celebrate Under 8s Day. The celebrations consisted of a colourful obstacle course including activities such as mini hurdles, sprint races, sack racing and parachute games... just to name a few. Each activity represented a different country and as the children passed through the station, they learnt how to say hello in the national language of each country.

Thank you to all those students and families who participated in the colourful morning embracing the joy of learning, laughter and the diversity of languages within our community.





Individual action – *global* change

Mr David Druery, Head of Staff and Students P-5

In 2003 Ben Harper released a song entitled 'With My Own Two Hands'. This song has become something of a mantra at Junior College assemblies this year. Encouraging children to appreciate that their actions have local, national and global ramifications is an important and fundamental concept if they are to make the world a better place. Global competence can be defined as the capacity and disposition to understand and act on issues of global significance (Boix Mansilla & Jackson 2011).

At Pacific, the focus is always on inculcating global competence through developing each individual socially, emotionally, intellectually, physically, spiritually and with an environmental consciousness. Within a framework of positive psychology, to support students socially and emotionally, Foundation and Junior College students complete a program of study based on the You Can Do It program.

When combined with an academic emphasis on creating empathetic, creative problem-solvers, students learn to appreciate that treating each other with kindness, empathy and understanding is not only relevant at an individual level and within our immediate Pacific community, but also extends outside the walls of the College to make the world a better place.

Earlier this year, under the guidance of teachers and with support from families and friends, Year 5 students ran a Market Day as part of their Business and Economics Entrepreneurial unit. As students learnt important entrepreneurial skills, they also made a difference to the lives of people internationally, raising more than \$1700 for the Australian Lutheran World Service Gift of Grace program.

As well as growing students' socially and emotionally, the College also supports sustainability initiatives to instill an environmental consciousness. Students across the Foundation and Junior College actively participate in waste reduction and recycling measures and learn about the impact of our individual actions.

Preparing students for a time of unprecedented social, economic, environmental and digital global interdependence demands that we reconsider what matters most (Perkins, 2014). Even when issues such as world poverty and pollution seem insurmountable at an individual level, using our own two hands to make the world a better place can make a difference, locally, nationally and globally.



Champions for *change*

Mrs Lu Pollard, Year 5 Teacher

This year, 25 self-nominated Year 5 students began a journey to proactively reduce the waste consumed in the primary school as our Champions for Change. Our Champions for Change are passionate about protecting our environment, supporting sustainable practices and are attempting to create change within their own environment.

Since Term 1, our Champions have introduced new wheelies in learning spaces and staff areas that are specifically purposed for the collection of recyclable bottles. They have spoken at Junior College assemblies, educating their peers on the impact of waste and how each individual can help make a difference. Weekly, they collect, empty, tally and tag the recycled containers, in readiness for them to be deposited to Return It in Caloundra. At the time of this publication going to print, we had raised approximately \$700 for a new water cooler.

In conjunction with these actions, the Champions wanted to do more in their war against waste, so we contacted the Sunshine Coast Council and became part of their STARS (Strategies Towards Active Resource Sustainability) program – which informs us on our current carbon footprint. After having their own training sessions, our Champions taught Mrs Amanda Empson's Year 4 class, Mrs Shelley Hogan's Prep class and Mrs Lu Pollard's Year 5 class how to audit their own waste to create wider awareness around campus.

Further, our Champions enrolled in the 2019 Sunshine Coast Kids In Action program, which connects us to our

country and our First Nations People, teaches us about our fauna and flora and celebrates the International Year of Languages. As part of this program, students have had the opportunity to participate in a number of valuable learning experiences. The entire group participated in an Environmental Immersion Day, where they learnt the importance of place from the perspective of our First Nations People. Five of our Champions were then fortunate to meet Aaron Wood, the writer of Billabong Boy and the founder of Kids Teaching Kids, for a small group workshop. Aaron spoke about challenging environmental issues directly and also provided guidance in preparation for the Kids in Action Conference in September, where our students will present a workshop to 26 other participating schools. In August, another three champions attended the Sunshine Coast Conference with Jamie Durie, who led discussions on climate change.

Our journey has just begun and our war on waste is in its infancy, but our Champions are passionate about invoking change and reducing the waste produced in our primary school. In the next six months, they hope to remove all bins from outside spaces, transition our campus to only pack 'nude' lunches and support change on the secondary campus.

Watch this space!



World's largest *Lesson* inspires Year 6 students

Mrs Linda Sydes, Year 6 Teacher

Armed with a passion for the environment and a drive to create change, Year 6 students at Pacific Lutheran College are taking on the World's Largest Lesson. Of the 17 Global Goals, students have been focusing on Climate Action, Life Below Water and Life Above Land to learn about the issues facing our environment.

Most recently, Year 6 students have been investigating how plastic is polluting the ocean and its impact on sea turtles. As part of their investigations, students had the opportunity to connect with the South Carolina Aquarium Sea Turtle Care Centre via video conference. Students heard about the important conservation work undertaken by the Aquarium and were introduced to a variety of turtles and learnt about their rehabilitation.

Following the video conference, students explored ways to increase awareness among the College community and educate them on plastic waste. In particular, students focused their efforts on reusing plastic in the College by making plastic skipping ropes, using plastic containers in different areas of the school such as the Art Department, educating students about reducing plastic wrapping in lunchboxes and investigating ways that we can reduce plastic in the tuckshop.

The Year 6 students' passion for change will also extend beyond Pacific when they travel to Canberra later this year for their annual excursion. During their HASS lessons, students write a persuasive speech about a global issue and then step through the process that this takes to become a law. This year's speeches will centre on students' environmental learning experiences and the ways that we can support the 17 Global Goals for Sustainability. We then hope to present this to our MPs for comment and possibly action in Canberra.

In class, students have been heavily involved in problem solving and inquiry-based sessions where they are learning, exploring and inventing solutions to some of the Global Goals. They are brainstorming and working together to come up with ideas such as water bubblers that recycle water through pipes to water gardens.

It is hoped that each Year 6 cohort will pick up the 'mantle' and continue driving sustainability initiatives forward to work towards a cleaner and greener future.

Entrepreneurship and the environment

Mr Wes Warner, Head of Innovation, Entrepreneurialism and Business

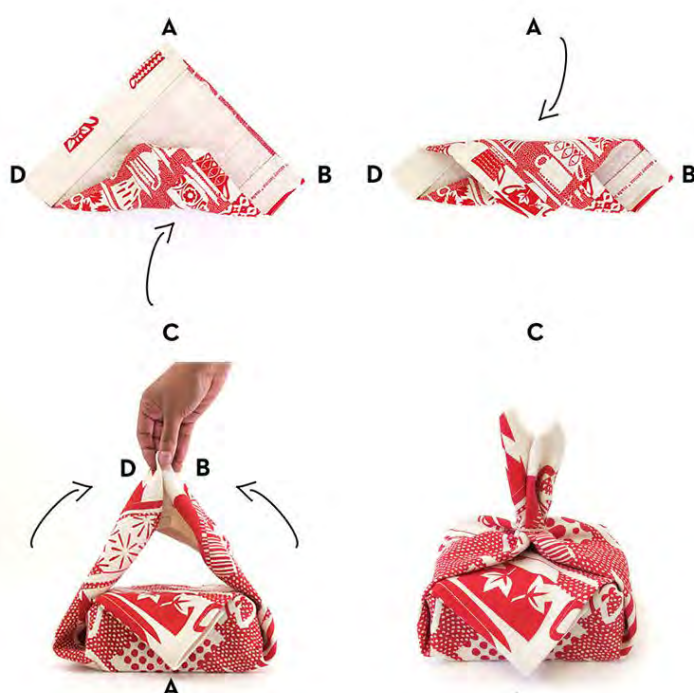
Traditionally, business studies courses have centred on corporate models where students are taught about being workers within the economy. However, a distinctive offering within Pacific's curriculum is the introduction of entrepreneurial units from the beginning of Year 8. Students are encouraged to become creative by investigating an idea to develop into a fully-fledged business. At Pacific, we believe that developing students' entrepreneurial skills will help them to succeed in this rapidly changing world.

Thomas Friedman, a Pulitzer Prize-winning author, suggests that students need to get excited about innovation and entrepreneurship through developing their critical-thinking, communication and collaboration skills that will help them invent their own careers.

One such group that has become excited about entrepreneurship was the start-up, Eco-Cloth, founded by Ashton Teed and Heath O'Sullivan. Their product combined Earth stewardship and an idea they had heard about when they studied Japanese in Year 8. Their product was based on furoshiki, which is the traditional Japanese wrapping cloth used to wrap clothes, gifts, or other goods.

In their discovery phase, Ashton and Heath became concerned that the banning of single use plastic bags from all shopping centres only created a larger problem for the environment. This problem was that the new, thicker plastic bags were being left in the car or at home when people shopped. They also discovered that these new bags were potentially even worse for the environment. So, they created Eco-Cloth – a sustainable cloth made from renewable, biodegradable resources to replace the plastic bags. The two founders are now investigating how to get their product known and into the marketplace so as to reduce the ever-increasing number of plastic bags in the community.

This is just one example of entrepreneurship at Pacific where students learn to think outside the box and nurture unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice and instills confidence.





Sustainability in the kitchen

Mrs Colleen Beattie, Head of Hospitality and Food Technology

Pacific Lutheran College's Hospitality program encourages students to consider their own food decisions and actions as well as the impact these can have on a local, national and global scale. As part of the Year 6-12 curriculum, students design their preferred future by developing solutions that meet the needs of the global community, considering the impacts on liveability, economic prosperity and environmental sustainability.

Students explore the environmental costs and benefits of a range of practises related to food production, packaging, distribution and preparation. For example, as part of the Year 7 curriculum this year, students designed and prepared a 'Naked Happy Meal'. Students explored food options that were nutritious and low in preservatives, designed lunch boxes with sustainable packaging and prepared healthy treats to include.

More generally, the Hospitality Department is aiming to improve the overall sustainability of the subject. Where possible, food products and ingredients are sourced locally to reduce waste and a 'pantry lesson' has also been introduced across year levels so students cook with ingredients that are 'in stock'. During lessons, reusable plates, cups and cutlery are used. If disposable products need to be used, only eco-friendly, bio-packs, paper bags and wrapping are used as they are recyclable.

In the Coral Café, there has also been environmentally-friendly changes rolled out over the last 12 months.

Namely, the café doesn't use disposable cups anymore. Instead, customers are required to bring their own cups, or else purchase a reusable cup. This act alone has halved our waste contribution!

By introducing a variety of practical changes across the curriculum, it is intended that students will continue to develop a sense of care, dignity and respect for themselves, others and the environment.

“I feel proud that we're making a difference in our immediate community. We've managed to create change in people's daily habits – they now bring reusable cups to the café. Hopefully it will have a ripple effect and change people's thinking on a wider scale.”
(Ella Block, Year 12 Student)



Our family friends in *Cambodia*

Miss Michelle McMillan, Cambodia Project Coordinator

“ The golden way is to be friends with the world
and to regard the whole human family as one. ”
(Mahatma Gandhi)

For almost 10 years, Pacific Lutheran College has been travelling to Cambodia. The experience is far beyond seeing the sights of an ancient culture or a society damaged by war. The intention of The Cambodia Project is to allow students to connect and form friendships with local students who board at the Rainbow Centre in Phnom Penh and to spend time with primary school students in the Phum Kruos village in Central Cambodia.

During our recent stay in Cambodia last year, we were treated as guests by Pastor Daniel Orn and his dedicated team of pastors and support workers from the Lutheran Church of Cambodia. We engaged in worship and fellowship time with the students, shared stories and learnt from each other. It was also a privilege to be included in the annual Christmas service and be invited to a homecooked meal by the Cambodian students.

A definite highlight from the experience was serving the community of Phum Kruos. Here, Pacific students gave of their time to paint the community centre and engaged in craft and play time with the young students, who have very little in terms of material goods, but gave so much of themselves through their smiles and by teaching us how to count in Khmer.

Throughout the year and despite the distance, our relationship with our family friends in Cambodia continues through the connection of the Lutheran Church and Facebook. Our Pacific community is fortunate to count Pastor Daniel and the Lutheran Church of Cambodia as part of our family.



Japan Trip 2019

Mrs Michiko Hauser, Head of Japanese 6-12

Over the July school holidays, 20 students and three staff members embarked on a 15 day journey to Japan as a part of the biennial sister school visit to Seishin Gakuen, located in Kashima City. This year marks the seventh visit and 15 years since Pacific began its sister school relationship with Seishin Gakuen in November 2004.

During the trip, students had the opportunity to visit the shrines and temples in Kyoto and the Peace Memorial Park in Hiroshima where they marvelled at the beauty of these culturally and historically significant sites.

The most memorable and highly anticipated part of the trip however, was the one week stay at Seishin Gakuen,

where Pacific students home-stayed with Seishin families to experience life as a Japanese student. During this time, students not only learnt in the classroom, but also participated in after school activities such as kendo (Japanese form of fencing), cultural lessons in shodou (Japanese calligraphy) and enjoyed life as a teenager in Japan through this immersive experience.

The Japan Trip provides an authentic platform where students develop intercultural understandings, empathy and respect for other cultures and learn to overcome barriers in communication. These are crucial skills for students to become effective global citizens in today's increasingly multicultural world. Our relationship with Seishin Gakuen will continue to provide excellent opportunities for our students to cultivate global dispositions.

“Global competence is the capacity and disposition to understand and act on issues of global significance.”
(Boix Mansilla & Jackson, 2011)



Pacific *partners* with The Salvation Army, Caloundra

Mr Ben Ryan, Director of Students

There is a proud tradition of Pacific Lutheran College participating in The Salvation Army's annual Red Shield Appeal.

We have built a strong relationship with The Salvation Army, Caloundra for more than 16 years. Further, the quality of relationships sustained within the wider community in acting on behalf of The Salvation Army and seeking donations is a measure of the serving culture of the College. "You can tell what they are by what they do" (Matthew 7:16). These words of Jesus superbly indicate what the Pacific community does. This year, through the Door Knock Appeal and other fundraising initiatives, Pacific students collectively raised more than \$8000. Incredibly, more than 1480 non-perishable items were also donated by the College community.

Service learning encapsulates the domains of the Cognitive (the head), the Affective (the heart) and the Behavioural (the hands) (Billig 2004). Participation in service initiatives like the Red Shield Appeal greatly benefits a student's growth, their self-confidence, purpose and direction to make a difference. Malcolm Bartsch in his book, 'A God Who Speaks and Acts', indicates that as Christians we

must recognise that the gifts and abilities God has given us are not simply for our own benefit but to be used in the service of others. Service learning is an important part of the College's ethos and education practice. Whilst our affinity with supporting the good works of The Salvation Army is evident, there are a multitude of ways that we can support those most in need. Crucially, Martin Luther himself held the belief that there is a parental responsibility in cultivating within their child a preparedness to serve. Therefore, it is our hope that all members of the College community continue to instill and nurture within our young people the importance of service learning.

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Sharing a love for *music*

Mrs Aleisha Tuaine, Head of Music

Salaka in Ghana, means sharing: sharing culture, sharing stories and sharing a love for music. In May, students across Prep – Year 8 were privileged to experience the African Beat Salaka tour. This amazing performance centred on the music and culture of Ghana – a country increasingly facing westernisation. For our students, it was an opportunity to experience firsthand the beautiful rhythms and dances that are integral to this culture. For our performers, it was an opportunity to help preserve their rich and vibrant culture and share it with others. Every student played the djembe and danced, making it an energetic, exciting learning experience that had students singing and talking for days. Salaka!

Students in the Instrumental Music program also had the opportunity to share their love for music at the recent Ensembles Concert. The concert included performances from 14 different ensembles, with students across Years 3-12. This year, we were excited to welcome the Pacific Orchestra back from their year long hiatus and thrilled to welcome the Junior Concert Band. Both of these groups are being run as extension opportunities for students who are excelling on their instrument. The concert was a fantastic celebration of talent and we congratulate students on their growth throughout the semester.

Providing performance opportunities for students has been a focus this year, with students performing at the International Women's Day Breakfast, various assemblies, the senior music performance night and Open Day. We thank our community for their support of these performances and we look forward to bringing you many more as the year progresses!





Pacific's *Oklahoma* a hit with audiences!

Mrs Janine Delaney, Director / Producer

With southern drawls and country swagger, Pacific Lutheran College's talented cast presented the classic, golden-era musical *Oklahoma* to packed audiences in May.

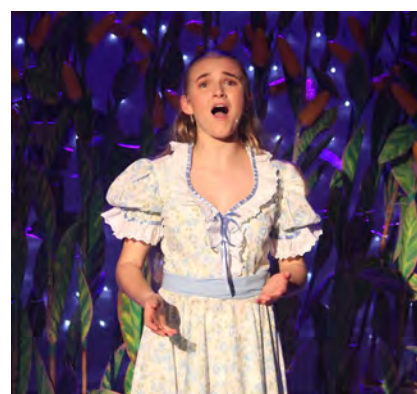
Performing a total of four shows, Pacific's cast of Year 8-12 students entertained an audience of more than 1100 people at The Events Centre, Caloundra.

Set just after the turn of the 20th Century in America's romanticised Western Frontier, spirited rivalry among local farmers and cowboys set the backdrop for two burgeoning love stories.

We are extremely proud of how the production came together. The cast and crew, staff and helpers worked tirelessly together for over four months and the reactions from audience members proved the huge success of the show.

Everything from the costumes, staging, the music from our professional orchestra and of course, the stunning student performances were amazing and a very fitting tribute to a classic story.





Pacific *Dance* Academy

Mrs Kristy Astwick, Dance Teacher

This year, members of the Pacific Dance Academy have grown and excelled through their dedication to Dance and through representing the College at various competitions on the Sunshine Coast.

Following on from last year's success, we have focused on embracing the individual talents of each student to further enhance the dynamic and efficiency of our team. Through creative collaborations, openness and a supportive, team-centred approach, the Academy has achieved great success again this year. Our team placed first and second in the high school groups lyrical contemporary sections of the Get the Beat Dance Competition in Term 1 and in Term 2, placed second and fifth in the Sunshine Coast Dance Eisteddfod lyrical contemporary section for high school groups. As we look ahead to Term 3, we will also compete at Evolution Dance Competition.

Sharing our talents more on our own school stage with our College community has also been another goal for the Pacific Dance Academy this year. So, as we move into Semester 2, the Academy will begin preparations for Viva la Arts in Term 4; which is a new initiative of the Cultural Pacific Action Group. Finally, we will end the year with our tradition of performing at the annual Closing Service in December.

It has been wonderful to work with the Academy students this year and we are very proud of their incredible successes and achievements thus far. We thank students for their energy and generosity in which they work collaboratively together to advance and inspire one another.





Duke of *Edinburgh* Award

Mr Nick Tait, Head of Outdoor Education and Duke of Edinburgh Coordinator

Thinking and living with a global perspective.

A key component of thinking and living with a global perspective is how we think about resources and protecting the environment. To cultivate global dispositions, we must weave in opportunities to inquire about the world, to take multiple perspectives, to engage in respectful dialog and take responsible action as a routine and integral part of everyday life.

The Duke Edinburgh Award is an internationally recognised program for young people, building their skills to equip them for life and work. Through active engagement in their community within the Service Section of the Award, students volunteer their time and energy to promote positive outcomes for others. Participants are encouraged to focus on and actively seek to improve upon a chosen passion within their Skills Section and the Physical Activity Section encourages a healthy mind and body. The Adventurous Journey, which is supported within Pacific, is the final piece of the puzzle – students embark upon a Practice Journey or cultural exploration that they are required to reflect upon prior to implementing their learnings to plan and prepare for their final Qualifying Journey.

The future that lies ahead is full of opportunities available to those who are prepared to grab them. Being 'world ready' is about giving your best and seizing such opportunities and that is what makes the Award so unique. The Duke of Edinburgh Award is a global framework that allows young people to determine what they are passionate about, regardless of their background and culture and actively encourages our youth to take responsibility in a positive manner whilst exploring their personal passions in a structured and meaningful way.



Spotlight on basketball

Mr Mark Hauser, Basketball Coordinator

Pacific's basketball program is continuing to grow from strength to strength, particularly following the success of previous seasons. This year we have 15 teams entered in the Sunshine Coast Schools Competition, with more than 100 students across Years 7-12 participating.

The schools competition is highly competitive, involving all state, independent and private schools from the Sunshine Coast. This year, nearly all Pacific teams are competing in the A Grade division. Our teams train during Friday afternoon sport time and have individual morning sessions as well as after school team sessions. With the number of teams entered in this year's competition and the on-going training and skill development, 2019 is set to be a strong season for Pacific.

Our success at the competitive level is largely due to Pacific's commitment to develop basketball skills from a

junior age. Basketball has been nurtured at Pacific since the introduction of the junior development program in 2011. This year's junior development program is being facilitated by Caloundra Basketball's Development Coach, Lee Miles. The development program caters for students from Year 2-6 and introduces them to the sport. The six-week program caters for all skill and ability levels and is designed to maximise all players' enjoyment and knowledge of the game in a fun environment.

As well as entering and training for the Friday night competition and facilitating the junior development program, Pacific also holds social 3-on-3 nights to build interest in the sport and provide an opportunity for students to connect socially while being active. The 3-on-3 night held at the end of Term 2 was our largest yet, with more than 90 students participating across 24 teams. It's always a highlight to witness students' creativity and flair with their team names and uniform designs!

Player Spotlight



Laayla McAuliffe, Year 7

What first got you interested in basketball?

I first became interested in basketball

after watching my older sisters play and after I completed the junior basketball development program at Pacific.

How long have you been playing for?

I started playing basketball in Year 2 at Pacific but competitively I have been playing for one year.

What team are you currently playing for?

At school I am playing in the Junior C Division team in the Schools Competition and I also play for the

Caloundra Heat and the Phoenix representative team.

What position do you play?

I play guard.

What do you love most about playing basketball?

I enjoy playing with a team and meeting new people. I also love the competitive nature of basketball and seeing my friends every week.



Elijah Modlin, Year 10

What first got you interested in basketball?

My best friend Connor Dines got me interested. So, I did Pacific's junior basketball program and that's when I found my passion for the sport.

How long have you been playing for?

I began doing the basketball programs in Year 5, but didn't start playing competitively until Year 7. That's when I started playing club basketball at Caloundra as well as playing in Pacific's junior team in the Schools Basketball Competition.

What team are you currently playing for?

I made the top team in the U18s Sunshine Coast Phoenix representative team over the recent school holidays. At Pacific, I am in the Intermediate A Boys and Senior A Boys teams for the Schools Competition. This year, I was also selected to play in the U16 boys interclub team for

Caloundra where we placed second in the comp.

What position do you play?

I like to play either guard or forward because I can dribble the ball up, run plays, shoot and attack the rim. But because of my height, I often play big.

What do you love most about playing basketball?

I love that every single day I am better than I was the day before because I can learn a new skill, a new move, new shot every time I train. The other thing I love about basketball is playing with a team.



Brooklyn Graves, Year 11

What first got you interested in basketball?

My Dad is really sporty so I've always tried lots of different sports. Mum played a lot of basketball though.

How long have you been playing for?

I have been playing since I was in Year 2. I started at the Clippers (club) and then did the junior development program at Pacific. From Year 5, I started playing in the secondary competition at school in the Junior A team.

What team are you currently playing for?

I am currently playing for Sunshine Coast RIP City (USC club) in the Southern Basketball League and I'm also a development player in the QBL. At school, I play in the Senior A girls team.

What position do you play?

I play shooting guard.

What do you love most about playing basketball?

I love meeting new people and the team environment of the sport. The coaches are great too. I also really enjoy the 3-on-3 nights we have at school as they are always fun.

Armidale School Rugby Carnival

Mr Darren Hooper, Head of Junior Sport

During the Easter school holidays, 20 excited Pacific boys attended the Armidale School Rugby Carnival. This is the 11th year we have participated in the carnival, which is the largest of its kind in Australia for under 12 students with more than 1000 participants from Queensland, Western Australia, Canberra and New South Wales.

The Pacific team began training in Term 4 last year and the skill level of all players has greatly improved as a result of these sessions.

At the carnival, all teams played four games on Saturday and one final game on the Sunday. Pacific recorded four wins, one draw and had only two tries scored against them for the entire carnival.

The results from each game were as follows:

- Game 1: Pacific 0 – Highland Goats 0
- Game 2: Pacific 29 – Riverview College 12
- Game 3: Pacific 5 – Padua College 0
- Game 4: Pacific 63 – The Armidale School 0
- Grand Final: Pacific 10 – Wollongbar Alstonville 0

At the end of the carnival, Pacific were named overall champions in their division of ten schools and clubs which is a huge achievement. We congratulate all team members on their performance and thank coaches Mr Scott Crompton and Mr Josh Cummins for their support and development of our students.

Thank you also to the large numbers of parents and supporters who travelled to Armidale for the weekend to cheer on the team. Your support and encouragement were greatly appreciated by the players and coaches.





PLC *surfers* attend High Performance Centre

*Mr Darren Hooper and Mr Damian Davis,
Pacific Board Riders Coordinators*



In August, members of the Pacific Board Riders Club travelled to Casuarina Beach in Northern New South Wales to attend a two-day surf camp at Surfing Australia's High Performance Centre (HPC). In partnership with the Australian Institute of Sport and the Australian Olympic Committee, HPC is a purpose-built surf facility that provides surfers with a world class training environment. It's also where Australia's most talented surfers train for World Surf League's (WSL) World Tour and are preparing for the 2020 Tokyo Olympics.

At the camp, students, parents and staff all had the opportunity to work with Level Two surf coaches over three surfing sessions. The coaches utilised their specialised technical knowledge and the latest video technology to provide individual feedback to each participant during each of their sessions. Our surfers also participated in trampoline, skateboard and surf specific gym training sessions that were all designed and facilitated by the HPC coaches to improve their performance in the water. Students were also very impressed to have access to 80 demo surfboards and a huge FCS fin range over the weekend!

The camp program was highly beneficial and the improvement in surfing performance was clearly evident during the last surfing session. The skills, techniques and knowledge gained will put our team in good stead for the Pacific Pulse Surf Contest in November.

We thank the HPC coaches for their time and expertise and look forward to reconnecting with them in 2020 as we aim to make this trip a permanent fixture on our board riders' calendar.



Pacific Lutheran Alumni

Our alumni share what they have accomplished throughout the years



Georgia Woods
2017 Graduate

Two years ago, I had absolutely no idea what I wanted to pursue post-school. I had tossed up ideas from becoming a lawyer to an artist, and our poor careers councillor endured it all! Knowing I loved biology, I decided that medicine was the most reasonable pathway and the next year I was studying biomedicine at Queensland University of Technology in Brisbane.

I loved it; I studied what I wanted, I put my heart and soul into it and I said yes to every opportunity that arose. I went on the ski-trip through QUT and made life-long friends, I joined the football team and even went to salsa classes. Although I had an amazing year, I've moved on.

In early March I finally decided that medicine wasn't my 'destiny' and that I wanted to chase a career in flying.

It was an incredibly hard decision to leave the life I'd made in the past year, but with a gut-feeling and a good support group, I took the plunge. In April I started my Recreational Pilot Certificate and finished it within a month. At the end of April, a Jetstar cadetship popped up and everything was falling into place. Two weeks later I was down in Melbourne doing aptitude testing. Within the next few weeks I was invited back down for an interview with Jetstar and have now been accepted for a cadetship! So now, I am packing and planning my move to Melbourne. I know that no matter what pathway lies ahead of me, be it conventional or not, it's all experience and I don't regret a second of it!



Beau Blake
2017 Graduate

For me, finishing Year 12 was an interesting time. I was happy with my OP, enjoyed school and loved the finishing weeks. However, I had no clear direction on what I wanted to pursue.

My passion has always been kitesurfing and being behind a camera, so I sought out opportunities in this area.

My position as a global rider with international kite brand Liquid Force includes an annual travel allowance. So, I deferred university and spent most of my first year post-school travelling, starting in the US for competitions followed by a trip to Thailand for my surfboard sponsor and a trip to Indonesia surfing. I then spent a total of four months working on Namotu Island in Fiji, lifeguarding, kiteboarding and foil coaching.

This year I have expanded on this and secured myself a more permanent

role on Namotu Island. Also, I am now employed as the Australian Brand Manager for Liquid Force, which is great as I can manage a lot of this activity remotely.

While home, I also work for Pepper Productions, a commercial based photo/video production company. This is an amazing experience and I am involved in the filming and production of documentaries through to television commercials.

Although I am doing a lot of different things, a common denominator in all I do is having my camera and kiteboard close at hand. I have been to some incredible locations around the world. Maybe this time since school has given me clarification of where I am going. Someone once defined my situation as "indecision in my life's direction has opened incredible opportunities".



Nick Arndt
2010 Graduate

I graduated from Pacific in 2010 and wasn't sure what I wanted to do next! My parents gave me some good advice and said, it's best not to go to university to study something you're not passionate about, take a gap year and think about it! The following year, I worked two retail jobs for the first half of the year and then travelled around Asia.

When I returned, I was itching to get back into some study and enrolled myself in a business course at USC to see if I liked any of the majors. In my second semester I took a Law elective and really enjoyed it. I had found what I wanted to do! Using my marks at USC, I was able to transfer to QUT Law.

While at law school I was able to complete an internship at a Singaporean law firm for a month at the end of my first year. This was an incredible experience and I gained exposure to another jurisdiction's legal system and work. I rose to executive level on my university's Law Society and worked part time at a boutique tax and business consultancy firm during my final years of study.

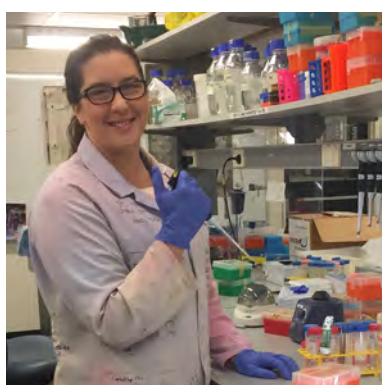
I am currently working as a solicitor in a Commercial Banking and Finance team at a large commercial law firm in Brisbane. In the next few years, I hope to use all I've learnt at Pacific, QUT and my current position and transfer to Singapore, London or New York.



Matthew O'Keefe
2010 Graduate

After graduating from Pacific in 2010, I completed a Bachelor of Audio Engineering at SAE College and have worked in the live audio industry for more than seven years now. I have worked on many concerts touring through Australia, with artists such as ACDC, P!NK, Taylor Swift and Ed Sheeran; festivals including Splendour in the Grass, Byron Bay Bluesfest and Falls Festival; live TV programs such as The Voice, The Logie Awards and X-Factor; and have also done a small stint in some movies being filmed on the Gold Coast.

Last year, I spent three months traveling through South East Asia and had the pleasure of visiting Myanmar, Laos, Thailand and Malaysia before relocating to Tokyo, Japan to be closer to my partner. I am currently working part time and continue to study Japanese so that I can hopefully gain employment in Japan's live audio industry. Next year I will commence full time study at a language school to assist in my studies while continuing to travel between Australia and Japan for work.



Candice Jones
2010 Graduate

After graduating from Pacific Lutheran College in 2010, I completed a Bachelor of Science (Honours) majoring in genetics and plant biology at the University of Queensland. This introduced me to cutting-edge research that improves food supply all over the world. While studying, I joined the Integrative Legume Research Group to conduct research on major food, feed and biofuel crops.

After graduating from university, I went to Cambodia and considered working there long-term. I partnered with a local church to establish an agricultural resource centre for nearby villages. However, this incredible experience was cut short by a dengue fever infection that forced me to return to Australia. Although unplanned, this gave me the opportunity to continue my previous research through a PhD at the University of Queensland. Research

is challenging but I love the team that I work with and there are many opportunities to travel internationally for conferences and collaboration. I am also a Young Science Ambassador for the Wonder of Science, which supports STEM education across Queensland. I have been fortunate to receive a number of awards and was recently selected as a finalist in the Queensland Young Achievers Awards.

Pacific Lutheran College positively influenced me in many ways. I am particularly thankful for the teachers that inspired me to pursue science and the Cambodia service trip which had huge impacts on my decision to pursue this career path. I still wear my rainbow lab coat signed by the Pacific 2010 cohort in the laboratory every day!



Woodlands Blvd, Meridan Plains QLD 4551 | W: pacificlutheran.qld.edu.au | P: 07 5436 7300 | F: 07 5436 7301