

Footprints

St John's Anglican College
JUNE 2024





Join Us at Open Morning

We are thrilled to open our doors to prospective parents and students to explore the boundless opportunities awaiting you at St John's. Discover how our students develop confidence, a growth mindset and a genuine love of learning while building the essential skills to thrive in an ever-changing world.

We believe that the best way to truly grasp the essence of St John's is to visit us at Open Morning. Here you will have the opportunity to connect with our passionate educators; explore our state-of-the-art campus; hear from our parent ambassadors; and experience our vibrant co-curricular activities.

Our dedicated team will be available to answer any questions you may have about our programs, teaching methodologies, and enrolment process.

We look forward to welcoming you and your family to Open Morning. Come and be a part of our vibrant community!



Scan me
**KINDY &
PREP
OPEN MORNING**



Wednesday 31 July 2024
Scan the QR Code to
Register Online



Scan me
**MIDDLE &
SENIOR SCHOOL
OPEN MORNING**



Thursday 5 September 2024
Scan the QR Code to
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Footprints

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Queensland School
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From the Principal

2023 will be remembered for St John's theme 'The Year of Friendship'. It was a wonderful year of friendship and connection whether in the classroom or in the playground, on Saturday mornings at TAS, on the stage performing, or in the great outdoors. This spirit of connection complements St John's dedication to fostering a lifelong love of learning.

As I grow older and wiser, I am fascinated by my desire to know about and learn new things. We have become more curious about our world, not less. Life is about continually learning. The poet William Yeats said, *"The world is full of magic things, patiently waiting for our senses to grow sharper."* If we foster an ability to be curious, we will awaken a sense of wonder.

At the commencement of 2024, we declared this year's theme 'The Year of Curiosity'. So many of life's great discoveries, questions and lessons have come from curiosity. Many of the things we take for granted have come from people who were first willing to be curious and to find out more.

Science fiction has always been a genre that has captured my imagination and exploration of new worlds and technologies that seemed impossible at the time they were written or viewed. What really sparks my curiosity and sparks my thinking is the fact that many of these imaginative ideas have become a reality, making science fiction a precursor to science fact.

One of the most famous science fiction writers of all time, Isaac Asimov wrote a short story in 1956 titled *'The Last Question'* that pondered the future of humanity and artificial intelligence. Asimov imagined a future where humanity had created a supercomputer that could answer any question.

Today we are closer than ever to Asimov's vision and it is Artificial Intelligence (AI) that has captured the world with the explosion of language model tools like ChatGPT from Open AI. ChatGPT has taken the world by storm since its launch. It can write essays, write computer code, act as a research assistant, solve mathematical problems, compose music, and explain complicated concepts in age-appropriate ways.

Tools like ChatGPT are just the tip of the AI iceberg. We are seeing this now in the seeming overnight proliferation of Generative AI (Gen AI) technologies that can edit videos, create artwork, compose original scores, beat the world's best chess, and poker players, create deep fakes and generate conversational chatbots that have the persona of famous people who are now deceased.

As a College, we cannot ignore technology's inexorable progress and its implications for our young people and their future. They will be entering a world of Gen AI learning, work and life and those who harness its power will have distinct advantages over those who don't. An even greater advantage will be understanding how Gen AI works and how it is developed by who and for whom. It will ensure that we are not just passive consumers but rather we continue to be the creators, to have agency over the technologies at our disposal.

At St John's we understand the value and importance of having these conversations. We are discussing academic integrity and how to assess the learning of our students in a world of rapid change. We will also be engaging in these conversations with our students, as appropriate, and examining ways in which Gen AI, like the abacus, pocket calculator, personal computer and search engines that have come before, to see how it can assist and enhance children's learning.

If we can keep simple things simple, then we make complexity possible. This is what Gen AI will invite. It will be another tool in our toolkit of learning. A calibration or refocus on the 'how', how we as teachers can focus on equipping students with the ability to think critically, deal with increasingly large amounts of information and impossibly big data sets, to synthesise, evaluate, and solve difficult problems with incomplete information - effectively learning how to learn. This is integral to our vision that aims to equip our young people with the skills, tools, dispositions, attitudes and good character to embrace any possible future.

Gen AI is part of that future. Of course, this must be balanced with the nurturing and development of young people who are happy, healthy, resilient, self-aware and ultimately good people. It is exciting to be alive and the future of Gen AI and education is full of possibilities. Possibilities that extend our imagination and harness the full potential of what it is to be human. The main idea behind this year's curiosity theme is encouraging people to think for themselves.



The world is full of
magic things,
patiently waiting for
our senses to grow
sharper - W.B. Yeats

At St John's, independent learning and thinking outside the box is encouraged in many ways.

Our staff will continue new and exciting ways to let the concept of curiosity permeate teaching and learning. Teachers see the growth in our students, understand the benefits of having our students ask more questions and embrace the challenge of listening intently when young people are speaking. In 2023, we were delighted to be invited to partner with the University of Queensland Learning Lab, to embark on a research journey to investigate curiosity at St John's.

I encourage you to be part of how St John's continues to embrace this new theme for 2024, let us continue a love of learning as we develop and grow our curiosity and at all times, we will uphold our College Motto 'Faith, Service, Courage.'

Curiosity is a cornerstone of the Spirit of Knowledge which St Paul regarded as one of the gifts of God to His people and one of the tenets we hold true.

Mrs Maria McIvor
Principal



Pictured: St John's students showcasing their groundbreaking ideas at the 2024 Innovation Challenge held in May.

Meet our Head of Senior School

In 2024, in line with St John's strategic direction to streamline its sub-schools, former Head of English, Mrs Natasha Podoliak, assumed the role of Head of Senior School. In this Q&A, Natasha shares her aspirations for the role and discusses what this signifies for the senior school community and beyond.

What does the role of Head of Senior School entail?

The Head of Senior School role is holistic in nature, unifying all attributes and phases of senior schooling to empower all stakeholders. Along with fostering the identity of the senior school, the position is attentive to providing guidance, support and mentoring of senior students, who are navigating a challenging, yet gratifying chapter of their educational journey. The initiation of the role facilitates the opportunity to cultivate synergies between the sub-schools to support the transitioning of students, fostering staff collaboration, assisting parents and caregivers and developing connections with the wider community to enrich the St John's learning environment.

What would you like to achieve this year?

During my first year in the role, I am motivated to establish a discernible presence, recognised for setting and maintaining high expectations, strengthening trust, connection and collaboration, empowering student leadership, and increasing agency amongst the senior school community to co-design and co-create. The year 2024 will focus on laying the foundations to grow, build, innovate and personalise the senior schooling experience, whilst nurturing ownership and belonging, crucial elements for all thriving communities.

What plans do you have for both the role and Senior School?

In terms of the role, I envision it as one that is dynamic, adaptive and responsive. The strategic intention will be accomplished in collaboration with the senior leadership team, to ensure the direction is placed on the areas requiring the greatest focus and energy. By acquiring a perceptive insight into St John's spiritual, social, wellbeing, physical, academic and ethical attributes influencing senior schooling, the experiences and perspectives of all stakeholders will be appraised.

In terms of the Senior School, I endeavour to enrich the school spirit and validate the St John's way, growing connections, serving others, broadening pathways, celebrating diversity, inclusiveness and equity, and empowering students to consider how their legacy can enhance the fabric of our College and inspire future generations. Ultimately, I visualise students graduating from St John's armed with the knowledge of: *I know who I am, I know where I am going, and I know how I'm going to get there.*

What was your journey leading up to this point?

I have previously held leadership roles in the Education and Corporate sectors, including building collaborative communities and partnerships, coaching and staff development, developing pastoral care and wellbeing frameworks, and leading enrichment in the academic domain. Wellbeing is featured at the heart of my leadership style - whereby all members within the community feel valued, supported, connected and spiritually nourished.

“

Ultimately, my vision for the Head of Senior School role is to empower every individual to shine – one story at a time.



The ability to think strategically, critically and creatively has enabled me to innovate the educational landscape, ignite curiosity, and optimise educational outcomes as an everyday occurrence. My passionate and engaging role in co-researching and co-designing several key initiatives at St John's has demonstrated my capacity to lead continuous improvement. Dedicating time, energy and intellect to immerse myself in the latest research in educational leadership has been invaluable, and as a reflective practitioner, inspired my leadership hallmark as a 'lifelong learning companion'. A companion who can bring empathy, humility and gratitude to our Senior School, and inspire the collective community to thrive.



Reconciliation Action Plan

Mr Martin Brownlow
Chair, RAP Committee
Head of Junior School

St John's Anglican College's vision for Reconciliation is to seek out meaningful connections and to ensure that these are at the heart of bridging the gap with our First Nations People. We aim to identify, celebrate and authentically embed First Nations People's history and culture within our College community.

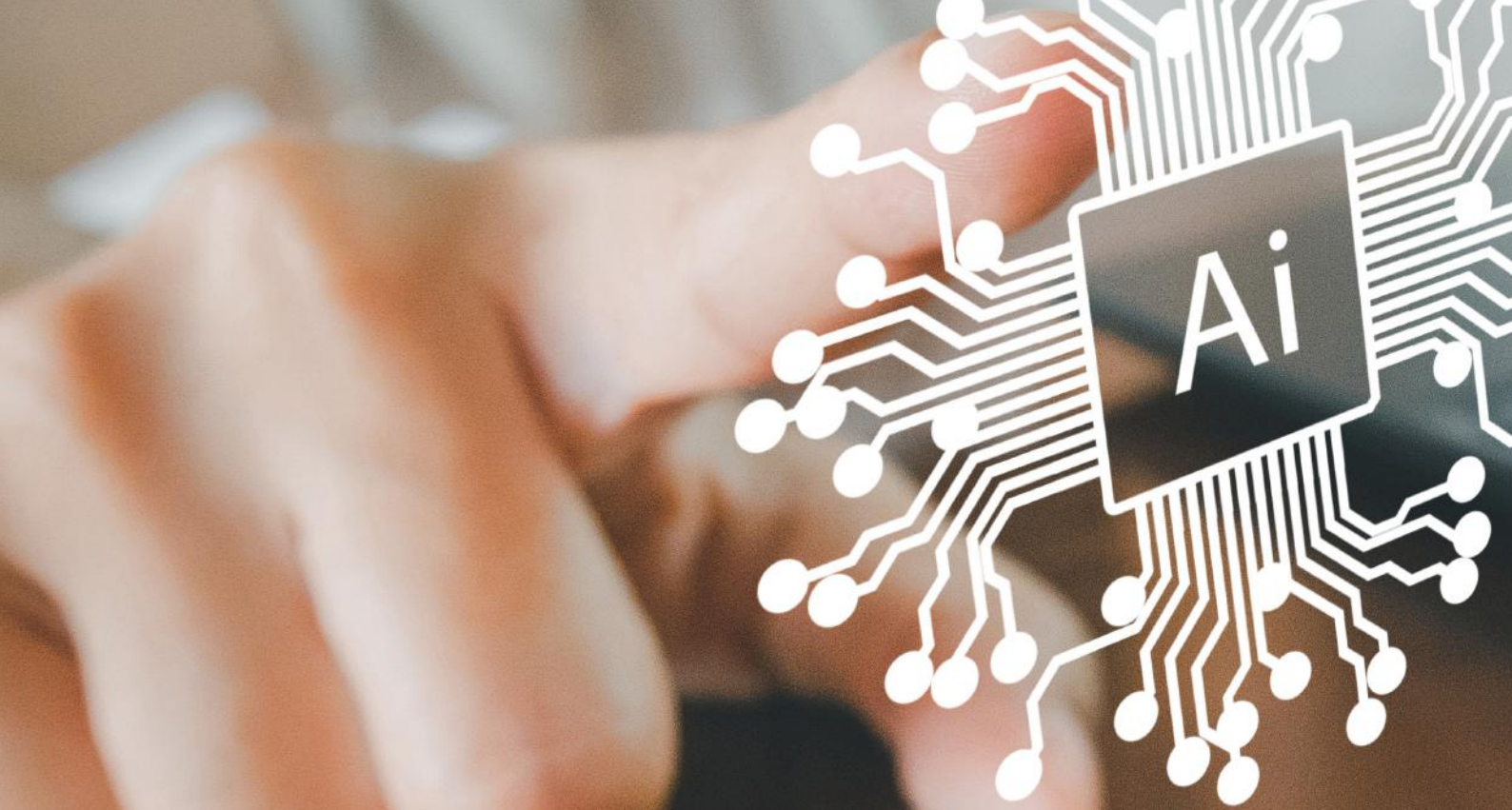
All stakeholders at St John's Anglican College commit to playing a significant part in developing strong relationships that foster an understanding and appreciation of the diverse cultural backgrounds of the children we teach. We will celebrate our differences in a culturally sensitive manner and ensure that the profile of First Nations People's and their culture is held in high regard.

St John's has embarked on the journey of reconciliation and understanding the importance of creating a Reconciliation Action Plan (RAP). A committee consisting of teaching and non-teaching staff, parents and students have come together to draft St John's very own RAP, with the support of Paul Paulson, Director of Indigenous Education for Anglican Schools Commission SQ.

Reconciliation is a profound process of acknowledging the traditional custodians of the land on which we live, work and play, fostering understanding through truth telling, and continue to forge respectful relationships. The St John's RAP is a tangible framework that focuses on Relationships, Respect and Opportunities in the classroom, around the school and within the wider St John's community. The RAP is not a static document and is the starting point for Indigenous perspectives to be authentically embedded into the cultural fibre of St John's.

At the core of St John's RAP lies the principle of building respectful relationships. Open engagements with Indigenous stakeholders in a genuine and meaningful way, listening to our Elders and incorporating their perspectives into the decision-making process through partnerships and collaboration to ensure mutual understanding, trust and shared vision. The RAP is a call to action as we try to implement practical initiatives that contribute to reconciliation in tangible ways.

The journey of reconciliation is a journey of hope and renewal, guided by the principles of respect, understanding and unity and all at St John's wish to embark on a transformative voyage towards a future built on reconciliation, justice and respect.



Generation AI

Mr Andrew Landroth
Deputy Principal – Curriculum and Innovation

Chat GPT and other Artificial Intelligence technologies have recently drawn a lot of attention in the media, largely due to their use in education and the potential impact on assessment and learning. Many people are unfamiliar with the technology and are unsure of how it can be used appropriately in education, or if it should be used at all.

At St John's, we realise that Generative AI (Gen AI) technologies are here to stay and will continue to evolve into the future.

Gen AI can have a positive or negative impact on education. Positives lie in the powerful capacity for Gen AI to act as a learning tool. One example would be to re-write complex definitions and concepts in more understandable words. Because the interface is dialogue based in nature, students can repeatedly fine-tune the responses by adding new prompts. For example, a student could ask Gen AI to simplify the process of DNA replication. They could then ask it to

modify the response by adding images, or writing at a Year 9 level, or highlighting key words etc. Another use is in generating revision questions tailored to a student's areas of weakness. Using the DNA example, the student could ask Gen AI to write 15 questions about PCR, or Prophase II in meiosis using unlabelled images. From this perspective, the options are almost unlimited.


The primary negatives lie in the use of Gen AI in assessment and the associated risk of academic misconduct.

Academic Integrity - the requirement for academic responsibilities to be approached in an honest, moral and ethical way.

Academic Misconduct - a broad range of behaviours where students inappropriately and falsely demonstrate their learning.

Plagiarism - completely or partially copying or altering another person's work or creating work using AI without attribution. Can include text, audio or audiovisual material, figures, tables, designs, images, information, or ideas. Translation from another language without attribution is still plagiarism.

Of course, academic misconduct has existed for as long as assessment has; it is nothing new, and the reality is that the inappropriate use of Gen AI technologies in assessment is really just a natural evolution of what has always happened.



Gen AI poses significant challenges for assessment; however, far fewer problems are evident when we consider using it in support of learning. It is important not to confuse the two differing aspects of education.

In response to the emergence of Gen AI technologies, St John's Anglican College has taken the considered approach of embracing the technologies (whilst being wary of the risks) with the philosophy that it would be impossible to completely ban their use. We acknowledge that with education, the benefits of using Gen AI far outweigh the negatives, and Gen AI is now the new reality for this and future generations.

Moving forward we are developing a set of guidelines that are specific to the use of Generation AI at St John's. These include:

For Students

Engage with Gen AI as a positive learning tool.

Understand that using AI in an inappropriate manner has a negative impact on them in many different ways.

Acknowledge that technologies such as Gen AI are emerging, and College policies regarding misuse will evolve over time.

Be aware that Gen AI still cannot generate assessment responses to the high standards that students should be aiming for.

Know that the fundamental reason for assessment is to evaluate what they know, understand, and can do. Equally, assessment is used to identify where gaps in knowledge and skills exist.

For Teachers

Support, teach and encourage students to engage with Gen AI as a learning tool.

Act to educate students about the issues that arise from inappropriate AI use, and to deal with situations in a constructive manner as they arise.

Continue to remain abreast of this and all emerging technologies in order to provide timely and relevant guidance and support for all students.

Review assessment types and formats in order to generate assessments that are less vulnerable to Gen AI input including the use of open-

ended questions; complex problem solving; ethical dilemmas; contextual understanding; subjectivity and creativity; real-world application and interpersonal skills.

Implement measures such as checkpoints, drafts and authenticity conversations in assessment tasks.

Continued use of plagiarism checkers such as Plagscan and Turnitin. Where relevant, AI detectors such as GPTZero and others may be employed when work is under question.

Undoubtedly while Generation AI brings transformative opportunities to education, the irreplaceable insights and discernment of teachers remain crucial in maintaining the authenticity and integrity of student work.



ST JOHN'S Community Garden



Earlier this year, St John's proudly unveiled its new Community Garden on the Secondary Campus, where the Year 9 Rite Journey classes have been using the garden beds as an impactful platform for collaboration, connection, and engaging in meaningful conversations.

Although in its early stages, the Community Garden boasts a diverse array of vegetables, including rhubarb, bok choy, lettuce, and snow peas, which have been successfully planted and cultivated. The harvested produce is generously shared among families and teachers. Regular observations of the garden's progress, plant health, and insect interactions are conducted by students every few weeks. The plants benefit from consistent hydration, thanks to the efficient automated watering system.

As students care for the plants, they are not just growing vegetables but also absorbing crucial lessons in nurturing, patience, and selflessness - core attributes of gardening. This hands-on experience also fosters teamwork and leadership skills as the groups collaborate to plan and prepare their garden beds.

Moreover, both students and staff are experiencing the positive wellbeing benefits of gardening, coupled with the calming effects of being immersed in nature. One group has initiated a *Giving and Gratitude Program*, where they send letters of appreciation to members of our school community along with some of the harvested items. This thoughtful gesture brings joy and brightens up their day.

Looking to the future, St John's is committed to extending this social engagement to include the wider College community.



Global Exchange Program

St John's Anglican College is delighted to unveil an extraordinary opportunity for our Year 10 students in 2025: a transformative global exchange program with Millfield School in the United Kingdom. An initiative of St John's Strategic Global Enterprise, this program guarantees an enriching cultural immersion, fostering personal and educational development, and forging enduring connections and memories that will last a lifetime.



In mid-2023, St John's Principal, Mrs Maria McIvor visited Millfield, an independent co-educational school for students aged 2-18 years, to explore its suitability as our Global Exchange partner. With its values closely aligned with St John's



and the pastoral care of their students at the very heart of the school, Millfield was selected.

Much like St John's, Millfield is celebrated for its academic prowess, extensive extracurricular offerings, and vibrant community ethos. With a steadfast commitment to nurturing individual potential and embracing diversity, both schools share a common dedication to celebrating the unique strengths of each student.

Nestled in the picturesque rural southwest of England, in the county of Somerset, Millfield School offers an unparalleled educational experience. Spread across 200 acres of stunning countryside, Millfield boasts first-class facilities including a 50m Olympic-sized swimming pool, a golf course, an equestrian centre, indoor cricket, a fencing salle, a concert hall, an art gallery, a music centre, and state-of-the-art science facilities.

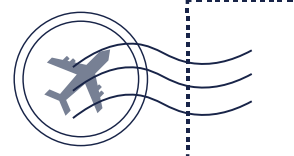
Located just 217km from the vibrant metropolis of London, Millfield provides students with easy access to a rich tapestry of history, breathtaking landscapes, and outdoor adventures. This unique combination of world-class amenities and proximity to one of the world's most iconic cities makes Millfield the perfect destination for an

immersive educational journey.

St John's students will embark on a transformative journey to Millfield from May to June, engaging in a four-week immersive experience staying with a homestay family. Similarly, Millfield students will reciprocate the four-week cultural exchange by visiting St John's from March to April.



Pictured: Millfield School, United Kingdom



Next Steps...

In Term Three 2024, St John's current Year 9 students will be invited to apply for this 2025 Global Exchange with interested students undergoing a selection process. Selected students will be required to demonstrate maturity, responsibility, and a willingness to embrace new challenges. Their embodiment of and reflection on the core values of St John's, dedication to academics, personal development, behaviour, and engagement in school activities will also be considered.

There will also be an opportunity to attend a Global Exchange Information Evening on Thursday 12 September, from 5.30pm to 6.30pm, where detailed information regarding the program including associated costs will be communicated. Applications will close early Term Four.

AIR MAIL

The Lord Mayor's Young Environmental Leadership Network



PROTECTING RESIDENT NATIVE WILDLIFE

Sarbani Maitra, Alice Schlamm and
Rebecca Sharpe
Year 10 Students

This year, St John's participation in the Lord Mayor's Young Environmental Leadership Network (LMYELN) has a strong focus on protecting our resident native wildlife.


Led by Year 10 students, Rebecca Sharpe, Alice Schlamm and Sarbani Maitra, at the forefront of this project is the Bush Stone Curlew (*Burhinus grallarius*); a nocturnal, ground-dwelling bird, which is endangered in all states of Australia except Queensland. And the Secondary Campus is lucky enough to call itself home for many of these precious birds - but their habitat is at risk from invasive species and foot traffic.

To combat these issues, the 2024 LMYELN team plans to make St John's a more curlew-friendly environment by raising awareness amongst the College community and regenerating native bush areas at school. At least ten

individuals have been spotted at the campus, situated around the carpark, sports centre, and on the far side of the oval. These areas are well suited to the birds - as curlews tend to prefer open bushland, with little ground cover and large trees - found across Southeast Queensland.

Over the course of the year, the students plan to implement a few projects around the school to keep our resident curlews safe and happy.

First, the students will install signage around their habitat areas to minimise disruption, especially during the breeding season from June to December. Being ground-dwelling



birds, bush stone curlews lay their eggs on the ground, and their nests can be very difficult to spot. These curlews will on average lay four eggs a year and mate for life - which, all things going well, should last 20-30 years. By raising awareness in the area, we can significantly reduce the risk of harming their young, ensuring the future of the species. Signage around these pivotal areas allows students and staff to engage with the environment and learn the importance of conserving the school's native wildlife.

Additionally, the students plan to undertake a small-scale bush regeneration project in the pocket of bushland at the far side of the oval; another of the curlews' favourite spots. This will begin with taking out invasive weeds, which obscure the birds' view of predators and force them out of their habitat. By removing these weeds, we will be encouraging the curlews back into their habitat, to continue their natural lifecycle.

However, the benefits of bush regeneration extend beyond this; it enhances overall biodiversity, improves soil quality, and creates ecological corridors that support other native fauna in the area, which is abundant. St John's is home to lace monitors, ringtail possums, willy wagtails, kookaburras, and welcome swallows—all species that would benefit from the regeneration of our native bushland.

With the active participation of the school community, St John's campuses can transform into a biodiverse, safe haven for native wildlife. Everyone has a role to play in ensuring the survival of these species far into the future.

What is the LMYELN?

This unique learning and leadership program directly engages and supports students and schools to be cleaner and greener in their communities through a project-based, active learning model. Throughout the year the students attend five Council facilitated meetings that equip them with lifelong skills in project management, communication and leadership.



The St John's Anglican College
Production of



A Musical based on the stories of P.L. Travers
and the Walt Disney Film

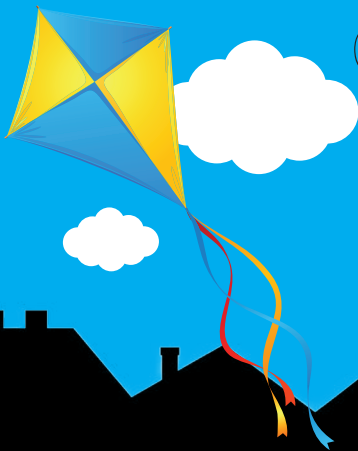
Original Music and Lyrics by
Richard M. Sherman and Robert B. Sherman

Book by
Julian Fellowes

New Songs and Additional Music and Lyrics by
George Stiles and Anthony Drewe

Co-Created by
Cameron Mackintosh

Licensed exclusively by Music Theatre International (Australasia).



We are thrilled to announce that the 2025 College Musical will be none other than the timeless classic, *Disney's & Cameron Macintosh's Mary Poppins!* Get ready to be swept away by the magic and charm of this beloved story as our talented students bring it to life on stage.

In the bustling city of London during the early 20th century, the Banks family is in need of a little bit of magic. Mr George Banks, a stern and work-focused banker, struggles to connect with his two mischievous children, Jane and Michael. Mrs Winifred Banks, their mother, is feeling inadequate as a mother.

With their household in disarray and their nannies constantly fleeing from the chaos, the children write a letter requesting the services of a new nanny. In response to the children's letter, Mary Poppins arrives on Cherry Tree Lane, descending from the sky with her umbrella in hand. With her peculiar and mystical ways, Mary immediately captures the attention of Jane and Michael.

Alongside her friend Bert, a jack-of-all-trades and a charming chimney sweep, Mary takes the Banks children on extraordinary adventures, teaching them valuable life lessons through whimsical experiences. Through song, dance, and enchanting adventures, Mary helps the family rediscover the joy of being together and the importance of love, imagination, and empathy.

Despite facing challenges from the rigid expectations of society and the pressures of daily life, the Banks family learns that with a little bit of magic and a whole lot of love, anything is possible. By the end of their journey, the Banks family is transformed, and they realise that the most precious moments in life are the ones shared with those you love.

Don't miss the opportunity to be a part of this enchanting experience, whether on stage, behind the scenes or in the audience. Let's make *Disney's & Cameron Macintosh's Mary Poppins* a musical to remember!

Mark your calendars for our four exclusive performances
from Friday 2 May to Sunday 4 May 2025

TICKETS GO ON SALE LATER THIS YEAR!



Riding the Waves

Dr Justin Coulson
Author at happyfamilies.com.au

Anxiety in our young people is at an all-time high. It has been rising for decades, and since COVID the numbers have exploded. Why the huge rise?

Social media is the common scapegoat. There are good reasons to blame Facebook, Instagram, Snapchat, and TikTok, but they are not the most convincing reason. A majority of kids use social media (and screens) at surprisingly high levels with no mental health difficulties.

No. It's not social media. Or friendship issues. Or a lack of outside play. Or not enough physical activity. They all contribute to anxiety. They always have. But they don't explain the huge rise. What does? Parenting. For two reasons:

1. Parents are more invested in their children, and as investment in children goes up (emotionally and financially), so do expectations - and those expectations are generally unrealistic. And...

2. Parents with high expectations are often overly critical of their children (which leads to lower resilience and increased anxiety), and they are more controlling of their children.

These parenting practices make sense if you believe we live in a world that is an increasingly competitive, dog-eat-dog, zero-sum world. Taking control is the only option to assure success in an environment like this.



Unhealthy anxiety is embedded in our culture. But it doesn't have to be embedded in yours or your child's.

But it's wrong. And it's creating anxious kids. Let's add a third challenge here as well:

Parents become anxious about their children's anxiety, which feeds control, which amplifies anxiety (theirs and ours). We're uncomfortable with our children's emotional discomfort which leads us to try to stop them feeling uncomfortable and exacerbates anxiety about anxiety.

Our children need more models and less judges. Solutions require a reset of our parenting practice. Less control and criticism. More empathic exploring and ebullient empowering.

"But what have they got to worry about?" It can be easy to look at our children's lives and think that they've got it made, especially if they're being

raised in a significantly improved situation than yours was. But their anxious responses may not be as excessive as you think. This is due to the very real result of "worry stacking".

Over time, small, even seemingly insignificant worries or concerns can accumulate and build upon each other, ultimately creating a larger and more overwhelming sense of anxiety or stress than the sum of their parts. And considering how much we're cramming into our kids' lives now, is it any wonder?

By learning how to effectively manage each worry as they arise, our kids can keep the stack from growing too high and maintain a sense of control over their anxiety. This is essentially like hitting the "reset" button on their nervous system.

How to push the "reset" button. A healthy reset requires relationship and connection, a feeling of competence and capability, and a real sense of control.

In addition, we can teach our children about regulating anxieties and worries. It's essential to process worries, reset between challenges, and ensure concerns don't accumulate.

1. Balance the body. Recognise the physical sensations of anxiety. Where does your child feel it? Is it in their chest, shoulders, or stomach? Somewhere else? Identifying these sensations helps manage them effectively.

Rather than saying, "I am feeling anxious," which can intensify anxiety, have your child say, "I'm beginning to notice anxiety in my chest." This simple shift in language helps create distance from the anxiety and it's processed more effectively.

Deep breathing is a powerful tool for regulating emotions. Try box breathing (Inhale, 2, 3, 4. Hold, 2, 3, 4. Exhale, 2, 3, 4. Hold, 2, 3, 4.) A splash of cold water,

or a brief cold plunge or a cold shower can help with a reset and refocus on the here and now.

Nature is an anxiety balm. Touch the grass. Breathe fresh air. See the sky. Soak in the sun.

2. Re-calibrate cognitions. The mind magnifies threats when we're anxious. Remember, thoughts are thoughts, not facts. Challenge unhelpful, unkind, or unproductive thoughts.

Question assumptions and beliefs that amplify anxiety.

3. Create capacity. Your child can't control the curriculum, can't trash the timetable, can't end exams, and can't save the planet. But they can hug their parent, can be present, can breathe, can play or run or be active, can cook dinner with you, can wrestle with you on the carpet, can read a book.

They can study, can call a friend, can help someone struggling.... There is so much they CAN do. They just need help seeing it.

Unhealthy anxiety is embedded in our culture. But it doesn't have to be embedded in yours. Or your child's. Let go of control. Recentre, rebalance, rethink, and recreate.

And trust that things will work out. They almost always do.

happy families.
Want More Parenting Insights?



Scan the QR Code to find our Happy Families School Membership login details available to all College families via your My St John's account.

Meet our new Spanish Teacher

In 2024, St John's introduced Spanish as a language elective for Year 7 students for the first time. We spoke with Macarena to learn how this new offering has been received by students.

How has the inaugural semester of Spanish at St John's transformed the learning experience for students?

This semester has been both fulfilling and challenging. Spanish has just taken off at St John's! For many of my students, this was their first exposure to studying a foreign language, so the structure and dynamics of a language lesson were entirely new to them. The students, however, have embraced the new language with enthusiasm and keen interest, particularly when it comes to cultural differences. They were especially surprised to learn about the Spanish tradition of greeting each other with a kiss on each cheek!

How smoothly have the students adapted to this exciting new language offering?

Drawing from my own language learning journey, I understand firsthand that mastering a new language is no walk in the park, often presenting frustrating challenges along the way. Nevertheless, I firmly believe that the majority of students have eagerly embraced the challenge, demonstrating remarkable resilience and commitment in their pursuit of proficiency in this newfound linguistic adventure.

A new language always represents new opportunities to meet new people, to become more open minded and to understand how other people think. It makes you aware of other realities, other cultures, even other types of humour, and it allows you to open

yourself to the world. That is exactly what I try to transmit. A language is much more than just a code to produce a message, it is a way of becoming a more united society, have a higher sense of cultural awareness, which makes us become better humans. To me, this is important, and this is what I try to pass on to my students.

What fascinating topics and cultural insights are explored in your classes?

My main goal right now is to impart the fundamentals of the language, enabling our students to communicate effectively and encouraging them to start using their newfound skills as soon as they can.

From a personal perspective, given the fact that I had to learn English at a young age, I think there is a sense of pride when you finally put the pieces together to convey a message. With that in mind, we have learnt how to greet each other and how to ask for and give personal information, which has allowed students to learn vocabulary, understand basic conversations, be aware of cultural differences in how people interact, prepare a speaking conversation, and even write a paragraph about another person. That is a big achievement considering it has only been one semester!

What are some of the highlights so far?

Witnessing my students thrive and be able to understand simple sentences. Seeing them around school and for them to greet me with an *Hola*, *¿cómo estás?* is just priceless.



Mrs Macarena Herrero Gimeno

As a new teacher at St John's, what excites you the most about the future? Any plans for the subject?

I would love for Spanish to become a recognisable part of St John's identity. It would be wonderful down the track to host a Spanish cultural exchange. Imagine the enriching experience of hosting students from Spanish-speaking backgrounds for a few weeks and reciprocating by taking our students to Spain, my home country, where they can immerse themselves not only in the language but also in the vibrant culture. Additionally, I'm eager to kickstart a series of cultural activities beyond the classroom in the near future.





Mater Education VETiS Program

St John's Year 11 student, Ishah Gallacher, eager to pursue a career in healthcare, has undertaken Mater Education's Vocational Education and Training in Schools (VETiS) program, successfully completing a Certificate II in Health Support Services and a Certificate III in Health Services Assistance.

Over a six-month period, Ishah had the opportunity to study on-site at Mater learning about a range of roles in the health industry, gaining real-world experience working alongside qualified healthcare professionals in acute hospital settings. Ishah shares with us her experiences participating in the program:

Enrolling in Mater Education's Vocational Education and Training in Schools (VETiS) program presented me with a fantastic opportunity to experience firsthand what working in healthcare is like and to determine if it was the right career path for me. The courses offered a diverse curriculum and promising pathways beyond Year 11, into Year 12, and tertiary education. Additionally, they provided qualifications that would enable me to work as an Assistant in Nursing at the Mater Hospital after graduation.

During the program, my class had the privilege of working in the simulation labs at the Mater Hospital, the same facilities used by Enrolled Nurses on their journey to becoming Registered Nurses or Assistants in Nursing. The Certificate III course included a particularly memorable Health Experience Day, where I worked with patients in real-life scenarios, applying the skills I had learned over the previous three terms in a clinical environment.

The breadth of knowledge and skills I acquired was immense. I delved into theoretical components such as anatomy and physiology, and practical skills like patient handling, CPR, and clinical observations of vital signs. Beyond technical skills, I also learned essential life skills such as delegation and conflict resolution, which are invaluable both in and outside the healthcare setting.

One of the most enjoyable aspects of the certificate courses was the hands-on practical components. My classmates and I practised on each other using medical equipment such as stethoscopes, CPR dummies, and wheelchairs and even performed stitches on fake wounds. We engaged in interactive assignments, acting out scenarios and solving the issues presented. This experiential learning made the material come alive and deepened my understanding of healthcare practices.

Achieving these certificates has significantly assisted with my career planning. My ultimate goal is to become a doctor, specialising in anaesthesiology or radiology, or to pursue a PhD. The VETiS courses provided a realistic reflection of what working as a nurse entails, and I found the experience incredibly rewarding. It has also sparked my interest in working as an Assistant in Nursing while I continue my studies at university. The program has given me a solid foundation and a clear direction for my future in the healthcare industry.

The Mater Education's VETiS program has undoubtedly been an invaluable part of my educational journey. It has confirmed my passion for healthcare and equipped me with the skills and confidence to pursue my dreams. I am excited about the future and grateful for the opportunities this program has provided.



Interhouse Cross Country

During Semester One our students joined together to participate in Interhouse Cross Country carnivals across the College.

Participating in cross country carnivals offers students numerous benefits, both physically and socially. It promotes physical fitness and endurance, encouraging students to develop a lifelong appreciation for exercise. These events also foster a sense of camaraderie and teamwork, as students support each other to achieve personal and team goals.

Moreover, St John's Cross Country carnivals are pivotal in building house spirit within the school community, instilling pride and unity as students cheer for their peers and work together to earn points for their houses. This collective experience strengthens bonds, creates lasting memories, and enhances the overall school culture.





Junior School House Winners

- | | |
|----------------|------------------|
| 1. Braithwaite | 3. Bow Qing Tian |
| 2. Delbeta | 4. Archerfield |

Secondary School House Winners

- | | |
|----------------|------------------|
| 1. Delbeta | 3. Bow Qing Tian |
| 2. Braithwaite | 4. Archerfield |

Secondary Spirit Award

- | | |
|----------------|------------------|
| 1. Braithwaite | 3. Bow Qing Tian |
| 2. Delbeta | 4. Archerfield |



ST JOHN'S FOUNDATION

BUILDING A BRIGHTER FUTURE FOR OUR STUDENTS



At St John's Anglican College, the commitment to providing an exceptional educational environment is unwavering. A cornerstone of this mission is the St John's Anglican Foundation, a dedicated board focused on raising funds to enhance and develop the College's facilities. For the past 24 years, through the Foundation's efforts, we can ensure that current and future students benefit from stimulating learning environments.

The Purpose of the Foundation Board

The St John's Anglican Foundation Board is instrumental in realising the College's vision for continuous improvement and expansion of its facilities. The Board's primary purpose is to raise funds for the St John's Building Fund that support the enhancement of existing structures and the development of new ones. These projects are critical in providing our students with the resources and spaces they need to thrive academically, artistically, and athletically.

Major Projects Funded by Your Generous Donations

Thanks to the generous contributions from our school community, the Foundation has successfully supported several significant projects:

- Performing Arts Centre Auditorium Stage One (2012): This project marked a major enhancement of our performing arts facilities, providing a professional-grade 700-seat auditorium for student performances and community events.
- Redevelopment of the St John's Sports Centre (2020): This extensive redevelopment transformed our sports centre into a modern hub for physical education and sports, benefiting students across all year levels.
- New Junior School Classrooms (2022): A further two flexible learning spaces on the Junior Campus offering modern and vibrant spaces to stimulate and engage our young students.
- Refurbishment of Junior School Classrooms (2022): Modernised and refreshed classrooms with operable walls and new air conditioning.
- Retractable Seating in the St John's Sports Centre (2022): Adding retractable seating improved the versatility of our sports centre, allowing it to accommodate larger audiences for championship events and activities.
- Community Deck on the Junior School (2023): The newly developed community deck has become a vital space for social gatherings, outdoor learning, and community events, enhancing the Junior School's facilities.



These projects have significantly enriched the educational experience at St John's, creating an environment where students can excel in all aspects of their school life.

Looking ahead, the St John's Aquatic Precinct will provide a wonderful opportunity for the St John's community to unite and support.

The Foundation Board: A Community Effort

The Foundation Board is composed of a dedicated group of individuals, including current and past parents and alumni. This diverse representation ensures that the Board's efforts align with the values and needs of our school community. Their commitment and connection to St John's drive the Foundation's success in fundraising and project development.

Why People Give: The Motivation Behind Donations

Our community members are motivated to donate for various reasons, including:

Personal Connection: Many donors have a personal connection to the College, whether as parents of current or past students or as alumni who experienced firsthand the benefits of a St John's education.

Desire to Give Back: Alumni and parents often feel a strong sense of gratitude and a desire to give back to the institution that played a significant role in their or their children's lives.

Investment in the Future: Donors recognise that their contributions are an investment in the future of the students and the broader community, ensuring that St John's remains a leading educational institution.

Beneficiaries of the Building Fund: Our Students

The ultimate beneficiaries of donations to the Building Fund are the students of St John's Anglican College. Your support enables us to provide them with outstanding facilities and resources, fostering an environment where they can reach their full potential. By donating, you are making a direct impact on the quality of education and the overall school experience for current and future generations of students.

Join Us in Building the Future

We invite all families and members of the St John's community to contribute to the St John's Building Fund by making a tax-deductible donation either through fee payments or via the College website. Your generosity will help us continue to provide outstanding educational facilities that support our students' growth and success. Together, we can build a brighter future for St John's.

FOUNDATION BOARD MEMBERS

Mr Eric Trieu
Chair, Foundation Board

Mr Norm Jefferies
Director and Past Chair, Foundation Board

Mr Jeremy Harris
Director and Past Chair, Foundation Board

Mr Martin Bowden
Director, Foundation Board

Mrs Emma Dawson
Director, Foundation Board

Mr Nirdesh Gupta
Director, Foundation Board

Mr Travis Bishop
Director, Foundation Board





Parents and Friends Association

Mr Greg Braithwaite
President, P&F Association

With the rain holding off, the 2024 College Carnival unfolded flawlessly! It was a spectacular day filled with community camaraderie, captivating performances, mouth-watering food selections, exciting raffles, vibrant student and local stalls, thrilling rides, and a breath-taking fireworks finale that illuminated the night sky, bringing the festivities to a memorable close.

The event was a great success, showcasing the

spirit and unity of our community. From the early morning setup to the grand fireworks display, the 2024 College Carnival was a testament to the power of collaboration and shared joy. The heart of the event was undoubtedly the sense of community. Families, friends, and neighbours came together, creating an atmosphere of warmth and fellowship. It was a perfect opportunity for everyone to reconnect and make new memories.

The stage was alive with talent! From student bands to local dance groups, the performances kept the crowd entertained throughout the day. Special thanks to our stage sponsor, Charles Strunk, Councillor for Forest Lake Ward, for making this possible.

Food lovers were in for a treat with an array of delicious options. From traditional favourites to exotic delicacies, there was something to

satisfy every palate. Our food vendors outdid themselves, ensuring no one left hungry.

The grand finale was nothing short of spectacular. The fireworks display lit up the sky, providing a perfect end to a day filled with fun and festivity. It was a moment of awe and celebration.

We extend a heartfelt thank you to the tireless efforts of the P&F Carnival Committee, the unwavering support of staff leading up to and on the day of the event, the dedication of parent volunteers, and the enthusiastic participation of teachers and students. Without each and every one of you, the success of this event would not have been possible. Your hard work and commitment are truly appreciated!

Thank you to everyone who contributed to making the 2024 College Carnival a day to remember!



BOQ

We extend our deepest gratitude to our
Carnival Sponsors for their enormous support:

Forest Lake
Major Naming
Rights Sponsor



Supported by the
Lord Mayor's Community Fund
Councillor Charles Strunk
Forest Lake Ward

**2024 COLLEGE
CARNIVAL**

OLD COLLEGIANS' FEATURE

Old Collegian Aaron Smith, a 2023 graduate of St John's, epitomises dedication and resilience. From a challenging start in Year 10 to achieving near-perfect scores in his final year, Aaron's journey is a testament to the power of effort and perseverance.

Recently awarded the prestigious TJ Ryan Medal, Aaron reflects on his remarkable transformation and the unwavering support from his educators and family that inspired him to believe anything is possible.



Aaron Smith
Old Collegian (2023)

OLD COLLEGIANS' EXECUTIVE COMMITTEE

Emma Dawson,
President

Isuka Muthumuni,
Vice-President

David Tyson,
Executive Member

My first message to everyone reading this is you can do anything you want, just with some effort and time.

My academic journey really began in Year 10. After receiving a grade point average equivalent to a C+, I realised I needed to buckle down if I wanted to achieve my childhood dream of becoming a doctor. The main challenge in Year 10 was selecting subjects for my senior years. After weeks of worry, I chose the challenging subjects known as the "suicide six": Chemistry, English, Physics, Biology, Maths Methods and Specialist Maths.

Year 11 was a significant step up in workload. I almost dropped out of chemistry but, after discussions with Mr Armstrong and Ms Parry, I decided to stay and use it as a trial run. Year 11, after all, is a trial run.

In Year 12, I achieved 99/100 in chemistry and biology, and 100/100 in physics. I was shocked by the jump from a C+ GPA in Years 8 and 9 to an ATAR of 99.60. I am incredibly grateful to the educators at St John's, who encouraged me even when things seemed impossible.

Becoming a doctor was my childhood dream, influenced by my own and my family's health issues. Early exposure to healthcare reinforced my desire to study medicine. My profound belief in the Bahá'í faith, which prioritises service to humanity, is the intrinsic motivation behind my aspiration.

Recently I received the TJ Ryan Medal, which was a humbling and an immense honour. It stands as a testament to my hard work and dedication and is a reminder of the incredible support system I have, from family to mentors. Professionally, it opens opportunities for contributing to our community, encouraging me to push boundaries and strive for excellence. I am honoured to carry this legacy and am committed to making a positive impact wherever I go, and excited to see where this journey takes me.

Engagements

Ashleigh Brewer (2008) and Mark Bauch
on 15 January 2024

Jarrod Gerathy (2014) and Brianna Lowndes
on 10 April 2024

Tamara Rodwell (2016) and Sebastian Keane
on 14 April 2024

Marriages

Samantha Formby (2014) and Austin Timoti-Pickering
on 15 July 2023 *(pictured)*

Danielle Rodgers (2015) and Alexander Holmans (2015)
on 13 April 2024

Births

Samantha Formby (2014) and Austin Timoti-Pickering
welcomed Ariyah Grace Timoti-Pickering on 14 September 2023

Alyce Frew (2006) and Lawrence Gleadhill welcomed Patrick
Hudson Gleadhill on 23 February 2024

Brittany Carradine (2008) and Brendan Watson welcomed
Arabella Rose Océane Watson on 26 February 2024

Zoe Mollenhauer (2012) and Harry Parchert welcomed
Polly Jean Parchert on 11 April 2024



The Old Collegians' Networking Portal is Now Live!

St John's is thrilled to introduce the all-new Old Collegians' Networking Portal! Powered by Alumny, the portal will offer insights from our alumni and resources from the College. It incorporates cutting-edge content management technologies, and an even more user-friendly experience.



Join in Under 2 Minutes!

The portal is now accessible to all St John's Old Collegians', and the sign-up process takes less than two minutes! We invite you to scan the QR Code to sign up today and explore all the exciting features.

Scan me



The Power of Forgiveness

Reverend Juliana Bate
College Chaplain

With all the joys that come with a well-lived life, there can also be pain. As parents, we long to keep our children safe and shield them from hurt. However, part of the human condition is our fallibility, and whether intentionally or not, we will make mistakes against others, just as they will against us.



It can be particularly distressing when we witness our young ones experiencing pain from the actions or words of another. Our initial reaction is often to protect and seek justice. However, we need to ensure that, while advocating for our young people or others, that our heightened emotions don't lead us to become spiteful or vindictive. Regardless of the circumstance, once we've ensured the safety of those we care for, one of our responsibilities is to guide our young people in the act of forgiveness.

Matthew 6:14-15 reminds us of the importance of forgiveness: "For if you forgive other people when they sin against you, your heavenly Father will also forgive you. But if you do not forgive others their sins, your Father will not forgive your sins."

Within Christianity, forgiveness is reciprocal. As we seek forgiveness from God for our own sins, we should also extend forgiveness to others who have wronged us. Forgiveness is not always easy, but in forgiving, we can move on from events that have caused us pain, letting go of resentment, bitterness, and anger.

A friend and colleague, Peter Mayan, shared his experience of being taken from his family and forced to become a child soldier, surviving a civil war, and coming to Australia as a refugee. Rev'd Peter is one of the most joyful people I know, and I'm constantly astounded by his faith and capacity to love and forgive. Peter describes forgiveness as an active and divine choice by faithful and humble children of God who relinquish their pride and allow Jesus to carry the burden. Surely, if anyone had cause to be angry at the world, it was Peter. However, his love, care, and generosity towards others are astounding.

Eddie Jaku, Holocaust survivor and author of "The Happiest Man on Earth," shares profound insights on forgiveness. He states, "I don't hate the Germans. If I were to hate, I would be just like them, imprisoned by the past. Hatred will never end unless we forgive. This is what I have learned from my suffering. Hatred only brings hatred." This perspective on forgiveness emphasises the transformative power of the forgiver rather than the forgiven. Eddie Jaku suggests that forgiveness liberates

the individual from the burden of anger and hatred, allowing them to find peace and happiness within themselves. "Forgiving is a gift you give to yourself, not to the person who has wronged you. Holding on to anger and hatred only poisons your own heart and soul."

However, I caution against the notion of 'Forgive and Forget.' Instead of pretending that a hurt never happened, I believe that in forgiving another, we can learn from the impact of the experience. Through our healing and growth, we can care for ourselves and others, learn whom we can trust and depend on, ensure our safety, and avoid a repeat of the situation. Avoiding all conflict and wrongs against us is impossible, but helping our young people to forgive develops resilience and strength of character as they move forward from negative experiences.



save the date

FOR THESE SEMESTER TWO 2024 COMMUNITY EVENTS

Foundation Day
Celebrations
Thursday 25 July

Kindergarten & Prep
Open Morning
Wednesday 31 July

Elevate PACE
Showcase
Friday 9 August

Dance Night
Tuesday 13 August

Early Years Conference
Saturday 17 August

Coffee + Connect
Father's Day Breakfast
Thursday 29 August

Middle & Senior School
Open Morning
Thursday 5 September

PA Awards
Jazz Night
Friday 11 October

Sports Awards
Evening
Monday 14 October

College Creations
Friday 18 October

Year of Celebration
Prep to Year 2
Tuesday 12 November

Kindy Graduation
Wednesday 13 November

Year 12
Graduation
Friday 15 November

Year of Celebration
Years 3 to 11
Thursday 21 November



ST JOHN'S
Anglican College

St John's Anglican College

Junior School

Kindergarten to Year 6

Alpine Place, Forest Lake QLD 4078

07 3372 0888

Middle and Senior School

Years 7 to 12

College Avenue, Forest Lake QLD 4078

07 3372 0111

PO Box 4078 Forest Lake QLD 4078

ABN 14 060 936 576 CRICOS Provider #01406C

stjohnsanglicancollege.com.au

Connect with Us



St John's Anglican College acknowledges the Traditional First Nation Custodians of the land on which we gather: the Yuggera (Jagera) people. We recognise their continuing cultural and spiritual connection to the land, water and community. We pay respect to their Elders past, present and emerging. We are grateful for the diverse cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples, their contributions, wisdom and memories.

Every care has been taken to ensure the information in this booklet is correct at the time of publication. The producers accept no responsibility for any errors, omissions or changes leading to such information being incorrect. This booklet provides general information only and may be subject to change at any time without notice.

Photo taken at St John's College Carnival, May 2024

