

Footprints

St John's Anglican College
JUNE 2023



★ ★ ★ ★ ★
2023
AUSTRALIAN
EDUCATION
AWARDS

EXCELLENCE AWARDEE

GROK ACADEMY INNOVATION IN
CURRICULUM DESIGN





Join us for **OPEN MORNING**

Get ready to explore our amazing facilities, engaging playgrounds, and well-equipped classrooms at our Kindergarten and Prep Open Morning on Wednesday 9 August. It's the perfect opportunity to discover the incredible learning experiences that take place here at St John's.

We are thrilled to open our doors to prospective parents and students, providing you with an opportunity to explore our nurturing environment and gain valuable insights into our Early Years educational offerings. During Open Morning, you will have the chance to meet our dedicated teaching staff, take a student-led tour of our Junior Campus and engage in interactive sessions designed to showcase the exceptional learning experiences we offer.

Our dedicated team will be available to answer any questions you may have about our programs, teaching methodologies, and enrolment process. We believe that a strong partnership between parents, students, and educators is vital in fostering a successful learning journey for our young learners.

**KINDERGARTEN & PREP
OPEN MORNING**
Wednesday 9 August 2023
9-10.30am | Junior Campus
Register Online



Scan Me





MIDDLE & SENIOR SCHOOL OPEN MORNING

Thursday 7 September 2023
9-11am | Secondary Campus
Register Online



Scan Me



Join us for Open Morning at our Secondary Campus on Thursday 7 September to discover the boundless opportunities awaiting you at St John's Middle and Senior School. Discover how our students develop confidence, a growth mindset and a genuine love for 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 extraordinary opportunity to connect with our passionate educators, explore our state-of-the-art facilities, gain valuable insights from our parent ambassadors and learn about the diverse range of co-curricular activities available at St John's.

Engage in interactive demonstrations and enjoy the lively atmosphere of our Open Morning. Experience the warmth and vitality of our school community as you connect with fellow visitors, students, and staff.

Footprints

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Sarbani Maitra	



St John's has been announced as a finalist awardee in the Innovation in Curriculum Design in recognition of The TalkTime Keys initiative. Developed through an ISQ Action Research grant, the TalkTime Keys are shaped sets, themed and coloured coded, around a range of topics to support families to have deeper conversations with their children, which are crucial in the development of early oral skills. Winners will be announced on 11 August 2023.

From the Principal

We are at the beginning of our reconciliation journey with a strong commitment to deepening our community's understanding and appreciation of our First Nations people and specifically of the Jagera (Yuggera) people who have lived in this area of Queensland for millennia.

There is something potentially healing about the word 'reconciliation'. It may be defined as 'restoring or bringing back to friendship or unity.' It occurs to me that we are far more likely to be able to take the necessary steps towards reconciling our past as a nation if we have at least considered how our own lives as individuals are in need of reconciliation.

Perhaps the starting point for this process of reconciliation is to acquaint ourselves with a sense of gratitude for what we have. We can choose to notice the many blessings in our daily lives; we can remind ourselves that God loves us, foibles and all, and is ever-present in our struggle towards the light; we can choose to see that same light shining in others. It requires a deliberate, proactive shift in our perspective.

I am convinced that by working together as a community we can truly make a difference and contribute in meaningful ways to begin the Reconciliation Action Plan (RAP) for St John's and with the support and blessing of Mr Paul Paulson, Director of Indigenous Education, Anglican Schools Commission of Southern Queensland with members of our RAP committee.

I wish to share the story of 'The Leap' because it tells us about the strength of Aboriginal people in terms of what they have survived. I passed 'The Leap' countless times when I lived in Mackay. It was just off the main highway heading North and the imagery always has an impact once you know the story.

The legend acts as a memorial to those who were killed with colonisation. With European incursion, life for the Yuwibara and neighbouring Indigenous groups of tropical Queensland would never be the same. Early in 1867, JG Barnes was speared in the arm after an Aboriginal attack. He was harassed on many occasions, not surprisingly, for trespassing on sacred ground.



*Pictured: The statue of the Aboriginal woman outside The Leap Hotel
(Source: The Leap Hotel Facebook Page)*

Due to the attack on Barnes, a contingent of Native Mounted Police (NMP) were active in the "dispersal" of many Aboriginal peoples on the north side of the Pioneer River.

A database of Aboriginal massacres, put together by the University of Newcastle and aided by historian Clive Moore, shows 50 Aboriginal men, women, and children died at 'The Leap' in North Queensland as payback after settler John Cook found a dead cow that had been speared.

According to folklore, a local Aboriginal woman with her baby in her arms leapt from the western escarpment of Mt Mandarana to her death, trying to escape the pursuing NMP. However, the baby survived.

The Ready family adopted the child, baptising her Johanna on July 22 1867. The early name for 'The Leap' was Mount Johannesburg and it is thought this is how Johanna was named. The child was reared with the Ready's and was educated and later became a talented singer.

Johanna had taken on the surname of Hazeldean when she married an Englishman, George Howes, in 1887. They had three children. It is unknown exactly what happened to Johanna but it appears she died on December 25 1897 and was buried in the Mackay Cemetery. Her death was not officially registered.

The story of 'The Leap' was told to me as a way to relate to the prejudice and injustice Aboriginal people faced as a result of white settlement. In the 1800s, the presence of Aboriginal people in the area was enough to make settlers anxious. Indigenous camps were regularly dispersed—the meaning of which was an unspoken known because they disturbed the cattle, risking stampeding herds.

Looking at 'The Leap' now, I see a new mountain. Instead of passing a monument to misery and suffering, I see the Indigenous people's resilience and fighting spirit.

Freda Glynn said something on reconciliation which I found particularly meaningful:

"For schools looking to begin their reconciliation journey, the first step is to set the intention as a community to move forward together. Education changes, language changes, but reconciliation begins with being open to changing together. This is how we identify where the seams of our knitted blanket are coming apart, and where we all need to repair. This is how we connect the threads between past, present, and future. This is how we move forward."



Mrs Maria McIvor
Principal



Pictured:
Deb Netuschil,
the great-great
granddaughter of
Johanna Hazeldean,
the baby who survived
the leap off the mountain.

"That's a place of sorry business for us because of the history and because of what happened,"

"We were one of our lineage to survive, but there is a lot of our mob that didn't. That's where our line stopped. That's where the massacres happened."

"It's important to understand the story of that place for generations to come because it tells us about who we are as a nation and it also tells us about the strength of Aboriginal people in terms of what we've survived."

- Deb Netuschil

Overcoming Challenges & Achieving Academic Success

Mr Andrew Landroth
Deputy Principal -
Curriculum and Innovation

During the Scholars and Scholarship Assembly earlier this year, I asked our students, staff and families to reflect on the beginning of 2022. You may recall that we had already been through a challenging 2021, and the start of 2022 arrived with a further set of challenges with flooding and a COVID surge delaying the start of the school year. Moreover, upon our return, many students and staff members had to isolate for extended periods when they and their family members tested positive for COVID, one after another.

The impact was of course not confined to St John's, and a recent global study estimated that COVID may impact learning to the extent of students potentially losing the equivalent of between 0.3 to 0.9 years of schooling across the COVID years. Imagine the impact of losing almost a year of education.

Considering all these factors, the end of 2022 gave rise to many sleepless nights, pondering the impact on our seniors as they embarked on their next educational phase. Would their results be significantly affected? Would we witness a significant decline compared to previous years? Would the students' futures be altered as a result?

MEDIAN
ATAR
81.9

HIGHEST
ATAR
92.25

CLASS OF 2022

ATAR
99+
4%

ATAR
95+
12%

ATAR
90+
28%

10

STUDENTS ACHIEVED
100% ON ONE OR
MORE OF THEIR
EXTERNAL EXAMS

5

STUDENTS ACHIEVED
AN **A** IN EVERY
SENIOR SUBJECT

**Calculated on the number of students who consented to share their ATAR data with the College*

Now that we have witnessed the full cycle, with many of last year's seniors having started their tertiary studies, it is safe to say that the St John's Class of 2022 rose to these challenges. Nearly 60% of the graduates received an offer for their preferred tertiary study, and when we include second preferences, this number rises to two-thirds of our 2022 graduates receiving an offer for their first or second choices. It is worth noting that our practice of encouraging students to aim for aspirational degrees, which may require a higher ATAR than projected, makes this success rate truly exceptional.

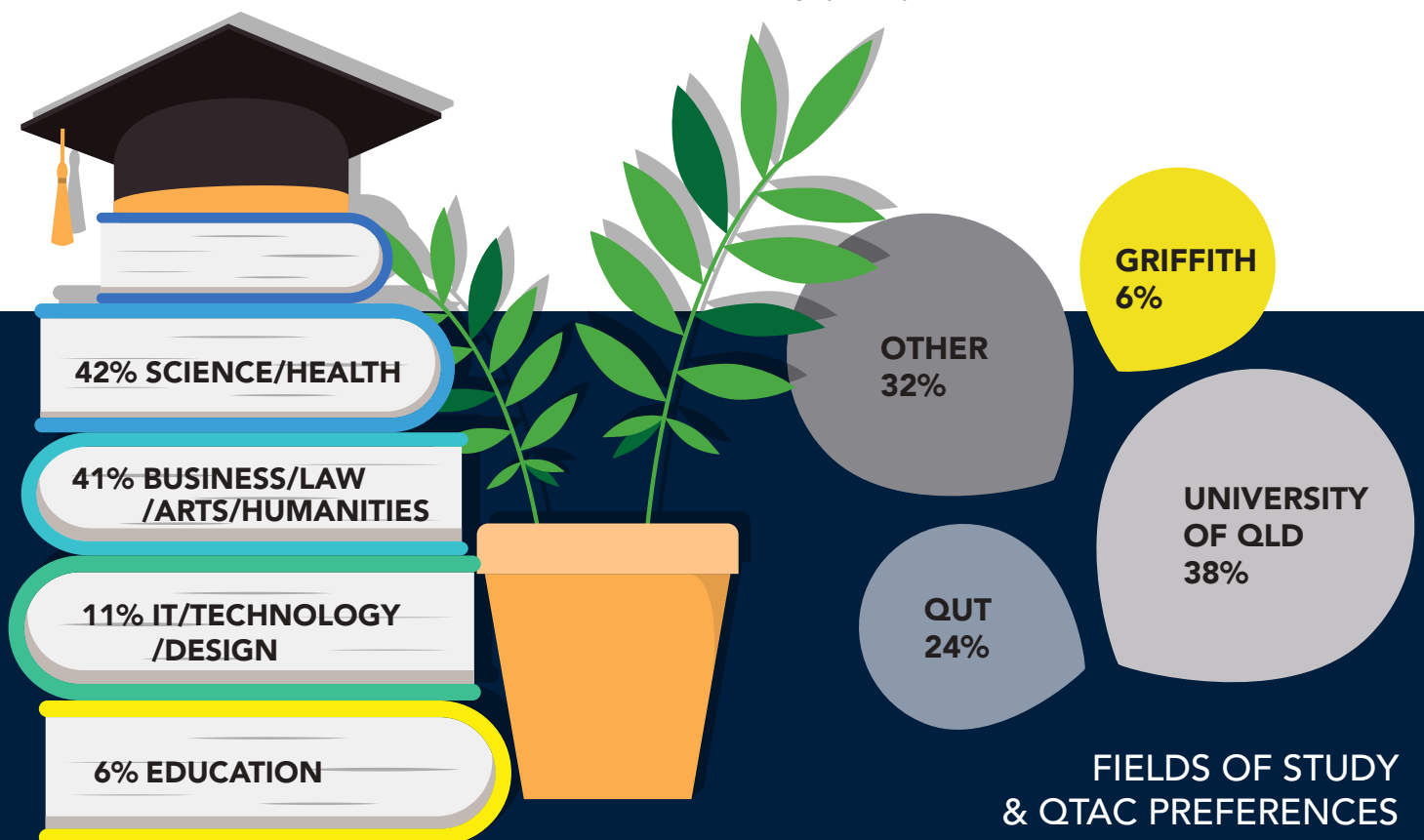
Looking beyond the graduating cohort of last year, if receiving an academic award is an indicator of academic excellence, then Years 5 to 12 had a successful year, with an impressive 39% of all students in those year levels earning an award. Of course, GPA and academic awards are just two methods of recognising academic success. Success can also be measured in terms of growth, whether it's going from a B to an A or a D to a C. In 2022, 78 students in Years 7 to 12, who didn't qualify for an academic award, were personally acknowledged for improving their GPA by one or more points throughout the year. Consequently,

this brings the percentage of St John's students in 2022 demonstrating significant academic success and growth to over 50%.

While these results are incredibly gratifying, we consider student success to encompass more than just a score or a grade. We empower our students to embrace everyday challenges, cultivate resilience, put their best foot forward, and develop into individuals of strong character.

The quality and professionalism of our staff also plays a crucial role in the achievement of all students at St John's. We actively participate in diverse Professional Development opportunities throughout the year, incorporating research-based best practices into our teaching methodologies.

We recognise that academic success at St John's is closely intertwined with the wellbeing of our students. Numerous sources of evidence underscore the significance of comprehensive wellbeing programs in fostering holistic student development. We take great pride in the close collaboration between our academic and wellbeing teams, ensuring that students receive guidance and support across all aspects of their College journey.





Student Leadership Forum

Reuben Reid
Year 12 Student

St John's had the honour of sending seven delegates to the Oxley 2023 Student Leadership Forum earlier in Term Two. This gathering aimed to bring together student leaders from across the Oxley region to address and raise awareness about major issues requiring attention from federal members of parliament.

Providing a platform for student concerns to be heard, The Premier of Queensland Annastacia Palaszczuk and the Honourable Milton Dick, Speaker of the House of Representatives, were in attendance leading this forum. The Premier provided valuable insights into her own school experiences and encouraged the attending students to seize every opportunity during our time at school.

The Honourable Milton Dick addressed some more of the pressing issues raised by the students. Upon arrival at the venue, students were separated and assigned to different tables, pushing everyone out of their comfort zones. However, this arrangement provided a unique opportunity to engage in discussions with peers who held diverse opinions. Throughout the forum, numerous issues were debated and presented, leading each table

to identify three issues that held the most significance for themselves and their peers as they prepared to navigate society. After much deliberation, youth crime emerged as one of the most significant challenges currently affecting Australian society, gaining unanimous agreement across all tables.

Following the presentation, students consolidated their concerns and handed over the notes to the Honourable Milton Dick. As the forum concluded, everyone bid farewell to their newfound friends, leaving concerns and hopes for improvement in the capable hands of the Honourable Milton Dick. Students wished him luck as he embarks on the journey to invoke positive change for the betterment of local and national communities.

The Oxley 2023 Student Leadership Forum served as a platform for St John's students to voice their concerns and engage in meaningful discussions with fellow student leaders and government representatives. By actively participating in events like these, our students are shaping the future and advocating for a better society. St John's remains committed to nurturing young leaders and empowering them to make a positive impact in their communities.

OUR
VOICES
will
CHANGE
THE
WORLD

CULTURE of belonging



Harmony Day is a special occasion celebrated at St John's to embrace and appreciate the diverse cultures and backgrounds within our College community.

We believe that celebrating Harmony Day fosters unity, understanding, and respect among students, staff, and families. By coming together and recognising the value of diversity, we cultivate an inclusive environment where every individual feels welcomed and valued.

As a community, we want to celebrate the richness of cultures that make St John's so special.

Diversity

Inclusion

Equity





The lead characters and ensemble fully immersed themselves in their roles, bringing depth and authenticity to the beloved characters. Their exceptional talent and dedication shone through, earning well-deserved applause and admiration from the St John's community.





St John's recently concluded its highly anticipated run of the beloved musical, *Charlie and the Chocolate Factory*, leaving a trail of sold-out shows and captivated audiences in its wake.

The four performances, held in April, proved to be an extraordinary success, surpassing all expectations and solidifying the College's reputation for delivering exceptional musical performances.

The response from the community was overwhelming with record-breaking audience numbers and packed houses at every performance including a sold-out opening night.

Under the meticulous direction of Mr Russell Morgan and the dedicated creative team, the production transported audiences into a whimsical world of pure imagination. The set design, costumes, and lighting captured the essence of Roald Dahl's timeless story, delivering a visually stunning and immersive experience.

The College extends its heartfelt gratitude to all who attended and supported the production, acknowledging the profound impact of the performing arts on the community. With each new production, St John's upholds its commitment to nurturing creativity, talent, and a love for the arts among its students.

As the lights dim on *Charlie and the Chocolate Factory*, the College eagerly anticipates its next musical endeavour in 2025, ready to ignite the stage with passion, talent, and the joy of storytelling once again.





Diving into the Future: St John's Aquatic Centre Development Update

Following the initial announcement of the new Aquatic Centre in mid-2020, St John's has been diligently working on the planning and development of this significant project over the past few years.

As part of the preparation for the future, St John's has been actively pursuing planning endorsement of the College Masterplan by seeking Ministerial Infrastructure Designation (MID) status under the Planning Act 2016. This designation will prepare the College for the development of the Aquatic Centre.

To facilitate this process, the College has released its Master Plan for the Secondary Campus, which outlines the inclusion of a 50-metre pool, program swimming pool, grandstand, change rooms, classrooms, and maintenance facilities. The MID designation will cover the entire campus, recognising it for its educational facilities, operation of education and care services, and sporting facilities.

In accordance with the designated process, a formal consultation process was undertaken with the College and the wider community to gather feedback and input.

Later this year, the College intends to initiate the tender process for the first stage of construction, which will involve the development of nine classrooms and the program swimming pool. These facilities are projected to be ready for use by 2025.

To ensure the optimal functionality of the Aquatic Centre, St John's has engaged in two consultative meetings with a commercial pool specialist. The aim is to refine the design of the 50-metre pool, ensuring its usability, with the goal of having water in the pool in 2026.

The progress made by St John's in advancing the Aquatic Centre project demonstrates its commitment to providing enhanced facilities for the benefit of its students and the wider community. The College looks forward to the successful realisation of this state-of-the-art facility, which will serve as a valuable asset for years to come.



Pictured: Artist's impression of the ground floor circulation space

Unravelling the Mind: Year 4 Explore the Functions and Structure of the Brain

Within the enriching Year 4 *Who We Are* unit of Inquiry, aptly titled 'Emotional Health Changes Perspectives', students were immersed in a captivating and thought-provoking activity: the dissection of a sheep brain. This hands-on experience served as a gateway into the fascinating inner workings of the brain, shedding light on the distinct functions attributed to its various parts, particularly those governing emotions and thoughts. The primary learning goal of this activity was to foster an understanding of how the brain forges pathways, known as synapses, and the profound relationship between our perceptions, social-emotional intelligence, and mindset.

During the dissection, students developed an appreciation for the brain's complexity and gained knowledge about brain regions, white and grey matter, anatomical relationships, neuron parts and functions, and the hippocampus. By utilising sheep brains, which exhibit similarities to the human brain, students were prompted to

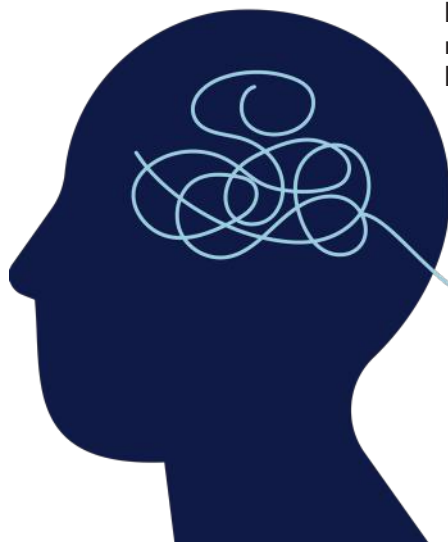
contemplate the various functions of the brain. Although both brains possess two brain stems, two optic nerves, and two hemispheres, they differ in size and specific functions.

After the dissection, sections of the sheep brain were placed in zip lock bags, offering students the opportunity for hands-on exploration. This tangible encounter allowed students to deepen their appreciation for the intricacy of the brain and its profound impact on our thoughts, emotions, and overall wellbeing.

This activity aligns with the Health and Physical Education Australian curriculum, focusing on how success, challenge, and failure contribute to identity formation and the interpretation of health information. By engaging in this dissection, students develop a holistic understanding of themselves and others, fostering a comprehensive view of their mental and emotional landscapes.

Through the exploration of the brain's inner workings, students not only gain invaluable knowledge but also cultivate a deeper sense of self-awareness and empathy. Armed with this newfound understanding, they are better equipped to navigate their own emotional landscapes and forge meaningful connections with those around them.

Ms Erika Kotaniemi and Ms Hannah Stone
Year 4 Teachers



An Innovative Framework for Holistic Growth

Mrs Robern Hinchliffe
Deputy Principal - Pastoral Care



Extensive research confirms that the mastery of social and emotional competencies plays a crucial role in promoting overall wellbeing and enhancing academic performance among students. Recognising the significance of a thriving school community, it becomes evident that effective teaching and learning are deeply intertwined with the wellbeing of its members.

To foster such an environment, it is essential to establish supportive systems and cultivate positive relationships among all individuals, while emphasising a strong ethos of mutual care and concern. This process necessitates comprehensive planning, resource allocation, continuous monitoring, evaluation, encouragement, and facilitation of a proactive and preventative pastoral care program.

At St John's, our commitment to promoting wellbeing led us to collaborate with the University of Queensland Science of Learning and Research Centre to develop a unique wellbeing framework tailored to the specific needs of our students, families, and community. In the initial stages of its development, we conducted a comprehensive survey, gathering valuable insights from our students, which played a pivotal role in shaping the framework. One of the strengths of this wellbeing framework lies in its adaptability, as it remains flexible to accommodate the ever-evolving needs of our students and families. Pastoral care is not confined to a specific group or department; instead, it is an inherent responsibility shared by all our staff.



SCAN ME! 

Explore the new, bespoke and flexible, wellbeing framework for our students, staff and community.

The core objective of our wellbeing framework revolves around creating a positive, caring, and supportive environment where our students feel safe and nurtured, enabling them to thrive academically, emotionally, and socially. We firmly believe that wellbeing should be seamlessly integrated and complementary to the academic curriculum, reflecting a foundational philosophy within our College. We impart to our students the essential life skills necessary to navigate the inevitable ups and downs of their learning journey. This holistic approach to education is interwoven into our learning framework, ensuring that students are equipped to handle challenges and successes alike.

By intertwining wellbeing with academics, we foster an environment that facilitates intellectual growth and supports the holistic development of our students. Our commitment to their overall wellbeing ensures that they can overcome obstacles, develop resilience, and establish healthy coping mechanisms. Moreover, our wellbeing framework creates a sense of belonging and encourages students to actively engage in their education, as they are confident that their emotional and social needs are being met.

In essence, our wellbeing framework is grounded in the understanding that social and emotional competencies are pivotal to the success and happiness of our students. At St John's, we continuously strive to build a strong and inclusive community, where every member feels valued, supported, and encouraged to reach their full potential. Through our collaborative efforts and unwavering dedication to student wellbeing, we create an environment where academic excellence and personal growth go hand in hand.

"St John's makes me feel assured that I'm going to be ok in the classroom"

"I use the five-finger breathing strategy when I get frustrated and it helps calm me down"

"If I'm feeling sad or mad, or having problems with my friends, the teachers help by giving me strategies I can use"

"St John's teaches us how to take care of ourselves and how to take care of other people"

HERE'S WHAT OUR JUNIOR SCHOOL STUDENTS ARE SAYING ABOUT THE WELLBEING FRAMEWORK IN ACTION:



Mrs Robern
Hinchliffe
Deputy Principal
Pastoral Care
2002-present

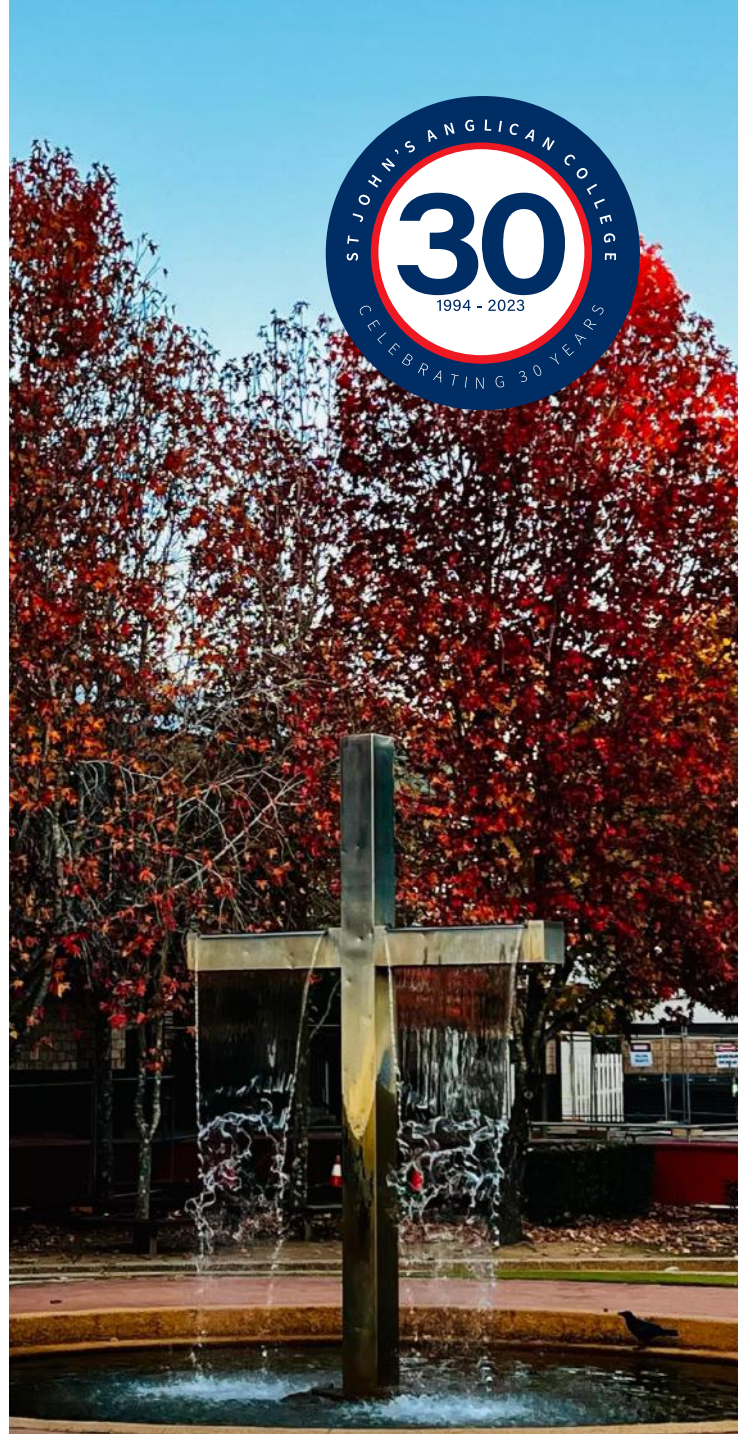
Many things have changed over the years at St John's including the number of enrolled students, buildings and even the name of the College. But one thing that has never changed in all that time is that this is a caring and supportive community. The feedback that is always very strong with the graduates is that they felt like they belonged to a family. They felt nurtured, welcome, and safe. The St John's Way is hard to explain but an integral part is a strong feeling of belonging.

Some memorable occasions for me over the years include our 10-year celebration that involved a 10-gun salute; the installation of the fixed auditorium seating, which meant that students did not have to move approximately 600 chairs prior to and after assemblies and Chapels; and every year when the liquid ambers in The Courtyard change to the autumn colours and when they spring to life again in September. This is a very special event that happens twice a year and is a fundamental part of the College year.

Reflecting on 30 Years of Excellence

As St John's Anglican College celebrates its 30-year milestone, the air is filled with nostalgia and pride. The journey of this educational institution is adorned with countless memories and achievements. Reflecting on this remarkable journey, three veteran staff members, each with over 20 years of dedicated service, share their stories and observations.

These reflections weave a tapestry of devotion, growth, and resilience that defines St John's remarkable 30-year journey. As the College looks toward the future, it stands tall, grounded in its rich history, and ready to continue shaping the lives of generations to come.



I joined the College in 1998 when the Secondary Campus officially opened up to the very first intake of new students in Years 7 to 9. In semester one, the Year 7 students were studying the primary school curriculum and then were allocated to different subjects in line with the secondary students from semester two. It was revolutionary at the time as Year 7 students were still enrolled in primary school.

I had never taught in a brand-new school. The paint on the walls and the cabinets in the staff rooms even smelled of fresh paint! The reception desk in the Administration Building was a

Mrs Shirley Sun
Head of
International
College
1998-present



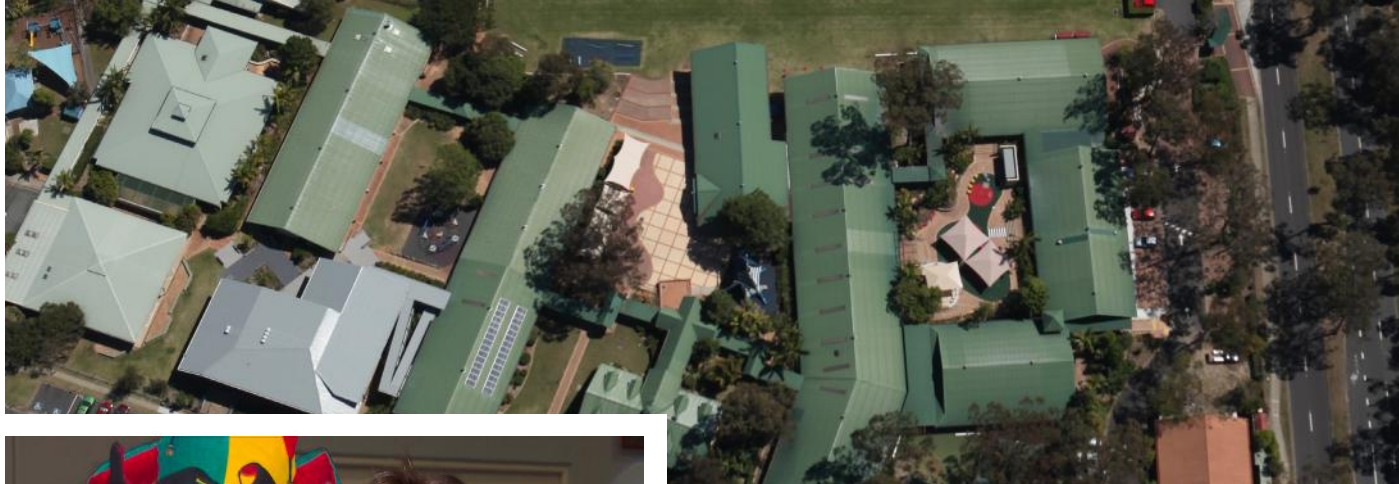
stunning fixture and I was told it was installed early in the morning on the College Open Day by the then Principal and the Business Manager.

One of my fondest memories was that all the staff worked together as a close team like a family. Year 9 was the highest year level at the time and the teaching staff were aware that we had to write the senior syllabus as the students moved up to the higher year levels. Without being asked almost all the senior teachers returned voluntarily to the school during the June/July holidays and completed the whole syllabus! It was a significant task for all of us and we managed to have this completed and submitted.

When the students moved up the following years all the syllabuses were accredited. I believe some of them may still be used today.

I value these memories and the friendships built over the years and to have known the people and seen the extraordinary energy that has been injected into its establishment across the years speaks to the marvellous College spirit that continues to thrive to this day.





Ms Brigitta
Brookman
Junior School
Teacher
1995-present



My own journey with the College started in September 1995, when I applied for a teaching position. That day, the Principal Mr Watt, offered me a role commencing in 1996. However, he wanted me to join the English and RaVE Committees immediately, explaining that they met every Tuesday after school. So, while still teaching elsewhere, I started attending staff meetings and committee meetings during Term Four of 1995. Then, in 1996, I received my first class – a group of bright-eyed Year 5 students.

At that time, the College was small, but we had a huge inclusive heart where all were encouraged to 'give it a go' and to believe anything was possible. Not just words, this belief was, and still is, woven into the very fabric of the College. For example, in 1996, our students competed in the Wakakirri Dance

and Performance Festival. I will never forget the look on the organiser's face when we arrived for a rehearsal on the QPAC stage with two students who were hearing impaired, two students with Down's Syndrome and one student in a wheelchair. The befuddled organiser promptly checked that I understood that this was a dance competition. I responded with, "Yes, I know. We will need a ramp or lift to provide access to the stage." I'm pleased to say, the College received a Runner's Up place.

Over my 28 years, I have seen a great many firsts. I was here for the first musical, when every student from Years 5 to 9 danced, despite us not having a dance teacher. I was here when the first flag was unveiled - a flag that had ripples on it. I was here when the College song was written by Bob Raftery encapsulating the spirit of the College – "nothing is impossible."

I'm often asked what it is that separates us from other schools. What is our point of difference? The answer is quite simple. He is at work here. He laid the path to lead me here as He has done for so many others. To understand St John's, you need to walk through our school and interact with our students and community. That special spark that is us is not something that can truly be put into words. It is something you feel.

So, what is the essence of St John's Anglican College? You will find it in the fruits of the spirit: love, joy, peace, patience, kindness, faithfulness, goodness, gentleness and self-control. These aren't just words but are embodied into a 'feeling' that permeates all that we do. It is what you feel as you walk through our beautiful College and interact with our amazing community.



Junior School Students

Mr Martin Brownlow
Head of Junior School

In the ever-evolving landscape of education, the International Baccalaureate Primary Years Program (PYP) has proven to be a catalyst for innovative and transformative learning experiences. At the heart of this program is inquiry-based learning, which encourages students and teachers to go beyond the curriculum and explore their natural curiosity. The Junior School has fully embraced this approach, empowering students to think authentically and take action to make a positive impact on the world around them.

One inspiring example comes from the Prep students who embarked on an inquiry into life under the water. As their exploration progressed, they became acutely aware of the detrimental effects of pollution on marine ecology. Motivated to make a difference, these young learners took it upon themselves to sponsor a sick turtle at Sea World. Determined to raise the necessary funds, they initiated a recycling campaign, turning cans and bottles into cash. The students' dedication to helping a good cause and making environmentally conscious choices is truly commendable.

In Year 4, students engaged in an exciting project that combined science with creativity. As part of their science unit, they were tasked with creating a 'Cardboard Arcade' game that showcased the concept of forces in action. Prior to playing the games for prizes, students had to explain the different forces at play, thus educating their peers and teachers. This hands-on approach to learning allowed the Year 4 students to move beyond theoretical concepts and bring their understanding to life. The classrooms were filled with vibrant energy as learning and fun seamlessly intertwined.

Science, Technology, Engineering, and Maths (STEM) play a pivotal role in the Junior School curriculum. Mr Nguyen, the Digital Technologies teacher, actively integrates STEM into the various year levels' inquiries. Students engage with a range of tools and technologies, including Bee-Bots, coding apps, We-Dos, and EV-3 Lego robotics, to enhance their learning experience.



Embrace Authentic Learning

Furthermore, the popularity of STEM-based extracurricular clubs is a testament to students' enthusiasm for exploring these fields. For those with a particular flair for innovation and entrepreneurship, the annual Innovation Challenge provides a platform to tackle real-world problems. Working in small groups, students identify an issue and develop a solution, culminating in an Innovation Challenge Day where their prototypes and pitches are evaluated by experts. The intensity of the process ignites a sense of excitement and pride among the Junior School students.

One of the pinnacle events for Year 6 students is the PYP Exhibition, where they showcase their learning journey beyond the confines of the classroom. Over several weeks, students extensively research a topic, present their

findings, and take meaningful action. This platform empowers them to tackle real-world problems from their unique perspectives. Students design their lines of inquiry, challenge the status quo, and respectfully question to make a difference. The Exhibition exemplifies the PYP's commitment to nurturing independent and compassionate learners.

Through inquiry-based learning, authentic experiences, and a focus on essential skills, students are encouraged to think beyond the confines of the classroom and actively contribute to the world around them. The enthusiasm and dedication displayed by the students showcase the program's success in nurturing well-rounded individuals ready to make a positive impact on the future.





Students from Grafton Find a Home at St John's

It was through the initial introduction by Mr Paul Paulson, Director of Indigenous Education at the Anglican Schools Commission that our five students from Grafton, NSW were able to join the St John's community.

From the city of Grafton in the Northern Rivers region of NSW, the students were keen to relocate to an Anglican school where their cultural identity could be supported and celebrated. St John's was a natural fit. Not only would they be the beneficiaries of the educational experience that the College could provide, but the students of St John's would benefit from what they would bring to the school community.

Marliiya and Laqueesha Laurie, two sisters from the group, share a little of their experiences and insights on adjusting to life as Home Boarding students at St John's.



My transition to St John's was smooth, finding friends and fitting in with everyone. The weekly chapel gatherings are something I haven't experienced before, and having access to the College gym enables me to train before and after school. This experience has nurtured my independence, as I've learned to navigate public transport and explore Brisbane on my own. The teachers at St John's are great, offering their support whether I'm passing by during breaktime or in the midst of a classroom session.

Marliiya (Year 11)

Although initially nervous about being far from my family, I've enjoyed being involved in events and special celebrations at St John's. This is something I haven't experienced in my previous school. The smaller school environment at St John's helps me to connect with others and get the most out of my education. It has been a life-changing experience building my confidence and independence.

Laqueesha (Year 9)

Student Emerges as Squash Sensation

Year 9 student, Sarbani Maitra, tells us in her own words how she came to discover her true passion for squash and embarked on a journey that defies expectations.

When I was nine, I was introduced to many sports like tennis and hockey. But nothing seemed to click for me. It wasn't until my dad brought my brother and me to the local squash club that I found my passion.

That same year, the Gold Coast Commonwealth Games took place, and my parents booked tickets for us to watch the squash matches. To put it plainly, I was in awe. These players, who started at the same age and played on the same courts, had gone on to represent their country, sporting the green and gold. All it took was a little inspiration and belief in myself to get me started.

Within a few months, I participated in significant tournaments, including state and national titles, consistently achieving top-three placements. Encouraged by my rapid progress, my parents decided to take me to the Scottish Junior Open, where I secured an impressive second place.

In recent times, squash has opened an avenue for earning money. Engaging in exhibition matches with top professionals and coaching junior players has not only provided financial assistance for purchasing equipment but has also allowed me to gain valuable leadership skills and mentorship experience.

Over the last year, I have achieved remarkable success, winning three

major titles. These include the Australian Nationals in Perth, the Oceania Junior Championships in Sydney, and the Australian Junior Open in Melbourne. Moreover, I have been selected for the Australian Junior Talent Squad, in preparation for the World Junior Championships, an under-19 event, and with my sights set on the 2026 Commonwealth Games.

I am proud to say that I have two international titles, three national titles, eleven state titles, and one Australian representation. But these numbers aren't what matters most. Over my five years of playing squash, I have made lifelong friends from across the globe, some from the UK and Malaysia. I feel blessed to have created a great support network that picks me up when I am down and pushes me to be my very best.

As I reflect on my journey, I am reminded of the words, "Success is not final, failure is not fatal: It's the courage to continue that counts." These words have become my guiding light, propelling me forward in my pursuit of excellence.

With the support of my family, friends, and coaches, I am excited to continue my journey in the world of squash. I am determined to represent my country on the



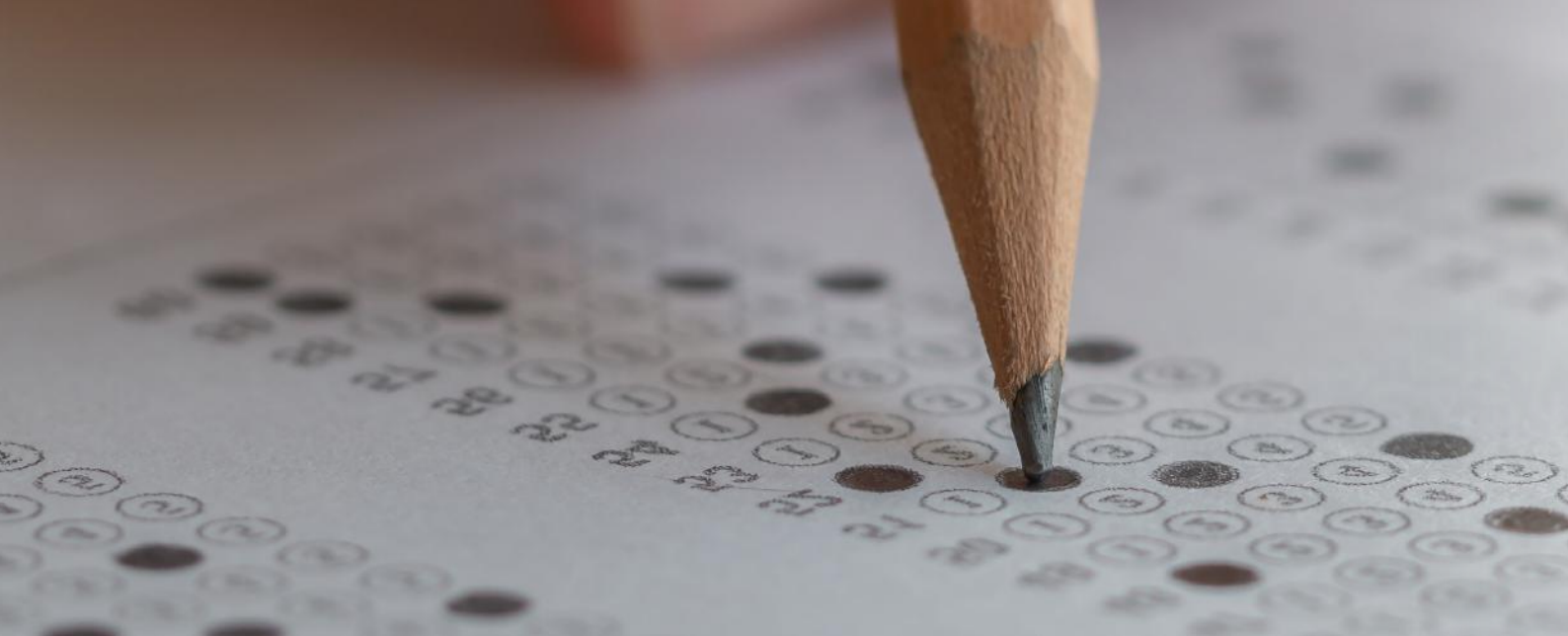
Pictured: Sarbani with her brother Deeptangsu

international stage and leave a lasting legacy in the sport that has given me so much.

St John's has been a pillar of support throughout my journey, providing me with the academic and personal development needed to balance my passion for squash and education. I am grateful for the opportunities and support I have received from the school community.

As I continue to chase my dreams, I encourage everyone to find their passion, believe in themselves, and never give up. With determination and hard work, we can all achieve greatness.

Sarbani has undoubtedly left an indelible mark in the world of squash and serves as an inspiration to aspiring athletes at St John's and beyond.



Grades do not Define our Worth

Ms Rebekah Delahoy
Author at happyfamilies.com.au

It is evident that there's a disconnect between what grades are actually for, and what students often think about them. Grades are for showing our children what they know and what they still need to work on. However, many students instead focus on where they rank among their peers.

Unfortunately, for many students, this type of thinking causes increasing stress and anxiety in their final years of high school, where an over-fixation on ATAR scores results in many students feeling as though their self-worth can be summed up in a single number.

Our task: to teach our kids that their grade isn't who they are. This is important for students who are struggling, but just as important for those who get perfect marks on almost every test. Yet before we leap into trying to teach this to our kids, the first person who needs to believe it is you.

You probably grew up believing that your life prospects depended on the outcome of each test and exam you did. But look around you. Can you pick the ATAR score of your co-worker? Which of the parents in the school pick-up line was the dux of their school? Which of the people at your church or gym or pottery class failed their Geography exam in high school? Can't tell? Of course not! Our grades are part of our story. But they do NOT define our story.

In fact, our grades impact our lives much less than our attitude to our grades do. For example, there are

many pathways to most careers. You could be a high school drop out and go on to be a doctor or a lawyer or a particle physicist if you're patient and determined enough (and I know several who were dropouts and still managed to have these types of jobs). You just need to believe that it's possible and believe that you can get there. But if you allow yourself to believe that your low grade prohibits you from achieving your goal, you're limiting yourself.

Now that you've reminded yourself that grades don't define your child, you're prepared for when they come to you with the inevitable bad grade. When that happens, remember these 4 things:

St John's has a membership with Happy Families, a trusted online resource for families, providing education and support to help them in raising confident, happy and resilient kids.

Membership provides our community with access to a wealth of resources including webinars, videos and articles at no cost to families. You can access this invaluable resource by visiting the PASTORAL CARE/WELLBEING tab in *My St John's*.

Happy Families was founded by Psychologist and Parenting Expert, Dr Justin Coulson; co-host of Channel Nine's Parental Guidance. Over the past decade, Dr Coulson has helped innumerable families with his 9 books about raising children, is the host of the number 1 parenting podcast in Australia and is a proud father of six daughters.

"My goal is for parents, teachers, and those who work with children to see them for the precious humans they are; to connect with them in meaningful ways; and to guide those children to become strong, caring, whole adults."

- Dr Justin Coulson PhD



1. Remind yourself that grades are much less important than your attitude about grades. To model that, you need to focus less on the grade, and more on the attitude.

2. Remind yourself that grades are much less important than social skills. We can teach a computer to do just about anything these days... except have feelings. In an increasingly digitised and technological world, if you want your child to have skills that truly set them apart, focus on helping them grow their emotional IQ. Empathy, creative thinking, grit...these are all things that are much more important than being able to spell flawlessly.

3. Remind yourself that "comparison is the thief of joy". Every child is on their own learning journey. Some kids may seem to be in the fast lane. Others may seem to be in the slow lane. But instead of comparing your child to another, compare them to where they were a year ago. Reflect

on what they have learnt to do. Think about what they could work on further. Don't even mention the number (or the letter, depending on how grading works at your school)! Instead, ask them how they feel about how they did. Remind them that grades reflect where they are in their learning journey. They are not the final destination. Work with them as they reflect on what they understand well, what they could work on further, and then make a plan for how they can do that. Maybe they will ask their teacher for extra maths problems. Or maybe you can listen to them practice their next oral presentation.

4. Cultivate a growth mindset. If your child comes to you saying "I can't do fractions"... or "I'm no good at breaststroke"... or "I don't understand titration"... just add the word "yet".

"I can't do fractions...yet" reminds them that while they can't do it now, they can learn them one day.

"I'm no good at breaststroke...yet" encourages them that with practice, they can get better.

"I don't understand titration... yet" reassures them that they might understand it tomorrow.

Being able to accomplish great things doesn't depend on high test scores. It just depends on an inner conviction that greatness can be accomplished. Believe in your child. Believe in their ability to accomplish greatness. And believe that they can accomplish great things even with a low grade on whatever test they had today.

happy families.

Want more parenting insights?

Scan the QR Code to find our unique



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

Parents and Friends Association

The St John's Parent and Friends Association has been hard at work this semester, raising funds to support the College and its students. Through various initiatives, the association has made significant contributions to enhance the educational experience at the College.

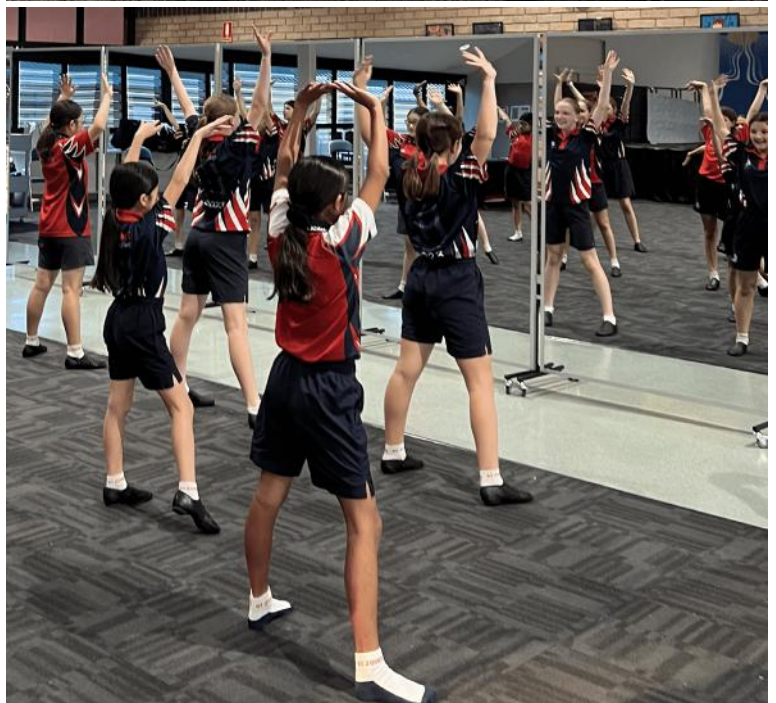
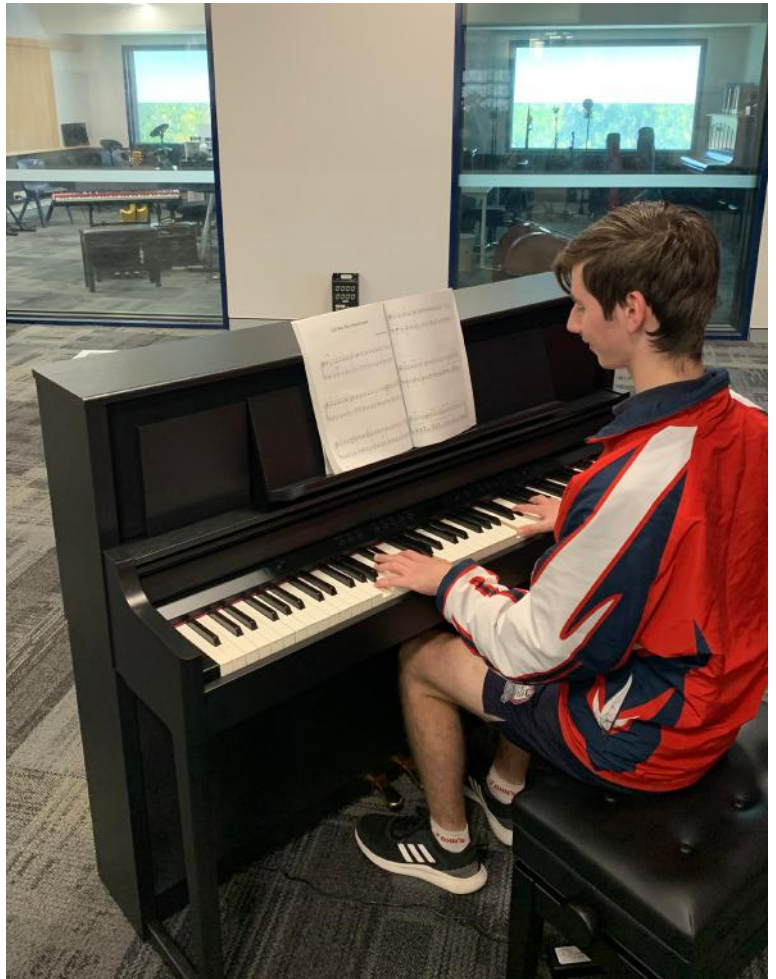
One of the successful fundraising ventures is The Terrace Café, which operates during Term One and Two on the TAS Home Games. This initiative has so far generated an impressive profit of \$8,500. As a result, the association has approved the purchase of a motorised tennis ball machine to support the sporting endeavours of St John's Junior School students. This equipment will aid aspiring young tennis players in improving their accuracy and power.

The College Musical, held in Term Two, also proved to be a resounding success. The Friends of the Arts (FOTA) played a vital role in supporting the musical through a range of activities, including a musical camp, raffles, and food and drink sales in the Performing Arts Centre Foyer. FOTA's efforts resulted in an outstanding profit of \$7,168.15, with a total revenue of \$10,386.50.

A portion of these funds has already been reinvested in the College. The Junior Campus now boasts 5 x Dance Studio Mobile Mirrors, providing dance and drama students with dedicated equipment to practice and refine their skills. The Secondary Campus has also acquired a beautiful Roland LX706CH Digital Piano, benefiting the performing arts students.

The P&F has also demonstrated their generosity by offering to cover the bus transportation expenses for students and staff participating in the 30km overnight Kokoda School Challenge in July.

St John's expresses its heartfelt gratitude to everyone who supports the P&F, whether through volunteering, purchasing raffle tickets, or contributing to the success of various events. The College community's generosity is greatly appreciated, and these funds will undoubtedly make a significant difference in the lives of St John's students.





Old Collegians Revolutionise Learning

Scan Me

Founded in March 2023 by St John's Old Collegians, Isuka Muthumuni (class of 2021) and Ryan Nguyen (class of 2022), ATAR Saver aims to inspire critical thinking and a deep understanding of subjects amongst students.

As recent graduates of the QCE ATAR system, they encountered many hurdles and realised other students would likely encounter the same ones. With their tutoring help, they hope to offer a reliable safety net for student success.

ATAR Saver's mission is to empower students throughout their educational journey by revolutionising traditional learning methods and placing a strong emphasis on developing a profound understanding and genuine passion for the subjects they study. They strive to inspire students to inquire, investigate, and delve into the underlying principles behind concepts, fostering the growth of critical thinking skills and facilitating connections to the real world.

To achieve this mission, ATAR Saver offers personalised one-on-one tutoring sessions, small group classes, and intensive masterclasses, all tailored to suit each student's learning style and goals. Their dedicated team of qualified tutors creates an engaging learning

environment, supported by a unique assignment marking service that has significantly improved students' grades.

In the coming year, ATAR Saver plans to expand its offerings and reach more students within the St John's community. They aim to diversify their subject offerings, introducing crash course-style YouTube videos and exclusive courses that cover topics within the QCAA syllabus. Additional support services, such as study skills workshops, exam preparation programs, and university entrance guidance, are also in the pipeline.

Signing up with ATAR Saver is simple, with parents and students able to visit their website, atarsaver.com to access information about tutors, subjects, and the registration process. To stay connected and informed, individuals can follow ATAR Saver on Facebook, Instagram, LinkedIn, and YouTube, or join their vibrant community on Discord for academic content discussions.

With a commitment to continuously adapting to students' evolving needs, ATAR Saver aims to become the go-to resource for comprehensive academic support. By challenging conventional learning approaches and fostering critical thinking, they empower students on their learning journey, paving the way for academic success within the St John's community and beyond.

OLD COLLEGIAN FEATURE

Mrs Emma Dawson
President, Old Collegians' Association

As current President of the St John's Old Collegians' Association and graduate of the 2003 cohort, it gives me great pleasure to reflect on the milestones achieved by the College over the past 30 years.

Our College has indeed come a long way, undergoing a remarkable transformation, from its humble beginnings as a school with just a few hundred students to emerging as one of the region's leading educational institutions.

Over the years, St John's has embarked on several initiatives aimed at improving the quality of education on offer, investing in state-of-the-art facilities and embracing innovative teaching methodologies. I remember going between just two buildings for classes – home economics, art and manual arts on one side, English and math on the other, now it's tripled in size which is a testament to its growth!

Our College has nurtured exceptional graduates who have not only excelled academically but have also made their mark as successful professionals across diverse domains. From trailblazing entrepreneurs to acclaimed artists, community leaders to esteemed scientists, our alumni exemplify the College's commitment to shaping well-rounded individuals who positively contribute to society.

The Old Collegians' Association has played a vital role in the College's success story over the past three decades. By upholding the College's vision and values, the association has galvanised our alumni to give back to the community through tutoring, mentorship programs, and community outreach initiatives.

Through unwavering dedication, the Old Collegians' Association has fostered an environment of shared values and collective responsibility, ensuring that generations of St John's alumni continue to make meaningful contributions in their

respective spheres of influence, carrying forward the enduring legacy of our College.

As we celebrate this significant milestone, I extend my heartfelt congratulations to all our alumni who have played a part in this journey. Your accomplishments and contributions bear testament to the exceptional education, values, and character instilled in you by St John's Anglican College. I encourage you to uphold these values in your personal and professional lives and to remain active members of the Old Collegians' Association, championing the cause of sustained excellence and progress within our College community.



Basketball TOURNAMENT

Old Collegians V Students Basketball Game
Thursday 5 October 2023
St John's Secondary Sports Centre
Contact: oldcollegians@sjac.qld.edu.au
to get involved



Engagements

Megan Chan (2008) and Tremayne Seeto
on 25 December 2022

Tyler Jolliffe (2010) and Gabby Bristow
on 27 January 2023

Christie Carmichael (2009) and Patrick Dylan
on 6 March 2023

Kellie Scott (2002) and Travis French
on 29 April 2023

Marriages

Rebecca Quick (2015) and Gerald Nordqvist
on 27 January 2023

Ameer Jagessar (2006) and Ivy Limjoco
on 8 March 2023

Kevin Bradford (2010) and Taylee Davidson
on 31 March 2023

Brittany Carradine (2008) and Brendan Watson
on 18 April 2023

Jaidyn Munro (2015) and **Caitlin Reece (2015)**
on 20 May 2023 (*pictured*)

Michael Hogan (2013) and **Chelsea Maxwell (2011)**
on 20 May 2023



Births

Laura Moore (2008) and Patrick Selwood welcomed
Louis Caleb Selwood on 19 January 2023

Kylie Acevedo (2009) and **Nathan Fogg (2009)** welcomed
Ava Sarah Ann Fogg on 24 January 2023

Alexandra McKinney (2008) and Jake Hammer welcomed
Lilly Ellen Nightingale on 31 January 2023

Dale Campbell (2007) and Keighley Campbell welcomed
Rory Sean Brett Campbell on 3 February 2023

Katherine Hart (2008) and Chris Gray welcomed
Rowan George Gray-Hart on 16 February 2023

Robert Morton (2008) and Kristina Morton welcomed
Levi Henry Morton on 5 March 2023

Lisa Weglowski (2009) and Merrick Heley welcomed
Theodore Merrick Heley on 11 March 2023 (*pictured*)

Alice Reardon (2009) and Benjamin Sewell welcomed
Blair Sutton Sewell on 15 March 2023

Amy Christoforou (2006) and Nathan Rawlings welcomed
August Rawlings on 4 April 2023

Samantha Boyd (2004) and Scott Wilson welcomed
Alexander William Wilson on 1 May 2023

Morgan Collura (2006) and **Lashaylen Moodley (2006)**
welcomed Piya Ryan Moodley on 8 May 2023

Brady Scott (2008) and Emma Scott welcomed
Lincoln David Scott on 10 May 2023

Ainsley Johnson (2010) and Cameron Potter welcomed
Amelia Rose on 19 May 2023

Joshua Forrest (2008) and Anna Forrest welcomed
Maxwell Forrest on 30 May 2023





Finding Inspiration in Mountaintop Moments

Reverend Juliana Bate
College Chaplain

Life is an ever-changing journey filled with a multitude of experiences and seasons. Sometimes, we encounter smooth roads, and it is crucial to savour and cherish these moments of ease. Other times we find ourselves traversing the hills and valleys, facing various trials and tribulations.

Amidst the journey, we encounter extraordinary instances of triumph, joy, and abundance that can be likened to reaching the pinnacle of a mountain. It is in these mountaintop moments; that we find inspiration and gain a new perspective on life. They reveal the fruits of our hard work, determination, and perseverance, showcasing our ability to overcome obstacles. It's in these moments that we realise we have accomplished our goals and can proudly declare "I did that". Where we can experience fulfilment and motivation to forge ahead.

However, it is important to acknowledge that we cannot remain

on the mountaintop indefinitely. There comes a time when we must descend and face the valleys once more. In the valleys, we may encounter struggles, sorrows, uncertainty, and treacherous slopes. Despite lacking the breathtaking views found atop the mountains, there is still beauty to be discovered within the challenges of the valley. It is where our character is shaped, our resilience is tested, and growth occurs. Ultimately, the lessons we learn in the valley prepare us for the next mountain to climb.

As we journey through life's ups and downs it is important to remember that we are not travelling alone. There are friends, loved ones, and new people that we meet along the way who can support us, lend a helping hand, and celebrate our successes. Embracing the support of others makes traversing the hills and valleys a little easier and more effective, fortifying us in the process.

When we asked our senior students to reflect on their mountaintop moments, we witnessed a tapestry

of diverse experiences that brought them immense joy and fulfilment. Whether it was witnessing loved ones triumph over illness, excelling in academics or sports, or embracing musical and leadership opportunities, each success was deserving of celebration. We have the privilege of witnessing young individuals discover their own strengths and talents, which in itself serves as a source of joy and encouragement.

As Christians, we believe that there is a purpose for our lives according to God's plan. We trust that God provides what we need at the right time. Whether we find ourselves in the valley or on the mountaintop, we can take comfort in the knowledge that God's love reaches us wherever we may go.

So as we go about life's journey, let's try to embrace the hills and valleys, knowing that each experience shapes and teaches us valuable lessons. Appreciate the presence of those who walk beside us and trust in the love and guidance of God.

Upcoming Events

save the date

FOR THESE SEMESTER TWO 2023 COMMUNITY EVENTS

**Year 7 to 12
Crazy Colour Run**

Friday 14 July

PACE Showcase

Tuesday 18 July

Foundation Day

Thursday 27 July

**On the Green
Concert**

Sunday 6 August

**Kindergarten & Prep
Open Morning**

Wednesday 9 August

Dance & Drama Night

Tuesday 15 August

**Coffee + Connect
Father's Day Breakfast**

Thursday 31 August

**Middle & Senior School
Open Morning**

Thursday 7 September

**Sports Awards
Dinner**

Tuesday 10 October

**JAZZ Night
PACE Awards**

Friday 13 October

**Old Collegian
Reunion**

Saturday 21 October

**Let's Talk About
TAS Sport**

Thursday 2 November

**Prep to Year 2
Year of Celebration**

Tuesday 14 November

**Year 12 Graduation
& Celebration**

Friday 17 November

**Year 3 to 11
Year of Celebration**

Thursday 23 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

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Photo taken during St John's Harmony Day celebrations, March 2023

