

Footprints

St John's Anglican College
DECEMBER 2021





2022 OPEN DAYS

Open Day is the perfect opportunity to hear from our expert staff, visit our beautiful grounds and tour our classrooms and facilities where learning comes alive.

At St John's, we believe that the educational experience of one student does not need to be the same as those around them. We are dedicated to providing a holistic, nurturing, challenging and rewarding education for every student.

Students are individuals and here at St John's, their learning journey is too. Our rich learning experiences

across cultural, community, spiritual, co-curricular, and academic pursuits cultivate a spirit of enquiry and build character and integrity in our young people.

St John's school-based Kindergarten offers a unique opportunity for our young learners to have access to a greater range of experiences through specialist lessons and combined College events. This enhances their learning experience while supporting their social and emotional development; nurturing an active mind and a happy child.

Find out more & register your place at Open Day - stjohnsanglicancollege.com.au/enrolments/open-days



Footprints

Editor

Mrs Elaine MacRae

Graphic Design

Mrs Allison Winckle

Contributors

Mrs Maria McIvor

Ms Rebecca Wright

Mrs Robern Hinchliffe

Mrs Pam Boardman

Mrs Deb Wilson

Ms Nikki Gerstner

Mr Anthony Hillier

Mr Braydon Giles

Ms Felicity Bailey

Ms Samantha Jackson

Rev Juliana Bate

Mr Daniel Hayward

St John's P&F
Association

BOQ Forest Lake

Kirby Studios

Rogue Gun
Photography

Join Us

JUNIOR CAMPUS

TUESDAY 1 MARCH 2022

KINDERGARTEN

SATURDAY 5 MARCH 2022

SECONDARY CAMPUS

WEDNESDAY 9 MARCH 2022

REGISTER
YOUR
PLACE AT
OPEN DAY
ONLINE

From the Principal

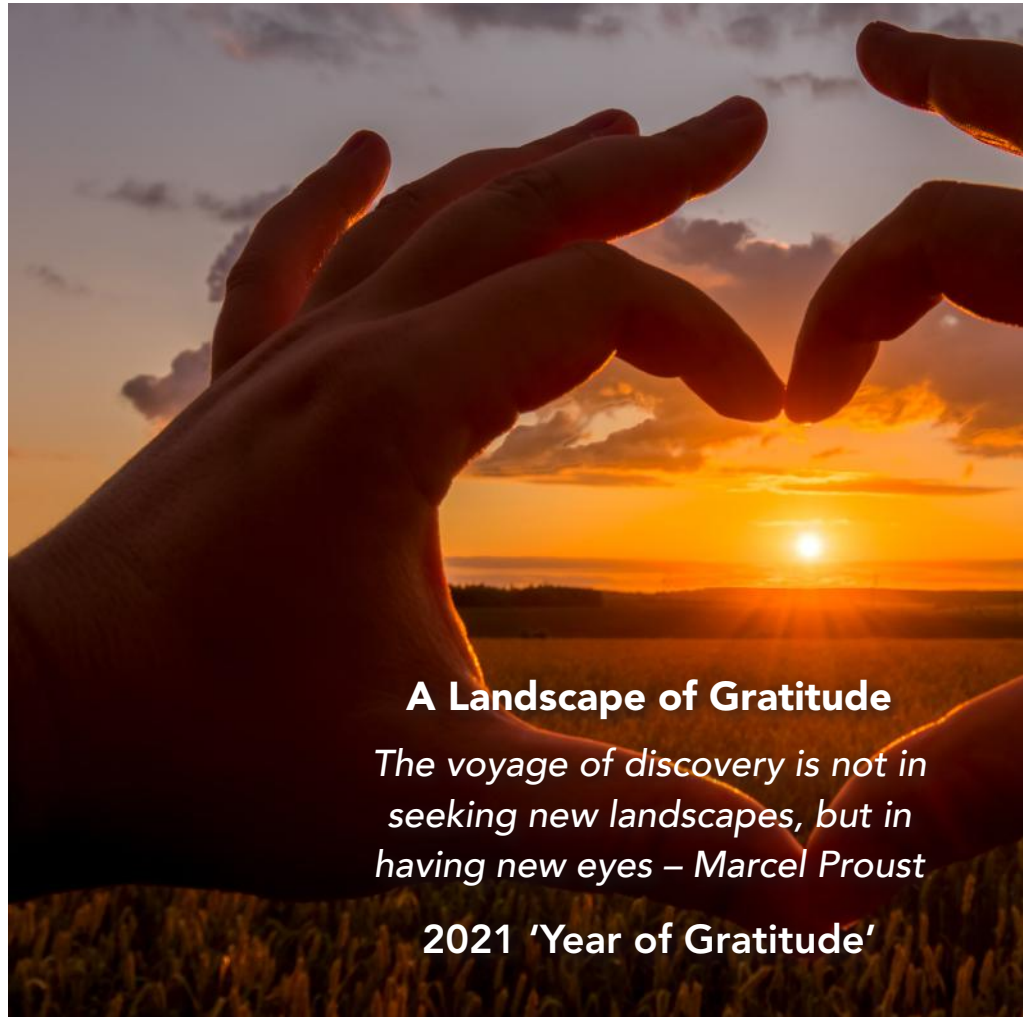


I honestly can't remember ending a year where I have felt more grateful to our community than I do now as I write this last article for Footprints in 2021.

As we approach the end of this extraordinary year I am grateful for this place where learning, serving and faith are celebrated; a place where the amazing physical resources are given life through the dedication and passion of our extraordinary staff and an equally inspirational congregation of students. A place that creates life-changing moments in the most ordinary of days. A place where service is lived and measured through intent.

I am grateful for our country and our State of Queensland; having led us through the crisis of a pandemic with courage, determination and resolve in a way that leaves us today as the envy of the world.

I am grateful to the Australian people who, rather than insisting upon their individual rights through



A Landscape of Gratitude

The voyage of discovery is not in seeking new landscapes, but in having new eyes – Marcel Proust

2021 'Year of Gratitude'


the crisis as those in other countries have done, have chosen to focus on their responsibilities and the part they can play in keeping us safe.

I am grateful to our College Council, our governing body, who from day one of the crisis have brought a calm, professional and creative energy and concern which finds its source in their love and concern for the College. Their input, understanding and support of our vision is unwavering.

I'd like to acknowledge someone special in that governing body, who has loved St John's generously

and has been that kind benevolent influence. Mr Stephen Scott has made an important contribution to the life of the College not only over the last eight years as Council member, Board Director, Chair of Council and past President of the Parents & Friends Association but also in the College community, beginning in 2003 as a parent of Erin with his wife Cassandra.

We acknowledge the leadership, mentoring and guidance Mr Stephen Scott has provided us. I extend our sincere thanks for his dedicated service to our College. Mr Scott's tireless efforts, with such humility,



*Much has
been written and
said this year about
our chosen theme of
Gratitude*

and the wisdom he has brought to the collective has been outstanding and it has been an immense honour to work with him.

I am grateful to our parents who have stood by the College so composed and who have thereby given us the confidence to negotiate our way through the various challenges in a united and cohesive way. It has been such a difficult two years for so many of you, yet you have continued to take the time to offer constructive criticism where it is due and to acknowledge gratefully those adjustments that you think we have done well.

I am of course grateful to our extraordinary staff. I don't believe the administration staff have ever had to work as hard as they have this year – working on financial models for the College that consider the possible effects of the pandemic, preparing the grounds for events that we have never done before, working feverishly to steer the College through uncharted waters. They have not skipped a beat.

Of course, I feel the same way about our teaching staff who, like everyone everywhere, have had to deal with uncertainty and a set of demands that they could not possibly have envisaged when they arrived on the first day of term in 2020 and again in 2021. So much has been asked of them and whilst many of us have struggled with the new demands, we have supported each other in ways that have transformed what might have been survival into what I believe has been a success.

All of these people to whom I am so grateful, do what we do for our children, in the hope that the actions we take and the advice and care that we give and the prayers that we offer might help them to live a more fruitful and abundant life. Yet ultimately it is up to them. I am acutely aware that some students fared better than others during the lockdown weeks and uncertainties but in general terms, I could not be prouder of the way they have each coped with 2021.

Our student leaders have shown a maturity and resilience that has been truly remarkable and throughout the College, I have delighted in hearing stories that accentuate the positive influences that our changing circumstances have had.

Our students have found gratitude resting in the heart of all the challenges they have been called upon to face this year. I am truly grateful to all of them.

Finally, perhaps as you might expect, I am grateful to the divine harmony which oversees humanity. Not all of us feel comfortable with referring to this harmony as God, which is fine, but as Hamlet famously affirms: ***“There’s a divinity that shapes our ends, Rough-hew them how we will...”***

I believe we have to trust that our lives are indeed being shaped to a purpose and the challenge for us is to actively seek to discover what that purpose might be. So I am grateful to that divinity that watches over all of humanity. My prayer for each of you is an understanding of the importance of hope, a willingness to embrace the potential of faith and a heart full of compassion and kindness.

Blessings of love and peace at Christmas.



Mrs Maria McIvor
Principal

the educator

WWW.THEEDUCATORONLINE.COM/K12
HOT LIST



It is with great pleasure that we announce that St John's Director of Performing Arts, Mr Russell Morgan, has been named as an Educator Hot List 2021 winner.

A CHAMPION OF INNOVATION AND ARTS

Russell Morgan, creating a culture of encouragement and driving arts innovation at St John's Anglican College

Image Source - The Educator Australia - theeducatoronline.com

In its sixth year, the Educator Hot Listers demonstrate expertise in linking theory and practice and have designed and implemented innovations that provide students with high-quality educational experiences during these unprecedented times.

Over the past 12 months, the power of schools to bolster morale hit home for Mr Morgan with the need to keep the arts afloat and to keep students' brains active and their minds off the fears they were seeing around them in the world.

Mr Morgan has grown the Performing Arts department and the number of students involved in the arts. He has higher audience attendance for events and a larger number of families willing to assist and support at College events.

In 2021, St John's production of Disney High School Musical on Stage had record ticket sales for all four shows. This is a first in the history of St John's and one that can also be attributed to Russell's leadership in the role of Director of Performing Arts.

He has worked hard to grow a positive department where students and staff are passionate and dedicated to the Arts and see the benefits in the community. Student results have improved, and the department has grown across both the Junior and Secondary campuses of the College.

Mr Morgan has also re-written Drama programs and grown class numbers out of composite classes. Conducting the Chorale and Fella Voce (Boys vocal groups), he is developing a singing culture at the College encouraging the whole school to be proud to sing and perform.

Ms Rebecca Wright
College Psychologist

During Semester Two, the Year 8 and Year 10 girls participated in an Enlighten Education program. The program consisted of a core workshop titled 'Love the Skin You're In' which focused on educating them about a number of issues faced by young people including negative stereotyping, sexism, media images and the fixation on being thin.

The workshop encouraged students to critically evaluate the messages that bombard them every day and to use strategies to help them respond intelligently and objectively. A further part of the workshop focused on the challenges of friendships in the teenage years including addressing issues of how to maintain friendships, how to decide if a friendship is helpful or harmful and how to make safe decisions about friendships.

While the girls were participating in this program, the boys participated in self-awareness, self-confidence and self-respect activities based on the Rock and Water program. The concepts discussed involved how to speak respectfully to others, how to manage challenging situations and how to self-regulate.

At home, it is important that adults encourage young people to question what they see presented to them and use the strategies they are developing to respond appropriately.

These two programs are an integral part of our school curriculum and aim to help develop well-rounded students. By developing their ability to critically analyse information presented to them and to consider the impact of their actions on themselves and others, students increase their emotional intelligence, a key component of being successful in life.

RAISING Amazing YOUNG PEOPLE





WHAT ONE THING DO YOU WANT TO ACHIEVE IN 2022 IN YOUR CAPTAINCY ROLE?

My goal is to reach out to every student and encourage them to participate. If every student completes one challenge, participates in one activity or sport, or joins one club, they will have enriched their lives and contributed to the continual development of our College community.

– Lachlan Kemp
2022 College Captain

I would like to help our prefects carry out their goals for 2022 to the best of their abilities. I think that if they can reach their own goals as prefects, we can collectively perform our role as seniors, and it is through this that I hope to fulfil my role of College Captain.

– Emma Tran
2022 College Captain

“

**INTEGRITY,
INSIGHT AND
INCLUSIVENESS
ARE THE THREE
ESSENTIAL
QUALITIES OF
LEADERSHIP**

– Sadhguru

”

CLASS OF
2022

Strengthening the community of St John's. While we all have our own individual groups, I believe that it would be more beneficial if we could strengthen the bond between students and truly work together as one community.

– Natasha Tattersall
2022 College Vice-Captain

I want to encourage more students to actively participate in the school's extracurricular program. I know lots of students who would benefit, like I have, from the multitude of clubs and activities on offer at St John's.

– James Tindale
2022 College Vice-Captain

Meet Our 2022 College Leaders

AT THE END OF 2022, HOW DO YOU WISH TO BE REMEMBERED?

As a leader who made everyone feel special and included and as someone who was always approachable and available to talk.

– Lachlan Kemp
2022 College Captain

If I am remembered by someone for a single conversation I had with them, or smiling at them as I walked by, that would mean the world to me.

– Emma Tran
2022 College Captain

At the end of my leadership position, I hope to be remembered as someone who made a valuable change to St John's. I hope that I can make an impact strong enough that it can be continued at the school, even after I have graduated.

– Natasha Tattersall
2022 College Vice-Captain

I want to be remembered as someone who puts themselves forward for a number of things around the College. Someone who can be seen participating in a wide range of initiatives and hopefully inspiring others to do the same.

– James Tindale
2022 College Vice-Captain

WHAT ARE THE MOST IMPORTANT QUALITIES OF AN EFFECTIVE LEADER?

It's said that a leader goes first and leads by example so that others are motivated to follow them. I believe a good leader is someone who can inspire, guide and enable others to be their best through trust and respect.

– Lachlan Kemp
2022 College Captain

The desire to learn supports growth because it allows us to push past boundaries in hopes of understanding the world around us, and our willingness to serve cultivates communities and gives way to collective success.

– Emma Tran
2022 College Captain

Being a good communicator and supporting other leaders. With these qualities, a leadership team will be able to work efficiently together, as well as enjoy the role of being a leader.

– Natasha Tattersall
2022 College Vice-Captain

In my personal opinion, the most important qualities in a leader are those of effective communication and understanding. I believe a good leader is also a good team player.

– James Tindale
2022 College Vice-Captain

WHAT ADVICE WOULD YOU GIVE AN ASPIRING STUDENT LEADER?

Take opportunities, volunteer, say yes, learn new skills, talk to people, help others, be thankful and start every day with a positive thought.

– Lachlan Kemp
2022 College Captain

Realise that you are supported by a community that wants to see you succeed. I think that this is something they should always keep in mind because this will allow them to strive, with confidence, to be the leaders of tomorrow.

– Emma Tran
2022 College Captain

Create a balance between schoolwork, leadership and personal time. Planning out everything in a diary can be a helpful way of preventing the workload from becoming overwhelming. Communicate with the other leaders and divide the work equally.

– Natasha Tattersall
2022 College Vice-Captain

Don't be afraid to put in the hard work and ask for help when needed. Life gets difficult at times and you can't always tackle every problem by yourself. It takes lots of work and support from those around you to find great success.

– James Tindale
2022 College Vice-Captain

Co-Education – Learning Together

Mrs Robern Hinchliffe
Deputy Principal - Pastoral Care

If a school's moral purpose is framed around preparing young people for the changing, diverse, uncertain world they are to inherit, then the educational experience should reflect the diversity and reality of such a world.

International research has not been able to show that the arguments about academic performance and gender-specific classes are valid; instead, the quality of teaching and learning strategies is much more important in student outcomes than segregated classrooms.

Education isn't only about teaching maths, sciences and the arts, but also about preparing young minds for the challenges of the real world. In co-educational schools, girls and boys, develop mutual respect and understanding for each other, working and learning

together in a natural setting where gender equality and opportunity is promoted, in both academic and co-curricular activities. It's about mirroring real life.

If you can only thrive in a single-sex school, how can you survive in a workplace and a world that is not single-sex? Co-educational schooling provides a very good foundation for the development of realistic, respectful and enduring social and professional relationships.

There are social advantages in students attending a co-educational secondary school and research evidence suggests that it increases students' self- concept. For example, in 1986, a researcher called Harris found that students who had attended single- sex schools took longer to adjust to the co-educational atmosphere of a university.

There are also social benefits in a co-educational school for children who come from a family where all the children are of one sex. Studies

have shown that in a good co-educational school the students treat each other as friends, rather than as members of the opposite sex. There is a lack of gender stereotyping. This practice surely leads to a smoother transition from secondary school to university and then on to the world of work.

There is simply too much to be gained from having young people of both genders learning side-by-side, working collaboratively, exchanging ideas and succeeding together.

At St John's we nurture positive relationships, encourage equality and acceptance of diversity as our young men and women grow to be brave, confident and resilient citizens of the world.



The world has changed; the roles and opportunities for both men and women have changed; and the agency we wish to give our boys and girls is amplified through inclusion and equality in the every day.

Article Source - 'Why Choose Co-Education?' – Heads of Independent Co-Education Schools, NSW



At St John's, the presence of both genders adds to the richness and diversity of thinking and learning that fills our classrooms. Outside the classroom, girls and boys stand side-by-side in leadership positions, as equals, valuing intellect, initiative and responsibilities in one another.





ART CLUB

Mrs Pam
Boardman
Prep Teacher |
Year One
Art Club
Coordinator

Junior School Art Club runs for 45 minutes after school, once a week, for students in Year One. Each term students focus on a new project to build on and extend their skills.

Through the arts, students develop skills like resilience, grit, and a growth mindset to help them master their craft, do well academically, and succeed in all other areas of their schooling.

Students are introduced to a variety of art resources and techniques including collage, acrylic and water paints, pastels, pen and ink. The artworks are usually on canvas or framed to give the students a finished item to hang on their walls, providing them with a sense of achievement.

There are many benefits to extracurricular activities at any age, but in the early years, students are introduced to sport and art to assist them to have a sense of belonging and to improve their fine motor skills. The Year One Art Club encourages their awareness of colour, texture and shape and allows them to express themselves, boosting their confidence. It also assists with their mental wellbeing, allowing them to be in the present. A mindfulness practice students can learn and build on at St John's.

Early Years Conference

In Term Three, St John's held the long-awaited annual Early Years Conference at the Junior School. 'Think, Inquire and Learn Through Talk' was the theme for this year's highly successful professional development event for early years educators.

The day began with a welcome from our Principal Mrs Maria McIvor and a keynote address from past Head of Primary, Mrs Sandra Hawken who spoke about the interrelationship between learning to talk and learning through talk.

Throughout the day there were many examples of oracy in action in the Early Years at St John's with three St John's teachers, Mrs Ronnelle Sanders, Ms Rebecca Hurley and Mrs Deb Wilson invited to present information on how they use Oracy programs and strategies in their teaching, ultimately all sharing their passion about helping children find their voice.

During the conference, there were opportunities for teachers to collaborate and create their own ideas for mentor texts. The feedback was overwhelming from educators who were inspired and thankful to receive practical information that they could take back to the classroom, adapt to their needs and implement to the benefit of their students.

We eagerly look forward to the 2022 conference and sharing more of the great teaching that happens in the Early Years at St John's.





Q&A

What ignited your passion for Volleyball? And when did you realise you wanted to play at a professional level?

When I was eight years old my sister received a postcard from my auntie who had attended a breakfast with Natalie Cook and Kerri Pottharst after they won a gold medal at the 2000 Olympic Games. They dedicated the postcard to my sister who was playing volleyball and said, "Follow your dreams and go for Gold". Although this postcard was meant for my sister, after seeing it with a photo of them on the podium, I set myself the goal of becoming an Olympic Medalist.

I started my volleyball career at the age of 13 when I was selected to represent Australia at my first U19 Junior World Championship in Poland. It was an amazing eye-opener to travel overseas and get a taste of what it would be like to do this professionally. After this trip, I realised that I wanted to be a professional beach volleyball player and travel the world.

Did your training and fitness schedule change when you turned professional?

Yes, after I became a full-time athlete, I trained every day twice a day and then three times a day when my training schedule changed to a high-intensity training program. It was intense!

Who was your sporting hero growing up and why?

Roger Federer! I love how professional he is both on and off the court. He is a focused athlete, a good person, a good athlete, and a general all-rounder.

St John's students Imogene Davidson and Cody Hunzel chat with Australian Beach Volleyball Player and Two-Time Olympian - Mariafe Artacho del Solar who was the guest speaker at the St John's 2021 Sports Awards in October.

What do you believe is the greatest challenge athletes face today?

I believe mental health and anxiety are some of the biggest challenges facing athletes today due to the expectations and the pressures that either they put on themselves or are placed on them externally.

I think it's important to know that we are all humans first before we are athletes. From my experience, we can't afford to focus on the outcome or the expectations of the game because it is out of our control, however, we can control our attitude, our effort, and our intention. Whatever the outcome, it's not what defines us, it's not where we should get our self-worth, our self-worth should come from who we are as a person and that's what we should be proud of.



Attending the Olympics would have been a huge career highlight, what was it like to compete in Tokyo?

It was amazing! A dream come true, just to make my Olympic dream a reality, especially during this challenging time of the pandemic.

The experience in Tokyo was super special because I felt like it brought the whole world together at a time when we needed it the most. Our Australian team supported each other throughout the experience as we were not allowed to have our families with us.

For our young athletes at St John's, what are some tips you can share with them to help them pursue their passion?

Be true to yourself, and just be YOU! Enjoy doing what you're doing, work hard towards your goals, and always dream big!

Remember to be a good person first and then a good athlete, and that you're not defined by your wins and your losses but how you play the game. Always be kind, to yourself and others – we are all humans!



Mariafe won a Silver Medal in the Tokyo Olympics alongside teammate Taliqua Clancy

**Eat sleep
Volleyball
Repeat**





In November, we welcomed the St John's community to our Year of Celebration events to recognise the achievements of our students in Years 3 to 12. Held in the Performing Arts Centre of Excellence, we congratulate all students of 2021.





With her sights firmly set on a future studying a Bachelor of Primary Education, St John's Year 11 student, Brodi Fitzgerald was delighted to be accepted into USQ's Head Start program for Semester Two, 2021.

This foundation course *Understanding Learner Development* offers student learning outcomes for study in accordance with the Australian Institute of Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers.

The course itself will cover an introduction to the key concepts and issues related to human development from birth to adulthood and how this is linked to learning, key learning theories in response to



Building the Foundations for a Future in Primary Education

developmental needs and trends and the implications of developmental milestones on teaching and learning, beginning to prepare pre-service teachers for the profession.

Eligibility for the Head Start program includes a minimum of three senior school subjects maintaining a minimum B average or 70% or higher.

With one workshop per week on campus, the USQ Head Start program offers Brodi a great taste of what university is like, developing uni-level study skills and discovering more about her potential degree while working towards her QCE. On successfully completing this Head Start course, Brodi will receive two credit points towards her QCE and credits towards a related USQ degree.

STEM

Students at St John's Junior School are fortunate to be involved in many STEM challenges and activities through class-based activities, specialist lessons, clubs, and fun STEM nights.

In Term Four, the Year 5 and 6 students created catapults in STEM Club while the Robotics and Coding Club students designed mazes through which their Sphero robots could navigate. There were some amazing designs including ramps, doors, tunnels and even swimming pools.

From Prep through to Year 6, students are taught the skills of computational thinking through the coding of Beebots, building and coding the Lego Wedo Robots, creating computer-talking presentations with the Makey Makey Invention kits and 3D visual creations with the Merge cubes to working with the EV3 robots.

Now that the summer holidays have arrived, there are many amazing online resources to help keep our students engaged and build on their STEM skills.



The Digital Technologies Hub has a collection of activities that have been designed for you to complete in your home or around your local community to assist in building your child's knowledge of the Digital Technologies curriculum. These activities require minimal preparation and the knowledge required to complete the tasks with your child has been included. Find out more at - digitaltechnologieshub.edu.au/families/learning-at-home



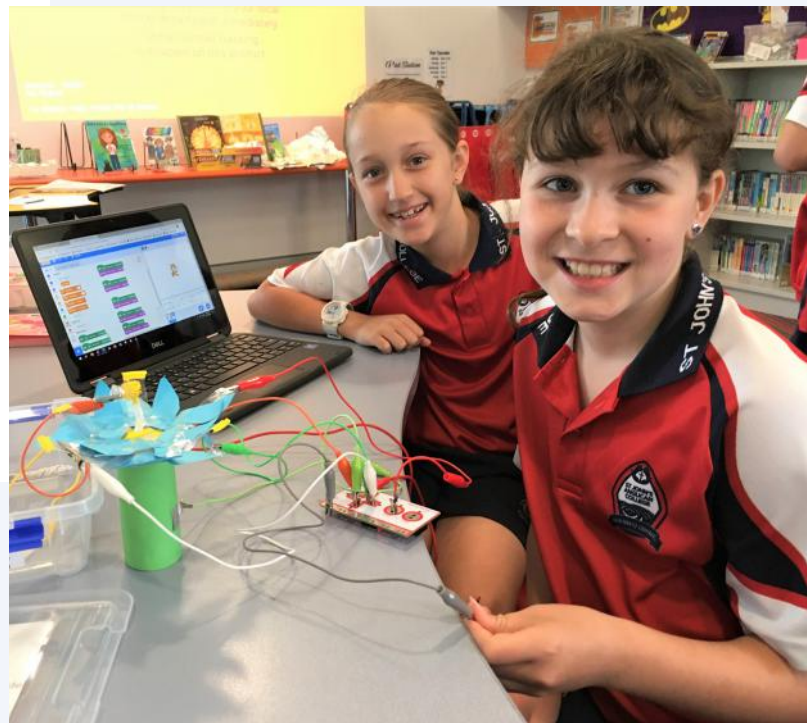
NASA has a variety of online and offline STEM activities. How about building your very own Mars helicopters or Rover? Find out more at - nasa.gov/stem-at-home-for-students-k-4.html



ABC Kids have a collection of STEM-related videos that help the younger children question, investigate, experiment, and make exciting discoveries about our earth and amazingly built environment. Find out more at - abc.net.au/abckids/early-education/stem

Learning and teaching in STEM builds students' curiosity and makes connections through solving of real-world problems in ways that are inquiry-based and directed to the achievement of deep understanding.

– Education Council (2015),
Stem School Educational Strategies



TAS Sports Camp

There was no stopping our sporting students this year, as they participated in the 2021 Sports Camp during the Term Three school holidays.

Sporting students in Years 7 to 12 were invited to participate in the 2021 Sports Camp at the Runaway Bay Performance Centre on the Gold Coast. Although students were tested physically with team-building challenges and sports specific skill development, they were also tested mentally.

Students were assessed on their knowledge of sports nutrition and the benefits that this can have on their sports performances. They learned that nutrition could help with injury prevention, strengthening their immunity and decreasing muscle soreness, and that eating nourishing foods could result in faster recovery time and improved energy levels. Students also learned that poor sports nutrition can play a detrimental impact on their sporting performance and day-to-day life.

When dealing with the pressures of sporting competitions, training, education and life challenges; athletes can feel a large amount of stress. When athletes feel this pressure, they can lose focus of their priorities. During a sports psychology seminar, students were informed of the importance of goal setting, how to set goals in sports and their general life, and how goals can optimize their sporting performance by allowing them to focus on what is important to them.

In 2022, St John's Anglican College will look to partake in another successful sports camp at the Runaway Bay Performance Centre. Building on the lessons of 2021, students will expand their knowledge of sports nutrition and psychology.



Improving
Performance,
Resilience
& Wellbeing



The Rite Journey – Transforming Today's Teens

Mr Braydon Giles
Head of Middle School

According to Andrew Lines,
creator and director of
The Rite Journey program:

"We're living in a society where young people are being bubble-wrapped and not able to experience risk and failure which builds resilience... Young people are spending more time in front of screens and so little time in front of people. This lack of human connection is a real issue because it is really only by being in front of an adult that you can learn how to be an adult – and there is no software program that's going to help a young person learn those skills."

The Rite Journey is an integral component of St John's Pastoral Care program offering a year-long program for our Year 9 students involving rituals and celebrations, physical and mental challenges, discussion and guidance.

The program itself is designed to:

- Acknowledge and celebrate each student's shift into adulthood
- Offer conversations and experiences to guide this transition
- Foster connections with positive adult role models
- Educate and include parents/carers in the process
- Connect students with their strengths and build self-awareness

Throughout the course of the year, students are taken on a powerful journey that not only nurtures, guides and affirms but also extends and challenges them.



Logo Source -
theritejourney.com/



There are four themes that are covered throughout the year:

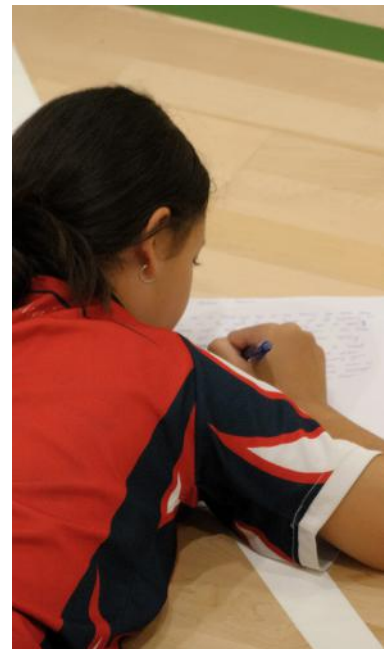
Term One -
Relationship with self and exploring who they are as young people in the world. Students gain an understanding of themselves by exploring self-identity and the expectations placed on them by society. Topics include self-awareness, gender identity and body image.

Term Two -
Relationship with others. This theme assists students in exploring their role in relationships. Conversations include emotional literacy, listening, non-violence, anger management and healthy sexuality.

Term Three -
Relationship with spirit and exploring the bigger questions of life. Throughout this unit, students reflect on some of the deeper aspects of life including stillness, mindfulness, values, sadness, happiness, mortality and wisdom.

Term Four -
Relationship with the world and exploring what they have to give. The final theme prompts students to consider their future, what they have to offer the world and calls them to take responsibility. Topics include leadership, intentions, kindness and gratitude.

St John's has been delivering The Rite Journey program for eight years and has been recognised as a Lead School for excellence and innovation in the delivery of the program. As an integral component of the Pastoral Care program at St John's, the subject is delivered to Year 9 students split into single-sex classes with a teacher mentor to guide the journey. Students participate in two lessons each week and explore a range of contemporary social topics, open positive and affirming dialogues and challenges themselves, both mentally and physically. The Rite Journey pushes students out of their comfort zones and is a time of immense personal growth and connection.





"As 2021 College Captain, I believe because of the positive and encouraging environment provided by my family and the St John's community, the values and traditions of St John's have been deeply instilled in my core morals. Having members of my family and friends who are Old Collegians of the College, who have inspired me in so many aspects of my life, has shown me that the principles of the St John's Way extend beyond the physical boundaries of the College. Rather, they are lifelong values that connect students, staff, and the wider community of St John's together. It is my desire to continue to inspire others and to live and lead my life with Faith, Service and Courage."

– 2021 St John's Award Recipient,
Benjamin Dunkley

Demonstrating Excellence in the Community

The prestigious St John's Award is bestowed each year to one male and one female Year 12 student for their excellence in the key attributes valued by the College community.

This year students Benjamin Dunkley and Imogene Davidson received this award recognising integrity in their personal and academic lives, a commitment to social justice, promoting the values and traditions of St John's and being exemplary leaders.

Ben and Imogene share with us some of their thoughts and experiences demonstrating the College values within the St John's community.

"I feel that I demonstrate integrity every day. Through sport I strive to encourage others to participate, knowing that the best way to do this is to play fairly and for the fun of the game. Through my academic life, I apply myself honestly and even though I am not a natural high achiever, I strive to achieve the best I can in every piece of assessment. I feel the College values of Courage, Service and Justice really resonate with me. Through my experiences at St John's, I have learnt to love serving the St John's community. I also feel strongly about the many faces of Justice, not just doing what is right even when it is difficult, but also understanding that everyone has vastly different opportunities presented to them in their lives and understanding that more can be done to provide equitable opportunities for all."

– 2021 St John's Award Recipient,
Imogene Davidson

ST JOHN'S FOUNDATION

Ms Felicity Bailey
Chair, Foundation Board

Mid-way through this year I had the privilege and honour of being welcomed as the new Board Chair of St John's Anglican College Foundation. As a Foundation Board Director and past College parent, I agreed to take over the Chairmanship when Mr Norm Jefferies made the difficult decision to step down in the role for health reasons.

I would like to acknowledge and thank Norm for his leadership of the Foundation in his role of Chair over the past four years in particular driving the St John's Sports Centre Redevelopment Appeal and more recently the Sports Centre Seat Naming Campaign. I look forward to working with him as he continues to serve on the Board as Director.

One of my first events as Chair was the Foundation Community Cocktails held in November at the College. At the heart of the Foundation is to maintain and strengthen community connections, share successes and enjoy the opportunities to come together. This event was a wonderful opportunity to thank our community for their ongoing support of the Foundation, the College and each other.

My goal for 2022 is to ensure that everyone in the St John's community is acquainted with the St John's Anglican College Foundation and its role within the school. The Foundation was established in 2014 and has supported the improvement and development of facilities at the College for students now and long into the future. Some of these key capital works projects include St John's Performing Arts Centre Auditorium (Stage 1) Appeal and the Sports Centre Redevelopment Appeal.

I encourage our community to get behind and support our current fundraising project, St John's Sports Centre Seat Naming campaign. Families can dedicate a seat leaving a lasting legacy at the College.

Looking ahead, the St John's Anglican College Foundation looks forward to supporting the College in the future with one of its largest projects to date – the St John's

Aquatic Centre. This ambitious and exciting project will need the support of the St John's and wider Forest Lake Community in the years ahead.



Parent and Friends Association

Supporting our College and Connecting our Community

Friends of the Arts – Jazz Night

St John's Friends of the Arts Jazz Night was a hugely successful evening being held for the first time outdoors on The Deck at the Secondary Campus. The parent volunteers decorated the venue in black and gold theme which attracted 150 parents, staff and students. St John's performing arts music groups delivered outstanding performances throughout the night including St John's staff! This wonderful event showcasing our talented students and staff has been scheduled once again for early in Term Four 2022.



Friends of the School – Movie Night

After being postponed in October due to wet weather, the Friends of the School Movie Night went ahead without a hitch on Saturday 20 November. The St John's community came together on the Secondary Campus oval to watch Peter Rabbit 2 – The Runaway with plenty of popcorn and glow sticks in circulation. It was also an opportunity for the P&F to open The Terrace Café to sell food and drinks to moviegoers further increasing their fundraising income to support the students of the College.



Bank of Queensland Forest Lake got behind this event providing sponsorship to cover the cost of the movie screen hire.

With overwhelmingly positive feedback, this movie night will become an annual feature in the College calendar. Look out for further details early in 2022 to lock the date in your diary.

Friends of the School – Christmas Fruit Drive

Another first for the P&F was the Christmas fruit drive for parents and staff of St John's. Partnering with The Wholesale Fruit Company at Rocklea fruit markets, as a Christmas fundraiser, the P&F sold boxes of premium quality mangos, cherries, peaches and nectarines grown locally in Queensland. This was a wonderful initiative to connect the College community before the end of term and raise further funds for St John's.



SAVE THE DATE

ST JOHN'S
SUPPORTERS
OF SPORT

TRIVIA NIGHT



SATURDAY 26
MARCH 2022

6.30pm till Late

St John's
Sports Centre,
Secondary Campus

Tickets on Sale in Term One 2022

**2023
SCHOLARSHIPS
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ACADEMIC | SPORTING | PERFORMING ARTS

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Apply today at
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OLD COLLEGIANS'

FEATURE

Since graduating from the College in 2015, Old Collegian Thasmika Gokal has continued to develop her career in the world of Technology. Thasmika was recently selected as the winner of the Emerging Achiever Technology Award at the Women in Technology (WIT) Gala Dinner in October.

Thasmika is an AI/ML Cloud Solutions Architect at Microsoft and is empowered to leverage her background in quantum physics and statistics to enable and enlighten people and organisations to innovate using customized AI/ML solutions.

She is an advocate of diversity and inclusion initiatives and is excited to be part of a team that help tackle society's biggest challenges. Thasmika has presented at several conferences including TEDxUQ and Microsoft events to share her knowledge and intelligence through impactful storytelling.

We recently caught up with Thasmika to learn about her chosen career path and her plans for the future.

Why did you choose the Tech industry?

Technology gives us the opportunity to take the beautiful findings from science and math and apply them to solve real-world problems. In the Tech industry, we have a fantastic opportunity to build holistic solutions that impact access to education, vaccine management or enhancing efficiencies in industrial plant processes, for example. There's no scope or limitation to what can be solved in Tech and it's a wonderful space to be in if you're set on empowering companies and people to achieve more.

What are some of your career highlights so far?

Applying quantum computing algorithms for financial instruments and joining Microsoft to support tech companies across ANZ in building their data, AI and machine learning solutions on Azure, the world's computer. By far, being part of my team and having the opportunity to learn from brilliant people.



What advice would you give to our young female students wanting to get into the IT/Tech world?

Focus on yourself, invest in your education and ignore the noise. Adopt a growth mindset and know that there is nothing that you can't accomplish. Cloud computing didn't exist 15 years ago and chances are, future career pathways for you will come into existence in the next couple of years. You're already immensely talented and now, you have the most incredible opportunity to be part of that; the best way to get into Tech is by equipping yourself with a learn-it-all attitude. Immerse yourself in learning programming and other technologies, like the Cloud. Support each other on the journey and create a sisterhood. We need people like you to join the industry and make your impact. Go for it!

What's next for you?

Working more closely with Microsoft Partners and Microsoft to incubate and develop next-gen AI products for our global customers. The most exciting products and solutions in ML haven't been created yet and I'm looking forward to contributing towards Web 3.0 solutions.



Engagements

Morgan Collura (2006) and **Lash Moodley (2006)**
Charlize Fleay (2016) and **Khoa Doan (2016)**
Rebecca Quick (2015) and **Gerald Nordqvist**
Dominic Bowden (2016) and **Fiona Vo**
Matthew Bergmansons (2009) and **Jayde Bloomfield (2010)**
Anna Hockey (2007) and **Ben Ellison**
Ryan Wilson (2010) and **Felicity Tennant**
Matthew Vining (2010) and **Lindsey Marstella**
Michael Hogan (2013) and **Chelsea Maxwell (2011)**

Marriages

Zachary Raftery (2006) and **Emma Hannan**
on 6 June
Alyce Daly (2009) and **Damion Farren** on 12 June
Callan Mawhinney (2016) and **Rhianna Mawhinney**
on 26 June
Amanda Dunster (2007) and **Justin Mayberry**
on 28 June
Emma Taylor (2006) and **Tim Chalmers (2006)**
on 16 July
Brad Thompson (2012) and **Zoe Thompson**
on 21 August
Kate Kearnan (2011) and **Kyle Barton**
on 19 September
Justin Sheldon (2006) and **Courtney Sheldon**
on 1 October

Melissa Mackintosh (2010) and **Phil Pham**
on 9 October

Joanne Nieuwenburg (2013) and **Ben Limpus**
on 14 October

Jason McGavin (2011) and **Darcie McGavin**
on 16 October

Frances Hannaway (2006) and
Christopher Story
on 8 November

Eleanor Allport (2012) and **Brayden Sutherland (2012)**
on 10 November
(pictured)



OLD COLLEGIANS' NEWS

Births

Tylah Simpson (2015) and
Aspen Sweeney welcomed **Bodhi James Simpson** on 9 June
Mallory Haseler (2007) and
Jason Laurens welcomed **Milo Jason Laurens** on 14 June
Natasha Starr (2007) and
partner **Brendan** welcomed
Sebastian Adric on 22 June
Denushi Chand (2007) and
Arunthavan Jegatheesan
welcomed **Rani Bala Jegatheesan**
on 24 June
Sarah Turner (2016) and **George Papaioannou** welcomed **George Arlo Papaioannou** on 9 July
Tyler Brewer (2009) and
Holly Brewer welcomed
Hazel Brewer on 12 July
Louise Curtis (2000) and
Lachlan Wieck welcomed **Anna Willow Wieck** on 13 July
Lauren Gabbert (2008) and
Dale Odgen welcomed **Flynne Thomas Ogden** on 16 July
Tijana Jelacic (2007) and
Chris Furminger (2003)
welcomed **Leni Isabel Furminger**
on 22 July
Alana Oliver (2003) and **Dale Delaforce** welcomed **Imogen Lucy Delaforce** on 24 July
Joshua East (2002) and
Ashleigh East welcomed **Estella Mackenzie East** on 28 July
Matthew Tahal (2007) and **Laura Anne** welcomed **Roman Matthew Tahal** on 18 August
Daphne Chipper (2000) and
Victor Anderson welcomed
Poppy May Joyce Anderson on 20 August
Dean Anderson (2005) and **Kate Anderson** welcomed **Matilda May Anderson** on 20 August
Nicholas Corrick (2000) and
Heidi McCulkin welcomed **Mia Grace Corrick** on 24 August
Dean Bridge (2002) and **Nishani Bridge** welcomed **Sebastian Nelson Bridge** on 29 August
Caitlin Porter (2012) and
Josh Mulholland welcomed **Ivy Kate Mulholland** on 2 September
Hayley Brown (2001) and **Lucas Nicholls** welcomed **Maeve Esme Nicholls** on 5 September
Adam Mercer (2004) and
Jo Mercer welcomed **Brooklyn Rose Mercer** on 6 September
Neeraj Khanna (2009) and
Vibha Varne Khanna welcomed
Trisha Khanna on 12 September
Nicholas Plumb (2007) and
Jessica Plumb welcomed **Oliver Hayes Plumb** on 15 September
Tiana McClure (2010) and
Sam Peacock welcomed
Makenna Ayla Peacock on 17 September
Joshua Stone (2004) and **Emma Howell** welcomed **Isabella Grace Stone** on 17 September
Taylor Batkin (2014) and **Dean Mangels** welcomed **Isla Louise Mangels** on 24 September
Jasmin Pambid (2005) and
Will Cavallaro welcomed
Theodore Cavallaro on 26 September
Alyce Daly (2009) and
Damion Farren welcome **Matilda Rose Farren** on 29 September
David Bergmansons (2006) and
Natasha Bergmansons welcomed
Poppy Mae Bergmansons on 22 October
McKenzie Sutherland (2014)
and **Trent Podlich (2015)**
welcomed **Atlas Donald Podlich**
on 24 October
Jelena Jelacic (2004) and
Nick Bright welcomed **Lana Bright** on 18 November
Ruth Forrest (2012) and
Dirk Tromp welcomed **Sasha Eve Tromp** on 22 November
Alyce Frew (2006) and
Lawrence Gleadhill welcomed
Hamish Flynn Gleadhill on 25 November

We are to be the Salt of the Earth and Light of the World

Reverend Juliana Bate
College Chaplain

Two images Jesus shared with his followers, in the Gospel of Matthew (5:13-16). When God came to earth, he came to the least, the last and the lowest. Jesus broke down the social norms of his time as he showed grace and love to those he encountered.

I shared this recently with our graduating Class of 2021. The imagery of salt and light speaks to influencing the world around us. Just as salt brings out the taste in food and light enables us to see other things, we don't exist only for ourselves. To be salt means that we deliberately seek to influence the people in our lives by showing them through our actions, the love and grace that God gives us.

While light is a symbol of awareness, knowledge and understanding. To be a light to the world comes from our attitudes and the words we use. It means that we share with others, the knowledge that we are all loved and valued by God. Our differences and diversity are things of beauty that should be celebrated. Though not always easy, we forgive each other's mistakes, because God forgives us. We don't judge each other, and we treat others how we want to be treated.

Our students at St John's actively experience this through service learning by building relationships with others and building greater autonomy, dignity, and power in others. In using the student's gifts and talents, they can empower others through initiatives such as the Inala Homework Club. While our Christmas Tree appeal, in partnership with the Romero Centre or through Operation Christmas Child, the collection and sharing of the blessings we have, communicates with the recipients whom we may never meet, that we value, care for and love them, just as God loves us.

These activities are not restricted to taking place at school alone. Within our families, sporting clubs, social groups, and day-to-day, we can look for those moments of being salt and light. When we show patience to others and forgive mistakes. When we show small acts of kindness and generosity, like allowing someone to go in front of you in the checkout line, to take the trolley to the return bay or to see something that someone has

dropped and return it to them. Then there are acts of generosity, where we share our blessings.

There is an abundance of charitable and worthy causes doing many great works. Are there ways where we can actively get involved in supporting initiatives that are close to our hearts, where we do more than give from our surplus or the little bit of loose change that we have on us? I encourage you to find the things that your family is passionate about and that you can support, to be salt and light to others. To show others that they are valued, cared for and loved.



Salt & Light

ST JOHN'S COLLEGE CARNIVAL

2022

28
MAY 2022

SATURDAY

SAVE
THE DATE

CARNIVAL

FIREWORKS | FOOD & BEVERAGES | RIDES | PERFORMANCES | STALLS



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St John's Anglican College
Secondary Campus Oval
From 12pm

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