

CONNECTIONS



INSIDE

- INDIVIDUALISED & FUTURE-FOCUSED LEARNING
- SUPPORTED, GUIDED AND CHALLENGED
- PERSONALISED PATHWAYS AT TRINITY

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Connections magazine maintains links with parents, grandparents, past students and other supporters of Trinity Lutheran College. This publication keeps the Trinity community informed of the achievements of students and staff, as well as the college's exciting initiatives.

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BUILDING LEARNING ENVIRONMENTS THAT FOSTER INDIVIDUALISED AND FUTURE-FOCUSED LEARNING



DR TSAE WONG
PRINCIPAL

In the past century, educators have explored various ways to engage students in learning and yet most classrooms look much the same as they did a few decades back when we, the adults of today, were still at school.

It is only within the last few years that innovative educators have started to seriously consider and implement a new classroom design: one that better accommodates our growing knowledge of effective and successful teaching strategies. These redesigned classrooms facilitate deeper learning experiences and shift the focus to student-directed learning. In addition, it successfully fosters valuable 21st century skills, such as communication, collaboration, problem-solving, critical thinking, creativity, entrepreneurship and leadership.

There are 6 key elements of this new classroom design:

1. Flexibility of furniture and space
2. Incorporating areas for collaborative learning and independent study
3. Embracing movement
4. Fostering of inspiration and creativity
5. Purposeful use of technology
6. Incorporating light and bright colours



Flexible Furniture and Space

21st century classrooms need to accommodate a variety of learning activities, and so they must be flexible, with “zones” designated for different activities. Furniture can be arranged in nooks, each with a designated purpose, such as group seating for collaborative projects, and a “quiet space” for reading and independent study.

One goal of 21st century learning is to become more student-centric, empowering students to decide how they learn best, making them autonomous lifelong learners. Educators need to cater for a variety of different learners, introverts, extroverts, collaborators, individualists, dreamers, and designers, both in the way they teach and in the design of the classroom. The standard 19th century-styled classrooms with 25 front-facing tables and chairs in rows cater only for passive learners.

A “flexible” learning environment supports a variety of learning preferences and strengths, whilst allowing teachers to provide for the different needs of different students. This is the principle on which we based our learning space designs. We have casters on classroom furniture which can then be easily moved and reconfigured. Desks and chairs that are adjustable in terms of height. Portable walls or partitions which provide flexibility and the ability to expand or reduce learning spaces. Beanbags and oversized pillows which provide comfy reading zones and much more.

Collaborative and Independent Learning

Open, flexible spaces allow students to come together to share, collaborate, and create. Research shows that humans are social learners and the latest trends in 21st century learning advocate problem-based learning (this is a student-centred approach in which students learn about a subject by working in groups to solve an open-ended problem), cooperative learning (this involves groups of three or more students working together on a task), and reciprocal (peer) teaching. Assignments and hands-on projects that require team collaboration nurture these trends.

Our 21st century classrooms support these collaborative, social learning activities, as well as hands-on experimentation and discovery. Portable furniture, group seating, like our booths, and open spaces for active, experiential projects help accomplish these goals. Conversely, certain aspects of learning require quiet, independent study, including reflection and processing of information. A breakout area within the classroom allows students to rest their brains, especially if they get stuck on a particular problem. Experts believe that when the brain takes a breakout, it continues to work unconsciously at finding a solution, processing, and applying newly acquired information. ►

Bright light and vibrant colour
are conducive to brain activity
and learning.





Embracing Movement

Let's face it, children aren't built to sit still. When students have the chance to move, both their brain and their circulation are refreshed. The exercise and change of pace help enhance concentration and reduce fidgeting and daydreaming.

Our 21st century classroom design accommodates students' natural need to move, while providing the optimal flexibility. Our movement-enhancing classroom elements include: workstations, standing tables, kidney tables, beanbags, wobble chairs and sofas. Tables and chairs that have adjustable heights allow for maximum functionality and accessibility and accommodate students of all heights.

Fostering Inspiration and Creativity

If we expect students to be creative in their thinking and approach to problem solving, we must give them an environment that is conducive to inspiration, innovative thinking and new ideas. Our writeable walls, boards and desks and interactive smart screens allow students to capture and develop their ideas and share them in a collaborative forum.

Purposeful use of Technology

Technology is ubiquitous. Therefore, equipping our students to manage their digital devices for learning and developing their personal discipline are both essential learning skills. Our classrooms are equipped with devices such as smart TVs and our students have access to robots, drones and other technologies which motivate them to research and learn new things. These devices also allow our students to stay engaged and learn at their own pace.

Incorporating Light and Bright Colours

Researchers have determined that bright light (especially natural light) and vibrant colour are conducive to brain activity and learning. In one study, learning capabilities improved 7-26% when students were exposed to adequate natural lighting. Proper lighting also reduces headaches. The 21st century classroom must however be both flexible and tech-friendly, so it's important to have options for dimming the lights, to make devices or video screens easier to see. Our classrooms have lights that can be switched off and then on again to a dimmer level of lighting.

Research also shows that rooms with a balance of light and bright colours can positively impact learning. Colour affects the cortex, nervous system, and hormones, which in turn affect our level of alertness and productivity, as well as our emotional state. The mix of bright bold colours together with more muted greys in our new flexible classrooms have all been chosen with this in mind.

Setting the Tone

An important benefit of our new state-of-the-art classrooms is the positive impact they have had on our students' perception. Not only are they new, fun, and exciting, but they demonstrate our commitment to innovation and student-centric learning. They also motivate and inspire our teachers as they discover the many uses and benefits of the new design.

Of course, innovation doesn't end at classroom design. Our teachers assume the role of life coaches, instilling vital 21st century skills through the learning process. They ensure that our students cultivate creativity, focus on developing skills through the learning process rather than on the end products only and they schedule time for reflection and learning dialogues and cater to the wide diversity of learners at Trinity.

YOU ARE WARMLY INVITED TO VISIT US TO LEARN MORE ABOUT OUR
INNOVATIVE LEARNING COMMUNITY.



TRINITY LUTHERAN COLLEGE IS AN IB PYP SCHOOL — BUT WHAT

DOES THAT MEAN?

MRS MELISSA O'SHEA

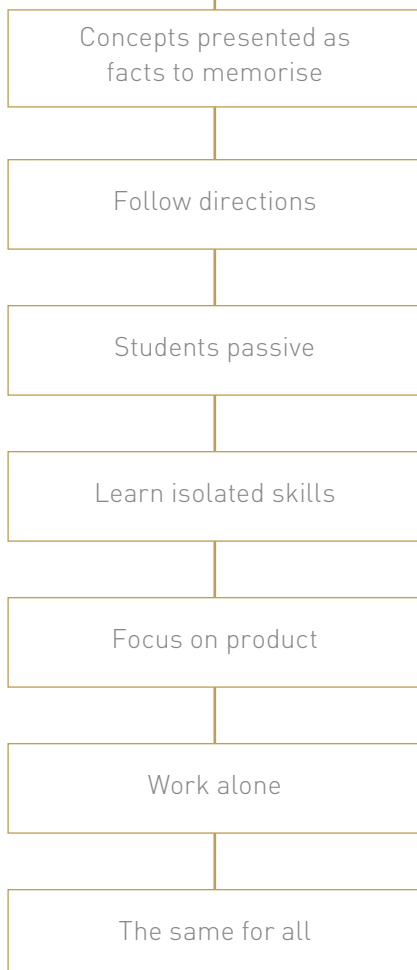
HEAD OF TEACHING AND LEARNING JUNIOR YEARS
AND PYP CO-ORDINATOR

The International Baccalaureate or IB is an international organisation whose aim is to create a better world through international education. IB schools can be found in over 150 countries around the globe with over 4700 schools registered with the IB. The IB believes in educational success, both academically and socially. Innovative, internationally minded inquiry based learning is at the core of the IB, developing students with life skills that will better prepare them for the future.

At Trinity we offer the International Baccalaureate Primary Years Program (PYP) in the Junior Years. This is the overarching umbrella under which all learning occurs. Learning is holistic. The Learner Profiles and Attitudes are authentically embedded in everything we do, from devotions in the morning, reading, writing and collaborating on Maths tasks with peers and playing at lunch time to researching in the afternoon. Students are taught what each one means and what they look like. They see them modelled by their peers and teachers and they reflect on their own behaviours, continuing to grow and develop as caring, active participants in their life-long learning journey.



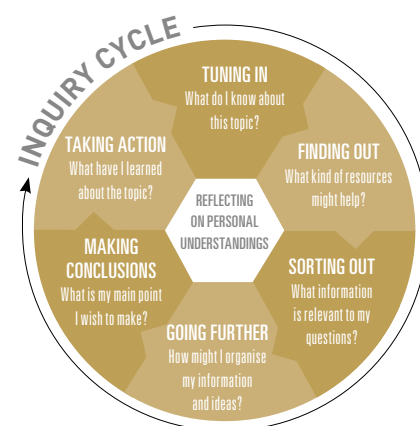
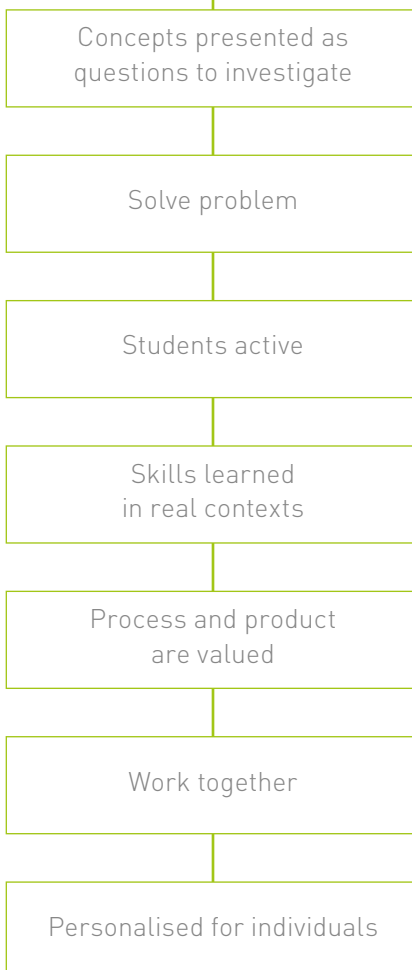
TRADITIONAL LEARNING



[The Scots School Albury]



IB PYP



[Kath Murdoch]

the environment and society. Not only are they inquiring under the curriculum area of Science, but they are also inquiring through Design and Technologies, English, Maths and Humanities and Social Science.

Each inquiry unit follows an inquiry cycle. Beginning with tuning in, then moving through finding out, sorting out, going further, making connections, and taking action. The fantastic benefit of the inquiry cycle is that we can move forward, backward, across the circle, depending on where student and teacher questions and wonderings lead. For example, in the tuning in phase, a video of a volcano erupting might be viewed. The students ask questions and engage in finding out more about other natural disasters and sorting out key information. Part way through this, there may have been an earthquake in New Zealand and a student comes to school sharing information about this (taking action). This student may then collaborate with others, or the whole class and go back to the finding out stage of the inquiry cycle to answer wonderings about the effects (causation) of earthquakes on cities in New Zealand or how earthquakes change the way people live in these cities. And so the cycle continues...

IB PYP vs Traditional

How is the IB PYP different to traditional learning?

In a world of rapid change, we prepare our students to be creative, think critically and work effectively in groups. Students take charge of their own learning, with each child working on their own learning goals. The traditional model of students in rows, listening carefully to the teacher for the correct answer will not give our students what they need to flourish.

Inquiry learning through the PYP is a powerful way to educate our students to create the future.

LEARNER PROFILES

- Inquirer
- Knowledgeable
- Thinker
- Communicator
- Principled
- Open-minded
- Caring
- Risk-taker
- Balanced
- Reflective

ATTITUDES

- Appreciation
- Empathy
- Commitment
- Enthusiasm
- Confidence
- Independence
- Cooperation
- Integrity
- Creativity
- Respect
- Curiosity
- Tolerance

Students engage in Units of Inquiry under broad themes of global significance, called 'transdisciplinary themes'. These themes span across learning disciplines. This allows students to explore large ideas and concepts, rather than learn facts in isolation, in separate subject areas. For example: *A Year 4 unit, 2018* at Trinity under the transdisciplinary theme 'How the World Works' has the central idea: **Survival is connected to understanding how the earth changes.** While inquiring into this unit the students look through the concept lenses of **causation**, **connection** and **change**. Within this unit students explore the relationships and consequences of natural disasters around the globe and the impact these have on

A close-up photograph of a woman with long blonde hair and a young girl with dark hair in pigtails, both looking down at an open book. The woman is wearing a blue denim shirt, and the girl is wearing a dark polo shirt with a green collar and a school crest. The background is a plain, light-colored wall.

HEAD, HEART AND HAND AT TRINITY

MRS CAROLYN THISTLETHWAITE
HEAD OF CAMPUS EARLY AND JUNIOR YEARS



Our Teaching and Learning Framework provides a common language of teaching practice across the College. The cross at the centre radiates to the outer rim signifying our Christ-centred holistic education reaching out to serve the world. The principles of Head, Heart and Hand are central to our Teaching and Learning framework. What does this mean in terms of your child's learning in the Junior Years? The framework clearly addresses teacher practice and student learning.

Heart

The Trinity teacher nurtures, through Christ, the development of the heart by creating a safe, supportive and respectful learning environment.

In the classroom the focus is on building positive relationships, where student differences are recognised. An example of this are our individual student portfolios which showcase individual growth specific for each child. Evidence is collected and each term children share successes with their parents and set goals for the term ahead.

Head

The Trinity teacher empowers students to become life-long learners through differentiated learning experiences that are relevant, purposeful, rigorous and authentic through and within an inquiry/active learning framework.

In the classroom students will engage in rigorous and challenging experiences where they will inquire, ask questions and connect to real life experiences. An example of this would be our children in Prep learning about empathy by inquiring into how some people do not have easy access to fresh water, and have to walk for water across many parts of the world. They have a go at carrying buckets of water whilst walking around our oval, allowing them to authentically experience how hard this is, and appreciate how fortunate they are. They also convince their parents to turn off the tap when brushing their teeth to save our precious water.

Hand

The Trinity teacher encourages and inspires students to develop an understanding of their connection to the local and global world that enables them to act, create and serve within and beyond the wider community.

In the classroom students build skills of collaboration and team work helping them to partner with local and global communities to enrich their learning experiences. For example, students in the final year of their PYP journey in Year 5 form groups and inquire together on topics they are passionate about, trying to make a difference in the world. The culmination of this is an evening of presenting their projects to their families, friends and staff at Trinity.

The Trinity Lutheran College teaching and learning practices are innovative, exemplary and future-focused, ensuring we educate students not just for the future, but to create the future.



SOCIAL AND EMOTIONAL LEARNING IN THE JUNIOR YEARS

MRS MANDI TRAECEY

HEAD OF PASTORAL CARE JUNIOR YEARS AND
LEARNING ENHANCEMENT CO-ORDINATOR

In the Junior Years the Social and Emotional program consists of several interlocking parts. Three of these are: Play Is The Way, Peer Support Australia and the Buddies program.

Play Is The Way (PITW) is a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language. Each class engages in PITW games 3 times a week with each game being followed by a reflection session to discuss social skills that were evident and what impact they had on the game, the individual and the class. These games are aimed at challenging children to stretch their understanding of themselves, others and the social interactions occurring around and between them. The program aims to develop self-regulation that fosters independent, self-motivated, empathetic, life-long learners.

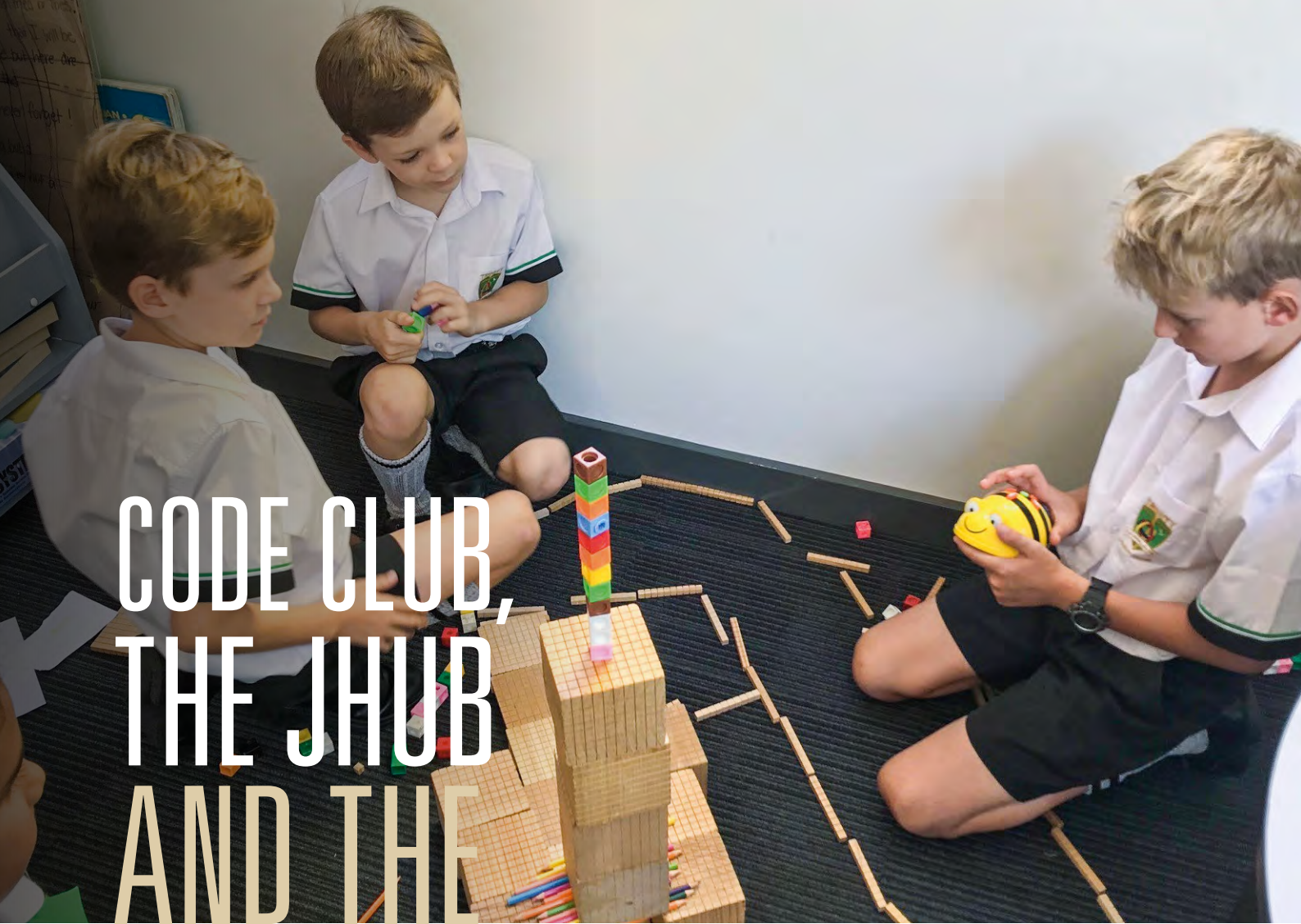
Peer Support Australia is an evidence-based program that aims to develop the following outcomes in our school community; building positive relationships, developing social skills, enhancing mental health, taking personal responsibility, fostering lifelong learning and encouraging participation. The structure of the program in the Junior Years is outlined in figure 1. All year 5 student leaders undertake the Peer Support Leader training. The Peer Support Leaders work in pairs and lead and support a group of 8 Year 2 and 3 students in exploring a topic, for example, 'Keeping Friends'. This 10 session module aims for all participants to: identify qualities in friends, broaden their friendship base, recognise the importance of friends, become more welcoming of friends, accept that friends change, acknowledge that they may have a variety of friends and engage in positive/fair play.

The Buddy Program involves the remaining Year 5s who buddy with Preps, and Year 4s who buddy with Year 1s (see figure 1). These students also investigate friendships. The Buddy Program aims to provide students with a sense of belonging to community; building positive relationships across the grades; developing cooperation skills; and providing opportunities for service and social learning.

Researchers highlight the significance of a number of protective factors in contributing to an individual's well-being and mental health. These are identified as: being **connected**, feeling **cared for** and **supported** by adults, having a sense of **belonging** and **worth**, knowing how to **think optimistically**, being **resilient**, displaying **social skills**, being **emotionally literate** and having a **positive family-school link**. The integration and implementation of PITW, Peer Support and the Buddies program allows students to meet these indicators while providing a safe and supportive environment in which to develop the necessary skills.

Figure 1. Peer Support and Buddy Structure





CODE CLUB,
THE JHUB
AND THE

LIBRARY
ON THE
JUNIOR
CAMPUS

MRS KYM OESTREICH
TEACHER LIBRARIAN EARLY AND JUNIOR YEARS



In this new century, the pace of technological innovation and the generating of new information is extraordinary.

Libraries have an important role by providing pathways to quality literature and reliable information and then supporting students to not only locate and select, but also to critically and creatively utilise it.

Libraries today go beyond providing resources just for “consumption”. Instead, we now encourage and provide opportunities for “creating” information and resources. Using new century skills, students are collaborating, creating, and communicating new content, data, information and innovations.

The Junior Years Makerspace and Code Club offered in our Cotlew Campus library provide opportunities for students to develop their creativity, critical thinking, problem-solving, communication and collaborative skills across digital and design technologies.

The makerspace (located in the JHUB) is open during lunch time breaks. Students have access to materials, tools and time to make. It may be their own creative project or a workshop opportunity. As the students make, tinker, play, explore and experiment, they are also applying Science, Technology, Engineering, Art and Mathematics (STEAM) skills. Students, when asked about the space shared that, “(I) like building stuff” and that the “JHUB Makerspace is amazing. You can create and imagine. I like how you can choose what you like.” The “creations” in this space are also evidence of students developing an innovator’s mindset and designer thinking strategies.

At Code Club each week, coding skills are fostered and challenged using ‘Code Club Australia’ materials and robotic resources such as the coding “Bot-mice”. Our teacher leaders have reflected that they “love how keen and focused the students have been this year. Every week their confidence has grown and it is so rewarding to see their beaming faces when they finally succeed at coding something”. “It’s a great co-learning environment. Students and teachers are learning side by side. The progressive tasks and challenges provide genuine learning. When I see the students in the playground they are always keen for the next session.” The students share that the sessions are fun and that they like learning with friends.

SUPPORTED, GUIDED & CHALLENGED





MRS NATALIE HOUSTON

HEAD OF PASTORAL CARE, MIDDLE AND SENIOR YEARS

Everything has a beginning, even something as phenomenal as an ocean. Oceans start small, often on higher ground, in mountains, where we call them “creeks” – they’re only little. But as the river meanders along its way, it steadily grows in width and volume – other rivers, tributaries flow into it. The way of a river follows many twists and turns but ultimately a river has a clear purpose, namely to flow into the ocean, to become part of a greater expanse of water – and the closer to the ocean it gets, the stronger the river’s waters are. That’s like your own life: you started small, a young child – but now you are growing with more force and speed, your physical and mental energy propelling you towards your purpose, namely: an adult woman or man. Adulthood is a big thing – as vast as the ocean both, in opportunities and challenges.

Excerpt from the Year 9 Rite Journey Calling and Departure Ceremony script, 2018.

The important life transition from child to adult, and the social and emotional learning that accompanies this, are key focuses at Trinity. Our Pastoral Care Program and the underpinning relational approach of the College, support our students to develop into self-aware, responsible, respectful and resilient individuals. We want to build up our young people so that they are capable, confident and keen at creating a positive future for our world.

This year we have introduced a fantastic new Pastoral Care program to all Year 9 students called The Rite Journey. The program supports students at this vulnerable stage of their lives to transform from dependent adolescents into grounded young adults. A heart-moving beach service named ‘The Calling and The Departure’ at the beginning of the program helped students to come together as a cohort with their teacher guides (Pastoral Care Teachers) and to reflect on and ‘throw away’ childish habits. Many tears were shed as students read the letters of encouragement their parents had written them (and I’m sure many parents wrote the letters with tears too). Students spend two 45-minute Pastoral Care lessons per week focusing on age-appropriate topics in gender based groupings as part of the program. It has received a very positive response so far.

The introduction of our Year 6 Peer Support Australia program has helped students to develop friendship and leadership skills. The Year 11s thoroughly enjoy visiting their little Year 6 buddies and the Year 6s love getting to play interactive games, asking questions and getting advice from their older friends while mixing with classmates.

Special events throughout the year support student wellbeing at the College. Wellness Week, which aligns with Mental Health Week (Australia) and World Mental Health Day in October, has helped students to understand the impact of

mental illness, where to seek help and how to relax. The week involved Beyond Blue representative talks; a Splendour on the Grass chill-out at lunchtime listening to the school rock band; ‘Mindfulness Colouring’ sessions and ‘Active Mindfulness’ sessions where students did a range of relaxation exercises.

As a registered school for the National Day of Action Against Bullying, we have given time to defining bullying and its impacts and to identifying the strong network of support available here at Trinity. Students took a strong stance against bullying on the actual day by taking an Anti-Bullying Pledge in Chapel.

Camps and service learning opportunities are also always a success, and guide our students to use their heads, hearts and hands. This year, Trinity hosted its inaugural Australian Lutheran World Service Meet: “Survive or Thrive?”, where students from Trinity and St Andrews Lutheran College problem-solved around issues affecting Third World Countries.

We want our children here at Trinity to know that God sees it all – our successes, our contributions, our failures. Regardless of the mistakes we make, the suffering we go through, how far we might stray on our journeys, God’s powerful and never-failing love is always there: “Mightier than the waves of the sea is His love for you.”



PERFORMING ARTS AT TRINITY: OUR INCREDIBLE 4-YEAR STRATEGY

MS. CHERIE SMITH

DIRECTOR OF ARTS

Trinity is renowned for its outstanding Performing Arts program, which is dedicated to developing and inspiring our students' passion for the arts.

The co-curricular program from Prep to Year 12, is devoted to excellence across all artistic genres; Acting, Choral, Dance and Instrumental for all levels from beginner to advanced. The weekly co-curricular program is offered free of charge for all students enrolled at the college to develop and grow a passion and enjoyment for the performing arts. The college proudly facilitates 40 ensemble rehearsals across both campuses each week across a variety of choirs, string ensembles, concert bands, rock & jazz bands, dance and drama ensembles.

The program aims to teach the students; to work together effectively, to develop and strengthen their artistic skills, to encourage participation and to build self-confidence and resilience. The program provides an outlet for creativity and self-expression and encourages students to give back to the performing

arts community by helping younger and less experienced performers along their journey. The program also provides opportunities to extend those students wishing to pursue a career in the arts via arts excellence programs, workshops with industry professionals, backstage tours and concert experiences.

The program offers all students varied opportunities throughout the year to develop their performance skills and showcase their talents in a range of exciting and outstanding performance opportunities in a 4-year rotating plan. This rotating performance program ensures that every child and their individualised needs can be met through such a broad and extensive performance program, ensuring a balanced experienced for all students.



Four Year Rotating Program

Year A – Musical Year

- A major musical production, staged at a professional venue with a cast of approximately 350 co-curricular students from Prep to Year 12. Cast includes; Leads from the Junior, Middle and Senior Years, Musical Chorus, Dance Troupes and Musical Band.

Year B – Showcase Year

1. **Performing Arts Tour** (Years 6 to 12) – Performing Arts students are invited to tour either domestically or internationally and take part in acting, dancing, singing and instrumental workshops, tour cultural and heritage venues, and perform in various professional locations
2. **Future Stars Concert** – a showcase of all the Primary co-curricular program repertoire

3. **Trinity Swings** – A fantastic night of rock and jazz entertainment from our contemporary instrumental & vocal ensembles
4. **Dancefest** – A showcase of all the Middle and Senior Years' co-curricular and academic dance ensembles
5. **Music Showcase** – a concert designed to showcase the talents of the band, string and choral ensembles
6. **Dramafestival** – Junior, Middle and Senior casts from Years 6 to 12, compete in the 2- week drama festival competition

Year C- Production Year

- **Arts Extravaganza** (Music and Dance) – A uniquely created show that truly celebrates the talents of every child in the program from Prep to Year 12; a show that embraces the delight of music, and dance. This show will be held at a premier performance venue and feature all vocal, instrumental and dance ensembles from Prep to year 12 with a cast in excess of 350 students.

- **Major Play (Drama)** - Year 6 to 12 drama students take part in a major play staged at the College showcasing the talent of our advanced actors.

Year D – Tour & Competition Year

- **Performing Arts Tour (Years 6 to 12)** – Performing Arts students are invited to tour either domestically or internationally and take part in acting, dancing, singing and instrumental workshops, tour cultural and heritage venues, and perform in various locations.
- **Gold Coast Eisteddfod** – Selected ensembles from Prep to Grade 12 compete over the 2-week competition
- **Dramafestival** – Junior, Middle and Senior casts from Years 6 to 12, compete in the 2- week drama festival competition
- **Showcase Concert** – a concert designed to showcase the talents of the band, string, choral and dance ensembles.

A DYNAMIC ENVIRONMENT PROMOTING SPORTING EXCELLENCE, SPORTSMANSHIP AND HEALTHY COMPETITION





Sport at Trinity – The vision for the future

What is the strategy for sport at Trinity over the next 5 years?

MR DAVID HOWELLS
DIRECTOR OF SPORTS

Trinity Lutheran College has a proud and full sporting history. Throughout its over 30 years of existence, the college has played a part in advancing the sporting abilities of many students, along with producing many indelible sporting memories. Central to this success has been the existence of keen and willing staff, passionate coaches, supportive parents and diverse and structured sporting opportunities.

Looking to the future Trinity will continue to offer and embrace a holistic education for all students. Sport, stands prominently within this framework as it not only develops the head, heart and hand, but provides avenues for character development, team work and school spirit. The Trinity Sport Program will continue to provide opportunities via APS and non - APS pathways; coupled with active participation in external local, regional and state competitions.

The continued development and refinement of the Trinity Sports Program will be built around the following key pillars:

- **Culture:** The development of a positive sport culture; Sport to be an intrinsic part of the overall Trinity community; Overt and student led school spirit; Personal pride and the development of individual confidence
- **Performance:** Improved overall results across all sporting spheres; Improved personal outcomes; Committed athletes; The provision of quality coaching and coach professional development and mentoring

- **Pathways:** Linked, developmental and sequential pathways from Prep to Year 12
- **Communication:** Effective, direct and prompt correspondence and engagement with the Trinity community

Further to this, is the provision of the Trinity Sports Framework, which is directly linked to the Trinity's Core Values.

COMMUNITY

- Positive Culture
- School Spirit
- Team Connectivity
- Sport Specific Pathways

SERVICE

- Genuine Participation
- School Ambassadors
- Training and Competition Attendance
- Effective Communication

RESPECT

- Trinity Lutheran College
- Team
- Coaching Staff
- Competition Officials and Rules

PERSONAL EXCELLENCE

- Performance (Individual and Team)
- Commitment
- 100% Effort
- Personal Pride

One key element of any successful school based sports program is the development and improvement of the entire individual athlete. Trinity students will continue to have the opportunity to have all their fitness needs met in one place. This entails strength (gym), stamina (cross country) and speed. These fitness components are integral to not only cross country and athletics; but also all sports within the Trinity sports program. The gym is open 5 days a week under the expert watch of college staff member Mr Luke Ryan. His programs are tailored to suit the age, experience and needs of the student. Cross Country training is offered three days per week with the prime focus of developing aerobic endurance; an important backbone to any sports program. The F.A.S.T (Foot Speed + Agility + Speed Training) Program provides an opportunity for students to 'get faster' for their court or field – based sports. This initiative blends into sprint training for the athletics season. All these programs are offered to all Trinity students at no extra cost.

Other initiatives include:

- Development squads for talented and willing athletes across additional sports
- Sport specific fitness testing to identify individual physical strengths and attributes
- Interstate and international sports tours
- Increased opportunities for Prep to Year 3 students before APS starts in Year 4
- Continued operation of the very successful Trinity Rowing Program
- Provision of new sport competition uniforms



BUILDING A STRONG FAMILY UNIT

MRS CAROLE WILSON COMMUNITY RELATIONS TEAM LEADER

Today's families have changed, many are blended families, with divorce or separation common. There are also an increasing number of parents who travel a lot and more families with grandparents living with them. None of these things make a family any more or less meaningful or successful. The make-up of the family is not what counts - it's what you do within your family, whatever the make-up is. Here are ten traits that are seen in strong family units:

1. Every person in the family feels treasured

This can be through the use of words and also actions. Set an example for your child in how to verbalise feelings: tell them how loved they are, what you like about them, what you're proud of. Use birthdays and special occasions as opportunities to validate your children and don't forget the daily actions like hugs, cuddles, high fives - whatever you can think of that grows a sense of them being special. Psychologist Steve Biddulph says, "Give children understanding and time, not criticism and money."

2. Open communication

We need to be able to say difficult things graciously. Open communication is something you intentionally work on and learning to "speak the truth in love to one another" starts with Mum and Dad. Listening is an important part of open communication and we know that boys talk better when sitting shoulder to shoulder rather than direct eye to eye whereas girls prefer eye to eye contact.

3. Celebrating uniqueness

Most families are made up of individuals who are complete polar opposites! The goal is to discover and encourage the uniqueness of each individual and to celebrate difference. This is really difficult because as much as we don't want to admit it, we have preconceived ideas of what we want for our children. We have to try to let go of what we **hope** they will be, but rather facilitate who they are **meant** to be!



4. Feeling safe

Healthy families realise that some actions are so deeply harmful to an individual in the family that they need to be outlawed, for example abuse of any kind. The family needs to be a space of emotional safety in which you can create connections, rather than alienation or shame.

5. Common faith

A strong, shared spiritual base is a foundation that can guide your family. It creates security and clarity, in a way it sets the 'rules' for the family. If you're not especially spiritual as a family then work hard on creating a shared family ethos and teach your children those values from as early as possible.

6. Respect

Parents should display respect and acceptance as a core value right from the start. 90% of communication is non-verbal and your children will treat people the way you do - think about how you treat kitchen staff, grounds staff, waiters or those who are physically and mentally challenged. Children learn acceptance from their parents - encourage them to be curious about difference and to stand up against racism or any person who is disrespecting another person.

7. Responsibility

You do your children no favours when you give them no responsibilities. As much as your children dislike responsibility, it is such an integral and important part of their growth. They need chores and they need to learn not to be takers. Healthy families instil responsibility in each other, without overloading their children or making them slaves! You need to access the amount of responsibility that is age appropriate and every year it will shift. Not only are chores important life skills, but they also instil a sense of dedication to their family, which is good both for the family and for the individual.

8. Learn to play together

Play brings the family together and we learn about each other while playing. Playing removes stress, calms everyone down and makes everyone laugh. Whether the play is riding bikes, camping trips or board games, what matters is to invite engagement and get onto the same level as your child.

9. Celebrate meaningful rituals and traditions

When you think back to your childhood, often what stands out are the little traditions and rituals. They are the little patterns we develop together - some come from your childhood, some we create together, some your children will create. The value behind rituals and traditions is a feeling of security and continuity into the future.

10. Seek help

We all have points of tension and rough patches no matter how healthy our family is. Families are so fragile and it is so important to fix things when they go wrong. Work on creating a culture of open communication and remember that it takes a village to raise a child - talk to someone, go to a class, see a counsellor, go to your church - seek help when you need it.

Strong families are those that have deep, meaningful and lasting connections. They are like an island of safety amidst the stormy sea of life.

Thank you to Willow Creek Community Church for such a valuable podcast as the basis for this article.

COLLEGE CAPTAIN 1998 MANAGING DIRECTOR GOLDMAN SACHS NEW YORK 2018



MRS CAROLE WILSON COMMUNITY RELATIONS TEAM LEADER.



Many Trinity alumni enjoy key positions and significant success in the Corporate World, Industry and Academia. By exploring their thoughts, inspirations and stories we gain important insights into the minds of successful individuals, allowing us to hopefully emulate their examples.

Ed Wittig, College Captain 1998, is a wonderful example of an alumnus who has achieved incredible success both from a career and a personal perspective, and he has generously shared his experiences and insights with us.

1. When did you attend and graduate from Trinity?

I joined in Year 6 in 1992 and graduated in 1998.

2. Tell us about yourself (Academic Qualifications and Achievements).

I graduated from Bond University in 2000 with a Bachelor of Commerce (majors in Finance and Economics, minor in Accounting), receiving the University Medal.

3. Tell us something about your family and your interests other than your studies. How do you maintain your work-life balance?

I met my wonderful wife, Bronwyn, 15 years ago and we are approaching our 10-year wedding anniversary. I could not do what I do without her and she supports me in many ways. We have three amazing children - Henry (6 years), Isabella (4 years) and Charlie (4 months) who make me smile every day and put everything in context.

Work is a big part of my life and has provided our family with unique opportunities to explore the world and have amazing experiences along the way. Trying to balance everything is a continual challenge, but made easier when you have a passion for what you do and you as a family are working towards achieving your collective goals and ambitions.

We enjoy being exposed to different experiences which help break up the

regular routine and push you to keep learning. Travel is a big part of work and what we enjoy as a family. Having the opportunity to see and explore different cultures allows you to learn a lot about people and the world. We have been fortunate enough to live in Sydney, Melbourne, London and now New York and have loved exploring these cities and calling them "home".

We enjoy trying new types of cuisines and food, especially the local favourites where we are traveling. It is also always amazing to see artists and athletes performing at their prime, and New York provides endless opportunities to do this. Personally, finding time to exercise and stay fit is a great opportunity to switch off and allows me to clear my mind. In addition, I am a budding wine enthusiast although my collecting efforts are always impacted by consumption!

4. What are some of your fondest memories of your time at Trinity?

The people - fellow students and teachers.

5. What do you believe makes Trinity a great school?

Trinity has a nurturing environment that allows students to perform to the best of their capabilities. Everybody is encouraged to explore their interests and achieve to the maximum.

6. Please briefly describe what have you been up to since graduating from Trinity - how did you start your career and how has your professional journey been so far?

I joined Goldman Sachs in the Investment Banking Division as part of their analyst program in Sydney in 2001. Over the 17 years at Goldman Sachs, I have been fortunate enough to be involved in over a 100 transactions totaling more than \$100 billion in value and spanning most geographies around the world

In 2004 I was promoted to Associate and relocated to Melbourne. In 2007, I was promoted to Executive Director and relocated to London where I ran the coverage efforts for the Transportation and Logistics sector across the UK, Europe, Middle East and Russia. In 2011, I was promoted to Managing Director and returned to Sydney to run the broader Industrials business across Australia and New Zealand as well as the Transportation and Logistics sector across Asia. In 2016, I

relocated to the New York office to become a senior member of the Industrials Mergers and Acquisitions business with a focus on leading projects for key clients across the transport and logistics, business services and general industrials sectors.

7. What has been your greatest achievement?

My wife and children. Work has been amazing and given me tremendous opportunities to explore the world, but I live and do everything for my family and could not do what I do without their ongoing support.

8. How did your experiences at Trinity (e.g. academic studies, extra-curricular activities, pastoral care) prepare you for life after school and for your planned future career?

Trinity produces students who are well rounded in multiple disciplines. To succeed over the long term in work and in life takes a variety of skills and Trinity does a good job in building the foundation for those skills.

9. Do you think Trinity produces global graduates who can compete internationally?

Yes. I look with pride at fellow classmates who are dotted around the globe, all achieving immense success in their chosen fields.

10. What are your future aspirations?

We are having a lot of fun in New York and hope to continue to enjoy this great city for the foreseeable future. As new opportunities open up, we will see where it takes us.

11. Advice to students who aspire to succeed?

Three things:

1. Embrace change and the challenges it brings. Life always has a series of twists and turns and the quicker you can embrace change the better you are able to deal with it and make the most of the opportunities it brings. I could never have planned the path my life has taken post school, but I have taken the opportunities in front of me even if that has meant taking some risk and changing from a relatively comfortable and certain position at the time.

2. Invest in your relationships. Life is very much about people and to succeed you need a big group of supporters to help you achieve. The world is also an incredibly small place and you will run into people from your past all the time. I continually meet people I have dealt with 10+ years ago from different walks of life and having a relationship is immensely helpful when trying to position yourself for the next opportunity or to succeed in what you are trying to achieve.

3. Your reputation will always precede you. Treat everybody with respect as the way you interact with others forms your reputation and this stays with you wherever you go. It is your personal brand and a positive recommendation from somebody who had worked with you or knows you can be instrumental. Related to the second point, you will be surprised how small the world is and there have been a number of pivotal moments in my path post school where those personal recommendations have allowed me to succeed.

12. What message would you like to give to the present Trinity students as well as the Alumni?

To the current students - enjoy your time at Trinity, it goes by very quickly (cannot believe it is 20 years since we graduated), make the most of the opportunities you have and identify where your passions are that you want to pursue once you leave. Life, and in particular work, is a lot easier when you enjoy what you do.

To the alumni, keep on conquering in your chosen fields. It is amazing to hear about everybody's successes and I always look on with pride knowing the common connection of being a Trinity alumnus.



PERSONALISED PATHWAYS AT TRINITY

MRS PAT BODERO PAST MEMBER OF STAFF

Pathways. A word that engenders a different meaning depending on who you are – student, teacher or parent. Simply, a pathway is making an informed decision given a current life context. It may appear to be an easy process, but often choosing a pathway at age seventeen is extremely complex, particularly where the stakeholders have different perspectives. Parents worry about employability, students stress about the uncertainty of outcomes / final results and the school focuses on the destinations of their students. So, who or what should be the focus? From a careers' perspective, the student is always and should always be, the priority.

Long gone is the linear pathway whereby a student chooses a profession and stays within that profession until retirement, a journey of forty plus years. It is predicted that many young people will opt in and out of traditional employment within their lifetimes. The direct 'school to university' route is being challenged. Is it the most appropriate, immediate choice for many Year 12 students? The undergraduate degree does not guarantee employability

nor happiness but what is certain is that lifelong learning in various forms (formal and informal) will value add to the skillset of the young person. This generation of students has increasingly more opportunities and options ahead of them, and the secrets to successful transitions into various occupations include staying informed, being open to unusual career decisions and have a willingness to adapt to an ever-changing interconnected world.

Both parents and teachers need to take a supportive back seat to the student and let him or her make the decisions. Our students start a journey of discovery when they leave the safe school environment into a world of unknowns. But what is known, is that time and patience are needed for personal and professional growth. Our ultimate goal at Trinity is to provide a personal approach in helping each student explore various options and ultimately navigate the best possible pathway which will lead them towards happier, healthier and more productive lives.



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