

# COMPASS REVIEW

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Pacific Lutheran College 2021

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**Celebrating 20 YEARS of quality learning**

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# Celebration, Reflection and Calibration

*Dr Bronwyn Dolling, Principal*

Significant birthdays for people and communities are times for celebration, reflection and calibration. This is certainly true for Pacific as we celebrate our 20th birthday this year. It is a time, as individuals and as community, where we celebrate culture, achievements and contributions. Where we reflect and hold firm to those things that define, enrich and strengthen. Where we calibrate for the changes that enable us to grow well in the present and into the future.

We celebrate, that together with parents, we nurture young people to grow deeply within, to grow in their relationships with others and with God, to grow in their capacity to learn and to use their capabilities to make a difference. We celebrate a culture that encourages hope, purposefulness, curiosity and creativity. This culture is evolving and self-sustaining as it draws on the synergy of God's grace and ageless wisdom through Lutheran theology and the renewing research of positive psychology and Harvard's Project Zero team. This rich strength-based culture provides opportunity for people to flourish as individuals and as community.

In this anniversary year, we celebrate the very significant contribution of College Council members, staff, parents and students. A strong generosity of spirit has permeated Pacific from the beginning. From 2001, where College Council members, staff, students and parents came together to lay turf and plant trees, this generosity has provided rich opportunities. It has enabled young people to learn and contribute to a service-oriented community that enriches the lives of people within and beyond our community.

Young people's achievements have been celebrated through, recognition as top academic achievers of the state, national representation in sport and

Future Problem Solving competitions and state representation in robotics and technology competitions. Our students have showcased their talent in musicals, dance and ensemble groups, and achieved internationally recognised Duke of Edinburgh awards. We have celebrated young people who have given their best, learnt through mistakes, overcome obstacles, lived with challenging circumstances and had the courage, faith and resilience to make a difference for themselves, their peers and the broader community.

As we look to the future, we hold firm to this rich culture and grow the capabilities needed to thrive in a rapidly changing world. We recognise the need for young people and adults to grow in their agency and co-agency to make a difference for themselves, their families, the broader global community and for the planet. As a community and as individuals we need the agility, capability and values to respond wisely to changing circumstances. The opportunity for organic leadership beyond formal roles is highlighted in research associated with high performing organisations, including schools. This year's theme of Enhancing Agency Through Deep Connections has focused on fostering connection in all aspects of the College's culture. An emphasis has also been on enriching the agency of small teams of staff, students and parents to contribute to the strong tradition of innovation and improvement.

As we celebrate, reflect and calibrate, we are thankful for the people who have contributed so generously and capably to the shaping of a rich culture of growth and possibility. We are grateful to God for the very many blessings He has given this community. We are excited about the future and the capacity of this community to continue to chart a powerful path with People the Focus, Learning The Purpose and Christ the Way.

# Pacific Plus

## The Teaching and Learning Team

Pacific Plus is a program of enrichment and extension for high ability learners in Year 6. The program is underpinned by existing college frameworks and philosophies, including Harvard Project Zero Teaching for Understanding (TFU) and the PERMA model of Positive Psychology. The focus is on students forming connections with like-minded learners and enhancing a culture where high academic ability is celebrated within the Middle College student community.

The first phase of Pacific Plus involves an 'academy' style approach in which students and teacher's partner in co-construction of the learning goals, using the Teaching for Understanding pedagogical framework. Teacher coaches facilitate the students' investigation of a shared theme (in this case, Survival) selected through a process of philosophical inquiry. Teacher mentors accept student research proposals to engage with students one-to-one, and then support the student as he or she develops an individual enrichment / extension research project around the theme. As part of their research proposals, Pacific Plus students determine an inquiry question, the research technique, technologies to be employed, the most appropriate audience and the form the final product of their learning will take.

Individual Research Projects already completed include:

- › Jax: A detailed response to the question, 'Would life be meaningless if you lived forever?' Presented and recorded as a Ted Talk. Mentor Mrs Linda Sydes
- › Aliyah: 'How have Greek Myths prevailed through aspects of contemporary culture?'. Presented as an interactive display and iMovie. Mentor Pastor T Jarick

- › Amy: 'How can Nanotechnology be used to extend the life of humans?' Presented as a scientific research paper and Prezi presentation. Mentor Mrs Kristie Brock
- › Abby: A research investigation, 'How can we help Australia's most endangered marsupial, the Gilbert's Potoroo?' Presented as an awareness-raising Prezi to Year 2 students. Mentor Mrs Lu Pollard
- › Flynn: 'If you were immortal, and something bad happened, would you desire death?' Presented as a philosophy paper to Year 9 philosophy students. Mentor Mr David Simpfendorfer

Pacific Plus is an initiative driven by the desire of the Pacific teaching community to meet the needs of all learners. Each week illustrations of practice and student learning insights are recorded. This allows teachers to observe and reflect on how highly able students think and learn as part of continuing professional development. Pacific Plus goals for Teaching and Learning include:

- › Raising student and teacher expectations for intellectual and academic excellence
- › Responding to the affective needs of highly able students in an inclusive setting
- › Incorporating evidence-based professional development
- › Focusing on the different way that highly able students learn
- › Promoting differentiation for the range of diversity in Middle College classrooms





# Reimagine, Reinvalidate and Reconnect

## The Pastoral Team

How often do we get stuck in the routine of everyday life; alarms, getting ready for work or school, appointments, schedules, timetables, home learning, extra-curricular pursuits, spiritual nourishment, dinner preparation, social engagements, let's not forget about sleep, and so on. It is exhausting for many just thinking about it. For the positive psychologists reading this, they may form the view that these day-to-day experiences could indicate a person's 'flow' or engagement in the rhythm of life. In fact, researcher Mihaly Csikszentmihalyi contributed to the work on positive psychology when he spoke of the concept of flow. For Csikszentmihalyi, being in flow meant being in the zone. His studies suggested that flow occurred when challenges stretched existing skills. Moreover, there needed to be clear goals and immediate feedback about how one was tracking. How challenging indeed then, was COVID, as it disrupted our flow and shocked us into change.

### Reimagine (Junior College)

The adaptation that was necessary last year in the face of many challenges, provided an opportunity to dissect what pastoral care and student wellbeing meant in our school context and how our programs and attitudes shape the future of the students in our care.

The backbone to our social and emotional wellbeing program in the Junior College for many years has been the You Can Do It program. Traditionally, this program has looked at individual capacities of resilience, confidence, persistence, getting along and organization, as separate. The move to overarching themes such as relationship and achievement has broadened our view on wellbeing and allowed more flexibility in the staff and student thinking around how we teach the You Can Do It program in the Junior College. Coupled with the 12 Positive Attitudes such as growth mindset, taking

risks and working tough, students are developing a broader understanding of what a holistic pastoral program seeks to create.

Our staff continue to upskill their capabilities and have been trained in the use of the circle time kit. This program uses the equilibrium of the circle to promote equality and provide learning opportunities that teach specific skills to equip young people to understand the perspectives of others, develop empathy and explore forgiveness. Coupled with our established practices around restorative conversations, circle time provides a level of understanding necessary for when situations arise that require further investigation.

The intentional linking of our College threads into our conversations has enabled our students to see the connection between our individual relationships with God and how His will allows us to learn about ourselves and others. By addressing our threads in assemblies, devotions, and chapel, we are intertwining the theology intentionally throughout our pastoral program.

In reflection of our whole school process, there was much discussion around numerous examples of year levels being exposed to new learning opportunities. Through discussions and dialogue, we have undertaken an intentional roadmap of milestones that aim to increase agency and resilience. By developing a series of touchstones for year levels we are establishing clearer expectations and multi-factored strengthening of connections within the College. Our hope is that by drawing on learning in and around social and emotional growth, we are allowing our students to build on learnings from previous years and also develop a framework that encompasses all aspects of wellbeing provided at the College.

## Reinvigorate

Greek philosopher, Heraclitus is credited with saying, the only constant in life is change. It is this statement that resonates strongly with me as I ponder the impact COVID has had on our lives and in particular, our College community. There is no escaping the fact that change leads to a range of emotions, including, but not limited to grief, anger, frustration, anxiety, and confusion. The period after the disruption to the status quo is often referred to as chaos.

Fortunately, our College community drew on the strengths of many and through measured planning and considered decision making, adapted quite readily to the impact of the health crisis. Indeed, it was the collective leadership capacity of all that meant, as a College we were able to adjust, particularly in Middle and Senior College, to year level based Pastoral House Groups (PHGs). There was genuine value in being able to deliver pastoral care in this form. Nevertheless, following a period of

other fundamental aspects of student formation and wellbeing. The outcome of which has resulted in growing staff and student capacities to lead in a variety of areas of pastoral care time, assemblies and delivering the message at our chapel services.

Our orientation day, held during staff week, ensured new students to the College were able to gently take in what would be their new environment, learning and play spaces. The support of year level 'buddies' and older student leaders combined to create an atmosphere of care and comfort. The absence of the greater student population meant that there was more focus on their needs during this day.

PCG teachers have invested a tremendous amount of time into conducting academic care conversations since Term 1. Significantly, there has been a considerable shift to an online and centralized storage of student goals and strategies. This shift has also reinvigorated the crucial role of PCG

to sharing more with our community about this relationship as it flourishes.

American author, Parker Palmer, suggests we lead who we are. As a Lutheran community of learners and leaders for 20 years, we have continued at Pacific to place our focus on being innovative in our approach to pastoral care, and relational in the support of each individual.

## Reconnect (Senior College)

One of the most significant understandings that we discovered from 2020 in the Senior College, was the importance of real connections. From these findings, 2021 has been focused on strengthening existing connections and creating new ones for students in Years 10-12. The College Captain's focus this year aligned strongly with this as they discussed and planned for connections throughout the College for the year. Their initiatives have helped create valuable opportunities for all through their planning of the first ever Year 12 retreat, more consistent and deeper connections with Year 12-2 buddies, Year 11 leadership days and leadership development, cohort building at Year 10, running activities for Year 6 students at lunchtimes, and greater connectedness with past alumni.

Over the past 12 months, we have also understood the significance of our Pastoral Care program and the role that senior students have in the shaping and moulding of the culture of the College. Our learnings from COVID, after experiencing a year-level approach to Pastoral Care Groups, demonstrated that the connectedness that younger students have with Senior College students is valuable in a range of areas. Mentoring pathways within PCGs is an excellent way of developing and maintaining culture and connection for all involved (students, staff and parents). It is a vital part of what we do at the College. Learning from this, the Senior College Personal Development program has been reshaped to explore how students in Years 10-12 can have deeper connections with each other and others across the College, and examines the influence and impact that each year level can have for the betterment of others.

“One of the most significant understandings that we discovered from 2020 in the Senior College, was the importance of real connections.”

consultation with staff and students during the latter stages of 2020, and with an easing of COVID restrictions, the decision was reached that we would return to a vertical structure of pastoral care. Importantly, reverting back to PCGs created an opportunity to re-invigorate what is at the core of our pastoral care provision at the College. Nurturing of positive, purposeful and caring relationships within and between year groups and their teachers.

The commencement of the year provided staff with an opportunity to engage in workshops that focused on restorative practices, circle time and leading devotions. There has been continued dialogue on these and

teachers take on as mentors. Likewise, there are plans in place for peer mentors to be trained in senior college to support middle college students.

We continue to provide incredible support to The Salvation Army, through the Red Shield Appeal, and it was a delight to see such huge numbers of students and staff attend the Anzac Day march earlier in the year. Our students continue to support community and engage in service opportunities. This year we have also been able to begin a new relationship with Youturn, a youth support charity that focuses on child safety, youth homelessness and mental health of young people within the Sunshine Coast region. We look forward



# A Reflection From Our Head of Staff and Students P-5

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

As we reach the milestone of 20 years since the College's inception, it is timely to reflect on what it is that our pastoral care program has set out to achieve and where our intentionality lies. Often, I deliberate on the staff and students across Prep to Year 5 and reflect on the diversity of thinking, learning and development of those associated with the college. I am reminded that our differences don't separate us, but rather bring us closer together.

We are diverse in nature but meet our expectations as one. The collective good of the community is increased when we value the unique roles each plays in its outcome. Our core elements of care for self, care for others and care for the environment combine with our key pastoral messages of care, dignity and respect to empower our students to flourish as individuals and provide clarity to our staff. Words alone cannot set the tone for the emotional growth of our young people. The connection of achievement, relationships and emotional regulation that are intentionally revisited through all our interactions and learning opportunities, whether they be in assemblies, learning spaces or individually are the approaches that we are purposely signposting for our students. We may be individuals, but we share one future. By establishing our values and providing tangible examples of what social and emotional growth

looks like, we are providing a clear scaffold for our young people to grow, for our collective future.

Our theme of enhancing agency though deep connections has become the driving force behind the alterations in our Year 5 service-learning program. Traditionally, our Year 5 cohort, as leaders of the Junior College, have had various roles across the College. Although they were adding value to the college, the students were eager to have a stronger presence and increase their contribution in a service-learning capacity.

In consultation with staff the "Gawun" was devised. Gawun is the Gubbi Gubbi/Kabi Kabi word for care and in their high-vis vests, our Year 5 students are now a more visible presence across the Junior College. Students devised and nominated the various ways they would like to support the Junior College and we now have Gawun program participants walking younger students onto the campus, organising sporting competitions and games at lunchtime, reading with younger students and supporting staff in the library at breaks. This program has been devised by our students and is shaping a positive culture by setting examples of care and forming positive relationships with our younger students. The Year 5 students have big plans for the future and I look forward to supporting them in growing the Gawun program this year and into the future.





## Red Shield Appeal

### Supporting our Community

Pacific has had a long association with the Salvation Army. The work that this organisation does in the community is significant to thousands of people in a variety of difficult circumstances, and we see it as an important mission to support. The impact of COVID has been great for many families and businesses, including the Salvation Army and their work. So now, the support of the Pacific community is more vital than ever.

The Red Shield Doorknock Appeal has always been one of the Salvation Army's major fundraising events of the year and money raised from this day of collection is pivotal for the continuation of their work. Unfortunately, COVID has had an impact on the College's ability to participate in a physical 'doorknock' over the past two years, so we have reimagined other ways in which the community can support the Salvation Army's Red Shield Appeal throughout the month of May.

For this to be successful within the community, it was important to incorporate a student voice to discuss ways in which we could maximise

donations. In 2020, student leader Holly Ubrihien drove the food drive and casual clothes days to raise donations of money, food and other items to give to the Salvation Army.

This year, a group of Year 11 students, in conjunction with the College Captains, met regularly to brainstorm and enact student-led initiatives to fundraise for 2021. This resulted in a strong emphasis on service for the Red Shield Appeal throughout the month of May, with the implementation of a focused food drive, awareness-raising

at assemblies and in notices, a guess-the-jelly-bean competition, casual clothes day and a planned 'Sleepout for the Homeless' event in Term Three.

The funds raised from these initiatives came to more than \$2,500 and 1,672 food items were donated, which represents the strength of the community supporting the Salvation Army and their work.

We look forward to continuing our support of the local Salvation Army throughout the remainder of 2021 and beyond.



# Supporting Children's Sense of Agency

## Early Learning Team

Agency is defined as being able to make choices and decisions to influence events and to have an impact on one's world. To help build a child's sense of agency we recognise that they can initiate their own learning and empower them to make their own choices and decisions.

Having a sense of agency is very much linked to each child's sense of belonging. A sense of belonging develops when a child has developed trust both in the adults around them and the environment.

Developing a trusting bond is driven by our image of the child. Offering of choices and supporting each child's sense of agency sends a message to each child that they are strong, capable and curious with capacity to make choices for themselves.

At Pacific Early Learning we listen with respect to children's voices, their words, and their ideas. We model trust and collaboration, showing the children that their ideas matter.

"Listening means being open to differences, recognising the value of another's point of view and interpretation, thus listening becomes not only a pedagogical strategy but also a way of thinking and looking at others."

In our day-to-day interactions with our children, we support children's agency by:

- › Promoting independent learning and play, incorporating positive risk taking
- › Asking questions that give the children an opportunity to lead their own learning
- › Allowing flexible routines led by the children – their cues and behaviours rather than the clock
- › Ensuring the children's contributions, ideas and interests are reflected in the days planning
- › Promoting independence and self-help skills by having the children participate in the daily tasks

“ Having a sense of agency is very much linked to each child's sense of belonging. A sense of belonging develops when a child has developed trust both in the adults around them and the environment. ”

The following quote from Carlina Rinaldi from Reggio Emilia sums up the importance of listening to children:

We follow the individual 'meander' of each child's learning journey, observing, co-constructing, learning together and sharing the joys of wonder and discovery.



# The Hopevale Project

*Pastor Tim Jarick, College Pastor*

One of the pillars of learning at Pacific is learning to be culturally aware and tolerant. As a Christian learning community, we value diversity, the gifts of culture, and the significance of language. In our multicultural society, we have a responsibility to be culturally aware and engage with the first nations people of Australia. One way to engage with the rich culture and history of indigenous Australia is to connect with people, place and language. Pacific is working towards providing such cultural and service-learning opportunities for students.

Pacific is planning to send a small group of senior students and staff to visit, immerse, and connect with the people of Hopevale in Far North Queensland. Hopevale is an indigenous community of 1000 people, 40 kilometres northwest of Cooktown. The people of Hopevale speak the Guugu Yimithirr language, and the black and white cockatoo is their moiety. Hopevale has

had a long and deep connection with the Lutheran Church, going back to the German missionaries who settled there in 1886. One Guugu Yimithirr word that all Australians know is the word "gangurru". This word has entered the English language through Joseph Banks. When Captain Cook's ship was being repaired on the Endeavour River in 1770, both Banks and Cook recorded in their journals the word "kanguru" which has changed over time to the word we use today "kangaroo".

The purpose of the Pacific Lutheran College visit to Hopevale is to:

- › Immerse students in an indigenous community to develop relationships, learn some of the complexities and challenges of First Nations people in Australia, and trial an ongoing partnership with the community.
- › Engage students in connecting with the work of the Lutheran

Church in the Hopevale community by appreciating the history of the mission and current church and community dynamics. To come as a guest, to learn, have perceptions changed, and be appreciative of the complexities and problems.

- › A longer-term purpose is to encourage students to develop a reconciliation action plan for the college. This involves a relationship with indigenous people that is more than transactional and benefits our connections with the local Gubbi Gubbi people of the Sunshine Coast.

On Pentecost, Christians remember God's Spirit coming to people in a particular place and particular languages. We pray that students involved in this Hopevale project will be transformed by the Spirit as they learn the richness of culture, of our indigenous brothers and sisters.

## Music at Pacific

*Mrs Aleisha Tuaine, Head of Music and Mrs Helen Williams, Head of Instrumental Music.*

Instrumental Music began with a buzz of excitement as 63 students climbed onto the bus and headed off to our Senior Ensembles Music Camp in Dakabin for a weekend of music making and friendship building.

We went at the end of week three, taking 11 nervous Year 6 and 7 students who were new to our senior ensembles. It didn't take them long to relax as they raced each other around the room at our game's night! We followed this with a massed choir rehearsal, before heading to bed early to prepare for the busy weekend ahead.

Throughout Saturday and Sunday, students spent many hours rehearsing new music in their ensembles, with some students splitting their time between as many as five ensembles. Despite the long hours of playing and

hot weather, spirits remained high and there was still plenty of energy left for running around, throwing balls, playing handball and even jamming together!

On Sunday, we held a short concert for parents, showcasing our work from the weekend. After a year of very limited performance opportunities in 2020, it was wonderful to perform for an audience of parents, siblings, and grandparents. As Music teachers, we could not be prouder of the effort and conduct of our students over the weekend. It was a fantastic way to start the year and has set us in good stead for the rest of 2021.

After a false start last year, one of the most exciting new groups to come out of our Music Camp was our very first PLC Marching Band. In response to a request from the Caloundra RSL, Senior

Concert Band students were eager to form a marching band to support the annual Caloundra ANZAC Day March. We spent many mornings marching on the College oval as we endeavored to coordinate our playing, marching on the correct foot and staying in straight lines. While it was no easy task, we were very proud to form up on ANZAC Day and played extremely well.

On the day, 34 students, supported by Year Six Teacher, Mrs Linda Sydes as our drum major and Mrs Helen Williams and Mrs Aleisha Tuaine rose to the occasion, leading the always impressive PLC contingent with pride. The community support and feedback from the March could not have been more positive. We look forward to carrying on this new tradition for many years to come!



“Instrumental Music began with a buzz of excitement as 63 students climbed onto the bus and headed off to our Senior Ensembles Music Camp in Dakabin for a weekend of music making and friendship building.”



# Outdoor Education

*Ms Kim Wood, Head of Outdoor Education*

The words 'outdoor education' often conjure up images of people carrying heavy backpacks, trudging through mud and climbing mountains all in the name of character building. Here at Pacific, Outdoor Education has shifted to a different focus.

Outdoor Education at Pacific is education that happens in, about and for the environment. Our focus is the holistic development of the social and emotional capabilities required for young people to navigate their way to embrace the opportunities and challenges of modern life. Put simply, developing understanding of ourselves, others and our environment. While the Outdoor Education department still utilises activities such as hiking or bike riding, the development of skill to complete these activities is no longer the focus, but instead these activities are the vehicle for conversation. These activities provide stimulus for thinking, reflection and exploration of personal and social capabilities that contribute to life-long learning. While

their self-talk and emotions. Each year level program has age-specific themes reflecting the focus of social and emotional learning of that age group. As students progress into the Senior College, they have the opportunity to continue their development of leadership qualities and competence in outdoor environments through the Duke of Edinburgh Award Scheme. The College provides one adventurous journey each term for the Duke of Edinburgh students to stretch their capacity outdoors and explore our state's unique National Parks.

For many years researchers have been singing the praises of connection with and time in nature as nourishing for our health and wellbeing. We know that even as little as 20 minutes in nature can have physiological effects on reducing our stress hormones and improving concentration.

Many of us have experienced the recent forced slowing down and readjustment to pandemic life, finding ourselves taking time outdoors in nature

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We know that even as little as 20 minutes in nature can have physiological effects on reducing our stress hormones and improving concentration.

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the recreational skills of paddling a canoe, riding a bike or learning to navigate outdoors can be empowering for young people, the exploration of who they are, how they interact with others and the world around them are capabilities for navigating day to day life.

Our current Junior and Middle College Outdoor Education experiences are scaffolded to provide positive personal experiences in outdoor environments and to grow each young person's ability to work in teams and manage

for solace and soothing of our minds and body. You don't need to go to the depths of the wilderness to experience the benefits of time in nature, nature is outside your window, it's the fresh breeze on your cheeks, it's the sunset each night, it's the park down the road, it's what your mind and body needs. A dose of vitamin "N" in nature is just what many of the doctors are ordering as both a treatment and prevention for the busyness of our modern day lives. Take a deep breath, step outside and take the time to fill your heart and mind with the goodness of nature.



# 20-Year Anniversary

## The People



**Foundation Staff - Back Row:** Erica Carver, Ruth Krause

**Front Row:** Carolyn Sainty, Jocelyn Martin, Peter Weier, Dr Bronwyn Dolling, Janine Stone, Sue Arahill, Brian Doolan



First school assembly on Day 1



First school assembly on Day 1



Dr Dolling welcoming the first arrivals on Day 1 of the College opening in 2001



# 20-Year Anniversary



Official Opening Sunday 10th May 2001

## A Reflection by Mike Healy, Business Manager and Foundation Staff Member

My 20 years at Pacific Lutheran have passed by remarkably quickly. It has been an exciting ride at times, especially in the early days. Things feel more settled now, but we still get the odd curveballs.

The facilities were very basic in the beginning and the budget was tight. I remember the first time we ran the Ocean Festival as an evening event in 2013. The weather was perfect and we had great support from the local community. The place was buzzing!

I feel a great sense of pride when I consider all the building projects that we have done in the last 20 years. I have been heavily involved in the delivery of most of them. There is still a lot to be done but when I think about what was here in the beginning to what is here now, it is very satisfying.

Pacific Lutheran has been a huge part of my life. I've spent practically half of

my working life here. My two children did most of their schooling here and I have built many great relationships with colleagues over the years.

What were you wearing back in 2001: I was probably wearing similar clothing to what I wear now!

What was your favourite song: There was a catchy song that I was fond of by Nelly Furtado, I'm like a bird.

What did Pacific look like in 2001: Pacific had two permanent buildings, a demountable and a shed. There was lots of open space and no houses nearby. The adjoining property had cattle grazing and there were many kangaroos. The paddy calves were a big hit with the students.

Sum up Pacific Lutheran in one word: EVOLVING – because it is constantly changing.



Mike Healy at Pacific Lutheran in 2001



Mike Healy staff photo 2021

# 20-Year Anniversary

## A Reflection by **Angela Hill**, Administrative Assistant and Foundation Parent

I feel so incredibly lucky to have been here from the beginning as a parent and then later as a staff member and to have witnessed the growth of the college. I love working in this awesome space with such wonderful colleagues and the most fabulous students and families.

When we first started here there were more cows than students so that's thankfully changed. Obviously the physical layout of the school has changed enormously as well as the growth in student and staff numbers. I think what is especially lovely about Pacific Lutheran is that one thing we haven't changed and that continues to be the focus is our students, families, community connections and wellbeing. Obviously, education outcomes are extremely important but student happiness and wellbeing are equally important.

I have so many memories here, but if I had to single one thing out it would be the times when I was able to participate in Pacific's fabulous outdoor program and see the incredible positive outcomes they bring about.

The thing I most value and what I am most proud of during my time here is the connections I have made with the gorgeous students and their families, as well as the fact that I'm still able to scramble up the climbing wall with the Year 12's, almost to the top without falling off!

Pacific Lutheran College is my family, outside of my own family and friends. It is where I spend most of my days and where I have so much fun every single day. For that, I am constantly thankful for.

What were you wearing back in 2001: I definitely had bigger, curlier hair back then - no straighteners (not that I use one now). I cannot remember what I was wearing, but it definitely was not lycra - noone wore it outside of the gym in those days.

What did Pacific look like in 2001: Pacific looked like a giant paddock full of kangaroos and cows but even then you knew it was going to be a fabulous place to be a part of. I have no idea where the time has gone but I enjoy my time here even more than I did all those years ago.

Sum up Pacific Lutheran in one word: FABULOSITYNESS - I'm known for my strange words that I use to capture a feeling, random but effective I believe!



Angela Hill at Pacific Lutheran in 2001



Angela Hill at Pacific Lutheran in 2021

# 20-Year Anniversary

## A Reflection by **Sue Zweck**, Head of Teaching and Learning K-5 and Foundation Staff Member

I feel very humbled to know that I have been part of such a rich and exciting journey. I have always been lovingly and gently guided by colleagues and our principal Dr Dolling and have grown from an early childhood classroom teacher into a leader. I'm very grateful for so many opportunities.

There have been huge and continuing changes to our College environment over the past 20 years. New and renovated classrooms, administration spaces, play areas and furniture. The building of the labyrinth was very special and spiritual for me. The inclusion of a Kindergarten for three and four year olds which is now an Early Learning Centre for 15 months to pre-Prep has also been a wonderful highlight and a great celebration of valuing our littlest people in our community.

Staff changes have also contributed to our collective thinking and planning for the future.

I think one of my fondest memories at Pacific Lutheran was working with Pastor Rick and other teachers to put in place what would be included in our chapel services. It's very special to still have the same format including the

Blessing Song and 'It's Your Birthday'. These have been at every chapel since the very first one at the college.

I also remember setting up the Preschool space and buying a futon for the children which was received with great appreciation from foundation parents who slept over at the college on weekends, as security.

We did our own classroom cleaning also - there was a lot of sand to clean up in my space!

The personal achievements I am most proud of is my connection to families. It's heart-warming to meet families 20



Mrs Zweck with preschoolers 2001

years on and they have great memories to share and are always so excited to express how their journey at Pacific Lutheran has influenced so many things in their lives. I am also proud of being part of Ministry and Mission - connecting church and school, working with architects to plan new spaces for learning - we have some fantastic areas across the college. Also, being part of the team that unpacked the 4 Pillars and then later Teaching for Understanding and Visible Thinking, giving a distinct and well researched pedagogy.

Being able to serve as Head of Learning for Early Learning to Year 5 has been such an adventure, and still is!

I was also part of a Lutheran Education Australia team that wrote the Early Years modules for Christian Studies - these modules are still used.

Pacific is part of the fabric of my life. I've lived and breathed it, as well as my family for a huge part of my working life.

What were you wearing back in 2001: I was teaching Preschool so dress shorts and easy to take off shoes as we had to set up our playground every morning and rake the sandpit.

Sum up Pacific Lutheran in one word: Mission

## A Reflection by **Sharon Middleton**, College Nurse and Foundation Parent

Being part of Pacific since its establishment is like being part of a huge family. You are part of all the milestones, all the ups, all the downs, see the growth, remember fondly the beginnings and thereby forge the greatest of relationships and friendships.

In 20 years I have seen the College grow from a single building surrounded by cow paddocks and kangaroos to the amazing College we have today. In 2001 the PLC family was small but dedicated and that created a sense of community that set the foundations for the PLC culture.

My fondest memories are of the early days of working bees & planting trees (of which there are still a few left), fundraising events and school socials where you were guaranteed the whole school would attend.

Pacific Lutheran College means friendship to me, my closest and dearest friendships began at Pacific and I feel grateful every day to come to work and do what I do surrounded by people I care about.

Sum up Pacific Lutheran in one word: Community.



Numbering flags for Bronwyn's skydive at the first Ocean Festival



Sharon and her daughter, Pacific Lutheran, 2004

# 20-Year Anniversary

## A Reflection by Sue Arahill, Director of Learning and Foundation Staff Member

Why am I still here? A question I have continued to reflect on over the years. For me, the response is both professional and personal. Professionally I have been inspired, challenged and supported to grow in my role. A College that is committed to offering a contemporary, relevant, and innovative curriculum delivery, requires its educators to be agile and forward-thinking. The opportunities to learn and evolve are there to grab onto if you choose, which keeps me energised.

On a personal note, I have been enriched by colleagues that have worked and continue to work alongside me. We have laughed, cried, shared successes and grown stronger individually and collectively as we learned from successes and mistakes. Each year I am proud of and admire the achievements of the young people that graduate from our College and value the relationships we have forged.

Establishing a school is not easy; the canvas is empty. Amid change and growth, can you find a pedagogical approach that we can continually enhance and evolve to meet the changing needs of today and the future.

In 2007, the introduction of Teaching for Understanding provided a framework to explore rich topics, determine what was most important for students to understand and how they could best demonstrate their understanding. Over the past eight years, our work with Harvard's Project Zero and Mark Church shifted our pedagogy to enrich this framework, making thinking visible and developing students' dispositions to draw on and use key thinking strategies across various disciplines. Our teaching teams are now seen as

experts in this area, presenting at national conferences. In 2018, using the OECD 2030 Learning Framework as a guide, we reflected on The Four Pillars and our pedagogical approach to ensure we were meeting the needs of our students, and we are! As we review and refine our pedagogy, it is the work of our teachers, who always have students at the centre of their thinking, that is something to be celebrated.

Being part of a team with an unwavering commitment to People the Focus, Learning the Purpose, and Christ the Way, is why I am still honoured to be part of the College after 20 years of service.



Mrs Arahill with Wira House Captains in 2001



Year 5 Classroom 2021



Parents and congregation members at first school assembly

# 20-Year Anniversary

## A Reflection by Carolyn Sainty, Administrative Executive Secretary and Foundation Staff Member

20 years at Pacific. Where has the time gone?

Coming from a state school with about 2,000 students to approximately 120 students at Pacific Lutheran College, it was definitely a lovely surprise. It was special to know every student and parent by face and name. A real community spirit.

The admin office/building (the current Year 1 building) also incorporated the preschool classroom, library and tuckshop. So working in the office was always full of surprises. We would experience the sweet sound of young children singing, yelling and laughing, as well as the lovely aroma of food wafting through the door.

Originally, there were only two of us in the office: Dr Dolling's PA/Registrar and myself (reception). Even though there were not many students, time was spent in creating and typing policies and procedures. Nothing existed, so everything had to be created from scratch. We didn't have a sick bay or College Nurse, so we also had to attend to all sorts of injuries.

I was very appreciative of the volunteers who helped with administration in the early days. It was enjoyable getting to know some families while sitting around a table sticking labels to envelopes, then filling them with the fortnightly newsletter to be sent home to families in the mail. Yes, for years we sent

hundreds of newsletters home in the mail.

While working during the school holidays when everything was quiet, it was fantastic to see families of kangaroos coming up close to the building, jumping through the College grounds and sitting in sand pits as if they owned the school.

As the years flew by, one of my many highlights has been watching young children in Prep grow into young adults in Year 12 and to see the beautiful young people they have become. It has been an honour watch them grow and to hear of their accomplishments since leaving school.

From one humble building and a demountable to what you see today, is a huge achievement to all the staff and families.



Mr Doolan teaching Middle College IT 2001



Foundation Cup public speaking 2001



First Teachers Meeting 2000

# 20-Year Anniversary



First Athletics Carnival 2001



First Outdoor Education Camp 2001 at Elanda Point



Beginnings of Music 2001

# 20-Year Anniversary



First public performance of PLC Musicians and PLC Launch 2000



Launch of the office in Bulcock Street 2000



Preps at play 2001

# 20-Year Anniversary

## A Reflection by Janine Stone, Head of Information Technology and Foundation Staff Member

On the very first day of school in January 2001 our student numbers were around 150 and there were seven teachers and so you could say the College has changed significantly!

The buildings for Year 1 to 5 had just been completed and a small group of portables had arrived which contained classrooms for Years 6, 7 and 8. We had mainly composite classes in the first few years across Years 2 to 5 and this worked extremely well.

The administration area and Dr Dolling's office was in the current Year 1 building (F1) along with the Preschool taught by Mrs Zweck and her assistant Miss Erika Carver, staff room, tuckshop, library and meeting area. The staff

room was the common space between the three classrooms in F1. Luckily, we numbered less than 10 as a staff and so could easily fit in the space. It certainly was cozy! There was plenty of room for students in their spaces, but staff and administration areas were tight.

I remember my first day, I was part-time and wasn't sure if I was going to work a full day or half day, until numbers were confirmed upon the students arrival. I was teaching a composite Year 2/3 class and next to me was Ms Ruth Krause in Year 1 and Mr. Peter Weir in 4/5. We had no air conditioning, just windows. When Ms Krause opened her door or windows (she faced the forest), the adjustable doors between the rooms would move in the breeze.

I stayed all day, was appointed full time for the year and every school day since!

The outdoor spaces took time to develop with paths and grass to be laid. This was mainly done with parents' help over weekends. The community of the school was important in the early days and foundation families were always around helping in many ways. In the first six months of the school, we had no cleaners. We cleaned our own tables and shared a vacuum cleaner so that rooms were kept tidy. Teachers even volunteered to clean toilets in the first few weeks until a parent was employed to look after this area.

We were very lucky to have a set of laptops from day 1. The wireless was

already installed and worked well in the classrooms. All classes had access to the laptops, and it was quite easy to keep track of them on a daily basis. The server room was the tiny space in the end of F1. We relied on IT support from an external company and so with no technical help within the school, we often had to solve the problems ourselves until Jason could arrive. Norm Stone was later appointed to provide help with the network and this worked well for several years until the College grew to the point where a tech department was required.

To start our library we were given boxes of books from sister schools. Our catalogue system was very basic, and I was able to staff it during recess and lunch times to enable students to come in and borrow books. It took time to grow the library until it was moved to H block and we gained a librarian.

Ms Ruth Krause and I put together a reading scheme for the younger students. Together with Mrs Roz Fernside, we bought, graded and colour-stickered hundreds of books in a very short space of time to make sure

the children had access to the very best resources from the beginning. We had a fabulous HPE staff with Ms Janene Hanlon who managed all HPE classes as well as the fun athletics and evening swimming carnival.

In the early days our assemblies were held in the sun between the two original buildings until the sail was finished. Here we would all sit on chairs, or sometimes on the floor. I remember that my Year 2/3 class put on a play at assembly, 'Joseph and his technicolor raincoat'. Danielle Turner was my amazing assistant and together we dressed all the children in the class (including a camel) and the result was amazing. It was such a success, that later in the year, our very first musical staged at Pacific, led by Mrs Ferris, and it was none other than 'Joseph and His Technicolor Dreamcoat'.

I really loved working in the classroom with Mrs Danielle Turner as my assistant in those early years. Her care with the children, wonderful positive personality, and sense of humour, made those years the best years of my teaching career. We provided some fabulous

experiences for the children including some interesting science experiments; making a formula for bubbles, testing sunscreen on sausages, camouflaging butterflies on the walls, getting a jungle from the museum for a week, replicating famous paintings and so much more.

For the first few years at the College, I taught in primary classes, and it was not until the third year of the school where I taught Year 5 and was also able to start teaching the Senior Year 10 IT class. This really signaled the evolution of my role in the College and enabled me to grow enormously as an IT teacher.

Over the next few years, I was able to develop the IT curriculum to what it is today. Each year new technologies were incorporated into what we were teaching and that is still true today.

Something that I will always remember is the Ocean Festival of 2002 where the school looked to the sky, as our principal jumped out of an airplane to land on the winning flag for the major raffle prize!

Pacific has been an amazing ride.



Mrs Stone with Year 2/3 in 2001



Year 2/3 performing 'Joseph and his technicolour raincoat at assembly'.



# 20-Year Anniversary

## A Reflection by Bronwyn Dolling, Foundation Principal

I remember sitting at my desk on the Gold Coast in early 2000 after meeting with the College Council and having the challenge of coming up with material that would capture who we were going to be as a college. After a prayer, three words hit the paper, Learning, People and Christ. Within minutes that became People the Focus, Learning The Purpose and Christ the Way. As I created media releases and material for our website, these three phrases provided a vision of who we would be as a learning community. They have stood as signposts for over twenty years.

Having accepted the position without visiting the site, I excitedly welcomed the invitation to visit it. Eager to impress I dressed in my power suit and high heels. I was glad I had grown up on a farm and knew how to graciously get in and out of the four wheel drive,

driven by Council member Bill Roley. As we left the road and drove through paddocks, I wondered how we would convince the people of Caloundra that this would become a great school. My first steps on site in my heels were deep in mud and the early tradition of having wet shoes had begun.

Our first parents and students were people of great faith and hope as they came to a small office in the Centre Point arcade and enrolled in a Lutheran school with a Principal and a secretary, no buildings or facilities and no road that could be driven on to visit the site of the College. They began the tradition of a community of parents and students who dared to dream and wanted to contribute to the shaping of a place that would make a difference. The support of Foundation College Council Chair, Mr Peter Hovey, partnership with Pastor Rick Zweck and the St Marks

congregation and collegial support of Immanuel Lutheran College were very important as Pacific began to become a reality.

The first design of the uniform included brown and yellow as colours. It was important that the uniform connected to our name of Pacific and conveyed who we would be as community; strong, peaceful and purposeful. People are often surprised to learn that the inspiration for our colours came from a box of Kleenex Eucalyptus tissues that had sat on my desk at home on the Gold Coast. The colours of dark blue, blue grey, teal, soft yellow and white were those of the ocean, captured strength and peace and worked well together. I was always thankful that the College Council, some of whom had been engaged in planning for the college over a number of years, were open to new thinking. Always thoughtful, they



Dr Dolling welcoming the first arrivals on Day 1 of the College opening in 2001

# 20-Year Anniversary

changed the colours when shown the tissue box and later their thinking about the design of the first classrooms, after purposeful explanations.

People willing to contribute to and enhance community has been a defining strength of the College. From the early dreaming of the planning committee and College Council to that of parents, students and staff as they joined. People have enriched the community with talent and creativity.

In the year prior to starting, foundation parents led by Mrs Ada Marquart spent evenings together to design the uniform. Later in the year, Dads offered to organise and lead working bees to lay turf, plant trees and establish grounds. Parents volunteered to run the uniform shop out of the Centre Point office and were very definite in their communication of expectations. At every point, as we held our first strategic meeting with parents at St Marks, laid the turf, staged our first Ocean Festival, our first golf day, and established Friends of Pacific and the PLC Churches Soccer and Netball Clubs, there were parents who stepped forward to make it happen.

We have always been blessed by teachers who were very talented, capable, committed and forward thinking. In October of the year prior to us starting, the small team of foundation teachers came together to dream who our graduates would be and shaped a vision for learning that embraced the development of the whole child. The Four Pillars statement that emerged from that meeting has stood the test of time being in tune with the OECD 2030 Learning Framework. Our teaching staff have always exemplified that it is the quality of the educator rather than facilities that make the difference. Out of very simple beginnings, often with very limited resources, strong programs have grown because of the tremendous talents, generosity of spirit and heart for young people that our teachers possess.

The continuing leadership of Director of Learning Ms Sue Arahill and Head of K-5 Learning Mrs Sue Zweck together with strong senior leaders as part of the ALE team have enabled and nurtured the leadership of our talented teaching team to engage in ongoing



Dr Bronwyn Dolling 2021

learning and the growth of our culture. Non-teaching staff including financial leadership by Business Manager, Mr Mike Healy have embraced the vision, been strong enablers and connectors, and been very generous with their gift of time and talent.

From the beginning, our students have had great heart and been the engine that has brought our culture to life. They made the most of opportunities being part of the first choirs, musicals, string ensembles and sporting teams. They encouraged and supported each other and their teachers. Right from the beginning, students were keen to initiate and be involved in service activities being part of a sleepover at school and the ANZAC Day march. The Year 6-8 students in the first year enjoyed connecting with and leading the 150 P-8 students and began the tradition of a highly connected P-12 College. Students, together with parents,

staff and College Council members have made valuable contributions to our strategic planning discussions. Student leadership, enthusiasm, engagement and promotion of the school was and continues to be central to the shaping of a dynamic, purposeful learning community.

For me, it has been a privilege to walk alongside staff, students and parents and see their strengths and talents grow as we have created community together. We have been blessed with a College Council that has always maintained high levels of hope and trust in the strength of this community. Most importantly there has been a loving and gracious God who has walked in, with and through us and blessed us richly.

How would I describe Pacific: A humbly learning community empowered by faith, hope, love, patience, dignity, courage and grace.

# 20-Year Anniversary

## The Places



Turning of the first sod



Mrs Janine Stone with Year 2 / 3



Original College classroom - Year 8 2001



Original College campus - 2001



Foundation College Council Chair, Mr Peter Hovey with Master Plan on site



Caloundra City Council Mayor, Don Aldous presenting PLC with Community Grant



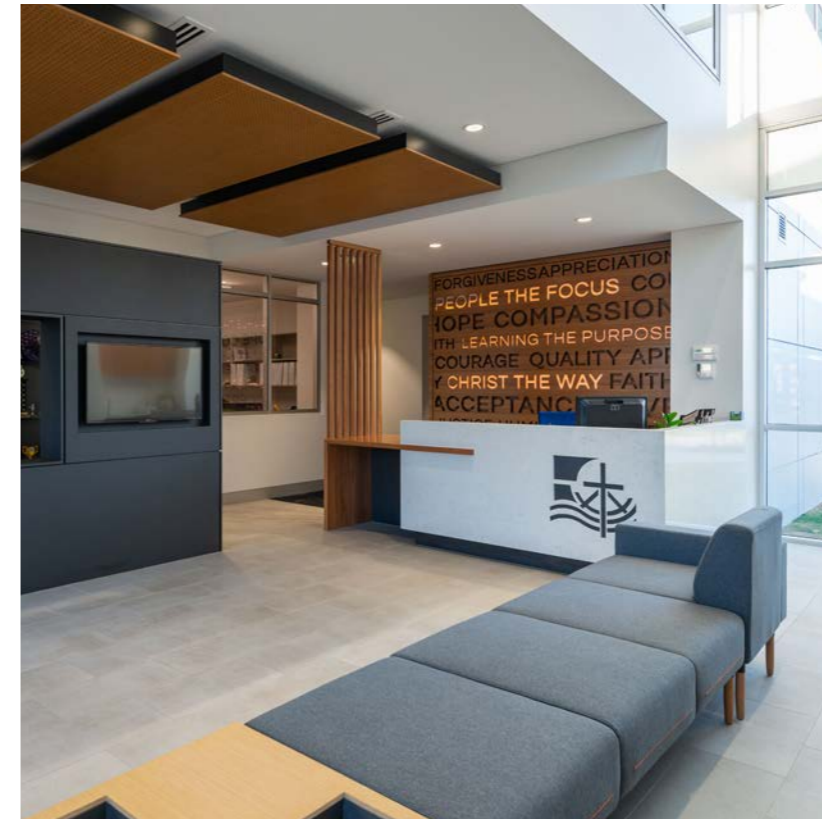
The 2000 view on entry



Foundation College Council

# 20-Year Anniversary

## The Progress



Administration building foyer 2021  
People to focus, Learning the purpose, Christ the way



Prep 2021



Senior String Ensemble 2021



Senior Robotics 2021



The 2021 view on entry



STEM 2021



## High Performance Sessions at the Sports Hub

*Mr Cameron West-McInnes, Head of Sport*

On Friday 5th February, a small group of students who contributed at a high level to PLC Sport in 2020 were invited to attend a high performance experience to encourage them to excel as individuals and in their contribution to the Pacific Lutheran College sporting program.

The high performance session was conducted in the SPORTS HUB by the Sunshine Coast Sport Institute. This local performance and development centre provides both talent identified and local representative athletes with integrated support and high performance sport services. It is a place where athletes can hone their skills and abilities with experienced personnel and top of the range fitness technology and equipment.

It was a fantastic opportunity for our highly engaged athletes to experience high quality fitness testing in a state-of-the-art facility. Students were engaged in a variety of activities on the day that helped them explore their fitness, strengths and movement techniques.

### Student perspectives of the day

"We were asked to participate in several activities to assess our abilities and skills at the Kawana sports hub. These activities included a vertical jump, a standing long jump, sprint examination, strength in hips and ability to change directions. The highlight of the excursion for me was an activity that involved high tech equipment that recorded and analysed our movements. In one activity, we jumped up and down from one leg and the computer would calculate how likely it was for us

to attain an injury. This interested me as it was able to pick up that I had, had a previous injury on one of my ankles. Overall, it was a great experience that enabled me to learn more about my athletic abilities and weaknesses."

**~ Katie Graves**

"My favorite part was the facilities and how the staff focused on each small part of my movement to help me to improve. I liked how we did a range of activities and how it showed us things we never knew about ourselves such as how much torque my legs produced and my power to weight ratio. It can help me in the future because I now know more about how much strength and power I have. I can implement this in my sports."

**~ Charlie Schefe**

"When I visited the sports hub, I enjoyed the friendly staff/trainers who walked through every test/exercise with us and were really easy to talk to and ask questions. Not that there were many questions to ask as the staff were very clear with each exercise and what the benefits were. Another thing I enjoyed at the sports hub was the facilities of the gym. Everything was so, almost futuristic, it made you feel very special using all this technology which was really cool. After visiting the sports hub, the most valuable thing I took away from this was having a better understanding of how professional athletes experience the best training and how they are tested so that personal trainers can create the best workout session designed specifically to their body and skills required from their sport."

**~ Elijah Modlin**



# Connecting Community Through Hospitality

*Mrs Colleen Beattie, Head of Food Technology*

Hospitality at Pacific creates community. Post COVID, we are excited to be able to hold functions and community events once again. Recently hosting the College Open Day where our newest Year 11 students provided tasty food and a warm welcome to guests, visitors and potential new families to our community. The quality of food and beverages was outstanding and enjoyed by all.

This year, students have been invited to make meaningful and purposeful relationships within the Hospitality Industry. Our recent travels have seen us visit Tim Adam's Roastery, RACV Noosa Resort and All Antica Italian Restaurant. These experiences coupled with the way we do things at Pacific ensures students understand the true meaning of service. In contemporary times, the hospitality industry has emerged as one of the largest business domains in the world. To succeed in this field, customer service is key. When each member of our community is an owner, investor and communicator this helps nurture the feeling of belonging.

Our aim in hospitality is to teach and grow students as well as build confidence to

face any situation. Coral Café is open every morning and is becoming the hub for morning connections. The focus is to be able to produce high quality coffees, cold drinks and breakfast in a professional café situation in a prompt and efficient manner. This brings the

“ This year, students have been invited to make meaningful and purposeful relationships within the Hospitality Industry. ”

Pacific Lutheran community together to connect in a warm welcoming environment and grows the feeling of belonging.





## Grease is the Word!

*Mrs Janine Delaney, Head of Drama*

Sell-Out crowds flocked to The Events Centre on 21st and 22nd May for Pacific Lutheran College's adaptation of the smash hit musical Grease.

Crowds watched the too-cool-for-school T-Birds gang steal hubcaps and act tough, while the gum-snapping, chain-smoking Pink Ladies looked a gas in bobby socks and pedal pushers.

Pacific Lutheran's version of the high school dream ignited the stage with colour, energy and panache in this explosive musical that is both a homage to the idealism of the fifties and a satire of youths' age-old desire to be provocative and rebellious.

An inspired cast and crew of fifty students from the college immersed themselves in extensive song, dance and acting training over the past four months.

Student choreographer, Madison Randl, enthusiastically coached the cast in authentic 1950s partner dance – including exciting lifts and signature moves from the film.

Director Janine Delaney said the audiences were captivated by an electrifying set, vibrant costumes and a professional rock band lead by Musical Director Neil Booth.

"The student cast brought their energy and passion to the stage in this ultimate musical classic," she said.

"The audience hand-jived along to iconic songs, such as Summer Nights, Hopelessly Devoted to you and You're the One That I Want, recalling the music of Buddy Holly, Little Richard and Elvis Presley".

"Who could forget Greased Lightnin', it truly was the soundtrack of a generation".

Madison Randl and Patrick Henderson, in the lead roles of Sandy and Danny, enthralled viewers with their on-stage chemistry and beautiful vocals.

"The energy of the supporting leads and the ensemble made for a total theatre experience," Mrs Delaney said.

# VR Brings Reality to IT

*Mrs Janine Stone, Head of Information Technology*

Technology is always evolving, so the Information Technology (IT) curriculum is also changing to ensure students are exposed to the latest technologies.

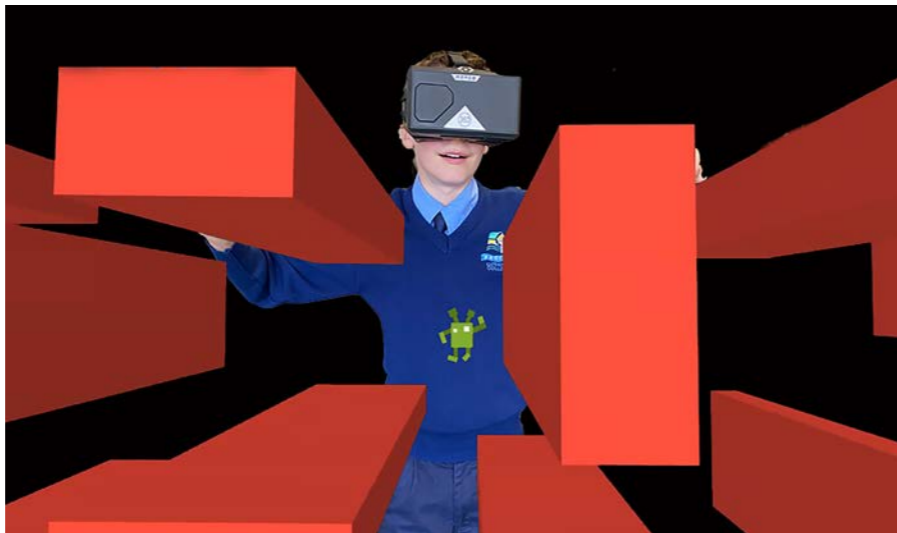
In Year 8 this year, Augmented Reality (AR) and Virtual Reality (VR) have dominated in IT classes using CoSpaces, Merge goggles and the Merge cube.

CoSpaces is an online 3D environment where students create 3D worlds and with the use of coding blocks are able to program animated stories, games, information presentations and 360 degree walkthroughs.

The coding blocks have introduced students to a variety of sophisticated coding constructs such as variables, arrays and functions, conditionals and looping. With the inclusion of physics and particle modules, students have been able to achieve greater degrees of realism, and sometimes surrealism, in their simulations.

Students can view their work virtually by using the Merge goggles. Being part of the world they have just created is an amazing step in digital learning and rewards students with a sensory experience of their creation.

The Merge cube also opens up the world of augmented reality. Graphics placed on real objects can trigger animations on all sides of the object, hinting at future developments where real objects can display historical and technical details about themselves.



## Introduction of Film and TV

*Mrs Kate Vaney, Teacher - IT, Media*

Year 11 Film, Television and New Media was introduced this year, building from a strong interest level in Years 9 and 10. The senior course involves students creatively applying film, television, and new media key concepts to make moving-image media productions, individually and collaboratively. Students have been working on further understanding the suspense genre and creating individual short films that focus on the topic of 'Humanity vs Technology'. They have been busily creating design proposals, plus shooting and editing using moving-image media content and production contexts, to develop their first short films at the senior level of study.

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

and symbolic elements to create engaging and fun video productions.

A starting point for the Year 9 Media class has been understanding the techniques used in film, television and advertising and how media production techniques influence audiences. Students have developed new critical

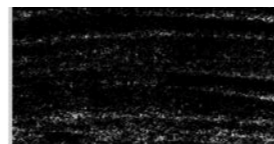
and creative thinking skills, problem-solving, collaboration, reflection, and creative persistence. Working in groups, they have been making a media production and manipulating images, communicating intended meanings and engaging and persuading viewers with an action 'Chase Scene Challenge.'



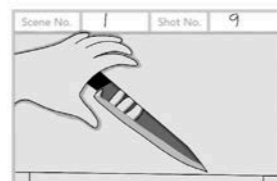
Tracking shot of Ietho walking



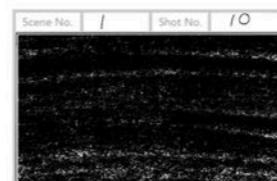
Mid shot of Ietho looking down at knife



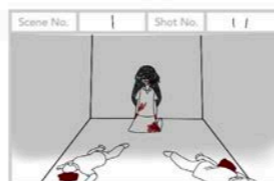
Black screen



POV shot of Ietho grabbing knife



Silence with black screen, sound effects of a knife play



Ietho kills inventors while music fades out

# Virtually There – New Approaches to Work Experience

*Mrs Wanda Hayes, Head of Career Development*

One of the biggest challenges teenagers and young adults face, is finding a career path that will be rewarding and satisfying for them. How can a young person work out whether or not a certain occupation is right for them? For decades, the answer has been "work experience". Today, virtual reality provides new improved ways of connecting to the world of work.

Work experience has three possible functions. One is to give students some exposure to an "insider" view of a particular occupation, to help them understand what it would be like to work in that occupation: let's call this "work exposure". A second is to give students an opportunity to apply what they have learned, in a workplace setting: let's call this "work-integrated learning". A third is to expose students to the realities of workplace expectations, in terms of behaviour, attitude and effort: let's call this "workplace orientation".

There has been an assumption that one or more brief work placements during the senior years of schooling will successfully achieve all three of these functions. But in practice, this is not always the case. For example, there will be work environments where students are not yet equipped to perform all the tasks associated with a particular occupation; or where there are privacy, confidentiality or commercial reasons for not allowing students to see "inside" the occupation in full. There are, however, alternative ways to fulfill all three functions of work experience.

Most students obtain more benefit in terms of "workplace orientation" and consequently a deeper understanding of workplace expectations from taking on a part time job, than they would from a short-term placement with no long term performance expectations or consequences. And while balancing part time employment with full time schooling is sometimes tough, most of our students at Pacific manage these competing demands.

"Work-integrated learning" (or "WIL") is a well-used phrase in Higher Education circles, and WIL is now an integral part of most university and vocational

courses. WIL has traditionally been more difficult to achieve at the secondary school level, but our students now have access to "Virtual Work Experience" activities. These are online tasks, each linked to a particular occupation. Each hypothetical task is developed by industry representatives to mirror the kinds of tasks that are typical for that occupation. Students complete and submit their tasks online. Their work is reviewed by industry representatives who provide feedback, just as they would "on the job".

A non-placement way to achieve good quality "work exposure" has been more elusive, until recently. A new Australian start-up company has developed an answer. They have created work exposure vignettes, filming immersive virtual reality segments in workplaces, with a host worker guiding the viewer through the different kinds of activities that they engage with at work. The vignettes include a list of "FAQ's" and the host workers answer to each one.

With a Virtual Reality (VR) headset, students can visit a workplace and have a look around. They can request a look at real work activities in action, and they can ask questions of their host: all without leaving the school grounds. The list of occupations available is currently small but growing. Significantly it includes occupations like Dentistry and Physiotherapy, where students can watch real patients receiving real treatment: something that would be difficult to manage otherwise, due to privacy issues.

So, our students have access to a range of ways to get useful "work experience". For those who are able to secure a work placement during school holidays, that placement can provide real benefit in terms of work exposure and possibly some benefit in terms of work-integrated learning and workplace orientation. But for others, there are alternatives that can meet students' needs.



# STEM

*Mr Wesley Warner, Head of Innovation, Entrepreneurialism and Business*

At Pacific Lutheran College, we pride ourselves on how we have conceptualized our STEM program. Our course in Years 9 and 10 is delivered via a trans-disciplinary method. The concepts and skills are applied to real-world problems and projects, thus helping to shape the learning experience.

As STEM is an elective, we are mindful of the importance of the disciplinary knowledge subjects (Science, Information Technology, Industrial Arts and Mathematics) in the formation of our students.

English (2016) advocated that if we are to advance STEM integration and lift the profile of all its disciplines, we need to focus on both core content knowledge and interdisciplinary processes. Our STEM teachers work closely with the Heads of Department from these disciplinary subjects as well as Industry representatives to ensure that this occurs.

At the conclusion of 2020, we saw the first graduates of our Year 9 STEM 2 program. Students had to form a team and design an underwater drone for a real-world scenario based on the knowledge and skills they gained in STEM 1. Their design had to factor in a budget of \$300. Students had to source all materials and present their build to a panel of judges headed by Dr Dolling. Their Pitch was akin to Shark Tank. Not every idea that was pitched was given their \$300. Unsuccessful students were recruited by the successful teams for the build and testing phases.

The successful projects were:

- › A reconnaissance underwater drone with video and lighting to determine the integrity of bridge pylons in Lake Kawana.
- › An underwater drone that was able to detect radioactive materials. The overall idea of this drone was to collect data of an area like Fukushima to see if it was safe for divers to work underwater.

The idea of our students developing a pitch can be seen in outside

competitions. This semester, five of our Year 8 students will be involved in, "The Pitch Event". This competition fits within our trans-disciplinary approach to STEM.

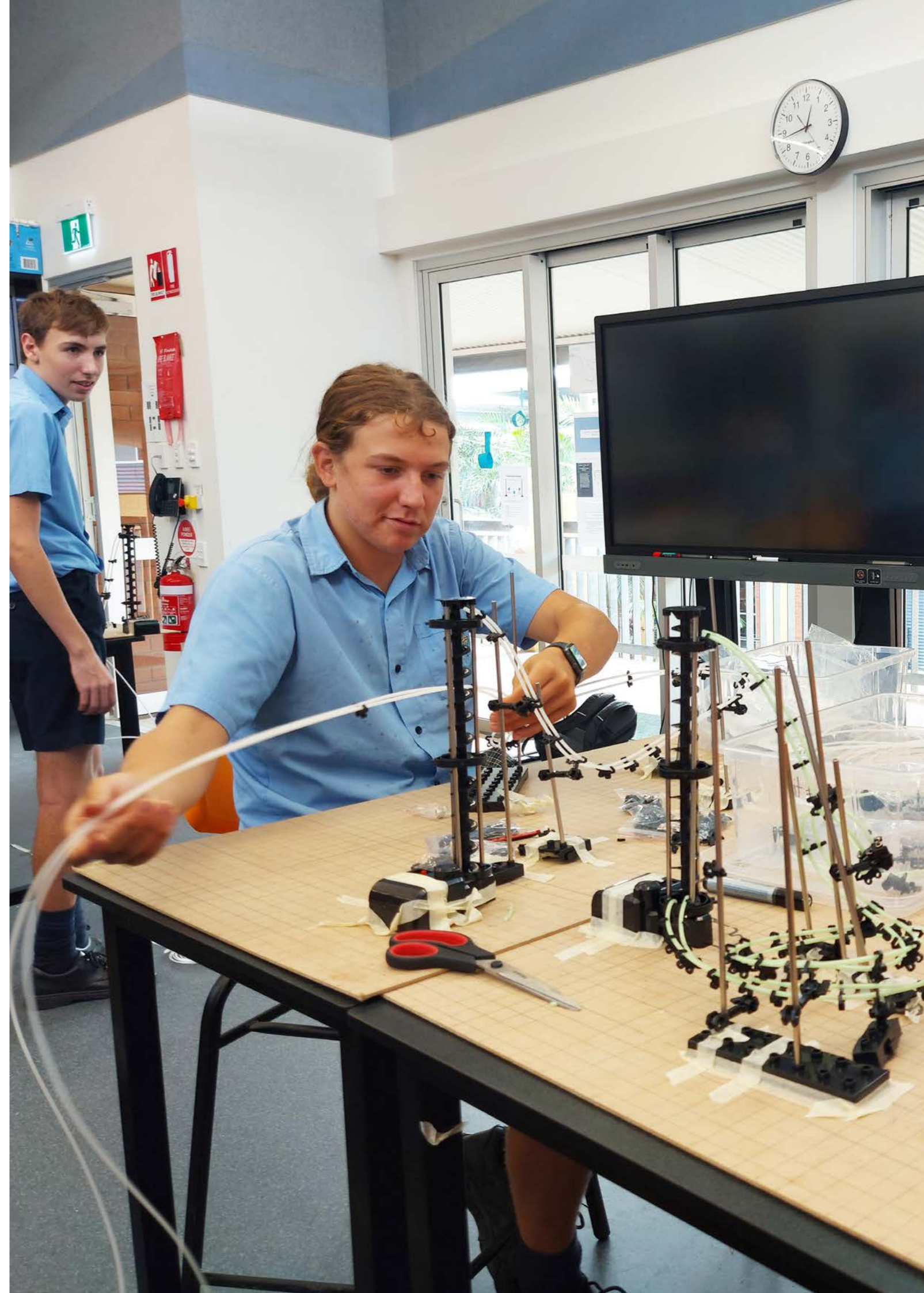
- › Identify a problem based on one or more of the UN Sustainable Development Goals.
- › Demonstrate adherence to the lean startup process to identify a viable and innovative solution.
- › Include a technology-driven minimal viable product (MVP).
- › Have a solution which is scalable.

In Term One, our Year 10 students were fortunate to compete in the University of Sunshine Coast (USC) Science and Engineering Challenge Day. Our students were divided into eight groups, with two to four students per group. Each group was required to do either one full day activity, or

two half-day activities. Students were awarded points for each activity based on several criteria. At the end of the day, Pacific Lutheran College won the day with a margin of 26 points to its nearest rivals.

Our Year 9 and 10 STEM classes continue to be popular among our students. This semester the Year 9 students continued building and designing their small scale Remotely Operated Underwater Vehicle (ROV) to save a Barbie doll. We are buoyed with the early success of several teams rescuing their Barbie doll. Our Year 10 students were given new rollercoaster kits to quickly prototype and iterate their ideas. The designs this year showcased for the first time, a rollercoaster with an inversion.

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



# Dance

Mrs Kristy Astwick, Teacher - Dance, Drama

The Pacific Dance Academy returned to the stage this year, competing in the Sunshine Coast Dance Eisteddfod at the Caloundra Events Centre in May. This was a very strong start to the team's journey as they were awarded a Highly Commended and a 2nd place for their performances in the Senior Contemporary/Lyrical sections of the competition.

A special mention goes to the Year 12 leaders, Zoe Clewett and Nicola Hewitt, for their creative choreography of both pieces and their excellent coaching of the team throughout the year. Both students have embraced their roles as senior leaders in the dance academy program, generously creating quality dance works and leading others in their striving for excellence.

“Achieving a place in this competition was not an easy feat, the standard of skill and choreographic expertise displayed by the school groups was phenomenal.”

This was a remarkable accomplishment by the team made up of students from Years 7 to 12. They performed in the Senior section of the competition, which also contained another twenty schools from the Sunshine Coast. Achieving a place in this competition was not an easy feat, the standard of skill and choreographic expertise displayed by the school groups was phenomenal. The team represented the College with grace and expertise in the eisteddfod and should be congratulated for their commitment and energy leading into the event.

The Pacific Dance Academy, which runs through the Sport program at the College, was formed to provide the advanced dance students with an opportunity to work with compatible students in the secondary levels and produce pieces for public performances. Not only does the program showcase our most talented and experienced dancers at Pacific, but most importantly, it provides students with an opportunity to make meaningful connections with their peers.

### 2021 Pacific Dance Academy:

- Evangeline Bloomfield
- Eliza Bryan
- Naima Collett
- Kielana Clewett
- Zoe Clewett
- Nicola Hewitt
- Ruby Pederson
- Mia Smara
- Amber Taylor







# Pacific Lutheran Alumni

## Rory Smith, 2015 Graduate

Life has been extraordinarily busy since I graduated from Pacific Lutheran in 2015. I moved to Brisbane straight away to study at the University of Queensland. From my first day at University until the start of COVID-19, I was studying, working, and practicing non-stop.

I am currently a freelance musician/cello teacher. As a freelance musician, I'm a casual cellist with Camerata – Queensland's Chamber Orchestra and

My accomplishments are truly a testament to the support of several people and institutions - too many for me to list here. Hard work and perseverance is crucial, however in my experience, being a good person really shines through to the people you're trying to impress. Whether that's people on an audition panel, your future employer or even your colleagues – don't underestimate the importance of being kind.

“

My accomplishments are truly a testament to the support of several people and institutions - too many for me to list here.

”

Queensland's Symphony Orchestra, which means I'm on call when a player is sick or unavailable. I also play in a string quartet for weddings and events. As a cello teacher I'm currently working at Matthew Flinders Anglican College and Sunshine Coast Grammar School.

I have performed in orchestral tours both interstate and overseas and I've learnt from Australia's best classical musicians - and played with them too!

Last year, all of my performance work was cancelled, but thankfully this year has started to pick up again.

In my spare time I like watching Netflix, exercising, or organising concerts for my group (Ensemble Cherubim) which I started last year before COVID-19 hit.

I used to be a person who felt security in planning my life 5 years in advance. However nowadays, because of the industry that I am in (and especially after COVID-19), I've learnt to follow where life takes me and to just have fun!

# Pacific Lutheran Alumni

## Danyon Bell, 2014 Graduate

I have had a very interesting journey since graduating from Pacific Lutheran. I moved to Brisbane to study at the University of Queensland (UQ) from 2015-2018.

I really enjoyed my time at UQ and once I graduated I spent the best part of two months travelling around Europe enjoying a well earned break from study, before returning to Australia and getting stuck into full time work.

I then made the decision to move to Edinburgh, Scotland (UK) at the start of 2019 (where I have extended family). I worked within the NHS hospital system, which was a great experience and after a few cold but enjoyable months I returned home.

of patients, working alongside medical staff to give a prognosis/diagnosis of a range of different medical conditions. I am currently studying a Master of Medical Science while I work full-time with the possibility of entering Medical School just around the corner.

I really enjoyed my 9 years at Pacific Lutheran, where I started in Grade 4 (2006). Pacific prepared me very well for life after school and I still feel very fortunate to have had the teachers I had. To this very day, they have had a great impact on me. Pacific provided a great culture, it was a great place to go to school and the opportunities it presented were endless. I think if there's one main thing I can take away from my time at Pacific, is that it set me up to be the best person I could be.

“My current profession is a Clinical Measurements Scientist working within the disciplines of respiratory, neurology and cardiology.”

I then began working across many different hospitals including the Wesley Hospital, St Andrews War Memorial Hospital and Sunshine Coast University Hospital where I worked for approximately 2 years.

At the end of 2020, I took a great opportunity to move north to Mackay with Queensland Health and undertake a more advanced role at Mackay Base Hospital which is where I currently work.

My current profession is a Clinical Measurements Scientist working within the disciplines of respiratory, neurology and cardiology. I perform diagnostic testing on the brain, lungs and heart

In my spare time I am generally found on the sporting field playing soccer, AFL and cricket. Although, it used to be a list of 10 different sports when I was at Pacific! I enjoy the fishing that North Queensland has to offer, especially as the Whitsundays are within driving distance. I am always catching up with mates and family when I can.

What excites me most about the future is that every day I am continuing to learn and progress in my working career - the possibilities are endless. At the end of the day, if you are willing to sacrifice and put in the hard work you never know where you can end up!





# Pacific Lutheran Alumni

## Jessica Lee, 2010 Graduate

Life after school has been full of opportunity. After graduating from Pacific in 2010, I completed a Bachelor of Biomedical Science at Griffith University in Brisbane. Some of the greatest memories I have from this time was sharing a house with three other Pacific graduates. We were so young at the time; we couldn't even get a library card! Not to mention, meeting my (now) husband, Peter.

After undertaking the Graduate Medical School Admissions Test (GAMSAT) and a painstaking application process, I achieved a lifelong dream and was accepted into medical school at the University of Notre Dame in Sydney. I graduated with my Doctor of Medicine

Semester 2 of this year. In the next few years I hope to be accepted on the surgical training pathway where I am aspiring for a career in general surgery or surgical oncology.

The teachers I had during my time at Pacific were outstanding. They shaped the person I am today and I am forever grateful for their influence and support. Pacific nurtured a love for learning that I still hold with me today. They helped me develop a strong work ethic, great long-term friendships and an appreciation for hard work. Some of my greatest memories however were with the outdoor education program, particularly the NZ expedition I took part in during Year 12.

“

While my career is only just beginning, I feel so passionate about my job and can't wait to see where it takes me.

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in 2018. For the last two and a half years I have been working as a junior doctor in Sydney, this year being my first as a surgical registrar.

While my career is only just beginning, I feel so passionate about my job and can't wait to see where it takes me. I am enrolled to commence further study in a Masters of Surgery beginning in

I don't get a lot of spare time, so I always like to make the most of it! I love to travel, go snowboarding, get outside for a hike, or channel my creative side with an art project or a theatre show. Otherwise you'll find me having coffee with friends, reading a book or spending time with family.

# Alumni

## Acknowledgement –

### Kaylee McKeown

It has been an extraordinary year for Australian swimmer and Pacific Lutheran 2018 graduate, Kaylee McKeown.

Kaylee broke three Australian records at the Sydney Open in May, the 100 and 200 metres backstroke and also the 50 metre backstroke record previously held by Emily Seebohm - setting a new Commonwealth and Australian record. Kaylee also recorded the second fastest women's 100 metre backstroke ever, to narrowly miss American rival Regan Smith's world record.

Kaylee then triumphed at Australia's Olympic trials in Adelaide, setting a world record in the 100m backstroke, beating the previous mark by more than one tenth of a second in a time of 57.45. Kaylee also broke her own Australian and Commonwealth records in the 200m women's backstroke, booking her a spot on the Australian swimming team for the Tokyo 2020 Olympic Games.

Kaylee started strong during her debut at the Olympic Games, breaking the

women's Olympic Games record in the 100m backstroke, swimming 57.88 to win her heat and progress to the semi-finals where she gained a place in the final alongside fellow Aussie, Emily Seebohm.

The Pacific Lutheran community watched on with anticipation as Kaylee then claimed Gold in the final. Setting a new Olympic record of 57.45 with a late surge to grab her first medal on her Olympic debut. Kaylee then backed this up by winning Gold in the 200m backstroke and graciously shared the medal ceremony podium with her childhood hero Emily Seebohm, who finished third. Kaylee was also selected to race in two relay events, where she joined her teammates in winning a Gold in the women's 4x100m medley, and a Bronze in the mixed 4x100m medley (a new Olympic event).

Kaylee is an inspiration to many of the students at Pacific Lutheran and a shining example of what you can achieve through humility, hard work, courage and dedication.



TOP: Kaylee (second from left) at the Farewell Chapel, 2018 RIGHT: Kaylee breaking the World Record at the Olympic trials in Adelaide (June 2021)





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