

COMPASS^{review}

Pacific Lutheran College 2020



This issue

Charles represents Australia
at international competition

Design project
connecting community
across generations

Year begins on a high note
for musicians



PACIFIC
LUTHERAN
COLLEGE



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Adaptability and hope

Dr Bronwyn Dolling, Principal

Adaptability and hope have been evident as we have the successfully navigated considerable change as a school and broader community. Within a school context, students, staff and families have adapted to changing ways of living, learning and engaging with activities and each other.

As we adapted, it was important to be clear on what was important and should be preserved. The core of maintaining personal wellbeing and relationships, being part of a supportive community, maintaining high quality learning, having fun and being hope-filled were important.

Being open to opportunity and being prepared to take risks and try new ideas saw an incredible amount of learning occur in a very short time. Many young people thrived in the opportunity to take advantage of being at home with access to digital resources and able to direct their own learning. Staff enjoyed learning new digital skills. Parents gained deeper insight into the learning of their children and appreciation of their teachers.

Staff supported the wellbeing of students with check ins during pastoral care and in classes and the use of weekly surveys for Middle and Senior College students. God, as a source of hope and peace, was central to the sustainment and enrichment of our wellbeing as individuals and as a community.

As we returned to school there was a sense of pride in what we had achieved together as a community. There was a deeper valuing of what had often previously been taken for granted. Staff and students enjoyed the privilege of being able to be physically present with each other, to strengthen relationships, to increasingly engage in a range of activities and particularly the opportunity to grow together in physical learning spaces.

There remains a sense of wondering of what could be possible and a questioning of what of the 'new' should be preserved. As a College, we will draw on the thinking and observations of our staff, students and parents and learnings from other communities to continue the momentum and gains made in enhancing opportunities for students to direct and optimise their learning.

One of the certainties of life is that young people will encounter ongoing change and need to be adaptable. Pacific's young people of 2020 will remember being part of a hope-filled community that successfully drew on people's strengths to quickly adapt and preserve what was important.



Maintaining *high-quality* learning

The Teaching and Learning Team

This year has presented unique challenges both in our wider community and also in our learning community. As we adapted to considerable change, maintaining high-quality learning was a core focus for Pacific. Ultimately, the online learning phase highlighted that what is vital to learning at Pacific doesn't change when working remotely; a focus on pedagogy and relationships remained at the core.

While this new environment removed access to certain modes of teaching, it opened up new possibilities. Staff took advantage of increased opportunity for interactivity and the use of online technologies to encourage active and interactive behaviours. Collaboration through forums and small group chats saw learners interact and share ideas, while polls and online submission of tasks allowed teachers and students to track learning. Channels for individual conversation allowed deep questions around course material and stimulus to be examined. The availability of learning-flows allowed students to work at their own pace with resources available through files and screencasts.

Right across Prep – Year 12, there were many highlights. Students demonstrated agency and efficacy as they thrived in their new learning environment. As they found a new rhythm to schooling, students had fun with the learning tasks and got very creative with demonstrating

their thinking and understanding virtually. Practical lessons called on staff to be creative as they guided students through activities that turned family homes into fitness centres, kitchens for YouTube cooking channels and studios to cater for The Arts.

“Staff took advantage of increased opportunity for interactivity and the use of online technologies to encourage active and interactive behaviours.”

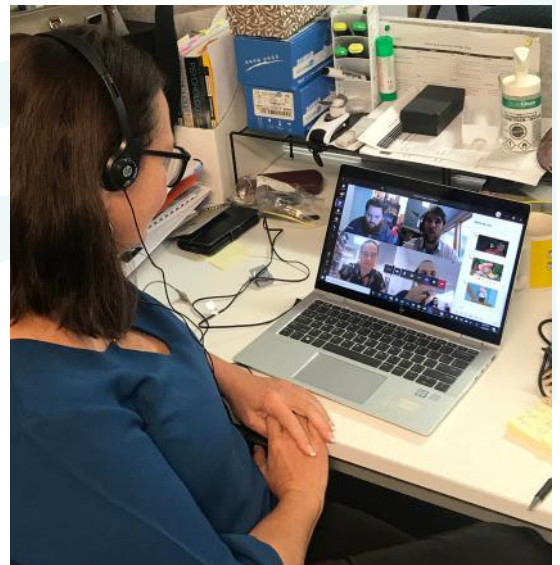
Throughout the term, students and parents had the opportunity to provide feedback on what worked well and what areas could be improved on. Overwhelmingly, students were very positive about their experiences. They enjoyed the freedom and flexibility, the personalisation and differentiation and the collaboration of the online environment.

- » “We were trusted to complete our work without constant supervision.”
- » “Having brain breaks, the flexibility to move and stretch and eat snacks for sustenance.”
- » “I could work at my own pace and have breaks when I was ready.”
- » “I liked having the personal support and contact with my teachers. I could email them rather than having to ask questions in front of others.”
- » “With the work loaded into Nav, I could refer back to the screencasts as many times as I needed and I was less confused and frustrated.”
- » “I enjoyed working at my own pace – I could tackle easy tasks first and then move onto harder things. I could revisit work as needed and even work ahead.”
- » “The communication with teachers was good and we worked together with them to complete tasks.”

At the conclusion of the online learning phase, Year 3-12 students also provided feedback on what elements they'd like to see retained as well as their thoughts on what learning might look like in the future. Students put forward lots of interesting suggestions.

- » “Class work posted online to help with revision.”
- » “Some learning from home and flexibility to access resources online, particularly for Year 12 students.”
- » “Flexible timetabling and the more ‘instant’ teacher feedback.”
- » “Entire day’s work posted online and then students having the opportunity to decide what they’d like to work on when.”
- » “Being able to choose the subject work you’d like to do first in a given day.”
- » “Flexibility to work at own pace.”
- » “Opportunity to work outside, more brain breaks throughout the school day.”

Online learning at Pacific was a team effort that was successful due to everyone playing their parts well. We thank all students, families and staff for their calm and positive approach. It’s exciting to wonder and plan for the new possibilities of learning together.



“As they found a new rhythm to schooling, students had fun with the learning tasks and got very creative with demonstrating their thinking and understanding virtually.”





Maintaining relationships and *connectedness*

The Pastoral Care Team

Our ability to support and provide pastoral care to Pacific students and families was integral to successfully delivering learning online. Central to this was the desire to maintain relationships and the connectedness of our College community, from Prep right through to Year 12.

The delivery of high-quality pastoral care is grounded in the core values of the College; Care, Dignity and Respect. By adhering to these core values, Pacific was able to provide continuity of pastoral care online and it was from this starting point that other elements of adaptation took shape. Collaboration was key as the Pastoral Care and Wellbeing teams set about planning. Prep to Year 5 staff, Pastoral Care Group (PCG) teachers and students quickly adapted to the new way of connecting with each other online.

Humour and fun are crucial to our overall wellbeing. So, as well as the more formal aspects of our pastoral care program, there was also a variety of light-hearted activities introduced to maintain connections. It was a group effort; both staff and students took initiative and together, were key drivers of innovation, connection and engagement. There were virtual challenges, dress-ups, sharing of video messages, jokes and bake-offs within classes and PCGs. These activities provided much

needed relief and comfort, especially during the early stages of adapting.

The many and varied online chapels and assemblies, including the moving ANZAC Day Service, provided a maintenance of the connection to College life. In particular, the enthusiasm and positive mindset of our Year 12 leaders created a sense of unity across the entire community. The College Captains were instrumental in leading the online assemblies, coordinating video messages between the Year 12 and Year 2 buddies and even created a Popsiko dance video for a Prep to Year 5 assembly. The Pacific Action Group Captains continued to hold meetings online and worked together with the College Captains and

“As well as the more formal aspects of our pastoral care program, there was also a variety of light-hearted activities introduced to maintain connections.”

Year 12 cohort on a variety of initiatives to bring people 'together'.

Across Prep – Year 5, staff maintained connections with students over the phone to check on their wellbeing. Across Year 6-12, students engaged in weekly wellbeing quizzes during pastoral care time. The data gained from these check-ins provided a window into how students were tracking socially and emotionally. Many students reflected that the consistency of routine gave them solace during such an uncertain time. The Wellbeing Weekly provided a range of ideas for staff and students to consider as they grew in their capacity to cope with the new normal. The importance of students having control over how they responded to change was also reinforced regularly.

“In particular, the enthusiasm and positive mindset of our Year 12 leaders created a sense of unity across the entire community.”

Ultimately, adapting to the changes during online learning required students to tap into their resilient selves. Even now as we embark on another semester, students are continuing to learn to adapt to change. As a community, we have supported and gently encouraged each other to learn new skills, all the while trusting that God walks with us. At Pacific, it is through our personal relationships with each other that as a community we have been able to adapt so well to the changes that are occurring around us.



A reflection from our Head of Staff and Students P-5

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

Recently I was listening to an ex-Navy Seal consider what it means to measure character. He discussed the difference between skills and attributes. In his explanation he stated that skills direct behaviour for a known situation, how to ride bike or how to drive a car. However, when situations become unknown or difficult, we begin to lean more on our attributes. Attributes like patience, resilience and adaptability become the drivers when we are faced with uncertainty and doubt. We all possess these attributes, but it isn't until we are forced to use them that we understand to what depth they exist.

Schools are busy places and often we are faced with situations where an outcome or direction is unclear. Taking on the role of Head of Staff and Students P-5 this year has been a great privilege. It has meant that I have a front row seat to individuals and groups leaning on and building attributes to support and foster relationships and improve individual capacity.

This year in particular has been a time where people have had to rely on heavily on their attributes to navigate the changing landscape. During Term 2, teachers, students and families embraced new methods of learning and communicating via technology to keep the relational component of our community thriving. Likewise, continued personal growth from an academic and personal wellbeing perspective is the greatest reward to working with the staff and students of the College. This year has been anything but 'normal' but out of uncertainty, immense opportunity and personal competence has flourished.



New spaces enhance *learning*

For many years, Pacific has been intentional in employing a rich, contemporary educational approach that supports differentiated learning contexts and this has included a commitment to transforming physical learning spaces.

This year, the extensions to the library were completed and a Year 6-12 STEM innovation area was created between the existing science facilities.

“Students have greatly enjoyed and benefited from the vibrancy, openness and flexibility of the new library.”

In keeping with the College's commitment, the library and Year 6-12 STEM innovation area are flexible in design, providing visual and physical connection across multiple spaces.

The library extensions include a P-5 STEM innovation area, a senior learning area with kitchenette facilities and the Head of Career Development and Head of VET offices, a virtual learning area, an outdoor garden learning area and an Ideation Hub for staff and students. The extension has also enabled the P-12 Learning Enrichment team to be brought together in a new expanded space. Students have greatly enjoyed and benefitted from the vibrancy, openness and flexibility of the new library.

The Year 6-12 STEM innovation area has quickly become a hive of activity, with staff and students making full use of the space to explore the STEM curriculum. The flexibility of the design means that learning can quickly change between collaborative or student or teacher directed experiences in small or large groups.





Charles represents Australia at *international* competition

In June, senior student Charles Box represented Australia at the Future Problem Solving Virtual International Conference. Charles was invited to participate at the international level after winning his division of the Australian competition last year.

The conference was originally scheduled to be held in the United States, but due to travel restrictions, it was moved online, with competitors from around the world connecting virtually for both the competition and networking events.

Pacific's Head of Learning Enrichment Mrs Jo Belchamber said it was a tremendous achievement for Charles to reach this level of the competition.

"There were only approximately 35 Australian students selected to compete at the event, so it was a fantastic opportunity for Charles to represent Pacific and also our country."

"It's such a huge achievement to reach this level and we're incredibly proud of Charles."

The Conference commenced with an Opening Service and, due to the time difference, Charles was at school by 6.00am to participate.

"Charles was also selected as the Australian flag bearer, so it was exciting to see this come together online," Mrs Belchamber said.

"They showcased each of the flagbearers wearing an iconic cultural outfit and played the national anthems of each country."

Following the service, Charles competed in the Individual Middle Division and the scenario presented focused on problems in a post-terraformed world. Terraforming is the process of deliberately modifying a planet or place's atmosphere, temperature, surface topography or ecology to be similar to the environment of Earth so it is suitable for human life.

In his response, Charles chose to focus on the political implications of a post-terraformed world. In two-hours, Charles developed eight solution ideas and submitted his booklet online.

Following the competition, Charles also had the opportunity to engage in a number of networking events online. In place of the traditional memento exchange, there was an online scavenger hunt, where participants used avatars to collect cultural souvenirs from around the world. Different virtual interaction spaces were also set up so participants could network and chat with other students.

Charles said overall, it was a great experience.

"While it definitely wasn't the same as travelling to the States and participating in person, they did a good job in bringing all aspects of the event online."

"It was exciting to connect with other participants in the interaction spaces and learn about their experiences too," Charles said.

We look forward to ongoing opportunity for our students as they prepare for the National Future Problem Solving competition later in the year.



Virtual reality *enhancing* student experience

This year, virtual reality has added to the breadth of learning opportunities available at Pacific.

While virtual reality is already part of the Information Technology curriculum, it is now being incorporated into other facets of College life.

Through an external training provider, two Year 12 students are currently undertaking a dual course Certificate II in Tourism and Certificate III Events using the technology.

Each Monday, the students attend a virtual auditorium where their course content is delivered live by a teacher. Both students and the teacher have avatars so they can interact virtually through their headsets.

Year 12 student Holly Broadstock said she is enjoying the course so far.

"It's been really fun."

"By using a virtual reality headset, I feel like I'm in a real classroom; I can choose a seat, put my hand up to ask questions and engage with other students in the room," she said.

Similarly, this year, the Careers Department is trialling a new career exploration tool that uses virtual reality.

Work Window takes students into real workplaces across a range of industries, from Fire Fighter to Landscape Architect, with new occupations being loaded every month.

Head of Career Development Mrs Wanda Hayes said the technology was a great tool to assist students in making informed career choices for the future.

“It’s a useful way for students to get a better understanding of what different jobs are really like.”

"Through Work Window, students can choose what aspects of the job they want to explore, are taken on a guided tour of the workplace and can even select questions to ask their host," she said.

"It's a useful way for students to get a better understanding of what different jobs are really like."

Design project connecting community across *generations*

This year, our Year 12 Design class worked with residents at IRT Woodlands for their unit on Human Centred Design. Students were tasked with developing a design concept for a product, service or environment that would enhance the residents' lifestyle and engagement at the centre.

Design teacher Mrs Gina McCarthy said the unit incorporated many of the skills students will require to be successful in the future.

"Students utilised their communication, critical thinking and problem-solving skills to develop solutions for real-world scenarios."

"Ultimately, the project was about making aging more engaging."

"Students really needed to understand and appreciate the needs and wants of the residents and then use designing with empathy techniques to approach the task," she said.

"Engagement and interaction with the residents was integral to the project and students really enjoyed visiting IRT Woodlands."

"The visits were a lovely time of connection and conversation between the students and residents," Mrs McCarthy said.

Student Dylan Burgess worked with a resident who has mobility issues.

"The resident I worked with required the assistance of a carer to get out and about, which is often restricting."

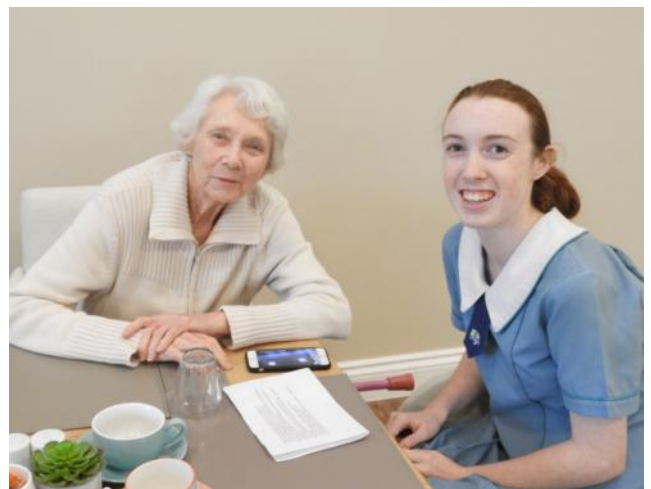
"So, I developed a concept for a leg brace that aims to give them a bit more freedom," Dylan said.

As well as working on the project, Dylan also enjoyed the opportunity to get to know the resident he worked with.

"We had the opportunity to chat about lots of things when we met and it was great to learn about their family and friends."

Throughout the semester, students refined their ideas and designs, before presenting their final concepts to Mrs Gina McCarthy and Head of Industrial Technology and Design Mr Ian Learoyd.

"Students created really great design concepts and we're looking forward to showcasing the results to residents at IRT later this year," Mr Learoyd said.



Supporting *community*

For more than 17 years, Pacific Lutheran College has partnered with The Salvation Army Caloundra to support the local community.

This year, the College hosted a casual clothes day to raise funds and also collected donations of non-perishable food and personal items for the Winter Food Appeal.

In total, Pacific collected more than 1800 individual non-perishable food items, with many families contributing loaded bags of groceries for the cause. Further, \$1900 was raised from the casual clothes day.

Pacific's Head of Senior College Students Mr Mark Hauser said it had been a phenomenal effort.

"As with all things this year, while conditions around our fundraising were different, students, families and staff were still able to show incredible generosity and deliver excellent results in the spirit of community," Mr Hauser said.

"Participation in service learning initiatives such as these greatly benefit students' growth and development. It was especially pleasing this year too that our fundraising was predominantly student-driven."

Senior student Holly Ubrihien was instrumental in raising awareness for the cause, creating a promotional video and appealing for donations from students and staff.

"It's been heartwarming to see everyone band together as community when some of our most vulnerable members need it the most," Holly said.

"The Salvation Army's support and assistance is needed now more than ever, so I'm really proud of Pacific's generosity."

“It's been heartwarming to see everyone band together as a community when some of our most vulnerable members need it the most.”





The *power* of documentation in our Early Learning Centre

Mrs Sue Zweck, Head of Learning K-5

Looking at how children think, learn and how their ideas evolve is the central focus in our Early Learning Centre.

Documentation typically includes samples of the children's work, photographs of the children engaged in collaborating, comments and transcripts of conversations. These documents highlight how the children have planned, carried out and completed their work.

Making the children's learning visible shows them that learning is purposeful, social, representational, empowering and emotional. It also enables children to re-visit and interpret their own learning experiences and encourages them to develop their ideas further.

Our documentation also contributes to the depth of the children's learning as they become more curious, interested, confident and talk about their thinking with each other, their teachers and their families.

Our parents are enjoying becoming involved and contributing to their children's thinking. They have opportunity to listen to their child's thoughts, collect materials they might need and spend time reading with them to expand their thinking.

Recently in Studio 2, documentation featured details around children's collaborative planning.

'In Studio 2, peers have been working together to collaborate, share and record their project ideas. The children have been able to demonstrate their ability to Think, Say, Plan and Do collaboratively.'

'During our daily morning meeting, individuals are invited to share and discuss their thoughts for the day. This allows the children to confidently express their ideas, feelings and understandings by exploring and expanding their language and communication. Our learners are encouraged to positively collaborate with peers to take turns and work together to achieve a group project. Together they express and collaboratively record their ideas through purposeful mark making. Each peer participates by drawing their thoughts on the shared design plan before beginning the exploration and investigation. Children are developing their ability to respond well to ideas and suggestions from others as well as recognising their own individual strengths and achievements.'



The *Cambodia* project

Pastor Tim Jarick, College Pastor

Service is an underlying core value of Lutheran education and is an integral part of Pacific's ethos and educational practice. Service Learning, however, is more than just doing. It also involves learning about issues in the hope of making a difference and sharing this knowledge with others. A significant Service Learning activity of the College is The Cambodia Project.

In partnership with the Lutheran Church of Australia, International Mission and Australian Lutheran World Service, the College has been committed to supporting development projects and raising awareness for a variety of initiatives in Cambodia for more than 10 years.

Every two years, senior students have the opportunity to participate in a service learning and study tour to Cambodia. Leading up to the trip, team members learn about Cambodia, its history and culture, challenges faced by the people, poverty and sustainable development and raise awareness through the wider College community. Funds are also raised to support development projects in Cambodia.

During the last tour in 2018, students and staff had many opportunities to connect, learn and serve with Pastor Sreyliak Tuch and the members of the congregation at Krus Village, the students at the

Rainbow Hostel in Phnom Penh and Bishop Daniel Orn. This included painting the outdoor area of the church complex in Krus Village, hosting a fun day of games and Christmas crafts for the students and participating in the much-anticipated Christmas Service in Phnom Penh, where our team members shared in singing carols and the Blessing song.

“It is hoped that it will not be long before we can reconnect with our Cambodian counterparts in their country.”

Since the last trip, Pacific's current Cambodia team have focussed on raising awareness and funds for these church communities through a range of initiatives at the College. This included selling icy poles in the warmer months of the year. While planning for our 2020 tour has been placed on hold, it is hoped that it will not be long before we can reconnect with our Cambodian counterparts in their country. We pray too for the people of Cambodia who have been affected by the pandemic.

Year begins on a *high note* for musicians

In February, Pacific hosted its first Senior Ensembles Music Camp, giving students the opportunity to hone their skills and form strong bonds to commence the year. More than 50 students participated in the experience, which was held at the Watson Park Convention Centre in Dakabin.

Over the weekend, students undertook intensive rehearsals in their ensemble groups and also as a large group. Additionally, they participated in a number of exercises aimed to build personal connections among peers.

Senior student Chelsea Kokavec said the camp was a great experience.

"It was inspiring to be surrounded by so many great musicians and to learn from the fantastic teachers."

"As someone new to the music program, I felt immediately part of the ensembles and the collective group. We all formed great bonds and it was good to meet and connect with so many like-minded people," Chelsea said.

Overall, the weekend was a great success and culminated with a Showcase Concert on the Sunday, which was well attended by families.

"The students' energy and excitement was palpable over the whole weekend and created a great atmosphere for collaborating and creating music," Pacific's Head of Music Mrs Aleisha Tuaine said.

"Having a full day of intensive rehearsals allowed us to create pieces we were proud to perform at the Showcase Concert," Mrs Tuaine said.

Pacific's Head of Instrumental Music Mrs Helen Williams agreed.

"The standard of performance achieved in a very short amount of time was amazing and the concert was thoroughly enjoyed by all who attended," Mrs Williams said.

The camp will be a bi-annual feature on the music calendar!





Seeking opportunity from challenge in *sport*

During Term 2, sport was perhaps one of the most challenging programs to deliver online for learning at home. Our Head of Sport Mr Darren Hooper and his team had to really think outside the box and get creative to make the program accessible to everyone. The team set out with the aim to make lessons personal and authentic and as such, video was heavily relied upon. Ultimately, the Sport Department was able to facilitate an effective program that built engagement, assisted with wellbeing and helped to maintain connections between staff, students and families.

There were two elements to the online sport program, the first being individual skill development. The individual skill development sessions were designed for students to use during their weekly timetabled sport time. There was a range of different sports that students could access for sessions including basketball, dance, netball, rugby and soccer. Pacific also collaborated with external trainers to offer skill development in low and high intensity fitness and surfing, with local surfer and 'aerial superstar' Reef Heazlewood, leading all of these sessions.

The second element was weekly 'Beat the Teacher' challenges, which were a light-hearted way to encourage students to get active and have fun. Each week, a

different staff member completed repetitions of a skill or exercise in a set amount of time. Students then had the opportunity to attempt the challenge and see if they could beat the teacher's results. The challenges ranged from dribbling a basketball to doing sit ups and even College Principal Dr Bronwyn Dolling got involved, setting a ball throwing task.

Students were encouraged to video their sport lessons and 'Beat the Teacher' challenge attempts and share these with staff. This created a strong two-way connection between the College and families and it was also pleasing to see parents getting involved and participating with their children.

“Ultimately, the Sport Department was able to facilitate an effective program that built engagement, assisted with wellbeing and helped to maintain connections between staff, students and families.”



Key to the online sport program's success was ensuring the safety of students at home. Safety requirements and guidelines were established for each session and both students and their parents had to watch a safety induction video before participating. Students were also required to have parent supervision to complete sessions.

“This created a strong two-way connection between the College and families and it was also pleasing to see parents getting involved and participating with their children.”

Once students returned to campus, new challenges needed to be overcome as many restrictions remained in place for sport and sporting activities. During this transition phase, there was again great opportunity to get creative with the way sport was delivered, especially in relation to our Inter-House Carnivals. In particular, it was important to maintain the strong community feel and spirit.

A Virtual Cross Country Competition was run for three weeks at the end of Term 2. Students, parents and staff all had the opportunity to participate and gain points for their house. Participants had to log their kilometres and submit them to be recorded. This was a hugely popular event that again encouraged families to get active together. As a whole College, we were able to run more than 7800km during the three weeks! If we plotted this on a map, we travelled from Pacific, up to Cairns, across the Northern Territory to Karratha in Western Australian and then all the way down the coastline to Margaret River.

Another exciting initiative from the Sport Department was the Virtual Surf Challenge, which was held across the school holidays and start of Term 3. More than 50 students registered for this event, which was open to both surfers and bodyboarders. Participants were required to film their best two waves over the period and submit a video for judging by our guest judging panel.

Overall, online sport proved a huge success and as we have transitioned back to on-campus learning, it has remained an important dimension of College life for students' wellbeing.

Pacific Lutheran *alumni*

Our alumni share what they have accomplished throughout the years



Olivia McCluskey
2017 Graduate

Through my final year at the College, my sights were set on becoming a doctor. I was near graduating when I received astounding news: a medical program based entirely on the Sunshine Coast was to commence the following year! A few months later, I was fortunate to receive one of 20 offers to study a Bachelor of Medical Science at the University of the Sunshine Coast and I jumped on the opportunity.

Being a part of the university's first medical science cohort has been exciting. I have made lifelong friends and enjoy the independence of university life. Studying on the coast has also allowed me to stay living with family.

Outside of university, I work as a medical scribe in the emergency department of a local hospital. This is a unique role where I work closely with physicians, recording details on patient history and examination findings. It's a great chance to see first-hand what I have signed up for!

I am now in the final semester of my degree and on track for acceptance into Griffith University's Doctor of Medicine program. This program, based at the Sunshine Coast University Hospital, will take me through until 2024 when I will (fingers crossed) graduate as a medical doctor.



Jackson Turner
2014 Graduate

Life after school has been nothing short of wild! Over the past six years, I've been to places that I never knew existed and seen things that a lot of people won't see in their lifetime. This kind of excitement was exactly what I was hoping for in the final years of school, but just like most people, I didn't know how I was going to get there. All I knew was that sitting behind a desk for the rest of my life wasn't going to cut it!

After graduating from Pacific in 2014, I enrolled in a Bachelor of Paramedic Science at the University of the Sunshine Coast, which wrapped up in late 2017. Since early 2018, I have been working around Queensland as an Advanced Care Paramedic with the Queensland Ambulance Service

(QAS). I am currently working in Metro Brisbane and am enjoying the variety that the city and surrounding suburbs provide. The QAS has been an incredible journey so far, which provides new excitement every day. When I arrive to work in the morning, I don't know if I'll be sent to work alongside a rescue helicopter at a critical incident or help an elderly person who's had a fall. It's the uncertainty for what's coming next that keeps the job fresh.

I think that paramedicine is one of the greatest and most rewarding careers that I could have found myself in. As such, I have decided to continue my professional development and have enrolled in a Masters of Critical Care Paramedicine.



Jez Lofthouse
2017 Graduate

No matter which sport you're interested in, Pacific is passionate about giving all athletes the chance to learn and excel.

I moved from Brisbane to the Sunshine Coast in Year 2 and Pacific gave me my first real chance to play football for the mighty Pacific Eels. Alongside playing for the school team, I trained every Friday morning before school in the George Cowie Football Academy, another opportunity provided by the College. These years at Pacific is where my love for football and sport began. I played a variety of sports including basketball, touch footy, volleyball and athletics through PE lessons and interschool sport and also completed a traineeship in Sports Development (Coaching) in my senior years. I have great respect for the PE teachers; they were exceptional role models.

Since graduating, I have been playing semi-professionally for Olympic FC, a Brisbane club in the National Premier

League (NPL). I was signed by the club at 17 years old and since then have been awarded the NPL Queensland Young Player of the Year in 2018 and was a finalist for the award in 2019. I have been in the NPL Team of the Season for consecutive years and was selected to play in the All Stars team against the Roar Legends at Suncorp Stadium, where I scored the opening goal. Playing in Australia's second tier competition, I have been fortunate to hone my skills and be mentored by a number of former A-League and Socceroo players and I also have an exceptional coach.

As well as playing football, I am currently studying a Bachelor of Sports Studies at the University of the Sunshine Coast and am part of their High-Performance Athlete Program. This course provides great theoretical knowledge, which compliments my sporting aspirations and desire to pursue a career in the sports industry.



Blake Davis
2007 Graduate

I started at Pacific in Year 8 in 2003 and was part of the third cohort to graduate from the school in 2007. I met my (now) wife Sigrid (nee Prince) at school and we started dating during Year 12.

Since finishing at Pacific, I went on to complete Commerce and Business Management degrees at UQ, living at college for three years. After university I worked in risk advisory at an accounting firm in Brisbane while becoming a Chartered Accountant.

We moved back to the Coast in 2016 and since then I have been working in business sales, mergers and acquisitions at Divest Merge Acquire, a national firm headquartered in Mooloolaba.

Sigrid completed a Nursing degree at USC and has since gone on to complete further post graduate study. She commenced her career at the

Royal Brisbane and Women's Hospital and is now a clinical nurse in the neonatal unit at SCUH.

We have two beautiful kids, Edward (4) and Hazel (2). Both currently attend Pacific Early Learning and we've recently enrolled Edward into Pacific for Prep starting 2021. As parents, we are really looking forward to watching him grow and adventure at Pacific, knowing it holds a special place in our hearts. Not only are we looking forward to it, but Edward's grandparents are very excited to watch their grandson start school where their children attended.

We both really enjoyed our time at Pacific and believe the values and knowledge we acquired set us up for the great life we're now living. Many of our closest friendships were made at Pacific and remain strong today – many of these friends have children of their own who are very close with ours.



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