GRACE LUTHERAN COLLEGE
EST. 1978

ANNUAL REPORT 2020

BASED ON 2019 DATA







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GRACE LUTHERAN COLLEGE
EST. 1978

Grace Lutheran College is by the grace of God

a Christian community.

It aims to continue the preparation of young people

for a life of faith and service,

so that God will be

glorified in the world.

MISSION STATEMENT EXPLANATION

Our 'Christian community' is part of God's family. As a family we encourage working together to build on the foundation laid by God through parents and others in the lifelong process of Christian Education. Within this family, teachers, parents and students come together to realise God's plan for their lives. We aim to nurture each other into whole people; to assist each other in our work, leisure and service in the community; in the pursuit of wisdom and the expression of love which reflects Jesus Christ's life of service to us and God's plan for the world.

Each of us is, as the Bible says, uniquely significant, and Grace Lutheran College exists to reveal and develop our God-given gifts, by example and guidance. We aim to draw on the insights of the past and the resources of the present to equip ourselves to reason, create, reflect, communicate, inquire, evaluate; to acquire knowledge and wisdom; to grow in faith and integrity; to be people of Christ in conviction with the courage to witness to Christ in society.

Our school family also exists to build and strengthen its communal life by exercising the self-discipline, concern for others, love and ultimately the selflessness that Christ asks of all who would follow him.



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MESSAGE FROM THE *Principal*



Welcome to Grace for 2020; a warm welcome to those returning and to all new parents/guardians, students and staff.

2020 will have its joys and challenges like every year, and so my prayer and hope for each of us is that the highlights of this year will become lasting memories.

As we enter 2020 over these early weeks of the year, I challenge the whole Grace Community, to be resilient in the difficult times (**Grit**), excited and energised by new discoveries (**Growth**) or learning, and be respectful of everyone (**Grace**) we engage with this year.

All of us hope for the very best this year, for ourselves, our family, our friends and for the Grace community. In paraphrase I share *Romans 5:2 – 5* for our reflection and inspiration:

We boast in the hope of God's strength, knowing that sufferings produce perseverance, persevering strengthens character, and those with strong character live in the hope of better things to come. Being always hopeful does not bring us shame, because God's love and strength is with us in every situation and it lives within us.

Faithfully,

Mr David Radke

Principal



HEAD OF *Rothwell* CAMPUS

2019 saw our 41st year of operation at Grace and our 39th year at our Rothwell site. The Campus is certainly a different place to that which was officially opened on a wet and muddy day in 1980! We have been blessed with excellent facilities and beautiful natural environment, but most importantly a community of people whose common goals are to learn, serve and bless others.

The Grace community continued to thrive in 2019. Many students connected through the Faith and Service team, with wonderful involvement in small groups, voluntary Chapels and activities such as Splendour in the Artificial Grass. We were blessed again to be able to connect with parents and care givers through information evenings and parent interviews (in which students were often involved with their teacher to share the story of their learning journey). The myriad of offerings in the areas of Sport, Performing Arts and other areas such as Art Club, Film Club and Debating in conjunction with those listed above made sure students had plenty to engage in both during and outside of school hours.

We saw some considerable refurbishments occur during 2019. Improvements were made to various classrooms with painting, improved lighting and cabinetry. A new bookable room (affectionately called J5A) was fitted out to enable teachers to book their class into an agile space where they could trial different ways of working. This became a popular option as did the various Learning Support spaces which incorporated some flexibility in both how the room was set up and how the students worked. The Design Technology staff created a Design Studio in C1 which was formerly a traditional classroom, and students now love to come to work in this 'funky' new area.

2019 was also a very significant year as it meant the end of the OP System which has been in place for Senior Students since 1992. The Year 12 cohort, who had been the first in some major ways – first Prep cohort, first full Year 6 graduating cohort from primary school – now became the last cohort to receive an Overall Position and to sit the Queensland Core Skills (QCS) Tests. Our Academic results in 2019, which will be outlined elsewhere in this Report, were excellent and students and teachers are to be congratulated for their efforts. This included the achievements of students who attained completion of various Certificate Courses, both based at the College and those completed with external providers or off-site. We are very pleased to provide for the needs of all our students, whether they be striving for university entrance or a position in the ever-competitive workplace.

Whilst the Year 12 students were completing the 'old system', Year 11 students were beginning their studies in the New QCE System. This system has meant a very large increase in workload for staff, who are learning both new procedures and new content in some cases, and all the while still managing learning under the old system and mapping backwards into the Middle School courses as well. I would especially like to acknowledge the work of staff in this area, and the leadership of the Teaching and Learning Team in assisting staff to be well prepared for all the change in the educational landscape.

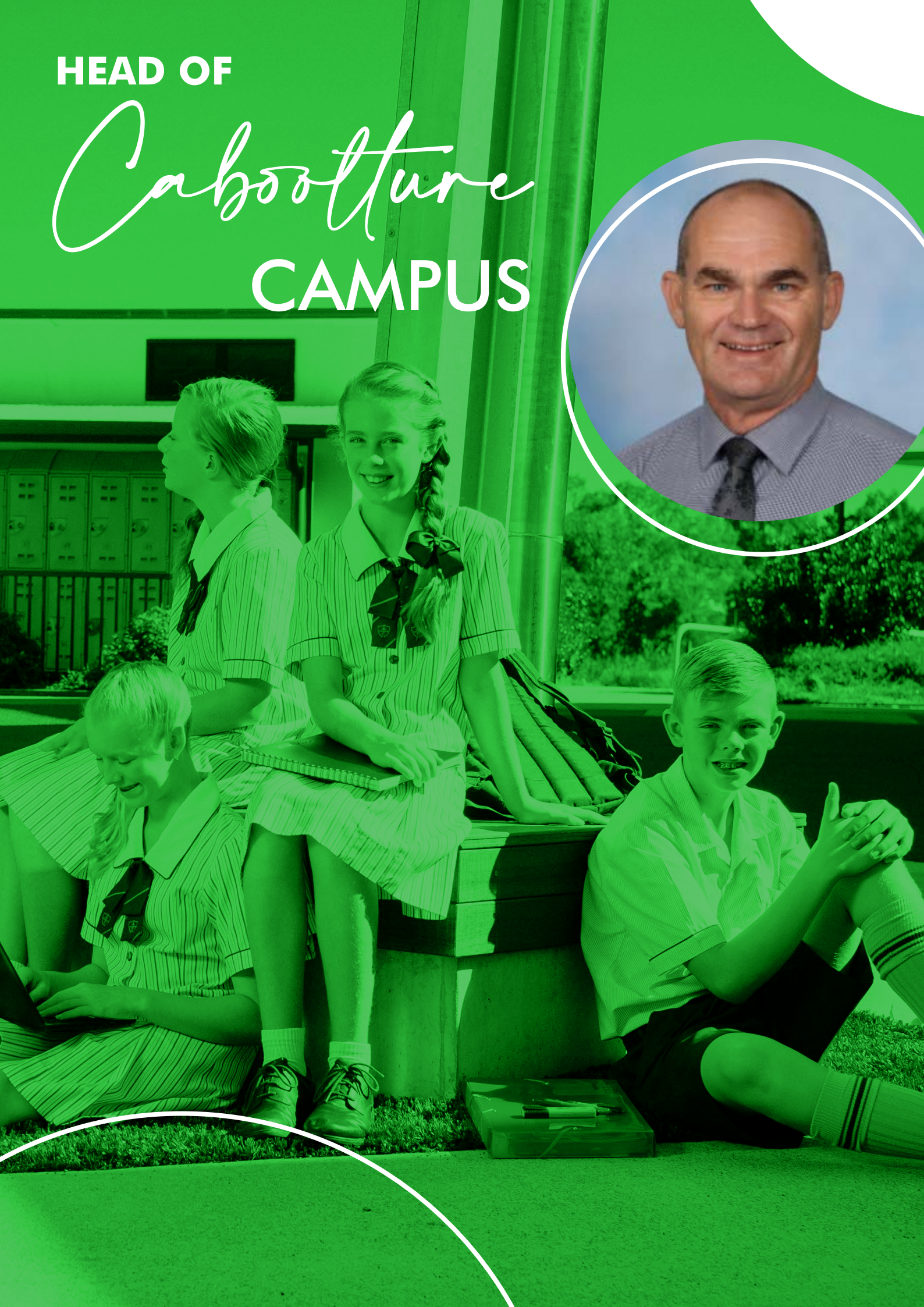
As always, we are thankful to God for his blessings on the Grace community throughout 2019. He has continued to guide and protect us through interesting and changing times and provide what we need to enable our community to flourish. We pray that God's goodness and provision continue in 2020, and that we can reflect His love in our interactions both on and off Campus.

Blessings,

Mrs Cheryl Budd

Head of Rothwell Campus

HEAD OF *Caboolture* CAMPUS



2019 marked the 12th year of operation the Caboolture campus. The mission of continuing to prepare young people for a life of faith and service with the goal of glorifying God in the world, marched on with vigour. The academic year commenced and concluded with clear affirmation of our Christian vision for our community, during our Opening and Closing services. These services bookend the many opportunities to present the gospel in the context of secondary education, through chapel services, a rich variety of ministry activities and the faithful delivery of curriculum during the year. Staff and student led prayer groups continue to faithfully seek God's favour in all that we do. 2019 also saw an opportunity to visit our brothers and sisters in Indonesia, in a joint initiative with the Rothwell Campus. Not surprisingly perhaps, we have seen an encouraging number of students challenged to explore further their beliefs and faith in God.

Academic results, particularly from our graduating Year 12 cohort were very pleasing and included the very highest of OP Scores (ie. OP1 and OP2) for our top performing students. A wonderful effort and result! Like other secondary schools, our Year 11 cohort commenced a new journey into the new QCE System in Queensland. This had a significant impact on curriculum planning, delivery and assessment, including the prospect of external exams. Significant planning work also occurred in preparation for the 2020 launch of the new and much anticipated, GEL Mentoring and Coaching program, across both campuses. The leadership team, teaching staff and student Academic Captains continue to invest heavily into setting and maintaining a highly disciplined and engaging learning environment, both in and out of the classroom. These efforts have been recognised reputationally by the broader community.

During the year, against the backdrop of the highly participatory Swimming, Athletics and Triathlon Carnivals, the Caboolture campus went on to win the District Athletics Carnival. Basketball and Dance also made quantum leaps in terms of involvement, performance and achievement. As an example, the Year 10 Boys Basketball Team made the Metro Grand Final (the highest level of achievement so far) and the Dance Troup placed in every Eisteddfod in 2019, as well as placing and receiving Highly Commended at the Dance Life United Nationals in Sydney.

Robotics was another stand out success story for 2019. The fledging Mangoes Team achieved success on the national stage placing second in the First Tech Challenge in Sydney in December. Mangoes team member Darcy Woodward was also afforded the opportunity to join students from the Rothwell campus and St Peter's Lutheran College as part of Team Australia and again achieved a successful second place on the world stage in Dubai. The Caboolture and Rothwell campuses also combined to instigate the first Gliding Training Camp in September at Kingaroy with all students making excellent progress. Noah Cochrane from Caboolture (as well as Alexander Bird from Rothwell) successfully achieved Solo standard by the end of the Gliding Camp.

Enrolment trends at the Caboolture campus have continued to consolidate and strengthen. With the second year of three streams of Year 7 students (85 students) joining the campus, an exciting mixture of confidence and demand drove planning for a new building. The BGA approved funding for a new building comprising four general learning areas as well as additional staffroom and amenities. Final planning and approvals are set to continue into 2020 with an anticipated opening in early 2021.

These examples are but a sample of the impressive progress that has been made during the year. We thank God sincerely for the grace and blessing He has bestowed upon the Caboolture campus in 2019 and pray his continued provision in the years ahead.

Faithfully,

Mr Warren Irvine

Head of Caboolture Campus



AN *Overview*

Grace Lutheran College is owned by the Lutheran Church of Australia, Queensland District. It is governed by the College Council whose Chair is Mr John Gerlach, Vice Chair - Mr Gary Fulton, Secretary – Dr Roger Hunter OAM, Chair of Finance - Mr Craig Klinge and Members are Rev Mark Brinkmann, Mrs Peta Heit, Mrs Anne Maczkowiack, Mr David Spann and Mrs Katrina Valencia. The College Council reports to the Lutheran Church of Australia, Queensland District (LCAQD), in the Annual General Synod Report.

Grace Lutheran College with Campuses in Rothwell (Redcliffe Peninsula) and Caboolture, is a co-educational secondary school, catering for students from Year 7 to Year 12. The Redcliffe Campus commenced operation in 1978.

The Caboolture Campus is located at 129 Toohey Street, approximately 1 kilometer north west of the town centre and commenced in 2008 with Year 7 and Year 8 students.

Grace Lutheran College partners with three Lutheran primary schools and Grace Crèche and Kindergarten to provide Pre-prep to Year 12 education. The three primary schools are Grace Lutheran Primary School, Clontarf, Living Faith Lutheran Primary School, Murrumba Downs and St Paul's Lutheran Primary School, Caboolture.

Students enjoy our state-of-the-art facilities that have been designed with the learner in mind and combine contemporary building principles with the latest trends in flexible educational spaces, incorporating a range of learning technologies.

Grace Lutheran College also owns Googa, a Centre for Outdoor Education and Christian Retreat, together with Grace Lutheran Primary School at Clontarf and Good Shepherd Lutheran College at Noosaville.

School sector:	Independent
School's address:	
Rothwell Campus:	ANZAC Avenue, Rothwell, QLD, 4022
Caboolture Campus:	129 Toohey Street, Caboolture, QLD, 4510
Total enrolments:	1336 (Census Friday 2 August 2019)
Year levels offered:	Year 7 to Year 12
Co-educational or single sex:	Co-educational

Characteristics of the student body:

Boys make up 46% of students at Rothwell and 46% at Caboolture, and therefore, the percentage of girls at Rothwell is 54% and 54% at Caboolture. There were 35 Indigenous students in 2019, 23 were at our Rothwell Campus and 12 at Caboolture Campus.

For further information on the school and its policies, please log onto the school website www.glc.qld.edu.au or contact the Principal's PA on **(07) 3203 0066**.

Information

STUDENTS & STAFF



STAFFING

Figures as at the August Census were:

Teaching staff in 2019 numbered 61 (Rothwell) and 21 (Caboolture) full-time and 20 (Rothwell) and 8 (Caboolture) part-time with support staff being 20 (Rothwell) and 4 (Caboolture) full-time and 89 (Rothwell) and 20 (Caboolture) part-time.

Long Serving Staff at the end of 2019:

30 Years
Naree Wittwer (LEQ schools)
Rob Hilford (GLC)
25 Years
Penny Green (GLC)
Judith Niebling (GLC)
20 Years
Kris Forman (GLC)
Leigh-ann Forman (GLC)
Richard Hall (GLC)
Julie O'Halloran (GLC)
Brad Latter (GLC)
Margaret Timson (GLC)
10 Years
Dianne Allen (GLC)
Monique Atwell (GLC)
Judith Barnes (GLC)
Amanda Bartlett (GLC)
Sondra Broughton (GLC)
Paula Ellis (GLC)
Kylie Govan (GLC)
Melissa Green (GLC)
Shayne Grieve (GLC)
Melissa Hitchcock (GLC)
Ray McKinnon (GLC)
Christie Mazlin (GLC)
Sylvia Prinsloo (GLC)
Cameron West-McInnes (GLC)

ENROLMENT

ENROLMENT

Enrolment at the annual Census (4 August 2019) was:

Rothwell Campus	Boys	Girls	Total	Combined Total
Year 12	70	68	138	1011
Year 11	65	91	156	
Year 10	85	109	194	
Year 9	67	85	152	
Year 8	83	88	171	
Year 7	96	104	200	

Caboolture Campus	Boys	Girls	Total	Combined Total
Year 12	21	16	37	325
Year 11	21	15	36	
Year 10	18	22	40	
Year 9	17	25	42	
Year 8	40	44	84	
Year 7	32	54	86	

Total school enrolment = 1336

2019 SENIOR LEADERSHIP

The College continues to be very fortunate in the high calibre of its student leaders. The school is thankful for the contributions to the College of:

	Rothwell	
Senior School Captains 2019	Luke Basile	Brooke McKenzie
	Caboolture	
	Xavier Cook	Tamara Addington
Senior Vice Captains 2019	**Rothwell**	
	Joseph Solitaire	Lauren Gunstone

Senior School House Captains 2019

School House		Rothwell	Caboolture
ANTERES	Captains	Bailey Bycroft	Ethan Armitage
		Mio Tardy	
	Vice Captains	Samuel Evans	
		Olivia Barber	
ORION	Captains	Connor Sharkey	Rory Krohn
		Jessie Heeney	
	Vice Captains	Benjamin Corbet	
		Mandeep Purewal	
PEGASUS	Captains	Benjamin Jones	Rheanna Pankhurst
		Kasey Stone	
	Vice Captains	Jakob Beck	
		Chloe Humphreys	
PHOENIX	Captains	Izaack Powell	Thomas Irvin
		Grace Fenwick	
	Vice Captains	Heather Davis	
		Brianna Jays	

Thanks also to the seniors, GRIP leaders, House Captains, Sports Captains, Band Captains, Creative Industries Captains, Dance Captains, Drama Captains, Academic Captains, Faith and Service Captains, Hospitality Captains, Instrumental Captains, Lifestyle Technology Captain, Performing Arts Captains, Sport Captains, Middle School Captains, Middle School House Captains, Student Representative Council Chairs, Tech Crew Captains, Vocal Captains, etc for your positive leadership. This is appreciated.

2020 SENIOR LEADERSHIP

Congratulations to those elected as student leaders for 2020:

	Rothwell	Caboolture
Senior School Captains 2020	James Lee	Joshua Oakes
	Tiger Lily Chau	
	Aidan Orsini	Madison Stibbe
	Teagan Methorst	

Senior School House Captains 2020

School House		Rothwell	Caboolture
ANTERES	Captains	Emerson Cooper	Phoebe Merritt
		Grace Sunley	
		Riley O'Keefe	
		Nicholas Catalano	
ORION	Captains	Asha Baker	Celene Kotzur
		Jessica Hewitt	
		Natalie Cronan	
		Bailey Hinchsliff	
PEGASUS	Captains	Melinda Busfield	Toby Malpass
		Varvara Chechurova	
		Sam Mothersole	
		Jesse Vescovi	
PHOENIX	Captains	Sidonie Harvey	Joshua Tolman
		Hope Murning	
		Saim Chaudhary	
		Lachlan McCormick	

Academic Senior School Captains 2020

Rothwell	Caboolture
Isabelle Packer	Aidan Berry
Izaiah Aiono	

Creative Industries Captains Caboolture 2020

Film & TV	Visual
Patrick Binkert	Emily Ward



Dance Captains 2020	
Rothwell	Caboolture
Tatum Marshall	Charntel Donovan Petersen

Drama Captains Rothwell 2020	
Mayne Johnson	Katie Dry

Faith And Service Captains 2020	
Rothwell	Caboolture
Mackenzie Cooper	Kadey Wright
Ashlee Hermann	
Lydia Murawczak	Dakota Cornell
William O'brien	

Creative Industry Captain Rothwell 2020	
Film & TV	Visual
Morgan Tei	Benjamin Rushton

Instrumental Captains 2020	
Rothwell	Caboolture
Kirra Youitt	Hayden Wiggins
James O'brien	
Layla Mensforth	
Isabella Tate	

Lifestyle Technology Captains Rothwell 2020	
Early Childhood	Hospitality
Jaelyn Ranford	Mikaela Egan
	Chelsea Suosaari

Performing Arts Captains 2020	
Rothwell	Caboolture
Eloise Gilmour	Hayden Wiggins
Lyndon Steele	

Sport Captains 2020	
Rothwell	Caboolture
Milos Buncic	Jade Atwell-Odgers
Jack Vandenban	
Ingrid Watson	Nah Cochrane
Rebecca Considine	

Student Representative Council Chairs 2020 – Senior School	
Rothwell	Caboolture
Xavier Holmick	Luna Van Woensel

Vocal Music Captains 2020	
Rothwell	Caboolture
Athena Conlan	Morgan Adamski
Sarah Jubb	

SENIOR CLASS 2019

This was the 38th senior class at grace and a total of 7,221 students have now graduated from the college.

MIDDLE SCHOOL LEADERSHIP

Congratulations to those elected as student leaders for 2020:

	Rothwell	Caboolture
Middle School Captains 2020	David Atkinson	Felicity Klinge
	Ruby Orchard	Gabriel Cochrane

Middle School House Captains 2020

School House		Rothwell	Caboolture
ANTERES	Captains	Shane Bradtke	Nathanael Van Lonkhuyzen
		Leo Kelly	
		Chloe Morris	Edie Merritt
		Rowan Hutchings	
ORION	Captains	Jackson Baker	Cooper Adamski
		Samuel Noonan	
		Liliana Packer	Madeleine Schultz
		Melody Aiono	
PEGASUS	Captains	Hayden McLucas	Aaron Cross
		Lance Bruce	
		Isabella Chrisostomidis	Taylor Wilmington
		Taylor Lee	
PHOENIX	Captains	Aleksander Wanmer	David Bogaart
		Tristan Wright	
		Sienna Powell	Ruby Oakes
		Priya Best	

Academic Middle School Captains 2020

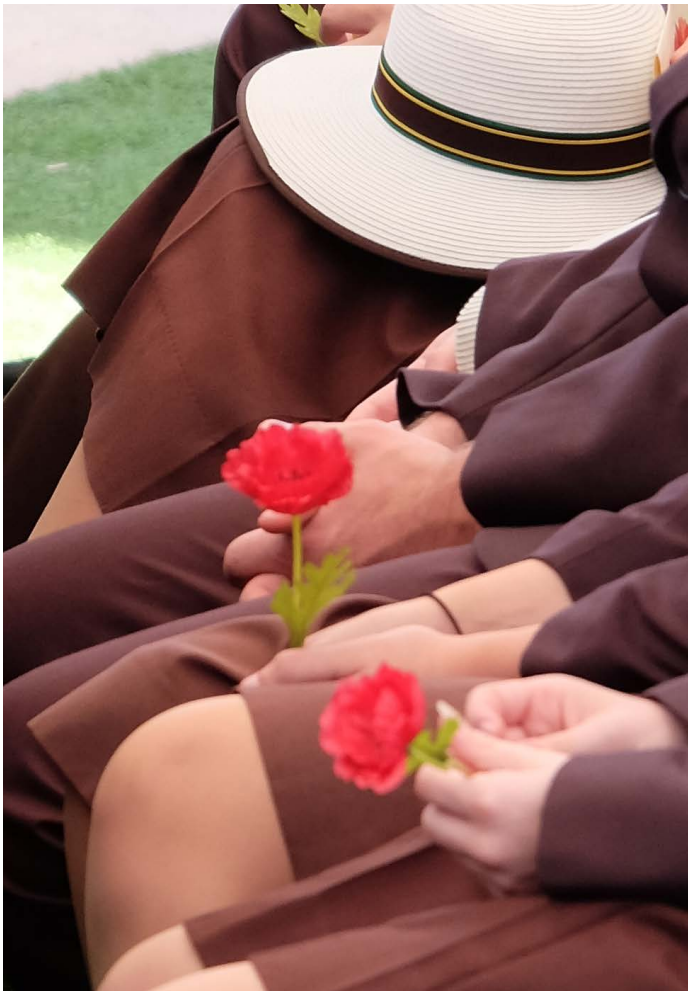
Rothwell	Caboolture
Hannah Brown	Anna Webster
Samuel Savage	

Dance Middle School Captains Rothwell 2020

Darcy Tate	Ursula Evans

Faith And Service Middle School Captains 2020

Rothwell	Caboolture
Leith Bradbury	Millie Retschlag
Toby Buchanan	Emma Folks



Instrumental Captains Middle School Rothwell 2020

Tiana Doyle	Abby Patterson	Ruby Flowers

Student Representative Council Middle School Rothwell 2020

Cerys Roberts	Daniil Chechurov

Tech Captain Middle School Rothwell 2020

Emily Kindred

Vocal Music Captain Middle School 2020

Rakshikaa Ravindran Muttucomarc

FUNDING

Grace received $9,995 per student from the Commonwealth Government Recurrent Grants (the base rate received for the 2019 calendar year) for students enrolled at census in August 2019).

The State Government Recurrent Grant was $2,682 per student.



FACILITIES & RESOURCES

Development

DISTINCTIVE CURRICULUM OFFERINGS

Grace Lutheran College offers a wide and diverse curriculum at all levels, catering for students with a variety of abilities and interests. Grace has implemented the Australian Curriculum (ACARA) and have also been able to retain and enhance our range of elective choices from Years 7 to 12.

In addition to the regular subjects offered, Year 7 students study a wide range of other subjects including Creative Arts, Lifestyle Technology, Design Technology and Performing Arts. Year 7 students also have the opportunity study either German or Japanese. Students have the choice to study 2 languages in Year 8 as part of the elective choices. Students also have the opportunity of participating in the Ignite Excellence programs in Mathematics, English and Science from Year 7 if they meet the qualifications required.

Year 8 students study four elective subjects in semester models chosen from a wide selection of electives. Year 8 students also study Innovation, a new subject for 2020 that enables students to experience problem base learning tasks that bring together a range of 21st Century skills. Year 9 students study 3 electives along with their core subjects for the whole year. In Science, a STEM unit is also a particular focus that all Year 9 students will experience.

Year 10, 11 and 12 students select four elective subjects from an extensive list in addition to the core subjects, which includes both General and Applied QCAA subjects as well as Certificate Pathway options.

All subjects available are listed with Curriculum Guides on the College website **www.glc.qld.edu.au**. These can be accessed by following the link of Curriculum via the respective Campus.

ACADEMIC ENRICHMENT

The Academic Enrichment Department holistically supports the College's gifted and academically talented students. In doing this, the Department oversees the development of the following three programs across both Campuses:

- Academic Enrichment Program
- Ignite Excellence Programs
- Bright Minds Festivals

ACADEMIC ENRICHMENT PROGRAM

Students with a FSIQ (Full Scale IQ) above 125 or a Ravens Cognitive Assessment above the 90th percentile ranking for their age, qualify for the College's Academic Enrichment Program. Due to the popularity of this program amongst the community, the College again saw significant growth in enrolments for this distinct curriculum offering. The number of students enrolled in this program in 2019 grew to 225 students at the Rothwell Campus and 85 students at the Caboolture Campus. The program provides individual Academic Enrichment Plans for qualifying students, as well as individual case management by Academic Enrichment staff. This program provides an important support and advocacy role for these students, their families and their classroom teachers, in regard to the spectrum of needs (both curriculum and personal) that can occur with gifted and highly academically talented students.

In 2019, students in the Academic Enrichment Program participated in a range of additional activities that included:

- STEM Horizons Program for High Achievers
- QUT STEM Camps
- QUT Vice Chancellor Camps
- QUT STEM Internships
- Queensland Institute of Medical Research (QIMR) Internships
- QUT STEM workshops
- Debating
- SPARQ-Ed Workshops
- UQ Young Scholars Program
- Oxford Academy Conference
- Guest Speakers from Universities

In 2019, Mrs Leigh-ann Forman (Academic Enrichment Coordinator) was asked to provide professional development and consultancy to other private schools in Brisbane. This saw the commencement of Teacher and Senior Administration PD workshops available at the College to the wider Brisbane area. Staff from other schools attended workshops facilitated by Mrs Forman on "Establishing Gifted and Talented Programs In Schools." HODs for English and Mathematics supported these workshops and provided tours to classrooms of our Ignite Excellence classes.

The 2019 OP and QCE outcomes of our Academic Enrichment students were again outstanding with six OP1s and all Academic Enrichment students obtained entry to one of their top three University preferences.



IGNITE EXCELLENCE PROGRAMS

Academic Enrichment Department partners with individual Subject Departments to develop the College's Ignite Excellence Programs. These are subject/domain specific talent development programs. In 2019, these programs expanded to include:

Rothwell Campus

- Ignite Excellence: Science Program
- Ignite Excellence: Mathematics Program (Pathway 1 - Non accelerated)
- Ignite Excellence: Mathematics Program (Pathway 2 - Accelerated)
- Ignite Excellence: English Literature Program
- Ignite Excellence: GAME ON Music Extension Program
- Ignite Excellence: Flexible Learning Pathway
- Ignite Excellence: FLEX Foreign Language Excellence (Program developed for 2020 commencement)
- Ignite Excellence: Dance Development Program (Program launched for 2020 commencement)

Caboolture Campus

- Ignite Excellence: STEM Program (Program developed for 2019 implementation)
- Ignite Excellence: English Enrichment Program (Program developed for 2019 implementation)
- Ignite Excellence: Mathematics Program (Pathway 2 - Accelerated)
- Ignite Excellence: GAME ON Music Extension Program
- Ignite Excellence: FLEX Foreign Language Excellence (Program developed for 2020 commencement)
- Ignite Excellence: Dance Development Program (Program launched for 2020 commencement)

These programs occur during the timetabled school day and consist of whole classes in each respective Year Level (except for the Flexible Learning Pathway which is an individualised program). Detailed information on each of these programs (and their application forms) are on the College website for each Campus.

The number of students involved in these programs at Rothwell include:

Ignite Excellence Program	Students involved:
Ignite Excellence: Science Program	91
Ignite Excellence: Mathematics Program (Pathway 1 - Non accelerated)	90
Ignite Excellence: Mathematics Program (Pathway 2 - Accelerated)	145
Ignite Excellence: English Literature Program	89
Ignite Excellence: GAME ON Music Extension Program	~30
Ignite Excellence: Flexible Learning Pathway	6

Community interest in the Ignite Excellence Programs continued to grow exponentially. Mr David Radke and Mrs Leigh-ann Forman presented a briefing about the programs at the Lutheran School's Principal's Conference, held at St Peter's Lutheran College. Mr Radke shared that 72% of enrolments he interviewed for Year 7 the following year, indicated that a significant reason for choosing the College for their child was the Ignite Excellence Programs on offer. The College received over 90 Year 7 Ignite Excellence applications for the following academic year.

Prior to deciding on where to enrol their child for high school, many parents/guardians of exceptionally high achieving or gifted students from the Rothwell community again chose to meet with Mrs Forman to discuss the Academic Enrichment and Ignite Excellence Programs and what the College would specifically provide for their child. Many requested the necessary testing for the programs and a statement on whether their child would or would not qualify for the programs prior to their decision for enrolment, as they had options from various schools to weigh up, including scholarships. In almost all instances, notification of prior acceptance into the College's Ignite Excellence and Academic Enrichment Programs (where they qualified via the testing process), secured the enrolment. This saw the number of enrolments of highly able students increase significantly at the College.

The development of a greater number of Ignite Excellence Programs at the Caboolture Campus was also a focus area during the academic year. Due to the smaller student numbers at Caboolture Campus and only 3 streams in the Middle School, new approaches that balanced the academic and social needs of the students were required. A combined Ignite Excellence: STEM Program, along with an Ignite Excellence: English Enrichment Program were launched in partnership with the Subject Coordinators. Applications for the STEM Program for 2019 topped 26 students.

BRIGHT MINDS FESTIVALS

The Bright Minds Festivals at Rothwell and Caboolture aim to forge a positive relationship between local primary school age students and families. By providing a fun, engaging and challenging festival of workshops, it is intended that families and students feel comfortable and connected to the College, and sense its ability to provide strong academic programs. The festivals include students from as young as Grade 1, to ensure this positive relationship can commence as early as possible – and prior to decisions being made about high schools where there is a Year 5 entry point. The festival is open to any student in Years 1 - 6.

In 2019, the Rothwell Bright Minds Festival was again held on the morning of the College's Open Day. This approach is very successful and a new record of attendees was set at 226. The vast number of these families then stay at the College for the Open Day activities. Over 20 workshops were on offer including Science, Mathematics, English, Technology, Creative Arts, Performing Arts, Social Science, Floristry, Sport, Foreign Languages and more. Each attendee participated in two workshops of their choice during the festival which ran from 8:45am -1:00pm. Again in 2019, several enrolment applications were initiated at Open Day as a result of the Bright Minds Festival occurring prior to it.

The Caboolture Bright Minds Festival was held later in the year as a Sunday afternoon festival with a range of workshops on offer for Grades 1 - 6. 52 attendees were present for the festival. The feedback from parents/guardians and students was again very positive.

The Bright Minds Festivals continue to grow in reputation across the respective local communities. Several families have quoted to the Enrolments Department of the College that the Bright Minds Festival has been a deciding factor in their child's enrolment at the College, with comments such as, "My child came home from the festival and said that this is the high school they want to go to. They feel comfortable here and know the place and the staff already!" Another example, "When we said to our child that it was time to discuss what high school they would go to, they were surprised and advocated that surely they were going to Grace as they know all about it from the Bright Minds Festival and they like it here. They feel safe and like they already belong here."

Mrs Leigh-ann Forman

Head of Academic Enrichment

SCHOOL COUNSELLOR REPORT

MENTAL HEALTH INITIATIVES FOR 2019

- Student Cognitive and Behavioural Assessment
- Healthy Minds Expo 2019 (BATYR Presentations)
- Practicum Student – Libby Farmer
- Group Programs – Unpacking Perfectionism – Seasons (Grief and Loss)
- Onsite Psychologists at Rothwell campus
- School Counselling Service (Rothwell)
- Dale Dearman: Registered Psychologist
- School Counselling Service (Caboolture)

STUDENT COGNITIVE & BEHAVIORAL ASSESSMENTS

The Counsellor's role has expanded to encompass a broader psychological aspect including the ability to administer, interpret and report a on range of psychometric assessments including, WISC V, ABAS, Conners CBRS, Child Depression Inventory, Multidimensional Anxiety scales and others. This has provided additional support in the diagnosis and treatment options for students who may have not been formally diagnosed or assessed for cognitive, behavioral or emotional disorders. Students have been provided with comprehensive reports to assist with academic adjustments and ongoing support. Ongoing interventions and treatment for mental health disorders has been greatly supported by scientific evidence.

HEALTHY MINDS EXPO

"Giving a Voice to the Elephant in the Room"

Our 2019 Healthy Minds Expo provided a great opportunity to once again, champion the cause of mental health and well-being in our school community. Given the current rise of mental health concerns among many adolescents, the presentation centred on breaking down stigma attached to help-seeking behaviours. This year we were privileged to collaborate with BATYR, a peer to peer organisation that seek to support young people in their mental health journey. BATYR Engage young people through peer-to-peer stories of lived experiences, talking to young people about mental health and wellbeing. The aim was to Educate through the sharing of young people's lived experience and Empower young people by giving them the knowledge and skills to lead mentally healthy lives. Feedback from the group was positive with many students reporting they were more prepared to seek out support for mental health related issues. Workshops were held for the Years 9 - 12 across both campuses. BATYR were engaging, insightful and provided much needed education on where to go for help when the tough times come.



LUNCHTIME EXPO EXTRAVAGANZA

Our Lunchtime Expo was also well attended across both campuses. Several key mental health organisations hosted displays including, Headspace, Interact, Youthspace, P.A.R.T.Y. program, Teen challenge, CYMHS, and Foundations Counselling. The beautiful ANZAC Garden (Rothwell) and quadrangle (Caboolture) provided an ideal place for our students to engage and ask questions about mental health. The outdoor Expo provided a more open and relaxed atmosphere for students to seek out information from the various hosts. BATYR were also available during the Expo to mingle with the students. During the lunch program we were also entertained by TEAR TRIP comprising Theo Todd (Bass) , Ryan Gordon (Guitar) and Josh Crawford (Drums).

We were also very thankful to the Moreton Bay Regional Council for their continued generosity in funding this event. We would like to express our thanks to our sponsors to assist school students to learn about positive mental health and enjoy the entertainment.

LIBBY FARMER (PRACTICUM STUDENT)

It was a privilege to be able to complete my professional experience at Grace in 2019. Attending one day a week from Term 2 enabled me to become a familiar face, develop trust and form relationships with the staff and students.

My time was spent predominantly with individual counselling appointments in which I was permitted to observe and after some time, invited to contribute to the sessions. This invaluable experience enabled me to observe and experience different counselling theories in practice and I would also regularly attend year level meetings, involving the senior staff responsible for that cohort. I also helped to plan and run two targeted small group student programs.

UNPACKING PERFECTIONISM

The first group involved ten Year 9 students identified as high academic achievers in learning enrichment programs. The program focused on strategies and activities to combat perfectionism. The activities were collaboratively designed drawing from a variety of resources such as: *What to do when good enough isn't good enough, The perfectionism workbook for teenagers* and *No worries!*

SEASONS FOR GROWTH PROGRAM

The Seasons for Growth program was attended by seven middle school students. Seasons assists adolescents to process their grief due to significant life events – such as the death of a parent, the separation or divorce of parents or an interstate move.

I also helped with the implementation of some whole school events including the Healthy Minds Expo which involved presentations by BATYR, and interactive displays from local health and wellbeing stakeholders such as Headspace, P.A.R.T.Y prevent, Queensland Police Service and other local youth groups and services. I assisted the Ministry Team with lunch time proceedings such as Fresh Faced Friday, Taste and See, Splendour on the Grass and EXO Day. Any spare time with my supervisor was opportunely spent discussing adolescent issues, counselling theories and ideas for practice, my assessment tasks and sharing helpful resources.

My experience was very practical and due to the longevity of my time, I was able to see several students on multiple occasions and witness their progress. This enabled the School Counsellor and I to collaboratively discuss certain students with regards to strategies and ideas in between appointments and provided me the opportunity to lead some sessions while he observed. I was also able to obtain valuable feedback to help improve my skills and practice.

ONSITE PSYCHOLOGISTS AT ROTHWELL CAMPUS

The extension of the counselling program in 2019 included providing access to onsite psychologists at the Rothwell campus. This partnership has provided additional support for students to receive professional care from a qualified psychologist through the Better Access program provided by Medicare. This provides support for an additional five to six students to receive care on a weekly basis across the school term. We have been privileged to have Jenna continue to provide support for many of our female students this year. Jenna is a qualified education and developmental psychologist with significant experience working with adolescents, bringing with them a wealth of wisdom and knowledge in mental health and well-being.

STUDENT COUNSELLING (ROTHWELL CAMPUS)

2019 has proved to be a fulfilling year with many students, staff and parents across both campuses benefitting from access to the school counselling and psychological services. The Counsellor's role consists in providing personal guidance, interventions and referrals for the student and staff body at the College. Once again, this year many students and parents have been assisted with personal counselling, family consultations and mediations to bring, comfort, challenge, and change to their circumstances.

PSYCHOLOGICAL QUALIFICATION (DALE DEARMAN: FULLY REGISTERED PSYCHOLOGIST)

In June this year I finally received my full registration with AHPRA as a fully registered psychologist. This was the culmination of over 8 years of personal study which included the completion of post graduate study in psychological science, honours program and a two-year supervised practice internship with Grace Lutheran College. I am truly indebted to the College for the ability to complete my studies and two-year internship whilst maintaining a full-time workload at the school. While this has been a tremendous challenge, it now provides me with further qualifications and experience to better support the Grace Lutheran College community.

STUDENT COUNSELLING REPORT (CABOOLTURE CAMPUS)

2019 has been another productive year in counselling at the Caboolture Campus of Grace Lutheran College. I have assisted students and sometimes parents and staff in various areas of their lives at school. These areas include struggles with stress in keeping up with a heavy assignment load, time management, anxiety, depression, relationship issues, anger management, family issues and self-esteem.

I have been involved in fortnightly Student Welfare meetings with the Pastoral Leadership team to ensure the wellbeing, nurture and support of all Year 7 - 12 students.

During the year, through facilitation of one-one, group and/or year level sessions I have had the opportunity to speak on issues such as:

- What is Mental Health?
- Identity and Self-Esteem issues
- Managing Anxiety and Stress;
- Study, Time Management and Sleep Habits;
- Risky Behaviours;

THE CHANGE AHEAD - LEAVING SCHOOL

The Healthy Minds Expo went very well at Caboolture again in August 2019. Healthy Minds was another great opportunity to champion the cause of mental health and well-being in our school community.

SUMMARY

2019 has been a challenging year for many students, staff and parents in our school community. Many young people and staff have presented with significant personal, family and relational difficulties. Students, staff and parents and the Grace Community have been supported through a variety of mediums with counselling, psychoeducation and interventions to assist with personal, academic, family and relational concerns. External support has been sought and referrals provided to third party mental health providers as required. Despite the challenges our students demonstrated positive resilience and continue to progress toward their educational goals for the future. I once again feel extremely privileged to engage within a supportive Christian community that values the personal welfare and well-being of its staff and students. I would also like to take this opportunity personally thank Mr David Radke, the administrative support staff, and the pastoral care and ministry team for their support and encouragement of the counselling service at Grace Lutheran College during this year.

Mr Dale Dearman
School Counsellor
Psychologist

Mrs Debbie Cale-Clark
School Counsellor
GLC Caboolture

Mrs Libby Farmer
School Counsellor

CO-CURRICULAR ACTIVITIES

Opportunities exist for students to be involved in a wide range of co-curricular activities. Gifted, caring teachers provide role models in pastoral care, leadership training and an attitude of servanthood as they help to develop the God-given talents, teamwork and self-esteem of students. Students at the Caboolture Campus can participate in their own ensembles and activities along with access to cross-campus extension opportunities by application.

DEBATING

Debating is open to all students in Years 7 - 12 and the College participates in the Queensland Debating Union competition.

PERFORMING ARTS

Beyond the curricular offerings of Music, Dance and Drama, there are over 20 performing arts ensembles in which students can become involved. This includes dance groups that explore styles such as liturgical, musical theatre and hip hop. Drama ensembles, improvisation teams and drama productions for various year levels.

Music groups include choirs, bands, orchestras, jazz groups and chamber music ensembles. Students can also join behind-the-scenes groups such as the Sound Crew and Technical Crew. In addition, students can participate in school musicals.

Private and group tuition is offered to students wishing to learn an instrument or speech, drama and communication skills (at additional cost).

At Grace, students are provided with a wide range of experiences which also helps to facilitate their own personal growth including self-confidence and an appreciation of others. This includes concerts, festivals, involvement in worship (both on Campus and in churches outside the College) as well as Performing Arts Tours throughout Australia and overseas.

EXTRA TUITION & ACADEMIC SUPPORT FOR ALL STUDENTS

A large team of capable Year 12 students volunteer their time to offer tuition to other students in the Library every lunch time; any student can access this support.

The Library is open Monday to Thursday until 6:00pm at Rothwell Campus, 5:15pm at Caboolture Campus, with Friday open until 3:30pm. Trained staff, teachers and tutors are available to assist any students who need help with homework, study, assignments or research.



GOOGA PROGRAM

All students in Year 10 attend the Outdoor Education Program for four weeks at Googa, which is located nine kilometres from Blackbutt. This program has an emphasis on both working as a part of a group and accepting individual responsibility while developing leadership skills.

In society where technology plays a significant role in the lives of every individual, the Googa experience gives students the opportunity to take time away from their devices and focus on connecting with others and their environment. Resilience is developed through many challenges on their physical, psychological, social, emotional and spiritual growth. This holistically beneficial outdoor education program commences in November of Year 9 through until Term 2 in Year 10.

GRACE ACADEMY

What a year we've had! This year has had students involved in musicals, community performances, recitals, showcases, national finals, external examinations, eisteddfods and so much more! We are truly blessed to work with wonderful students and their supportive families as we continue to strive to create opportunities for artistic excellence, creativity and innovation. Here are a few highlights, particularly from the Grace Lutheran College campuses.

The Arts Showcase series for Caboolture campus this year was held at St Michael's. It was a wonderful celebration of the Arts with students from curriculum and co-curricular groups enthusiastically presenting their work. It featured the large pool of talented students at Caboolture Campus and displayed their hard work and commitment from this year.

The Rothwell Campus students presented a wonderfully polished version of the classic Gershwin musical, 'Crazy for You' at the Redcliffe Entertainment Centre. Working with professional director and set designer, John Senczuk, the students displayed maturity beyond their years and incredible dedication to this wonderful production.

Dance students from both Caboolture and Rothwell campuses competed in eisteddfods in Term 3. All three College troupes were successful in reaching the National Finals of the DanceLife Unite Competition and represented the College with pride in Sydney in early October.

The newly formed A Capella group from the Rothwell Campus also represented Grace on the National stage reaching the finals for the Australian A Capella competition. They performed in Melbourne with very positive adjudications from the judges.

2019 saw Rothwell middle school students presenting two co-curricular drama productions, 'Compass' (Year 7 Production) and 'Treasure Island' (Year 8 and 9 Production) to appreciative audiences. It has been fantastic to see our young drama students growing in experience and confidence.

The Ignite Excellence Game On! course taught collaboratively between Grace Academy staff and the music curriculum program has seen its very first cohort of students graduate from Year 12. These students received very high results in their Senior Music Extension subject and the skills that they learnt in the Game On! program during middle school are evident in the enhanced level of achievement in senior. The three-year course offers musically able students to extend their skills through additional workshop and masterclass opportunities along with theory and second instrument study tuition.

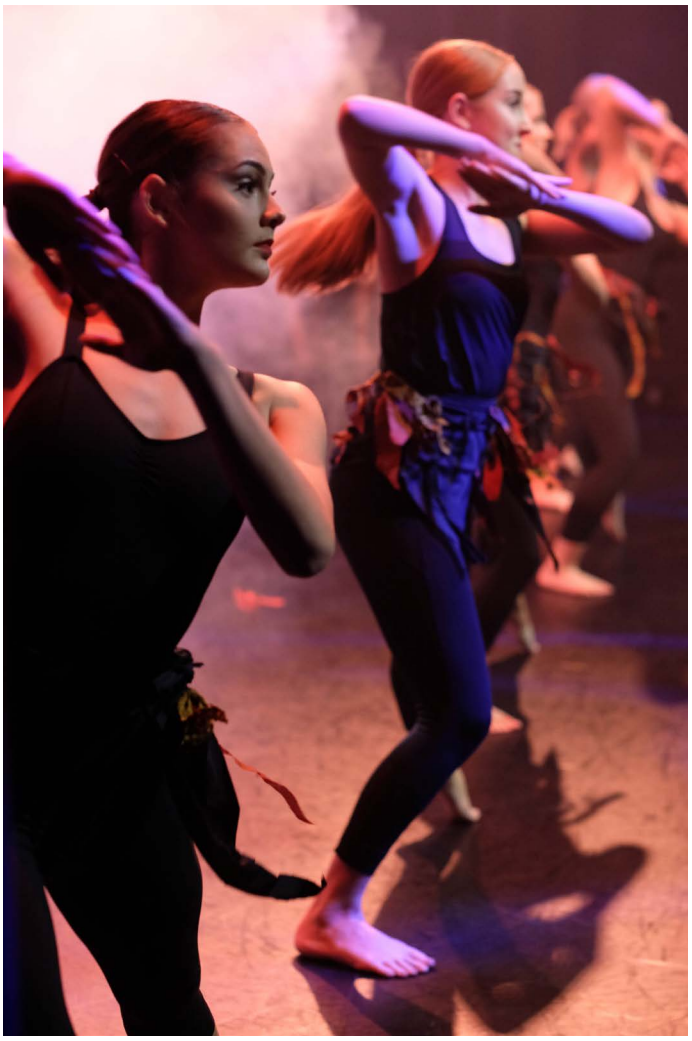
Grace Academy has continued to offer high quality instrumental music tuition across the two College campuses, as well as local partner primary schools and in our community Music Studio based at the Rothwell Campus. Additionally, we have added to our community programs with a growing community Dance Studio based at our Caboolture campus.

Our unsung heroes of backstage have once again spent many hours behind the scenes creating performances that run smoothly, are well heard and well lit. The students of our tech crews are the first to start set-up and often the last to leave and without them we would not have such high-quality productions. While not always seen, students from these crews were involved in the success of almost every event throughout the year. We are grateful for their humble service.

Thank you to all the students and families who continue to support our programs each week and allow us to provide excellent artistic opportunities in our community.

Mrs Rachel Howley

Director of Grace Academy









INFORMATION SERVICES

FACILITIES & RESOURCES DEVELOPMENT

2019 saw the further development of the Grace Innovation and Enterprises (GI&E) initiative. The year progressed well with significant developments in the areas of foreign study campus visits and partner primary sports programs. Work continues to be done on ways that GI&E can develop projects that can be packaged and offered to our current and wider community. The work done in the area of GI&E made a significant contribution to the College in the form of a third income stream.

The College is further developing how we allow students to access technology on campus. In 2019, several computer labs we decommissioned, and teacher front-of-class computers were replaced with docs. These docs link to new projection and audio equipment that was renewed during the year. All teaching staff were issued with new lightweight HP Elitebook laptops that can pair wirelessly with the new Epson short throw projectors.

Once again, all students in Year 7 received a brand new ultra-light Windows 10 Laptop with touch capability. Labelled the 'Kickstart' program, all students who enter the College in Year 7 (8 and 9 if entering in later years) are provided with a device for their personal use. These devices are purpose built for education and come with a three-year warranty, that includes one claim per year for accidental damage. The 'Kickstart' laptops are very well received by the students and teachers alike.

Grace continues to work with our partners at TASS (the developer of the school database) on ways to increase functionality to improve online services for students, parents/guardians and members of staff. A great deal of development work was done in 2019 on a move to progressive reporting of student results, providing parents/guardians with more timely feedback on students' progress moving forward.

Relevant network infrastructure at Rothwell was renewed during 2019 to ensure that the latest equipment serves as a quality backbone to support the delivery of the College's core Information Technology digital services.

For yet another year the College's Pineapples Robotics Team again joined forces with St Peters Lutheran College, to represent Australia in the FIRST Global Challenge held in Dubai in October. The team competed with 193 teams from around the world, winning a silver medal in the robot game, our best result to date. The College subsequently received accolades in both national and international media. Closer to home, the Caboolture Mangoes FIRST Tech Challenge team were runners up at the National Championship in Sydney, in early December.

Our after-school hours service is still well utilised by students at both campuses. Staff and tutors available during the afternoons have once again provided quality assistance to students across all year levels. The Learning Support Department ran extra support classes in the space during 2019, which were very well received.

Mr Peter Kellett

Manager, Innovation, Enterprise and Technology

OVERSEAS PARTNERSHIPS

Each year, two-way cultural exchanges are arranged with schools in Germany and Japan. In 2018—2019 overseas visits or exchanges took place in Germany and Japan.

SPORT

Sport at Grace in 2019 entered a new structure, with increased opportunities provided throughout the 3 tiers of students; social, competing and high performing.

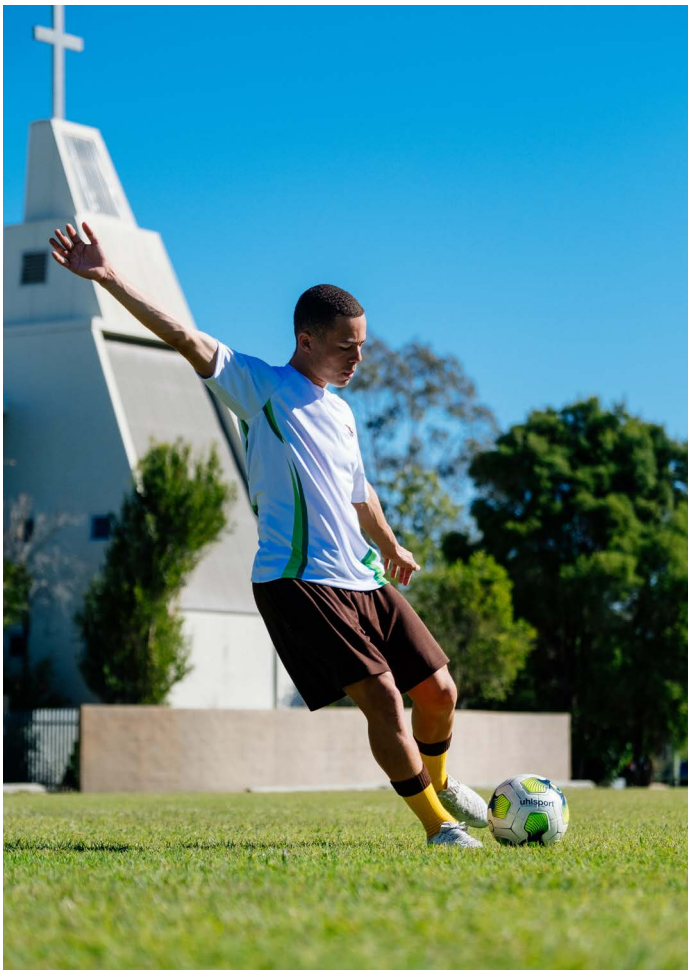
Regarding social sports students we have focussed heavily on developing our Rec Sport program, which has included sports such as Laser Skirmish, Ten Pin Bowling, Fishing, and Ice Skating. We have also worked in closely with Goodlife Health Clubs to offer fitness-based programs for students who wish to challenge themselves more in this space. A focus has also been placed on developing opportunities for these students outside of the regular Interschool Sport space with opportunities such as the Kokoda Challenge and Laser Skirmish at Sleepout For The Homeless proving particularly popular.

Our co-curricular program provides students with the chance to test their skills against other schools throughout the local area, state and country. We offer a wide range of team-based opportunities with Brisbane Outer Schools League (BOSL) being our main vehicle of competition, in addition to the many knockout competitions which are offered outside of school hours. A emphasis has been placed on developing coaches and community partnerships to increase the quality of training and practice. This has particularly been successful in Basketball, Soccer and Tennis, where we have introduced new coaches and partnerships. The Soccer partnership with local NPL club Peninsular Power is proving particularly successful. Sports in which we have a long-standing culture, such as Touch Football and Netball continue to do well, and we thank the GLC staff for their hard work and commitment in this space.

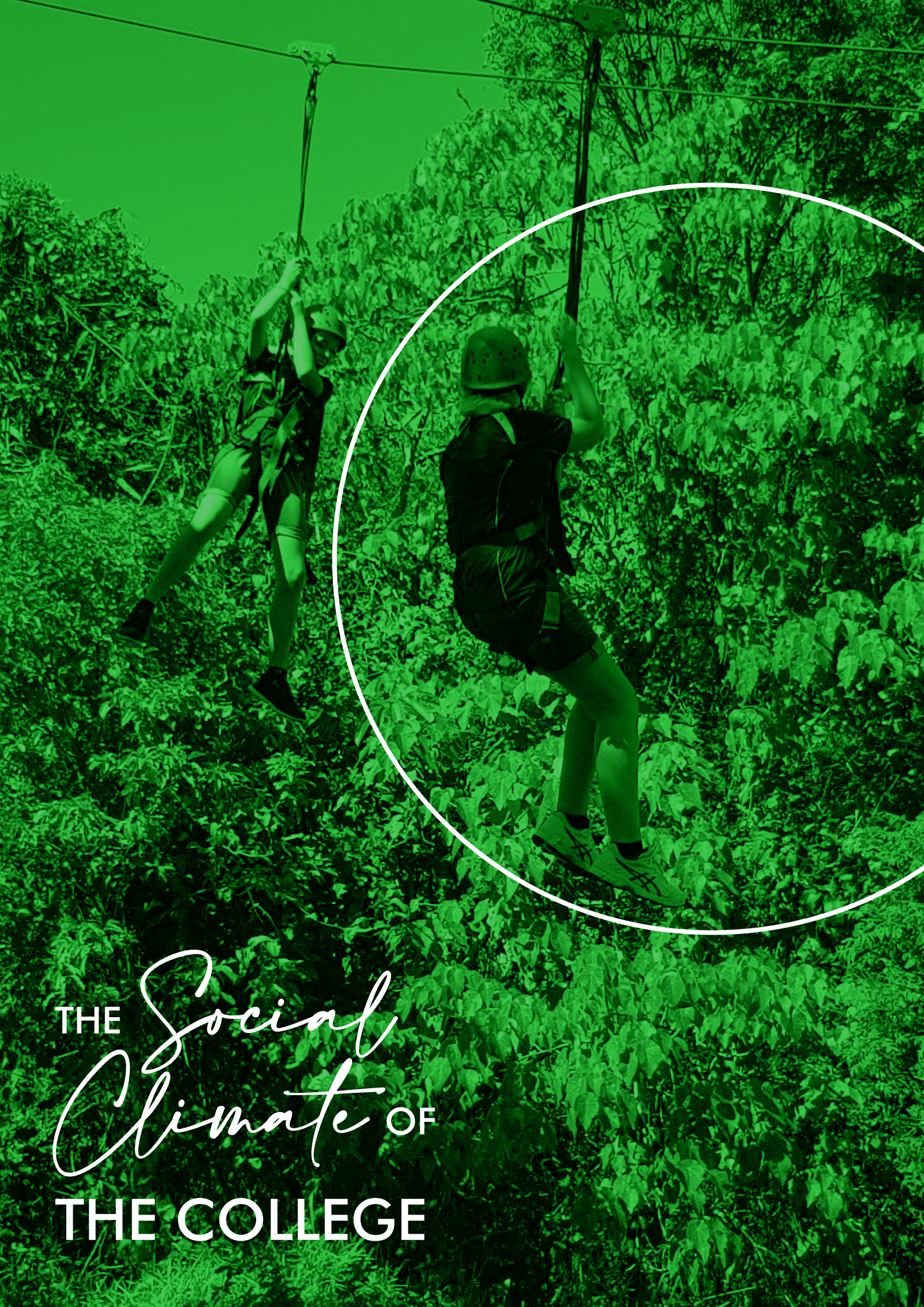
This year also saw the introduction of GLC Sporting G.O.A.L.S. A high-performance program for student athletes in Years 7 – 12. The program is not sport specific, catering for a wide range of athletes who have achieved a high level of success outside of school. During these lessons students aim to holistically improve their sporting prowess, with physical conditioning, injury prevention and a range of sports psychology topics all covered during the program. 70 students have been accepted into GOALS across our campuses and we expect this to continue to grow in terms of quality and student influence in coming years.

Mr Tommy Peak

Director of Sport







THE *Social Climate* OF THE COLLEGE

PASTORAL CARE

PASTORAL PRACTICE

Students in each year level participate in Pastoral Practices programs applicable to their needs whilst sharing strategies and information to assist them in a range of situations. A range of topics are included in these programs including self-development, safe use of technology, respectful relationships and harm minimisation in risky behaviours.

Pastoral Practice is an overarching approach to relationship building that reflects Christ-centred love, grace, forgiveness and reconciliation. In the Grace Lutheran College context, Pastoral Practice is central to the College ethos that everyone feels he or she belongs to the community and has the fullest opportunity for spiritual, personal, social, physical and academic growth.

Pastoral Practice is expressed through the teacher's personal commitment to each individual student, a commitment to what that student is and what he or she can be. Pastoral Practice is communicated to the student in various interpersonal contacts in the classroom and other learning interactive situations, both formal and informal, where an atmosphere of respect and love for the student as a child of God is evident.

The Pastoral Practice programs are planned by Year Level Coordinators and facilitated by Home Class teachers during a 35-minute period every morning during which time included devotions, dedicated life skills based instruction, assemblies, Chapel, and other related programs occur. Throughout these Pastoral Practice sessions development of life skills, a sense of worth of each individual, respect for others and positive teacher – student relationships are developed in an atmosphere of trust, mutual respect and valuing each as a child of God is the primary goal that is inherent.

As a result of the commitment to caring for everyone, staff members at Grace Lutheran College are very conscious of the need to protect children. Annual training in the Child Protection procedures raises awareness of abuse and the processes involved in responding to suspected, or evidence of abuse. The Anti-Bullying Policy, including Cyber-Bullying, is explained to students and reiterated regularly. Methods of responding to bullying aim to teach young people to genuinely care for each other. Grace Lutheran College has a commitment to maintaining a safe place for the young people in our care.

Restorative Practice underpins the relationship management and processes within the classroom, and when the behaviour of students requires guidance. Restorative skills are shared with students to enable them to manage with support, conflict and harm that may occur in their daily lives involving relationships.

To enhance the various aspects of the Pastoral Care program, students are invited to attend conferences such as leadership breakfasts and seminars with relevant speakers who challenge and inspire them to develop their own God-given skills and talents as they take on roles within the College.

CAMPS

Googa Outdoor Education and camps program seeks to fulfil the Lutheran Education mission and vision, and the College values of **Grit**, **Growth** and **Grace**, and therefore are an integral part of students' learning experience at Grace Lutheran College from Years 7 through to 12. The program extends students' learning into the outdoors and uses scope and sequence to transition learning from one year to the next.

Googa Outdoor education and camps are an ideal complement to classroom learning, with a structured compulsory program each year to ensure that students learn valuable 'life skills'.

The Grace Lutheran College camps program takes an adventure-based, holistic approach to education, requiring the meta-skills of decision-making, problem solving, spiritual and personal development and leadership. It also educates students about social and ecological sustainability.

Each camp has a different focus and caters for the age, stage and ability level of students in each specific year group. A variety of locations are identified to suit the need of students in each year level as well as the inherent activities to be undertaken to enhance student learning.

Our Outdoor Education and camps program aim to encourage:

- spiritual development
- self-awareness
- resilience
- self esteem
- independence
- team work
- social skills
- motivation

Spiritual development is a key component to the College Outdoor Education and Camps program. When students spend time in the outdoors communing with nature, removed from distractions, they are given many opportunities to reflect on their place in the world surrounded by God's creation. These unique moments are times of peaceful reflection using God's word and prayer as a guide.

Facilitated camp activities are also designed to develop students' interpersonal skills. Students learn how to negotiate with others to achieve the best results, develop

safe risk-taking strategies, work best as individuals and within teams. They also learn how to lead others in challenging situations. Students develop these and other important skills that help shape their adult lives.

Each year, students attend a camp to build on past experiences where they engage in activities and interactions to grow them physically, socially, psychologically, emotionally and spiritually with a view to them becoming young people who are prepared for a life of faith and service so that God will be glorified in the world. (Mission Statement)

YEAR 7

Year 7 students at Grace Lutheran College come from approximately 40 different primary schools. The aim of this camp is to foster GROWING community and Grace Culture within the cohort.

All Year 7 students attend a three days/two nights Pastoral Care camp in their first term at the College. This camp is designed to create awareness and exposure to spiritual practices, consolidate the cohort – expand and develop interpersonal interactions; build relationship with their Home Class and mentor to foster a sense of belonging; giving students an overnight experience away from parents/guardians and their usual school routine; developing positive community interactions through problem-solving, encouragement, conflict resolution, appreciation of their own and others abilities and skills.

YEAR 8

Year 8 students attend a compulsory five days/four nights gender-based camp. This allows specific focus on the social and development needs of each gender. The overall theme is based upon the College values of **Grit**, **Growth** and **Grace**. The girls program takes place at Tunnel Ridge Ranch and the boys at Camp Somerset and the campsites available activities.

The female students experience activities and information seen as vital for young women today, the need for young women to first accept and love who they are while not trying to be someone else and understand what is put in physically, emotionally, socially and spiritually is what is beneficial in future life. The girls experience topics of the day such as self-worth, choice and accountability, integrity and faith. These topics are explored through morning devotion and activities through day and night activities. Girls are involved in horse riding, canoeing, hiking, raft building, facials, massage and self-reflection. On the final night, a formal dinner celebrates the growth of the young women and staff share their personal journey stories.

'The Male Moral Compass - Navigating life and relationships with God' is the theme of the boys' camp. As it was for the girls, boys were made aware of what is seen as vital for young men in today's society. The night program covers topics such as addictive behaviours, how God helps us face our problems, chivalry - how to treat other boys, girls, parents/guardians and adults and 'Men of Integrity'. The day program involves two days and nights out camping in tents and cooking for themselves and two nights in cabins where the luxury of beds and fantastic chef prepared meals is enjoyed. The activities challenge both the young men and the teachers and include abseiling, canoeing, mountain biking, hiking, survival skills, raft building and a high ropes course.

With excellent feedback from students, staff and parents/guardians on the success of these gender-based camps, a goal for 2019 will be replicating and improving on these camps.

An additional goal of the Year 8 camps is to prepare students for the Googa camp, with several the activities reflecting the experience that will occur at Googa.

YEAR 9

All students attend a day relationship retreat on campus. An experienced outside facilitator, Michael Fitzpatrick, engages with and challenges students about the way they perceive and relate with their peers, concluding with opportunities for peer affirmation and reconciliation. This day helps students understand how they connect with each other and encourages them to consider the needs of others. After being involved in the retreat students consistently report how much they value the day and the personal insights they have learnt. This one-day retreat is strategically placed toward the end of Year 9, just prior to the first group students that will attend Googa. Outcomes of this retreat assist students in considering the needs of others and the needs of the community.

YEAR 10

All students in Year 10 attend the Outdoor Education Program for four weeks at Googa, which is located nine kilometres from Blackbutt. This program has an emphasis on both working as a part of a group and accepting individual responsibility while developing leadership skills.

Experienced outdoor education staff at Googa, nurture, care for and support students when engaging in activities and in forming communities for the four weeks. The College core values of **Grit**, **Growth** and **Grace**, are inherent in the program and actively demonstrated by staff to students in their care. Students grow in many facets of their lives and testify to the life changing experience Googa has given them.

Family Day provides an opportunity for the family of students to experience Googa. While their student is at Googa, it can be challenging for families being away from their child for four weeks. This opportunity provides families with an insight into the daily lives of their child while on camp and students can show parents/guardians and siblings first-hand how they have challenged themselves.



YEAR 11

The Year 11 Camp aims to prepare the cohort for a year of leadership as they embark on Year 12 developing awareness of everyone's contribution to the cohort, drawing on the values of **Grit**, **Growth** and **Grace**.

Students attending the camp discover how every student can contribute to the cohort and the community using their God given gifts and talents regardless of their specific role; challenging friendship groups to become more cohesive and appreciate other students outside of their own friendship circle; foster a greater appreciation of themselves as their cohort in order to lead and take responsibility in their leadership role through Year 12; all working together for the good of the whole community – personal growth and collaboration.

YEAR 12

Unblock Retreat is an optional activity providing Year 12 students time away from normal school routine, where they can relax, recharge and reflect after their busy term. With young adults as facilitators, students are provided with the opportunity to consider their future in terms of future study, life skills, personal and spiritual on-going development. Set in the Gold Coast Hinterland, this retreat offers an experience to refresh, rejuvenate and recharge.

HEALTHY MINDS EXPO

With the support of our school counsellor, Year 9, 10, 11 and 12 students can listen to and work with several presenters and workshop facilitators during the Healthy Minds Expo. Throughout the day, students can explore key ideas relating to relationships, mental health and sexuality. This day is a key annual event, which is designed to guide students towards making positive decisions and building strong relationships.

SERVICE

Many students are actively involved in service in the local and global communities. Through Service Learning opportunities presented in Home Class to many fundraising activities undertaken through AWARE days. Initiatives through Student Representative Council, Interact and Ministry initiatives including annual support for Shave for a Cure, Make Poverty History, Rotary initiatives through Interact, Leprosy Mission, World Vision, Jump Rope for Heart and Australian Lutheran World Service (ALWS). Volunteer staff and students are rostered to serve breakfast on Wednesdays at the Redcliffe Breakfast Club.



STUDENT LEADERSHIP

The character, independence and leadership of our students are attributes that are highly prized and recognised in the wider community. All Year 9 and Year 12 students are expected to show leadership in the Middle and Senior Schools.

There are designated selected leadership roles in each sub-school including School, Faith and Service, Academic, House, Performing Arts and Creative Industries captains. Grace has a fine record of mentoring by older students of younger students. Through the direction of Academic Captains, many Year 12 and Year 9 students offer regular volunteer academic tutoring at lunchtimes. Ambassadors in Years 11 and 12, and Year 9 PALS offer opportunity for older students to support and connect with younger students through mentoring programs in Home Class. Year 11 Ambassadors are also important for prospective students and parents/guardians in demonstrating their knowledge and love of the school in guiding tours and assisting at events.

Older and past students also serve as mentors in Performing Arts, Sports coaching and other co-curricular pursuits such as Debating, Art Club and Film and Television. Past students continue to provide excellent role modelling and support through employment at the College during their University years; after school in the Library and through the co-curricular program.

Grace students continue to reflect high standards as they are known in the community by employers as the young people of choice for employment.

Mr Peter Miles

Head of Middle School

Mrs Kylie Duyzer

Head of Senior School

MINISTRY TEAM ROTHWELL CAMPUS

2019 was an exciting and encouraging year in the area of Ministry and Service. While the College continues its search for a new Pastor, we have seen many wonderful developments and we look forward to what 2020 will hold. Three exciting themes in Ministry and Service in 2019 were **student leadership, student response and youth group connections.**

Student leadership was seen in a myriad of ways. Spearheaded by our Faith and Service Captains, we saw students playing significant leadership roles such as in speaking in chapels, hosting chapels, re-designing ministry activities, promoting ministry events and leading teams.

Another exciting development was the growing connection with youth groups and churches that has been developing at Grace. At EXO Day in 2019 we were blessed by the involvement of almost 50 volunteers from at least 14 difference churches and youth groups. On top of this, over 15 youth pastors or leaders spoke in our chapels, sheds or girl group gatherings. Furthermore, we had a great team of youth leaders from Rivers Church of Christ connecting in at ministry events. Through student leadership we saw fresh ideas brought to events like EXO Day where we held a rave room for the first time, and to Men's Shed, to which students gave a new format and greater involvement in the interviews held. It was as a result of student leadership that we launched our first Hillsong Tour in 2019.

Student leadership no doubt contributed to an excellent level of student response. Our Faith and Service team was the biggest it's ever been and saw our large team consistently involved in meetings and events. We ran 3 Alpha groups in 2019 which all saw high levels of student involvement and engagement. There was a wonderful response from students to the Boomnight and Shift youth events, and there were over 40 students involved in our 2019 EXO Day team. Chill-n-chat saw the biggest student response yet. Voluntary Chapels were attended by hundreds of students each term. Grace Lutheran College's support for the work of ALWS was the strongest it has been for many years and the Breakfast Club team more than doubled in size from 2018. There was a clear sense in 2019 that the culture of involvement in Ministry and Service activities at Grace has undergone a positive "culture shift."

Grace each week. We benefit greatly by being part of this network and it was exciting to hear several stories of students starting to attend youth groups in 2019.

There were also many other Ministry and Service highlights in 2019. The inaugural Hillsong Conference Tour was supported by a small but passionate group of students who raved about how amazing the experience was. Registrations for the 2020 tour are shaping up to roughly double the 2019 group size.

We also took a student team on a Service Learning tour to Indonesia. This immersive experience was highly impacting on the students as they built cross-cultural friendships, saw the world from a different perspective and were greatly blessed by the hospitality, kindness, resourcefulness, faith and joyfulness of our relatively poor Indonesian brothers and sisters. As one Year 12 student reflected: "The tour filled a part of me that I didn't know was missing."

Furthermore, the list of ministry highlights keeps going including our Encounter student prayer group, AWARE days, our annual chocolate drive, providing pastoral care to students, Kokoda Challenge teams, Splendour in the Artificial Grass, being involved in the Pastoral Care program such as camps, Googa, Year 12 Retreat and various presentations and so much more.

SERVICE LEARNING

Grace Lutheran College further expanded Service-Learning in 2019. Under the capable leadership of Catherine Stickland, 2019 saw the establishment of a Service Learning digital platform using the Onenote program. This program brings together Grace Lutheran College's key service-learning documents and resources in one convenient and interactive location.

Mrs Stickland continued her involvement on Lutheran Education Queensland's Service-Learning Think Tank and following her presentation at the 2018 National Service-Learning Conference, has been sought out to provide consultative support to other schools. As part of this she was able to host staff from Mercy College (Mackay) in Term 3 to demonstrate Grace's approach to Service-Learning and support Mercy College in the development of their own program.

A key focus in 2019 has been outlining a scope and sequence of Service-Learning activity in the Pastoral Care program in preparation for Grace Lutheran College's transition to the GEL Mentoring model (which will replace the current Pastoral Care program). Several new key resources have been developed to support this.

Another highlight was the Service-Learning Tour to Indonesia in July of 2019. This was a rich, immersive experience that had a profound impact on the team of 9 students and 4 staff that attended. The tour included a camp with students from Grace Lutheran College's two partner schools in North Sumatra and Aceh, teacher professional development and a variety of cultural experiences. The tour was a great success in building cross-cultural relationships, developing cross-cultural understanding, providing practical support to our Indonesian partners and encouraging one another's faith. One online platform named TRAIN emerged from the Tour. It provides ongoing teacher professional development for the Indonesian teachers.

Overall it has been a successful year in Service-Learning at Grace, with a balance of new initiatives and the ongoing implementation and refinement of existing initiatives.



REFLECTIONS FROM THE CABOOLTURE CAMPUS

2019 was a year of growth for the Caboolture Campus, as well as for the Caboolture Ministry Team. Sam Porter (Campus Chaplain) was joined by Reilly Brown one day a week leading boys ministry, Alpha programs and supporting the campus Chapel program. Kris Forman continued to be involved at Caboolture once a fortnight, providing oversight to the Ministry Team and helping to service needs created by the absence of a College Pastor. Student leadership continued to grow at Caboolture in 2019, with Faith and Service Captains Louisa Klinge and Lily Johnson providing innovative and passionate Christian Leadership to the school community and continuing to develop positive culture around Faith and Service activities in the school.

SERVICE PROJECTS

Our annual 'Play for Refugees' (P4R) event in May was again well supported. A highlight was the awareness-raising that student leaders did in the lead up to this event to highlight the work of Australian Lutheran World Service (ALWS). Support for World Vision's The 40 Hour Famine was once again strong, with several Year 7 students organising weekend camp-outs to raise further funds for refugees.

We continued to foster our partnership with Lutheran partner schools in Indonesia, with a group of staff and students from both campuses taking part in a Service Learning Tour to Indonesia in July 2020.

STUDENT ACTIVITIES AND GROUPS

'Student Prayer' continued to be a highlight in 2019. This weekly, student-led prayer gathering emerged from student initiative, with student leaders Indira Malesa (Year 9) and Dayo Bolarinwa (Year 10) faithfully preparing and facilitating the group each week.

EXO Day was again an exceptional event, celebrating that "Life can be excellent with Jesus". The enthusiasm and involvement from students, staff and local church volunteers on the day was exceptional, with one of our biggest volunteer teams yet. The day featured musical performances from former GLC students Jack Sweetman and Harrison McIllwaine, Inflatable Rides, Bumper Soccer, Eat Street, Sideshow Alley, a chillzone, and much more! A big highlight of the day was the Dunk Tank, where students were able to try and "dunk" some of their favourite staff members.

We continued to run Shed Happens for the boys, a great opportunity for young men to connect with one another and hear the stories of several fantastic guest speakers. Chill and Chat continued to grow as a popular fortnightly program for girls in Years 7-10, discussing relevant topics such as self-esteem, friendships, influences, and resilience.

Youth Alpha was an exciting new initiative this year, with the program running in Term 2 and Term 4 2019. Youth Alpha, led by the Ministry Team and local church volunteers, provided students with a safe space to discuss questions they may have about life, purpose and Christianity. The program was well received, with 20+ students involved most weeks.

Student Mentoring continued this year with students provided with a number of opportunities to grow in their Christian leadership. Events such as Bible Society Masterclass, Faith Leaders Advance Breakfast, and the World Vision Leadership Conference were well received and beneficial to students involved.

Many other student activities and groups also ran and were well supported in 2019 including Unblock Year 12 Retreat, Shave for a Cure, Shift Youth Festival, Boomnight and LYQ camps.

NAIDOC WEEK

We fostered a spirit of reconciliation through inviting local Aboriginal guest, Bobbie Conlon to address the entire school for our NAIDOC week celebrations. Bobbie is a speaker and leader from local Church, Dhiiyaan Northside Church, and shared her own personal stories and experiences.

CHAPELS

Chapels this year have looked at a number of topics across scripture, seeking to provide students with engaging and thought-provoking devotions. We've been blessed by numerous staff who have shared their stories in chapel this year, as well as volunteers from several local Churches such as St Paul's Lutheran Church, Beyond Church, Connect Church, Kingdom Culture Church, Caboolture Anglican, and many more.

LOCAL MINISTRY PARTNERSHIPS

We continue to appreciate our partnership with local churches and ministries around the Caboolture region. We have seen guests from local churches involved in a range of activities such as Pancake Breakfast, EXO Day, Alpha program, student prayer, Chapels and our annual Ministry Partnership Dinner. Looking forward to 2020, we are highly anticipating the launch of a new Youth Group within Grace Lutheran College Caboolture, Infinity Youth, which emerges from a partnership with St Paul's Lutheran Church and Beyond Church.

There is so much more that we could report on, and in all things, we give thanks and praise to Christ through whom all things are possible. What a blessing it is to be a part of a community of faith and compassion, where God is working through staff, students and families to build something truly great.

Mr Kris Forman

College Chaplain

Ms Sam Porter

Caboolture Chaplain





Parent Involvement

AT GRACE



PARENTS & FRIENDS (P&F) COMMITTEES

ROTHWELL CAMPUS REPORT 2019

2019 has been a vibrant year for the Rothwell P&F Committee. From the commencement of the year we have welcomed a number of new faces that continue to add value to our previous numbers. This has been very exciting for the more established members of the committee as we see a bright future for the P&F and we hope to continue to see this grow in the coming years.

Following on from last year's goal to reach out to the community we have been active in a number of ways this year. We assisted senior staff in welcoming Year 7 parents/guardians for the afternoon tea on their first day. I personally had the opportunity to connect with a number of new parents/guardians. We also attended open day and once again had fantastic contact with new and potential families.

This year we were also able to assist Grace Academy with selling dinner and drinks on the three Friday nights in August for their instrumental and vocal showcases. The highlight for me was connecting with a large number of parents/guardians at the parent teacher interview nights and handing out snacks to the hungry parents/guardians as they waited patiently for their turn to see teachers.

Once again, our December and January sales days proved to be quite popular and well attended by families looking for a bargain.

The Grace Shop continues to be a popular shopping alternative for parents/guardians. Throughout the year we have had four regular volunteers, Beth, Cheryl, Pam and Kim. There have also been other volunteers that have been able to give up one or two days to assist. I would like to thank all the hard-working volunteers that keep this shop going.

This year we have been able to assist Grace families with a total of $5000 in grants. This was across academic, sporting and performing arts. Special projects were funded from the legacy account to the value of $5725.

Finally I would like to thank my fellow P&F members for their ongoing commitment. Thank you to school leadership of Mr David Radke and Mrs Cheryl Budd (and Mrs Kylie Duyzer in their absence) for their continue support of the P&F.

Mrs Andrea Wanmer

P&F Chair 2019 (outgoing)

COMMITTEES

Parents/Guardians are invited to be involved in a number of committees under the auspices of the College Council: Building & Property Committee, Education Committee and the annual Consultation Day when members of the College Council, staff, students and parents/guardians meet to discuss strategic directions for the future.

Parents/Guardians are also invited to participate in the Uniform Committee.

GRACE SWIMMING CLUB

The College is also responsible for the operations of the Grace Swimming Club which is open to families whether or not they are associated with the College. There is a successful Learn-to-Swim operation as well as Squad activities supervised by a high-level Swimming Coach and Assistant Coaches. A committee of keen parents/guardians manage the Squad activities and competitions.

PARENT NIGHTS

HOME CLASS PARENT/STUDENT/ TEACHER RELATIONSHIPS

These relationships are the basis of Grace's strong reputation for Pastoral Care. Middle School parents/guardians attend Home Class Teacher/Parent interviews at the end of Term 2, and Senior School parents/guardians at the beginning of Term 3. It is essential that all parents/guardians attend these interviews to maintain a strong partnership and communication with the school.

Parents/Guardians of Year 7 students are invited to a Cake and Coffee information evening early in the first term. This provides an opportunity for parents/guardians to meet key personnel in the Middle School as well as meet their own student's Home Class teacher. This evening is also designed to help parents/guardians make connections with other parents/guardians in their child's House group. A second evening is held for Year 7 parents/guardians during Term 2 to assist with subject selection.

Year 8 parents/guardians are invited early in Term 1 to a Cake and Coffee information evening. This provides an opportunity for parents/guardians to meet key personnel in the Middle School as well as meet their own student's Home Class Teacher. This evening is designed to help parents/guardians make connections with other parents/guardians in their child's House Group.

Parents/Guardians of Year 9 students are invited to three evenings throughout the year. The first being an informal Sausage Sizzle get together during Term 1, the second (Term 2) to hear a presentation on the Year 10 Outdoor Education Program (at Googa) and the third during Term 3 is a Subject Selection Evening.

At the Subject Selection Evening senior subject teachers present a 20 minute talk describing their specialised subject, as well as a general presentation on OPs, Queensland Certificate of Education (QCE), University Entry requirements and Vocational Education and Training (VET). At these events, parents/guardians are encouraged to attend with their students, ask questions or discuss any concerns they may have.

SENIOR SCHOOL SUBJECT TEACHER/ PARENT INTERVIEWS

Likewise, parents/guardians of Year 10 students can attend the Subject Selection Evening set aside for consideration of Year 11 electives, if their student wishes to make further changes to their subject selection for Senior school. Parents/Guardians of students attending Googa are also invited to a briefing and preparation session ahead of their student's departure.

In Senior school, parents/guardians are invited to the College to discuss Work Experience, the QCS and QTAC requirements as well as academic progress of their students. Additionally, two evenings are held in Term 2 for parents/guardians of Senior school students to meet with subject teachers to discuss their student's progress.

In addition, when report cards are distributed, all parents/guardians are invited to attend an interview with the Home Class teacher to review the academic and pastoral progress of their student (Semester 1 for Middle School and Semester 2 for Senior school).

PARENT SUPPORT GROUPS

The Performing Arts co-curricular activities are highly supported by a very active Parents/Guardians Support Group which organises fundraising throughout the year.

Parents/Guardians are also involved in sports coaching and are always very supportive with their presence and assistance at swimming carnivals.

PARENT SATISFACTION WITH THE COLLEGE

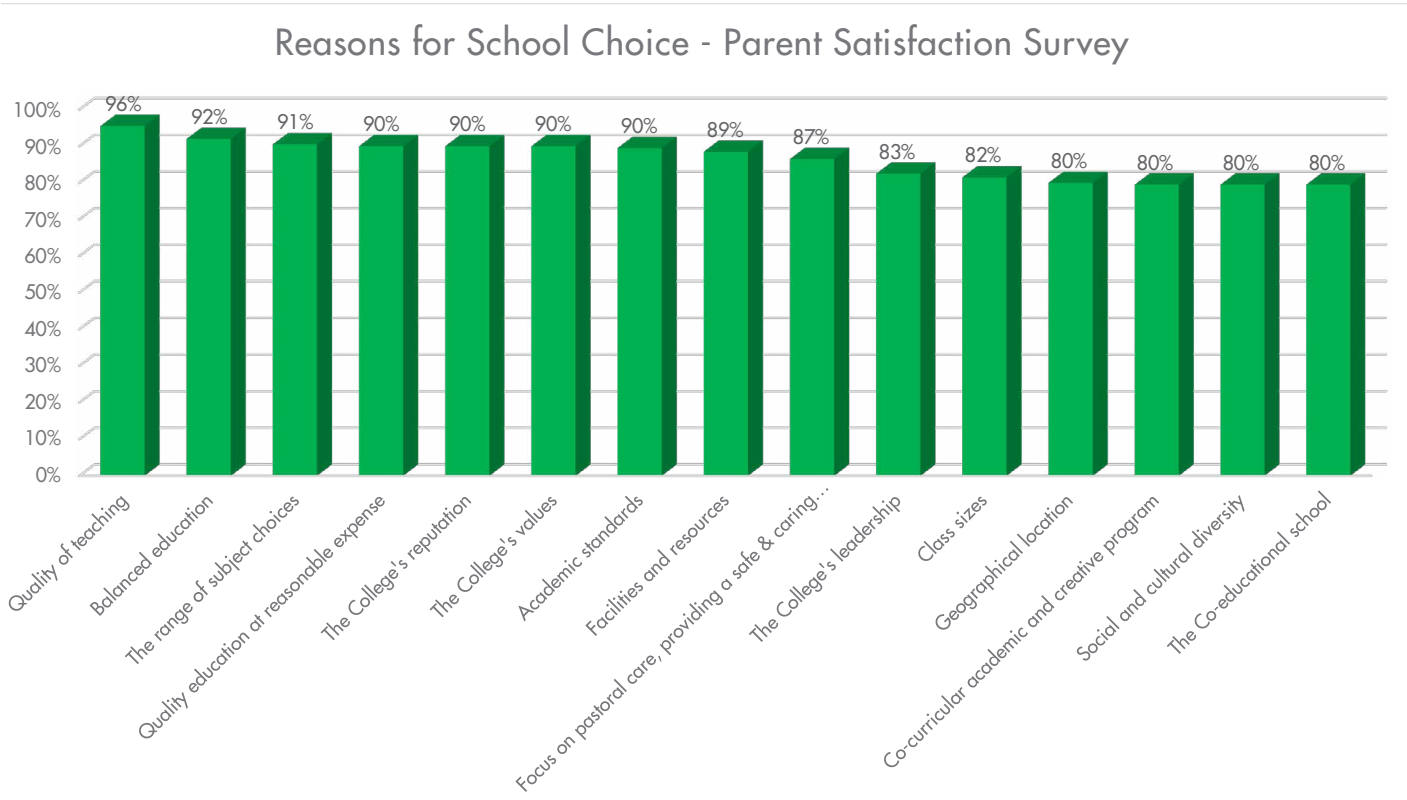
REASONS FOR CHOOSING GRACE LUTHERAN COLLEGE SURVEY RESULTS

The 'Reasons for School Choice – All Parents/Guardians Survey' was conducted in August and September 2019 by an independent company so parents/guardians could freely answer the questions and remain anonymous.

The survey covered many questions and topics asking parents/guardians why they chose Grace Lutheran College to educate their child and drilling down to what was important to them and whether they were satisfied or dissatisfied with how the College has measured up to their expectations.

The College management would like to thank the parents/guardians for their valuable feedback.

Please see the graph below for the Top 15 reasons of why parents/guardians choose Grace Lutheran College over other schools in their respective campus areas.





2019 Staffing INFORMATION

OVERVIEW

Staff composition, including Indigenous staff:

Teaching staff in 2019, numbered 82 full-time and 28 part-time with **Support staff** being 24 full-time and 109 part-time.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

No. of Staff Attendance Rate	243
No. of School Days	189
Total Days Staff Absences	1269
Average Staff	97.2%

For permanent and temporary staff and school leaders the average staff attendance rate was 97.2% in 2019.

Proportion of teaching staff retained from the previous year:

No. of permanent teaching staff at end of previous year %	122 (2018)
No. of these staff retained in the following year (the program year)	122 (2019)
Percentage retention rate %	100%

From the end of 2018, 100% of staff were retained for the entire 2019 school year.

QUALIFICATIONS OF ALL TEACHERS 2019

Qualification	**Percentage of classroom teachers and school leaders at the school who hold this qualification.**
Doctorate or higher	0%
Masters	15.4%
Bachelor's Degree	80.3%
Diploma	4.3%
Certificate	0%

(Taken on highest qualification only)

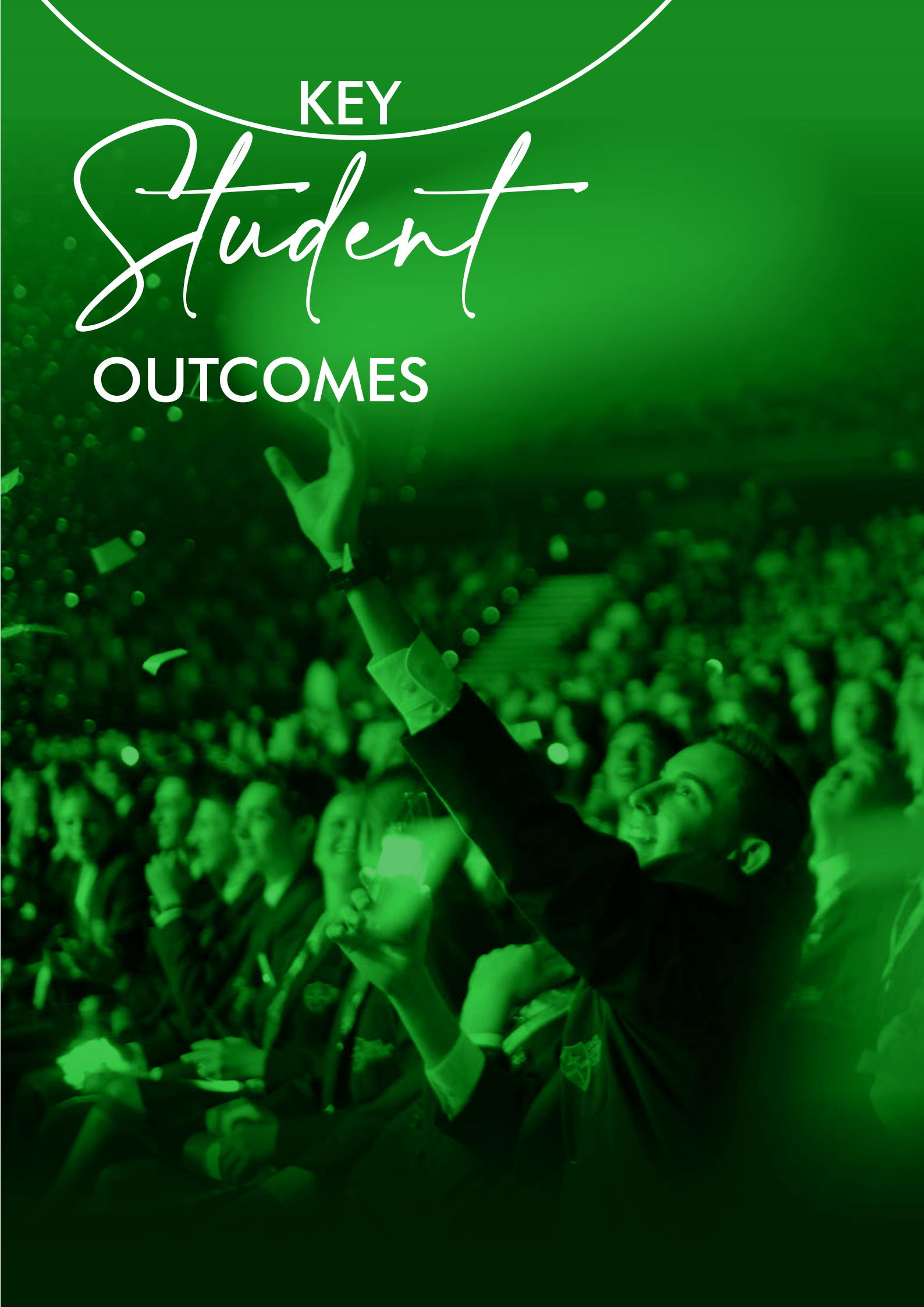
PROFESSIONAL DEVELOPMENT

Grace Lutheran College provided extensive professional development opportunities (PD) for all teachers in 2019, some of which were as follows:

- Pastoral Care
- Higher Order Thinking Skills
- Learning Support
- Child Protection
- Curriculum Pedagogies
- Careers
- Christian Studies
- Use of ICT/Robotics
- Teacher Coaching and internal sharing of staff expertise
- First Aid CPR Oxygen Equipment
- Valuing Safe Communities including anti-bullying, anti-harassment and anti-discrimination
- Workplace Health and Safety

Total number of Teachers:	**110**
The participation of the teaching staff in PD activities during 2019 was:	100%
Total expenditure on teacher PD in 2019:	$31,556.97
Average expenditure on PD per teacher: 101 FTE	$286.88

KEY *Student* OUTCOMES



KEY STUDENT OUTCOMES 2019

ATTENDANCE

Average student attendance rate (%) for the whole school:

Number of school days in program year	186
Total number of all students	1337
Total number of all student absences	16629
Average Attendance Rate %	93.31%

The average attendance rate for the whole school as a percentage in 2019 was 93.31%.

Average student attendance rate (%) for each year level:

Year levels	Total number of students in a particular year level	Number of school days in program year	Average Attendance Rate for a particular year level %
Year 7	286	186	94.46%
Year 8	255	186	92.93%
Year 9	194	186	91.60%
Year 10	235	186	93.94%
Year 11	192	186	93.17%
Year 12	175	186	93.22%

NON-ATTENDANCE MANAGEMENT

The following are acceptable reasons to the College for non-attendance:

- Illness/Accident
- Overseas trips
- Compassionate grounds e.g. funerals
- Selection in State or Regional sporting teams offered or cultural activities
- Exceptional circumstances approved by the College.

The College would expect to be notified and its approval obtained prior to the expected absence for all the above circumstances (except for illnesses and accidents).

In the case of illness/accident, the College should be contacted by 9:00am each day either by SMS text message, by leaving a voice message or notifying through GLC APP.

A Medical Certificate is required if a student is absent for more than two days consecutive because of illness or accident.

The College reserves the right to refuse the request to leave early if it is not satisfied with the reasons given.

Students, who have been marked absent on the daily roll and have not been accounted for with an earlier parent absentee confirmation, will be contacted by SMS on the parent's mobile phone to establish the reason for their absence.

Students with unexplained absences or a high absenteeism rate are contacted by the relevant Home Class Teacher, Year Level Co-ordinator or Head of Sub-school.

Parents/Guardians may be asked to show cause when absenteeism is persistent.

It is not acceptable for students to remain at home to complete assignments. Appointments for doctors, dentists etc. should be set for after school hours, including on sports days.

APPARENT RETENTION RATE

	Number of Students
Year 10 Base	184
Year 12	175
Retention rate %	95.11%

Apparent Retention Rate = Number of Students in Year 12 ÷ Number of Students in Year 10 x 100.

Year 12 student enrolment as a percentage of the Year 10 cohort is 95.11%.

NAPLAN RESULTS FOR YEARS 7 AND 9 IN 2019

PRIVACY & INTERPRETATION OF DATA

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

YEAR 7 2019

(Data is representative of both Rothwell and Caboolture campuses)

DISTRIBUTION		Reading Achievement Band	Spelling Achievement Band	Grammar & Punctuation Achievement Band	Writing Achievement Band	Numeracy Achievement Band
State	Exempt	1.4%	1.4%	1.4%	1.5%	1.4%
GLC	Exempt	0%	0%	0%	0%	0%
State	Band 4 & Below	3.8%	5.1%	7.9%	10.6%	3.7%
GLC	Band 4 & Below	2.5%	1.8%	3.3%	4.7%	1.1%
State	Band 5	11.3%	9.7%	14.9%	22.0%	12.3%
GLC	Band 5	6.5%	10.3%	10.3%	17.4%	5.2%
State	Band 6	24.2%	23.9%	17.2%	30.6%	23.8%
GLC	Band 6	18.1%	25.7%	25.0%	33.0%	18.6%
State	Band 7	31.3%	32.2%	27.1%	21.5%	26.5%
GLC	Band 7	35.1%	26.5%	23.2%	28.3%	33.1%
State	Band 8	18.2%	18.0%	16.3%	11.1%	19.3%
GLC	Band 8	25.0%	26.8%	23.9%	14.5%	27.5%
State	Band 9 & Above	9.7%	9.6%	15.1%	2.9%	12.9%
GLC	Band 9 & Above	12.7%	8.8%	14.3%	2.2%	14.5%

YEAR 9 2019

(Data is representative of both Rothwell and Caboolture campuses)

DISTRIBUTION		Reading Achievement Band	Spelling Achievement Band	Grammar & Punctuation Achievement Band	Writing Achievement Band	Numeracy Achievement Band
State	Exempt	1.6%	1.6%	1.6%	1.6%	1.6%
GLC	Exempt	0%	0%	0%	0%	0%
State	Band 4 & Below	8%	6.5%	10%	19.8%	1.9%
GLC	Band 4 & Below	4.2%	2.7%	4.8%	9.1%	0%
State	Band 5	15.3%	11.6%	18.1%	23.2%	15.5%
GLC	Band 5	9%	10.6%	12.2%	16%	8.6%
State	Band 6	26.1%	32.4%	27%	25%	31.2%
GLC	Band 6	33.3%	29.3%	32.5%	30%	32.3%
State	Band 7	26.7%	29.8%	23.4%	20.3%	27.8%
GLC	Band 7	35.5%	36.7%	30.3%	27.3%	32.3%
State	Band 8	16.7%	13.2%	13.5%	7.2%	14.9%
GLC	Band 8	15.3%	19.7%	12.8%	11.8%	21.5%
State	Band 9 & Above	5.7%	5%	6.4%	2.9%	7%
GLC	Band 9 & Above	2.7%	1.1%	7.5%	5.9%	5.4%



YEAR 12 OUTCOMES

GRACE 2019

Congratulations to Grace Lutheran College Year 12 students across both campuses on their hard work in their senior studies and excellent OP results for 2019. Grace students achieved comparable OP results in the upper levels to last year with 20.1% (an increase of 1% compared with 2018) achieving an OP 1-5, including 4 OP1s and one OP2.

100% of Grace Lutheran College students achieved a qualification: QCE, VET or School-Based Traineeship. 69 students gained a VET qualification. 25 of these students also achieved an OP. 25 students achieved a Cert I, 50 a Cert II, 48 a Cert III, one student a Cert IV and 6 students completed a Diploma. Four students completed a University subject while still at school.

Of the 175 students in the cohort, 73.7% were OP-eligible, compared to the State, where 49.4% of students were OP-eligible this year. The results for each OP band when compared against the whole cohort numbers is generally well above the State average.

OP 1-5: 26 students (20.1% of the OP-eligible cohort) which is 14.8% of the total cohort.

OP 1-10: 72 students (55.8% of the OP-eligible cohort) which is 41.1% of the total cohort.

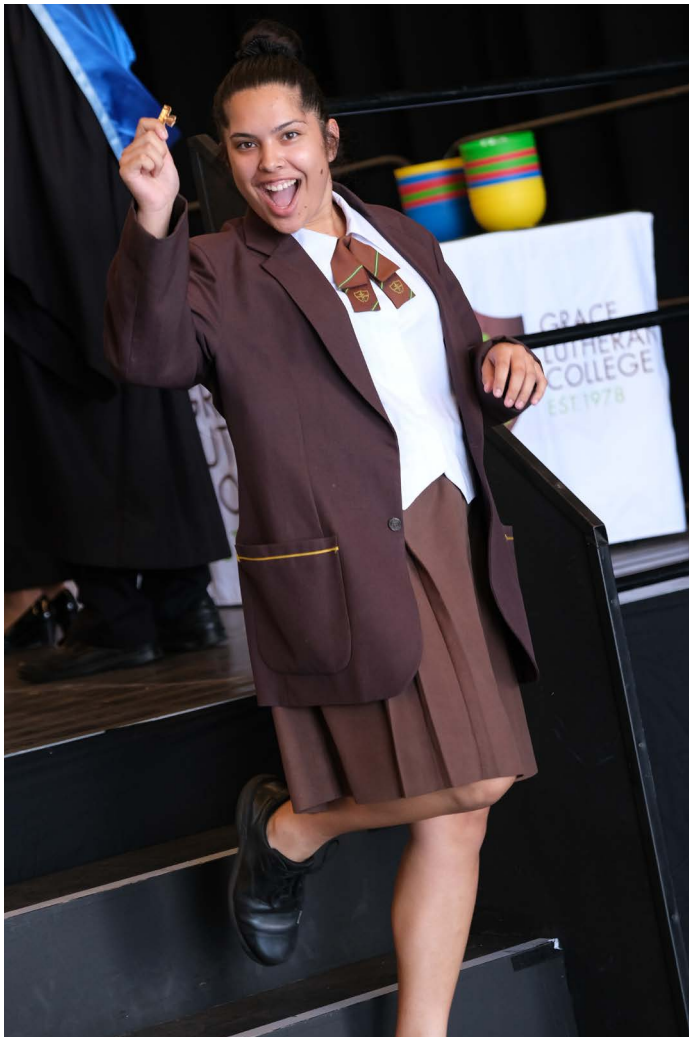
OP 1-15: 105 students (81.3% of the OP-eligible cohort) which is 60% of the total cohort.

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Statement	175
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	129
Number of students awarded one or more Vocational Education and Training (VET) qualifications	70
Number of students awarded a Queensland Certificate of Education at the end of Year 12	174
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	81.4%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	94%

HOW TO MEASURE A SCHOOL'S ACADEMIC PERFORMANCE?

It is difficult in the Queensland system to compare schools adequately given that there are significant differences among schools in terms of the number of students who are OP-eligible. That is, it is clearly inappropriate to compare two schools on the basis of the number of OP-eligible students who achieve OP1-15 (for example) where one school has 90% of their students eligible, and another only 50% or 60%. A fairer measure would be to compare the number of students who gained an OP range (such as OP1-15) against the TOTAL cohort, not just those who were OP-eligible. At Grace over the last 6 years these percentages were: 59% (2014), 59.9% (2015), 58.2% (2016), 60.7% (2017), 62% (2018) and 60% (2019). Generally, this is about 20% higher than the State average.

Another more appropriate way to assess academic achievement is the percentage of students each year who are offered places at University, according to the Queensland Government 2018 Next Step Destination Survey. At Grace, 64% of Year 12 Graduates were offered places at University which is approximately 21% above the average in the South East Queensland Region.



*QUEENSLAND GOVERNMENT'S NEXT STEP SURVEY

*Queensland Government's Next Step Survey 2019

BACKGROUND INFORMATION

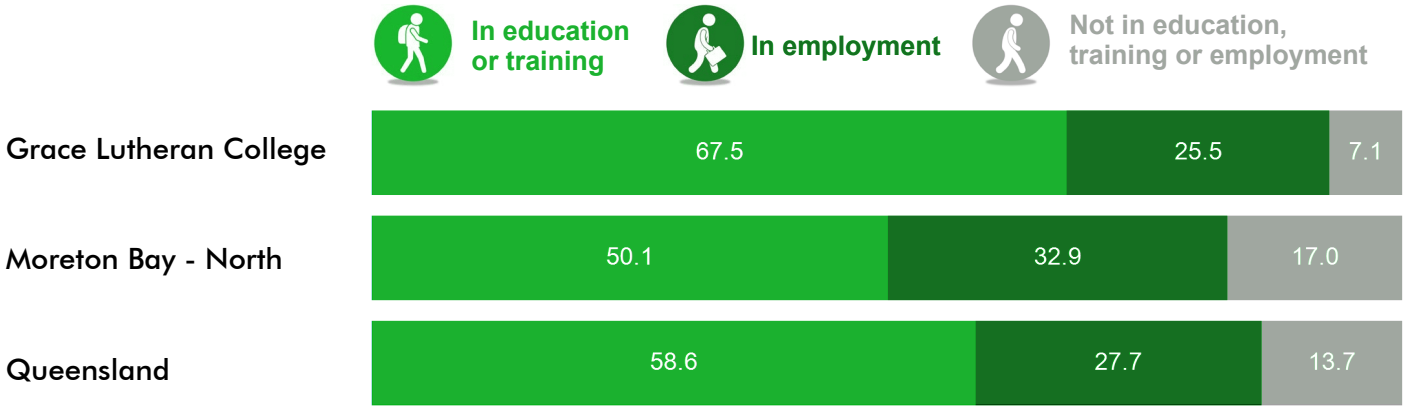
This report is based on the findings of the Queensland Government Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2018, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between March and June 2019, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the Next Step survey can be located at the Next Step website at **www.education.qld.gov.au/nextstep.**

2019 SUMMARY OF POST-SCHOOL OUTCOMES FOR YEAR 12 COMPLETERS 2018

Post-School Destination in 2018	**GRACE** Percentage of Students who completed Year 12 in 2018 in each category	**QUEENSLAND** Percentage of Students who completed Year 12 in 2018 in each category
University (degree)	50.5%	39.7%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	16.9%	18.9%
Working full-time or part-time	25.5%	27.7%
Seeking work or not in labour force	7.1%	13.7%

Grace Lutheran College leavers continue to achieve quality outcomes.



Graph 3: Comparisons - 2019 Main destination of Year 12 completers in 2018 for Grace Lutheran College, Moreton Bay (North), and Queensland.

2019 SUMMARY OF FINDINGS FOR GRACE LUTHERAN COLLEGE YEAR 12 COMPLETERS IN 2018

Grace students have again achieved excellent post-school outcomes according to the Queensland Government's Next Step Survey conducted each year. In 2019, 92.9% of Year 12 completers from Grace Lutheran College engaged in education, training or employment in the year after they completed school. Of the 212 Grace Student respondents, 67% continued in some recognised form of education and training. The most common study destination was bachelor degree. A further 25.5% transitioned directly into paid employment, which includes students who deferred tertiary education for 12 months.

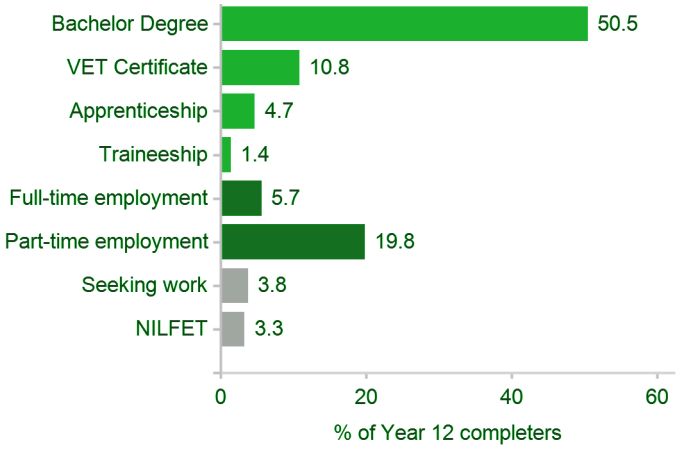
A graph below shows how this compares most favourably with Moreton Bay (North) and Queensland Schools.

Graph 3 compares the main destinations of all Year 12 completers for Grace Lutheran College with those of Moreton Bay - North and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers.

The table below reports the response rate for Grace Lutheran College. It expresses the number of respondents from this College, as a percentage of all Year 12 completers attending Grace Lutheran College in 2018.

It has not been possible to ascertain how representative these responses are of all students at this College.

Number of Respondents	Number of Grace Students who competed Year 12 in 2018	Response rate (%)
212	256	82.8%



Graph 4: 2019 Main destination of Year 12 completers in 2018 - Grace Lutheran College

In education or training

In employment

Not in education or employment

DEFINITIONS OF MAIN DESTINATIONS

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination.

A table defining these categories can be found in the statewide report at **www.qed.qld.gov.au/publications/reports/statistics/schooling/learning-outcomes/next-step/year-12-completers**.

*The State of Queensland (Department of Education) updated 9 September 2019, Next Step 2019 – A Report of the Destinations of Year 12 Completers from 2019 in Queensland Grac Lutheran College **www.education.qld.gov.au/nextstep**. This work is licensed under n Australian Creative Commons Attribution License http://creativecommons.org/licenses/by/3 0/au/ © State of Queensland (20 9).



2019 Reports

HEADS OF DEPARTMENT

BUSINESS EDUCATION

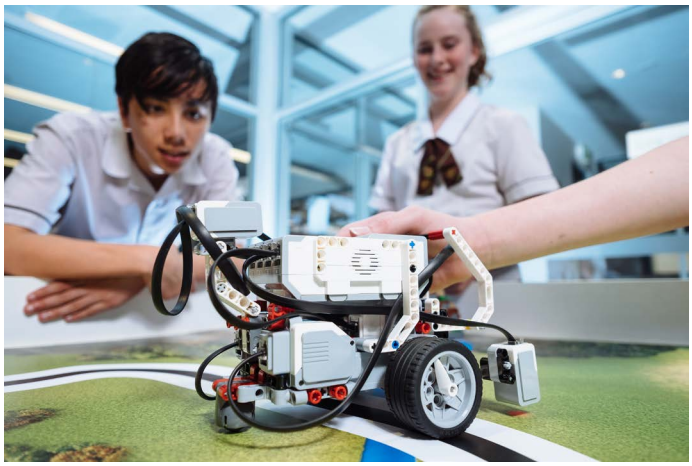
CURRICULUM – ACHIEVEMENTS

QUALIFICATIONS

54 Business Certificate Pathway students are successfully working towards attaining qualifications in Certificate I Business (BSB10115), Certificate II Business (BSB20115) and Certificate III Business (BSB30115).

ROBOTICS

The Middle School entered three teams into the FIRST Lego League Robotics Regional Competition hosted at Good Shepherd Lutheran College. Two teams represented the St Paul's Grace Robotics Program from the Caboolture campus. From Rothwell, selected students from Year 7-9 were also afforded the opportunity to participate in the competition through the Ignite Excellence Robotics Program. The students demonstrated great innovative skills in engineering and programming a robot as well as exemplary teamwork skills to complete an innovative research project. The Rothwell team was awarded a Judge's Award for their project. Congratulations to all involved.



LEGAL STUDIES IGNITE EXCELLENCE OPPORTUNITIES

Legal Studies students were involved in various enrichment activities which included students acting as barristers and solicitors at Mooting Competitions (Mock Trial) and being a member of Queensland Parliament at the Youth Parliament Competition. Year 11 students at Rothwell participated in a mooting competition run by USQ (Springfield). Two teams participated in the competition with one team making the finals. All teams deserve recognition for the level of commitment and effort necessary to prepare for these competitions. Two Year 11 and one Year 12 student participated in the Youth Parliament Completion that involved them being part of a debate for a new Bill. Students were afforded the opportunity to converse with actual members of Queensland parliament for a real-life experience. Students performed very well and represented the school with pride.

BUSINESS COMPETITION

Since 2013, Grace has participated in the University of Sunshine Coast (USC) business competition. Caboolture Year 11 and 12 Business students had the opportunity to analyse a real business venture in the form of the annual Redcliffe Kitefest. As a team they were challenged with developing a modern twist on the age-old pastime to promote the event to a 15-25-year-old demographic. The Year 12 Business team came 3rd overall which was a magnificent triumph. They received a $1000 scholarship to USC as well as $100 in prize money.

CURRICULUM – MIDDLE SCHOOL

Year 7 eLearning students have explored the fundamentals of animation, programming and game design, and applied these skills to a Robotics unit utilising robots and the Green City Sustainability challenge.

Year 8 and 9 Business & Legal Studies students enthusiastically participated in a variety of Business Ventures and Service Learning activities to raise money for the less fortunate people in the world. More than $2600 was raised – a very commendable result. The ventures this year were used to cater real audiences, Year 8 ventures catered for the inaugural Grace Business Week, and Year 9 ventures catered the FIRST Lego League Robotics National Final (approximately 1000 people). Business and Legal Studies students have also studied a range of topics such as: financial literacies, business basics, entrepreneurial strategies and criminal law.

Year 9 Digital Solutions (DS) students have been challenged while using the LEGO EV3 robots and programming them to suit the City Shaper challenge for the FIRST Lego League Robotics Competition. This was the third year that Digital Solutions has incorporated the FIRST Lego League Robotics Competition into their curriculum. Students have loved applying their problem solving and critical thinking skills to master these robotic challenges. Year 8 DS students have also undertaken a unit using LEGO EV3 robots with a Space Challenge focus. Students have explored a range of programming and ICT software, including: Python, Camtasia, Small Basic, Access and Animate. In Year 9 DS students piloted a Drone Programming unit which required students to program a drone to complete a series of challenges independently.

CURRICULUM – SENIOR SCHOOL

Legal Studies students have developed a deep knowledge and understanding of the Australian legal system, in particular Queensland's, which regulate and shape society. Contemporary issues, such as computer and medical technology, negligence, employment, criminal law and many more have been closely examined and analysed. Year 12 Legal Studies students have also explored topical issues on human rights and international law this year which has been a real eye opener.

2019 has seen the last Year 12's of Business Management and Business Communication and Technologies as it currently stands. The new subject of Business was introduced this year which has seen students exploring the business life cycle starting off in the seed stage of a business. The course is very practical looking at real life case studies and businesses to analyse and evaluate.

Business Management students put themselves in the shoes of being a manager, making managerial decisions to ensure business success. Students critically analysed authentic business scenario's to devise feasibility reports to improve business profitability. We can confidently say, some of these students will be General Managers and Company Directors in the future.

Business Communication & Technologies students have been unleashing their creativity with the technology component of the subject. Students have been building websites to be used by businesses as well as presenting assignments in the form of Podcasts and Vodcasts. A variety of general business topics have been the context for these technology projects. Accounting students can upskill their financing knowledge through the study of cash budgets (using Microsoft Excel) and personal financing. Furthermore, accounting concepts are to be incorporated using MYOB. Additional, students can be exposed to key accounting and industry methodology.

CURRICULUM – LEARNING EXPERIENCES

Students have participated in a range of exciting and educationally enriching Business Education excursions, allowing them to connect with the community including marketing analysis at IKEA, viewings at the Supreme and District Courts in Brisbane, feasibility study of Australia Zoo, forensic evidence analysis at the Police Museum, production in action analysis at Maleny Dairies and the QUT Law Library to research. These are valuable opportunities for students to apply the theory they have learnt to real work practical situations to consolidate these understandings.

Year 8 and 9 Business and Legal Studies students, along with Certificate Pathway students have participated in business ventures. Students have designed and developed micro businesses to serve a need within the community (catering events) and donated the profits to a variety of charities. Some of the charities that have been the recipients of the students' fundraising efforts are Guide Dogs Queensland, Autism Queensland, Australian Marine Conservation Society and Harvest Cambodia.

Business Education curriculum for 2019, in general, has had a focus on incorporating whole school priorities, such as enhancing literacy using a variety of ASOT strategies, specifically related to Chapter 8 'establish and maintain effective relationship with students'. As a result, there have been positive relationships formed which has assisted in getting the best out of students in the classroom.

2019 has proven to be another very busy and successful year for the Business Education Department. We are always working innovatively and diligently to ensure we are delivering real, enriching and relevant experiences for students allowing them to develop not only knowledge but also 21st century skills preparing Business Education students in having successful futures beyond their time at Grace.

Miss Jacinda Coburn

Head of Business



CHRISTIAN STUDIES

The Christian Studies program follows the Christian Studies Curriculum Framework (CSCF) developed by Lutheran Education Australia (LEA) from Years 7-9, and in Years 10 - Queensland Curriculum and Assessment Authority (QCAA) Religion and Ethics (with alignments to CSCF). In Years 11-12, there are two options for students: QCAA Philosophy and Reason contributes to an ATAR and QCAA Religion and Ethics (Applied) which contributes to the Queensland Certificate of Education (QCE).

Christian Studies takes seriously the LEA's statement on the Lifelong Qualities for Learners which aims to facilitate the faith and personal development of our students. Students are seen as citizens of the world and, therefore, integral to the units of work is the challenge for students to understand what this means for their interaction within local, national and global communities. Christian Studies, especially through Service Learning, seeks to inspire students with a Christian vision of how care and service can transform their relationships and thus their communities, through Jesus as the ultimate example of servant leadership.

The department has continued its focus on engaging students with creative and relevant learning experiences, allowing for critical and reflective thinking and assessment tasks which fulfil the learning goals of units of work.



MIDDLE SCHOOL CHRISTIAN STUDIES

Middle School Christian Studies has continued its focus on refining existing units of work with up to date and relevant material for students. 2019 saw the department focus on mapping the Christian story across Years 7 to 9, establishing a solid foundation for students in these formative years. Unit tasks and assessments were adjusted to develop a more natural flow across the course and renewed some course material, incorporating relevance to the changing world in which students live in.

Year 7 students focused on the story concept: their story, the Grace story, the Christian story and how people live a life of faith and service, including a Service Learning project, partnering with the Pastoral Care Program.

The Year 8 program looked at Christianity and being a follower of Jesus. In the Abrahamic Faiths unit, Year 8 students visited a Christian place of worship and a Jewish synagogue. This excursion was an excellent way for students to deepen their knowledge and understanding of Abrahamic Faiths. Year 8 students finished the year with a unit on being unique and special in the eyes of God.

A highlight for Year 9 students was the Service Learning unit with the focus on being good stewards and caring for God's world. Some projects students engaged in included recycling of paper and cardboard in all areas of the school, designing and installing a vertical tactile garden for Learning Support, reducing our carbon footprint by reducing meat intake through a 'food for change' initiative and the recycling of cans, bottles and hard plastics. Students also engaged in units about good and evil in the world and how Jesus is the ultimate rescuer.

At the end of Term Two, Year 9 students attended a Relationships incursion which was linked closely to the Pastoral Care Program and the Christian Studies unit on relationships. This incursion was received well by students. Presenters, Michelle Mitchell and Craig Thomas (for Caboolture campus) and Real Talk (for Rothwell campus) offered informative and thought-provoking material to our young students, making them consider their true value, worth and dignity to help develop healthy relationships in their lives.

RESAS – SENIOR SCHOOL

For much of 2019, the RE Coordinator, Mr Bill Gilliver worked with the QCAA to design the new Senior Religion and Ethics (RE) Program which was approved in October. This consisted of manipulating the course to include 7 modules across 4 units to be taught over 3 years.

The Senior Religion and Ethics (RE) Program begins in Year 10 with studies around Sacred Stories and how the telling of stories develops understanding and creates meaning. Exploring identity, belonging and purpose through the medium of film, assists to further enhance the importance of story in a contemporary way. Indigenous stories are also explored which provides students with opportunities to

consider the relationship that exists between religion and culture in 21st century Australia. Students then investigate the impact of the Christian faith on individual's lives, followed by an examination of historical records as they pertain to the historicity of the person and work of Jesus and the beginning of the Church through a new program called "Jesus the Game Changer".

Year 11 RE has given students the chance to consider issues of social justice in Australia and around the world and asks them to engage in a Service Learning project which focussed on advocacy as a means of supporting the vulnerable and exploited. In the process, students had opportunity to engage with a range of social concerns including homelessness and related issues, poverty, human trafficking and child labour.

2019 saw us participate in a joint initiative between the Christian Studies Department, Sports Department and Ministry Team, underpinned by Service Learning concepts to carry out a 'Sleep Out for the Homeless'. On the night, we partnered with The Lodge, an organisation at Nundah that supports youth homelessness. Through the telling of stories and physical activities like laser skirmish, students were able to cross boundaries and walk in someone else's shoes. The enactment of this event involved students planning and executing advertising on the College's social media accounts, organising guest speakers, food for the night and concurrently ran a clothing and toiletries drive. These donations were given to The Lodge and The Breakfast Club Redcliffe where some of our Year 11 students volunteer. Through a Go Fund Me campaign, the students raised just over $2000 through their initiative and these funds will go towards programs at The Lodge.

As part of the Religions of the World unit, Year 11 students were able to visit both an Islamic mosque and a Buddhist temple. This excursion has always been a highlight as students learn more about the beliefs and practices of these religions, and this year was no exception. In Term 4 students were encouraged to consider ways peace might be promoted in a multi-faith world.

The Religion and Ethics course culminates in Year 12 with a detailed exploration of ethics and the problem of suffering. This is followed up with students attempting to articulate their personal worldview and how it might influence their future plans and decision-making. It is always encouraging to hear students' 'mission statements' as they conclude their time at Grace.

STUDY OF RELIGION

Study of Religion (SOR) is a four-semester course of study, however, 2019 will be the last time the College offers SOR as a subject. Year 12 explored Rituals, Sacred Texts and Religion-State Relationships. Course content, learning experiences and assessment increased in complexity as students developed greater independence as learners and researchers.

Year 12 SOR students attended the Queensland Art Gallery and Gallery of Modern Art where they were able to view a variety of interesting and significant works of art. In particular, students examined paintings of religious significance from the early modern period on exhibit in the Queensland Art Gallery paying close attention to the symbolism employed by the artists to represent persons such as saints and patrons of the arts as well as the doctrines and dogma of the Church. In addition, they were able to view some exquisite Indigenous paintings and installations on display at the Gallery of Modern Art. This excursion directly related to the Religion and the Arts unit, allowing students to make connections between belief systems and their visual representations.

By discontinuing Study of Religion at the conclusion of 2019, we hope to build more numbers into the fledgling course, Philosophy and Reason.

PHILOSOPHY AND REASON

Philosophy and Reason is a subject new to Grace Lutheran College. It is a four unit course which begins with a unit entitled 'Fundamentals of Reason'. This unit is designed to provide an understanding of the fundamental concepts, skills, knowledge and understanding necessary to intelligently engage with the subject matter addressed in Philosophy and Reason.

In Unit 2, Topic 1, the class studied 'Philosophy of Mind'; a challenging area of philosophy in which students explore concepts such as mind-body dualism, the mind-brain problem, free will and determinism, and the nature of artificial intelligence. Topic 2 of this unit was an examination of 'Philosophy of Religion' with a particular emphasis on the nature, composition and purpose of philosophical arguments about the existence and nature of God or gods.

In 2019, the class began Unit 3, the first of the summative units, by addressing 'Moral Philosophy'. This required a study of ethics, the reality and nature of good and evil, and the place of suffering in a moral universe. These important concepts were explained and analysed from the perspective of the principles and theories espoused by Utilitarian Ethics and Kantian ethics.

Philosophy and Reason has proven to be a valuable subject in a variety of ways. The skills developed in Philosophy – especially those related to the analysis and construction of arguments – are transferable and can be applied in other areas of study. In addition, Philosophy has helped students understand the ideas that undergird the worldviews that inform Western culture, values and ethics in the 21st century.

Miss Mayona Aloquin

Head of Christian Studies



CREATIVE INDUSTRIES

ROTHWELL CAMPUS

2019 was another successful year for the Creative Industries Department. We welcomed a new Creative Industries Assistant, Mrs Jana Daniels in Term 1 and farewelled Mrs Belinda McLellan, who went on maternity leave in September 2019.

The Visual Art Department held a variety of excursions and workshops that were designed to support and expand our students' knowledge and experience within the art discipline, varying from nature walks at Mary Cairncross Park to Street Art tours in West End and South Brisbane.

Visual Art students were also given opportunities to contribute to the greater community by displaying their work throughout the year in the local community gallery in Redcliffe and by participating in a service project with the Seabrae Manor Aged Care Home, where they worked with the residents to create colourful room plaques.

Students were able to explore and learn a wide range of new skills in Art Club. In Term 1, they worked on a collaborative artwork display using the stimulus of 'my favourite bird'. The students created lino prints and sculptures of their favourite birds and displayed them as collaborative artworks. Term 2, saw the Art Club students explore digital drawing with WACOM tablets.

In Term 3, students explored ideas clay, watercolour and drawing to explore their own art making ideas and interests. Art Club closed out the year in Term 4 by exploring how virtual reality can be used to make virtual art. The students found experimenting with these new technologies very engaging and a great way to expand their imaginations. Over the course of the year, the students thoroughly enjoyed themselves at Art Club and developed a wide range of new and exciting skills to freely experiment and refine their art making.

The Film and Television Department held Year 11 and 12 Production Skills Incursions at the beginning of the year, where film students were able to spend a day learning new lighting, sound, cinematography and screenwriting techniques from teachers and industry professionals. The Film and Television Department also hosted another excellent Virtual Reality Workshop for Year 9 students as part of their Video Game unit. Students transitioning into Year 7 at Grace were also able to attend workshops for Pixel Art Animation, Cartooning, Photoshop and SFX Makeup Techniques.

The annual Film Night was held again at Event Cinemas at North Lakes and was a huge success. Films from Year 10, 11 and 12 students were selected by a panel of judges to be screened on the night. 200 Grace students, staff members, friends and family members celebrated the amazing creativity of the films and the students loved to see the result of their hard work on the big screen.

We presented the following senior students with awards to recognise their hard work and success:

Best Genre Film	Elise Chinnery
Best Surreal Film	Elise Chinnery
Best Documentary	Lucas Candia
Best Year 11 Genre Film	Ryan Gordon
Best Year 11 Auteur Film	Morgan Tei
Best Music Video	Max Klein
Best Cinematography	Alex Wilson
Best Sound	Morgan Tei
Best Lighting	Elise Chinnery
Best Editing	Xavier Holmick
Best Screenwriting	Ryan Gordon
Year 10 Encouragement Award	Caelan Knight-Turvey
Year 11 Encouragement Award	Mayne Johnson
People's Choice Award for Best Year 12 Film	Elise Chinnery

Film Club students were given the opportunity to engage with a range of technologies to gain experience outside of the traditional classroom setting. Students had the opportunity to develop a digital photography portfolio, produce and complete films in a more informal setting, allowing them to collaborate, create and experience challenge with great success.

Mrs Gail Crossley

Head of Creative Industries

DESIGN TECHNOLOGY

We have had another exciting year in the Design Technology Department:

CURRICULUM

This year saw the end of our old subjects Technology Studies and Graphics in Senior. These had served us well over the years with great joy and excitement had by many students over the last 20+ years. With the end though, also comes the new Design curriculum which we have eagerly been injecting into the vacated space and with large uptakes for 2019 class numbers.

We transitioned from Industrial Design Technology to Practical Technology Skills in our practical subject area with the inclusion of a new subject branch in Year 10 for students to undertake a Trade Taster in the Trades Skills Centre (TSC).

Name changes has only been the start, with new curriculum units being developed in every year level. Some of these included: Year 9 Design – House Rules unit - comprising of the exciting aspects of the popular TV show and bringing that into the classroom with competition between teams to compete in design challenges through prototyping and presentation folios. Year 10 Industrial Design – Skateboard unit - this unit saw students investigate the history of the skateboard and manufacture their own board with custom design graphics. This unit got international recognition with Grace students' boards showcased on skateboard sites in the USA.

SERVICE

TSC students have again be involved in giving back to community and school with custom trailers being built for Rotary Kippa-Ring and Rotary Caboolture, children's picnic tables were made for a child centre in Rothwell as well as contributing largely to the musical "Crazy for you" set production.

Along with the service from the TSC, small amounts of service learning have been introduced into our middle school curriculum. In Year 9 units explore concepts that base design choices around mimicking that of like organisations around the world that foster common ideology of stewardship, community and innate dignity.

RESULTS

This year saw our Design subjects' numbers take on large growth and with this growth we are happy to report large amounts of success in academic results! Average result across our middle school for Design was a B which was extremely pleasing to the staff and a reflection to the work they have put in to create this new and exciting subject for students.

Year 10 Practical Technology Skills has seen the subject average for academic result as a B+ across the cohort of students selecting this pathway. In semester 2 when this subject became a Trade Taster with pleasing results achieved with all students awarded all units on offer.

In Senior we secured some very pleasing results, at the top end of Graphics we had students achieving as high as a VHA9 but slightly under in our Tech Studies student's realm with the cohort more clumped together in the middle.

In the Trades Skills Centre 27 industry standard qualifications were awarded to our senior students and another 51, Year 10 students completed the Trade Taster course, consisting of 5 units over one semester.

FACILITIES

This year saw the staff renovate C1 into a purpose-built classroom for DESIGN. Our first of many design studios, features state of the art equipment and the feedback for students has been amazing. C1 rated highly in most exciting classrooms in feedback from consultation day which was a nice reward for the hard work the staff put in, into making the space inspiring for all that enter. New look studios are now being planned for other parts of the school.

The addition of a state-of-the-art CO2 Car Track to the curriculum resources has been amazing for student's learning. Before having this, we raced on a makeshift track but with this custom step up we have now been able to include calculations for speed, drift drag and reaction time.

This creates more in-depth analysis and deeper understanding into the principles and importance of design and prototyping phases for construction. In addition, this was a massive draw card on open day with potential students having to beg their parents/guardians for a turn at racing the dragsters, because they were having too much fun.

Mr Marcus McKinnon

Head of Design Technology



ENGLISH

MIDDLE SCHOOL

Students in the Middle School have continued to embrace the many real challenges of English. The course is designed to promote strong analytical and evaluative skills. Students consider a range of texts in terms of both what is being said and how it is being said. A focus in 2019 was to have Middle School students connect with the 'why' and 'how' real world needs of language, working towards the goal of having students develop an intrinsic joy of reading and language creation.

The current Middle School students will be moving into the New QCE system over coming years, so this year teachers helped students use their language skills to analyse and create meaning. As well, students are required to create their own texts. For instance, the Year 7 students created a picture book. In Year 8, students wrote genre short stories with a focus on Science Fiction. In Year 9, students each wrote a short story and created a sonnet or slam poem. This year we also had spoken word artist Anisa Nandaula come and present a range of poetry to students in order to inspire them to create.

In all areas of English, the skills of language are taught and practised. Reading is promoted and we know that students who read at home regularly are often the best writers both in terms of imaginative ability and in technical precision. Across all year levels an emphasis was put on the grassroots of grammar, punctuation and spelling to improve student literacy.

SENIOR SCHOOL

2019 marked the first group of Year 11 students moving into the new QCE across English (General), Literature and Essential English. In **English (General)**, the Year 11 English team rolled out new and exciting units including; 'The Crucible', which looked at Hysteria in a literary text and in Term 2 shifted the focus to examine the role of the media in creating hysteria in the 21st century. Unit 2 saw students examine the Australian Gothic genre, in which they created their own original Australian Gothic Short Story, followed by an in-depth examination of the novel 'The Secret River' by Kate Greenville. As part of this unit novelist, Dr Emily O'Grady and PHD candidate Alexandra Philp from the Queensland University of Technology Creative Industry Faculty came and delivered a workshop to students on writing an Australian Gothic story.

This was the first year that students could study **Literature** as part of the new QCE and 30% of Year 11 students elected to study the subject. In Literature, students explored Dystopian texts and compared them to the modern world. The texts explored were Ray Bradbury's 'Fahrenheit 451' and the films 'Interstellar' and 'Bladerunner 2049'. Students explored these films through a lens, which made them question the ethical and moral dilemmas



associated with the advance of technology question its role within contemporary topics such as climate change and artificial intelligence. They explored these issues through an original creative Interior Monologue. In Unit 2 students explored European Gothic and Romanticism. As part of the unit, they attended a workshop at the State Library of Queensland on how to write in the Gothic style. They then continued their exploration of technology and morality by examining Mary Shelley's 'Frankenstein' and completing an unseen analytical essay, to prepare them for external exams.

In Essential English students studied the unit, 'Language that Works' and looked at the practical and social uses of language in the workplace. In Unit 2, they explored the concept of Crime and Punishment, reading the novel 'Edward Britton' by Gary Crew about a young convict's journey to Australia. As part of this unit they visited the old Boggo Road Gaol and got locked in a solitary confinement cell! Students then wrote a creative journal from the perspective of a character in the novel.

The last Year 12 students to complete the old syllabus, thoroughly enjoyed completing their Collage presentations which showcased their creative talents and enabled them to work cooperatively in small groups. The most change occurred in Year 10 English where in preparation for the new QCE system students and teachers engaged with the new marking scheme in preparation for Unit 1.

ENGLISH EXTENSION

This subject has been offered since 2008 and has continued to enjoy real popularity amongst students who excel in language-rich areas. More about literary theory than literature, it is based on the premise that texts carry no set interpretation and that a reader will make sense of a text according to his or her world view. It is a fascinating, challenging and exciting subject. The teachers feel honoured to read the work produced by the students.

In 2020 English Extension will become known as English & Literature Extension and 15 students across both Rothwell and Caboolture have elected to undertake this challenging and engaging subject.

Mr Aidan Caldwell

Head of English



HEALTH AND PHYSICAL EDUCATION

Middle School subjects: Core Physical Education (compulsory), Years 8-9 Health and Physical Education.

Senior School subjects: Core Physical Education (compulsory), Health Education, Physical Education, and Certificate III Fitness.

CERTIFICATE III IN FITNESS

In 2019 the Health and Physical Education Department saw an increased interest in fitness by welcoming 8 new Year 11 students to the combined Certificate II in Sport and Recreation and Certificate III in Fitness class. All Year 12s graduated this year after completing both their Certificate II and III. The current group of Year 11s continue to hard work towards their goal of finishing their certificates in 2020. We look forward to using the new and improved gym space in the renovated Multi-Purpose Centre (MPC). Thanks go to the College of Health and Fitness for our partnership running the courses here at GLC with HPE teacher David Otto, recently qualified to teach the fitness courses. Thanks also to Tommy Peak and Kate Morris for their expertise in the fitness industry and for organising the improvements in the gym facilities.

CORE PHYSICAL EDUCATION

Core Physical Education at Grace has offered students an extensive range of physical activities and sports to learn and develop both socially, emotionally, physically and mentally. Teachers enjoy the opportunity to develop unique relationships with students and pastorally care for individuals through the context of team activities and movement challenges. Practical units cover all categories of sports, such as net, invasion, aesthetic and performance-based. All students experience at least one theoretical unit of work that assist in developing important knowledge, skills and general capabilities as per the ACARA framework.

These units also provide developmentally appropriate opportunities for students to explore important life skills. They include: Fitness (Year 7); Stress Management (Year 8); First Aid (Year 9); Nutrition (Year 10); Lifesaving and Resuscitation (Year 11); and Coaching Principles (Year 12). Students engage in service learning within the Coaching unit, using their skills to coach sport to Primary School students within a range of local schools.

Thanks again this year to Living Faith and Grace Primary for being involved in the program. Students received their Principles of Coaching certificate as part of this unit to enable them to further contribute to the community once they leave the College.

HEALTH AND PHYSICAL EDUCATION (HPE MIDDLE SCHOOL ELECTIVE)

Middle School Health and Physical Education is designed to allow students to experience an equal number of Health Education and Physical Education units. This enables them to gain an understanding of the difference in the two disciplines and decide which areas they find most interesting and relevant. Topics include: basic anatomy and sports injuries, nutrition, fitness principles and training design, sun safety, and cardiovascular disease. Subject matter is integrated with the physical activity to provide a context of learning in, about and through physical activity. Students have engaged in basketball, handball, netball, lifesaving, futsal, volleyball, underwater hockey and tennis.

HEALTH EDUCATION AND PHYSICAL EDUCATION (SENIOR SCHOOL ELECTIVES)

Senior School students select to study Health Education or Physical Education or a combination of the two. In 2019 there as one classes of Health in Year 12, one in Year 11 and two in Year 10 Health. Students in Year 10 studied nutrition, body image and resilience, as well as undertaking a unit called 'Surfaid' in which they have learnt about the health issues affecting isolated populations in the Mentawai Islands and actioned an event to raise funds for the organisation of the same name to help support these communities. Thanks to Emma Podlich for all her work in coordinating this and the students for their efforts as well. Students raised over $1000 for this organisation.

Students in Year 11 began the first 3 units of the New Senior System, while Year 10 students undertook units of work that provided foundational skills and knowledge for this course in 2020. Year 12 students examined land development, driving behaviours and cardiovascular disease. It was pleasing to see students enjoy examining the local community to study the impact of mosquitos on health and implement driving behaviour education talks to their peers.

Senior Physical Education classes in 2019 consisted of two Year 10 classes, one Year 11 and one Year 12 class. Year 12 students completed their final year of the old Senior System while Year 11 students completed work in units 1, 2 and 3. Year 10 students began unit 1 for the new Senior System in Term 4.

Finally, it has been rewarding for the department to contribute to making connections with students in feeder primary schools through the running of activities in the Bright Minds days and in Transition days in Term 4. We look forward to seeing the students who attended at Grace Lutheran College in the future.

Mrs Kristy Sanford

Head of Health & Physical Education



LIFESTYLE TECHNOLOGY

Middle School subjects: Years 7 - 9 Creative Textiles & Food Studies (compulsory for all in Year 7; electives in Years 8 and 9); Years 8 and 9 Food & Textile Technology (Caboolture only)

Senior School subjects: Food & Fashion/Home Economics (OP Subject, final year); Early Childhood (Certificate III in Early Childhood Education and Care partnering with ACCO); Hospitality (Certificate II and III in Hospitality, partnering with Training Direct Australia); Food & Nutrition (General Subject; unit 1 Year 10; unit 2 and 3 Year 11); Fashion (Applied Subject Year 11); Fashion & Design (Year 10)

Students were able to be involved in four (4) Service-Learning projects with Textiles and one (1) with Food Studies. Year 7 Creative Textiles produced pouches for koala's affected by the bushfires up north. Year 8 Creative Textiles made fiddle quilts for dementia patients at SeaBrae Manor, each student (13) researched dementia and the needs of dementia patients and was provided a personal profile of a resident. The students created fiddle quilts to meet the individual needs of each resident which provided greater understanding of the needs of the elderly as well as create stimulation for the senses.

Year 10 Fashion & Design made textile items, such as, Twister Board Game picnic blanket, Snakes and Ladders Board Game picnic rug, pillowcases, bathroom bags, reusable vege bags, personalised items and kitchen items for The Lodge Youth Shelter. Year 8 Food Studies and Year 8 and 9 Food and Textile students were involved in making meals snap frozen and used for people/families within our Grace Community in need. 2019 again saw us meet the needs our community in practical ways whether ongoing illness in the family, a death, or families just needing some extra support.

Year 11 Food & Nutrition completed units 1 and 2; started unit 3 in preparation for the new ATAR system. The newly introduced Year 10 Design & Textiles subject held a very successful red-carpet event for the Year 8 textile class and staff, showcasing their Visual Merchandising Displays of their own Fashion Designs from the unit; Designer Fashionista. This is all in addition to the Hospitality students and teachers who offer their gift of service through the many functions throughout the year to both the Grace Community and wider local community (explained in more detail below).

Textile students received recognition for their creativity and hard work by entering items in the Annual Redcliffe Show. The following students were successful in receiving prizes:

Section 79 Pouch or variety of bags, spring summer garment, skirt dress shorts top - Year 7, 8	
Highly Commended	Jasmine Whale
2nd	Jemima Brown
1st	Savannah Perry
Section 80 Sleep/lounge pants, stretch fabric garment, item made from repurposed textiles - Year 9	
1st	Lilley Gulley
Section 81 Sleep wear garment inspired by a designer – Year 10	
1st	Lilley Gulley
Section 82 Fashion garment or head piece e.g. fascinator - Year 11-12	
Highly Commended	Chelsea Suosaari
1st	Chelsea Suosaari

Hospitality students continued making and serving coffees for staff 2 days a week, and the money raised will go to one of the Service Projects we already support as a school. Hospitality students also continue to serve the Grace and local communities through the many functions held in association with the College, which include: coffee for the Probus Lunch; Ministry Dinner; ANZAC Day morning tea; New Staff Dinners; College Council Dinner; Rotary Dinner; Breast Cancer Breakfast; Pre-formal Gathering at Caboolture; catering for Grace Primary School Year 1 camp, assisted with serving wine and cheese for the Living Faith congregation at their Trivia and auction evening, further strengthening the working relationship with both schools. All these services contribute towards students gaining their Certificate III qualifications. The Year 12 Hospitality students had the opportunity to undertake a voluntary In-House excursion at RACV Royal Pines Resort on the Gold Coast where they participated in a 3-day residential "LIVET" work experience program. Year 11 Hospitality students participated in a similar experience at SeaWorld Nara Resort.

23 students at Caboolture successfully completed Responsible Service of Alcohol qualification through Training Direct Australia.

Students studying Early Childhood in Year 12 have again achieved their qualification in Certificate III Early Childhood Education and Care. This included: Corey Rea; Olivia Barber; Grace Fenwick; Isabella Weiss; Briana Mullins

The following Year 12 students studying Hospitality have received the qualification of Certificate III in Hospitality. This included: Lucy Balogh; Waratah Blow; Elise Chinnery; Rebecca Edwards; Izabel Johnson; Caitlin Mostert

We have continued to encourage students across all our subjects to think about Sustainable Futures and focus on Service-Learning as we aim to teach the students life skills that will last a lifetime. Our vegetable garden continues to be one way for students to learn where their food comes from and be involved in the process of producing their own food sources. This is supported by composting of waste. Textile students also learn about Sustainable Textiles and making ethical and sustainable choices when it comes to fashion and textile use. A rewrite of a Year 8 Textile unit now gives strong links with Service-Learning (Stewardship and Community) and sustainability with a connection to the new single use plastic bag legislation.

Planning has begun for the inaugural Melbourne Fashion & Food Tour for 2020 which will give students an opportunity to explore both Fashion and Food Workshops, Tours and experiences that are not available in Brisbane. Melbourne being such an eclectic mixture of cultures and flavours will allow our students to broaden their understanding of design in these contexts and give scope to new creative ideas.

Ms Nicole Ledden

Head of Lifestyle Technology



PERFORMING ARTS

DANCE

A couple of highlights from the year for our Year 12 Dance students include outstanding Contemporary solo performances as well as Liturgical choreographic works that the students crafted flair for their final piece of assessment. The Year 12 Caboolture students also ran dance workshops during our Taste and See day with our primary partnership schools.

Dance students from Year 8 -12 at the Rothwell Campus and the Caboolture Campus Dance Troupe were fortunate to participate in a Contemporary Dance Workshop with Katina Olsen - a freelance indigenous choreographer and past dancer with Bangarra Dance Theatre. The students were immersed in technique exercises with an emphasis on celebrating indigenous culture and identity. The choreography was presented by students at both campuses Dance Showcases throughout the year. The workshop was made possible by the generous donation of Brian and Barbara Harper.

As a part of their Arts experience, all Year 7 Caboolture students had the pleasure of working with Mark Barber from Studio Urban. During the workshop, they learnt breakdancing techniques, balances, hip hop foundational skills and a short routine.

Year 8 students enjoyed learning and choreographing Hip Hop pieces of which some were selected to be performed at the Rothwell Dance Showcase. The Year 8 and 9 Caboolture students participated in a workshop with Mark Barber who choreographed their Hip Hop performance assessment. This routine was later performed at Dance Showcase.

Year 10 and 11 Dance students had a very successful year immersed in a new curriculum written specifically to prepare them and to begin launching into the new QCAA senior curriculum. Students explored new ways of working, especially in creating a Hip-Hop/Stomp or Contemporary themed Dance Film.

A collection of Year 12 students choreographed and performed with Year 9 students for Easter Chapels at the Rothwell Campus, and partner primary schools, Living Faith Lutheran Primary and Grace Lutheran Primary. Middle School students showed great commitment to the course, with several Year 9 girls giving up many lunch hours to hone and rehearse their choreographic works of which were utilised in Chapel services at the Rothwell Campus and our partner primary schools in November also.

For Rothwell students, Dance Showcase was another wonderful success this year, held again at the Redcliffe Cultural Centre. The highlight of the evening, as always, was the outstanding student choreographed items and the awarding of the 'Andrea Murray Memorial Award for Service Through Dance' for the first time to two Year 12 students, Grace Fenwick and Phoebe Hobson.

This was the first year for a Dance Showcase at Caboolture and it was a great success. All Caboolture Dance classes performed their class routines and student choreographed pieces and Year 12 student, Seren Everest choreographed a piece performed by Dance Club.



DRAMA

Drama students have had many opportunities to create, perform and critique this year.

The Rothwell Year 9 students presented a Realism night where they both performed on stage and supported their fellow groups with technical support and overall organisation of a theatre event. This allows the students to understand roles in the theatre other than actor, director and scriptwriter.

The Caboolture Year 8 and 9 students shared their Children's Drama and Circus scenes to students from St Paul's Lutheran Primary School, some of which were also presented at Arts Showcase. This unit of physical comedy was complemented by a study of verbal comedy and using ICTs to produce a live recording of a comic sketch. Year 8 and 9 Caboolture Drama students were also part of the LB Riot program, experiencing a masterclass from a professional artist as they directed and presented 'The Final Days of Bedlam'. This unit was the culmination of their study of Epic Drama, Physical Theatre and Realism across the year.

The Rothwell Year 8 students performed Children's Drama scenes to the students at Living Faith and Grace Primary.

Year 12 students from Rothwell travelled to the QPAC Playhouse to see Queensland Theatre's production of 'Storm Boy'. Students enjoyed the play and were able to achieve strong results on the accompanying written task. Senior students from both campuses travelled to see 'Single Asian Female' All Drama students at Caboolture attended a hilarious live performance of 'Revolting Rhymes' presented by Shake & Stir, who also presented a great performance to students from both campuses earlier in the year.

Class Productions this year have included 'The Small Poppies' (Year 10 Rothwell) and 'Jekyll and Hyde' (Year 12 Rothwell). Year 10 Drama at Caboolture performed the classic text 'Tartuffe', updating this tale of hypocrisy for the virtue-signalling generation. A special facet of the task was contributing to the stagecraft for the production: this included set construction, poster creation, front of house refreshments, costume and prop sourcing and more. They also contemporised and presented scenes from 'Twelfth Night' earlier in the year as well as writing their own comic work. As well as this, they embraced the tragedy of Greek Drama, and explored how drama can be applied to help communities overcome oppressive situations.

Caboolture and Rothwell Year 11 students explored a range of Australian Theatre based on real experiences, including the inspirational 'Black Diggers'. They performed a scene from 'Fly In Fly Out'. Caboolture students also responded to a one-man-show presented by an Indigenous comedian to stimulate the creation of their own script. They also pitched original direction and performed in the Australian Gothic style.



MUSIC

Year 7 students at Caboolture and Rothwell campuses have been extended creatively while at the same time mastering ICTs and psychomotor skills. Each student has completed a composition using notation software and created a performance involving combinations of guitar, piano, drums, ukulele and voice. This year students at Rothwell have performed 'Down on the Corner' (Creedence Clearwater Revival) or 'I Make My Own Sunshine' (Chelsea Basham) and at Caboolture students performed 'Riptide' (Vance Joy).

The Game On! (Grace Amplified Music) program has continued strongly with over 40 students in Years 7-9 across both campuses enrolled. Along with studying the curriculum subject, the students have undertaken study on a second instrument and Australian Music Examinations Board (AMEB) theory lessons. The Year 9 graduation recital was held in October with the students performing on their principal instrument and receiving their graduation medallion. Students in the program have completed several workshops and masterclasses over the year focusing on topics such as conducting, improvisatory composition, practice technique, musical theatre and percussion.

The Rothwell Year 8 and 9 Music classes have also been very busy composing a children's eBook musical, a soundscape using Avant Garde techniques, pieces for piano, electronic music and arrangements for rock band. They have performed a musical theatre excerpt from The Wiz and School of Rock; classic rock songs including Gloria Gaynor's "I Will Survive" and Abba's "Ring Ring" and art music repertoire and Middle School Music students had the opportunity to attend the touring production of 'Aladdin'.

The Caboolture Year 8 and 9 Music classes have extended themselves this year. They have studied a variety of rock styles, learnt the basics of recording music using professional software, formed bands to perform in class concerts and researched some of their favourite artists and songs. Students also experienced classical music, composing for piano and further developing their musicianship skills.

The senior Music classes at Rothwell and Caboolture have produced some incredibly mature pieces of musical writing. At Rothwell, these have included film scores, contemporary songs, orchestral works, and songs for musical theatre and works for jazz band. Year 11 students explored the concept of Identity in an integrated task producing a digital presentation that included either a performance or composition and musicological evaluation. This study into how Identity is expressed through music in various genres has helped students realise elements about themselves as individuals as well as how the fit into the world. From composing Aussie hip-hop songs that raise awareness about drought affected families, to political protest. Year 11 are developing into great young musicians.

The Year 10 classes from both campuses recorded a cover of a contemporary song at Lush Recording Studios. The day at the recording studio was not only an exciting experience but also gives students insights into the recording process and the pressures on artists in this scenario. Songs recorded included Queen hits "I Want to Break Free" and "Another One Bites the Dust" and Mumford and Son's, "Awake My Soul".

Year 12 Music and Music Extension students have achieved outstanding results with a high percentage of the class exiting on a VHA.

Grace Rothwell 2018 Alumnus Tennyson Hall was accepted into the 2019 intake of Bachelor of Music (Trumpet Performance) at the University of Queensland.

Mrs Cleo Cooper

Head of Performing Arts

VOCATIONAL EDUCATION (VET) DEPARTMENT

VET Qualifications offered as school subjects in 2019:

- Certificate II in Visual Arts CUV20715 / Certificate III in Visual Arts CUV31115
- Certificate I Business BSB10115 / Certificate II Business BSB20115/ Certificate III Business BSB30115
- Certificate I Active Volunteering CHC14015 / Certificate II Skills for Work & Vocational Pathways FSK20113

In partnership with an external registered training organisation:

- Certificate II Hospitality SIT20316/ Certificate III Hospitality SIT30616 through Training Direct
- Certificate III Early Childhood Education & Care CHC30113 through ACCCO
- Certificate III in Music Industry CUA30915 through COSAMP
- Certificate I Construction CPC10111/ Certificate II Furniture Making Pathways MSF20516 through TAFE QLD
- Certificate II Engineering Pathways MEM20413 (metal fabrication) through TAFE QLD
- Certificate II Engineering Pathways MEM20413 (robotics) through Skills Generation
- Certificate II Sport & Recreation SIS20115/Certificate III Fitness SIS30315 through College of Health & Fitness

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

This year saw 52 students undertaking a school-based traineeship or apprenticeship on the Rothwell campus and 12 students undertaking a school-based traineeship or apprenticeship on the Caboolture campus. Students were signed into a wide variety of occupations including allied health, pharmacy, fitness, warehousing, concreting, automotive electrical, heavy vehicle mechanics, aged care, childcare, horticulture and business.

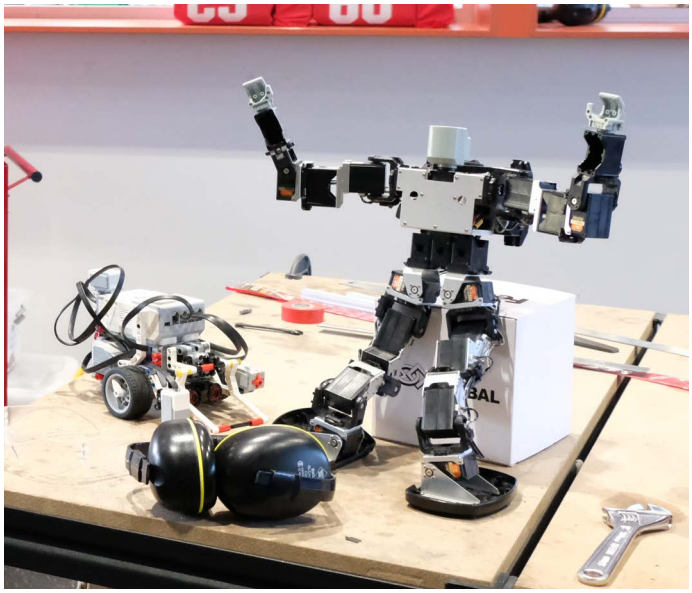
VETiS

During 2019, 293 students undertook vocational qualifications at Grace as school subjects. A further 51 students went off campus each week train in a vocational qualification through an external provider. Students trained in many different areas of study such as screen and media, crime and justice, health, auto-electrics, electro-technology, beauty, aircraft line maintenance, rural operation and acting for stage and screen.

VOCATIONAL CERTIFICATE PATHWAYS

Students are working towards a Certificate I in Active Volunteering and Certificate II in Skills for Work and Vocational Pathways. These qualifications are an excellent way to encourage the students to develop lifelong learning skills by incorporating service learning into their search for a career pathway.

In 2019, the students in Vocational Certificate Pathways began accessing more areas around the Rothwell campus to volunteer. They provided regular assistance in the tuckshop, the Green Tree Frog Restaurant, the health centre, the printery and assisted the maintenance crews with the gardens. This allowed students to explore a wider variety of career pathways and learn new skills. Students continue to make fortnightly visits to Seabrae Manor to offer company, care and compassion to our elderly neighbours.







INDUSTRY PARTNERSHIPS

Once again our Hospitality students excelled in producing restaurant-quality dishes and service at the Annual Industry Partnership Dinner in October. A nice cross-section of industries was represented on the night and new friendships and partnerships were formed. Graduating students used the opportunity to reach out to potential employers by showcasing their Jobseeker Profiles on the night.

ROBOTICS

2019 saw Grace Lutheran College merge our robotics program with advanced manufacturing when we partnered with Skills Generation and Cyborg Dynamics to offer 14 students the opportunity to enrol in Cert II Engineering Pathways (Robotics). This program allowed students to construct their won mini-bot for personal use and then to combine their efforts to create a commercial grade robot that would be utilised by the school.

The Recycling Robot was officially launched in October and will be mass-produced in kit form so that other schools can benefit from this technology.

PARTNERSHIP WITH MATER HOSPITAL

2019 saw out first 3 students who were enrolled in the Mater Hospital Program, complete the Certificate II & III Health. These students are now able to register with Mater Hospital for the casual pool of Assistants in Nursing, to obtain casual work in their field of interest. This program has become so successful that another 12 students enrolled in the Cert II & III Health Program and commenced in Term 4.

WHITE CONSTRUCTION SAFETY

For students to be able to work on a construction site, they must have obtained a White Construction Safety Card. With our Year 10s and Year 11s going out on work placement in 2019, we had enough students to be able to run the training in our own Trades Skills Centre. Twenty students and two teachers completed the training for CPCCHS1001 Prepare to Work Safely in the Construction Industry.

Mrs Leisa Jones

Head of Vocational Education


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