



Principals News

Greetings! Two of my great loves are being a father and having the privilege to be a professional educator. I don't pretend for a moment that I am an expert of the former, nor have every tool available to the latter. However, I have done the "rounds of the kitchen" often enough to see the good, the bad and the ugly of how things cruise along, or conversely de-rail when children simply can't cope. Unfortunately, we adults are sometimes at fault of negatively influencing our child's capacity to manage that which challenges them by attempting to make their road easier and more comfortable instead of encouraging them to build their capacity to thrive as a result of challenge or difficult situation. The following precis and collection of thoughts comes from the work of Dr Rangan Chatterjee, author of *The Stress Solution*. I hope that there are elements which can be considered for greater presence in your household.

SIX WAYS TO RAISE A RESILIENT CHILD

Want to help your children deal with stress and adversity? It's easier than you think and can help our children navigate the stresses of daily life. While we may not be able to remove all their challenges (nor should we), we can help them build resilience - the ability to overcome difficult experiences and be shaped positively by them. Our brains respond to the information around us, so resilience can be taught, modelled and nurtured at any age.

ONE-ON-ONE TIME, WITHOUT DISTRACTIONS.

Resilience comes from relationships; children need nurturing. It's not a magical inner strength that helps kids through tough times; instead, it's the reliable presence of one, supportive relationship, be it parent, teacher, relative or family friend. It's quality, not quantity that counts. Ten minutes of fully focused attention is better than an hour when your mind is on other things. If you're on your phone at the dinner table, you're teaching them it's OK to always be distracted. And that they are not important enough for your sole attention. Make bath-time, car journeys, meals, queues count. Chat, listen, talk about your feelings and encourage them to express theirs. Once these one-to-ones become regular, your children will know they always have a safe space to open up.



GIVE SLEEP A CHANCE.

Lack of good-quality sleep is a huge driver for stress: it

has a negative effect on memory, concentration, cognitive function, and decision-making.



One of the fastest ways to improve sleep is to limit screen time before bed. Issue a household ban on devices at least an hour before bedtime. Turn off the wifi, if need be. Earlier in the evening, insist everyone uses night-time mode on their devices, which swaps the blue light for a warmer glow. It's also worth switching your children's night lights to red ones as red has the least impact on melatonin production.

GET OUT AND EXERCISE.

As well as keeping them physically fit, exercise will increase children's resilience. It actually strengthens the brain. Regular physical activity teaches our stress-response system to recover more efficiently. Put on the radio before dinner and dance around in the kitchen. Join your kids doing squats, star jumps, bear crawls or frog hops. Walk the dog together or go for a family bicycle ride.



TEACH DELAYED GRATIFICATION.

Resilience means understanding you can't always have what you want as soon as you want it. It's an important concept to pass on in the age of Amazon Prime, Spotify, Netflix and Uber. Psychology teaches us that people who can accept delayed gratification lead happier, healthier lives. Without the ability to defer pleasure and reward, our kids are losing an important skill for their wellbeing.

One of the best ways to teach it? Playing board games. These require impulse control, turn-taking, and mental flexibility. They exercise the prefrontal cortex, the rational part of the brain involved in decision-making, emotional regulation and, yes, resilience. Board games are also a good way for you to model resilience by being a good loser.

But there are no shortage of other ways to encourage delayed gratification: learning a musical instrument; listening to whole albums instead of skipping from track to track online; mastering a new sport; even watching a TV series together week by week, instead of bingeing in a couple of sittings.

EAT THE ALPHABET

Nutrition has a significant impact on mental health. Good-quality food changes the composition of our gut bugs, which

helps send calm signals to the brain. Poor-quality, highly processed food sends stress signals instead. A diverse diet, rich in fibre, will lead to greater diversity in our gut bugs, which in turn will help make us more resilient, and anxiety and depression less likely. Persuading kids to eat more healthily can feel like an uphill battle, though, especially if they're fussy, so this is not about becoming a top chef – just trying a few tricks that can really benefit them emotionally.

I like to challenge the whole family to "eat the alphabet" over 30 days. I think it's a realistic goal to consume 26 different plant foods in a month: A for asparagus, B for banana, C for chickpeas, and so on. It turns healthy eating into a game, and encourages children to try new foods. Turn it into a competition and see who can tick off all the letters first.

MODEL GRATITUDE

Instead of pestering your children with questions such as, "How was school?" and, "What did you do today?", teach them to reframe their day.

The following is a game I learned from a friend, who played it with his daughter over dinner. Everyone must answer three questions:

- 1) What did someone do today to make you happy?**
- 2) What did you do to make someone else happy?**
- 3) What have you learned today?**

I love this simple exercise for how it helps us all find the positive in every day. It teaches gratitude, nurtures optimism, and recognises kindness. It doesn't matter what may have happened at work or school, or how stressed any of us may have felt when we sat down at the table; the whole mood seems to lift once we've played this game. I learn things about my kids that they'd probably never have thought to tell me otherwise. Try it. It might just become the highlight of your day.

CHANGE TO COLLEGE UNIFORM POLICY

At a recent College Council Meeting, an amendment to the College Uniform Policy was made, specifically with regard to expectations for hair and grooming. Please note the following expectations, which apply to both boys and girls.

- Hair must be neat, clean and tidy at all times. Hair longer than collar length must be tied back. School colours of navy, red, bottle green, white, golden yellow or the school tartan for ribbons or scrunchies and plain or clear for hair clips or combs.
- Students are not permitted to dye, bleach or colour their hair to create stark contrasts, a colour or multiple colours away from their natural hair colour. All treatments must be subtle, aligned with the student's natural hair colour and have the effect of being barely noticeable.
- Styles that draw attention to the student (e.g. rat's tails, colouring and less than a blade 3 cut) are not permitted.
- Hair products that colour or sparkle hair are not permitted. Excessive use of hair gel, spray or mousse by students is not permitted.
- Hairstyles must not interfere with the appropriate wearing of the College hats and uniform.

Peace and Grace

David Bliss
Principal



This is a particularly busy time of the semester for students and teachers as learning begins to culminate in a variety of assessments. As we move into the final two weeks of term, I remind parents that teachers are always happy to hear from you. If you have any questions, concerns or sentiments of gratitude to share, I encourage you to send an email or to contact the College. One of the best ways to support your child is to continue to ensure they get enough sleep, a healthy diet and that they continue to keep a positive mindset towards working hard to achieve their personal bests. Reports will be published through Parent Lounge in the first week of July.

Last week we celebrated World Environment Day and our Year 7 students took action by engaging in a Koala Conservation Education Program to investigate Koala habitats and conservation strategies. The following day, they ran the Middle School Assembly and shared the important conservation message by wearing air cleaning masks and highlighting the issue of air pollution.



Our Year 9 girls have now completed their first week at GOOGA and by all accounts are relishing the opportunities that this important rite of passage brings. Year 9 boys have resettled into their academic studies and the growth in their personal development through their time shared at GOOGA is noteworthy.



completed the assessment associated with the Griffith University Cell Biology Course.

We recently held two Principal Tour and Parent Morning Tea events. It was an absolute pleasure to watch our Year 8 students share their new spaces and the stories of their learning and daily life as we visited the new Middle School Learning Spaces and Centre of Scientific Inquiry. Every day is 'open day' at St Andrews, if you were unable to attend but would like to visit these new spaces please contact the College and we will make a time.



KOKODA UPDATE

The past few months have seen teams of intrepid students (and staff) heading off on regular training runs. Brisbane Kokoda, the first event in the Kokoda 'calendar' was held on Saturday, 1 June. Four teams competed in the thirty-kilometre event. Sean Harvie's (College parent) team finished in 1st place and Trent Ivett's team was the first placed all-girls team. Three teams competed in the forty-eight kilometre event with Casey West's team the first all-girls team to



finish. As a testament to the hours of training involved, all of our teams completed their courses crossing the line having pushed themselves and their teammates through the gruelling event with a range of ailments but in good spirits. The growth of Kokoda in the College exemplifies the willingness of our students to face challenges and the preparedness of our staff to walk with them on their

Senior School students had the opportunity to connect with Griffith University and a number of Year 10 students attended lectures and tutorials as part of the Griffith Business Ambassador Program to get a feel for business opportunities and studies at Griffith University. Selected Year 11 students attended a Griffith University Biology Practical Day and

journeys. Many teams continue to train hard in the lead up to the Gold Coast event.



Virginia Warner
Deputy Principal
Head of Secondary School



Go to Pharaoh and say to him, 'This is what the Lord, the God of the Hebrews, says: "Let my people go, so that they may worship me." – God Exodus 9:1b (NIV)

Currently, I am helping Year 4 students explore heroes of the Bible and the kind of things they did with God's help. Of the many great heroes in the Bible, Moses, stands out as one of the greats. He stood defiant against Pharaoh, the King of Egypt, demanding that Pharaoh release God's people from slavery and oppression. Speaking as the mouthpiece of God, he demanded, "Let my people go!" I wonder whether you or I would have the courage to stand up to someone in absolute power and demand something as outrageous as this? I can imagine Pharaoh laughing at the thought of such a ridiculous request, especially coming from Moses – a has-been step-son who decided to side with the oppressed people of God.

You might think that Moses was specially gifted for this task or possessed some innate qualities of fortitude and courage. Surprisingly, this was not the case. Moses was fearful that he would get the words all mixed up and was pretty sure God had picked the wrong person for the job. Yet, God decided to graciously use Moses as His chosen instrument. He provided extra support through his brother, Aaron, and confirmed the words He gave to Moses with great miracles and mighty power. In other words, God made Moses the hero that He was. Moses had no strength, no courage, no power of his own – but he allowed God to work in and through his life.

In the same way, we can be "heroes" when we allow God to work in and through our lives. With God's help we can do things we could never do on our own and with a power and strength that we never thought would be possible.

Nathan Glover
College Pastor



A River Runs Through It: A Story of Fluids and Gravity!

On Monday, 13 May, the Year 12 Geography class set off up the creek to seek the source of the Nerang River and they did it without a paddle. In fact, they just used the school minibus expertly driven by Mrs La Porta. Investigations into the river catchment and its features began above the Hinze Dam at Forest Park in the Springbrook National Park. Data about the river valley, water quality and the impact of human activity was collected by students using a variety of data collection techniques at five different survey sites, descending along the long profile of the Nerang River. The field trip culminated at the mouth of the Nerang River at the Gold Coast Seaway following the traditional visit to the Scottish restaurant at the Marina Mirage. Subsequently, all information collected on the field trip has provided the necessary primary data that the students need to compile their final assessment item for a Written Field Report in Geography for Semester One.

Chrissie Wrigley
Director of Learning and Teaching





YLEAD- YEAR 9 LEADERSHIP DAY 2019

On Wednesday, 30 May, a group of Year 9 students attended the YLead Leadership Day at Bond University. It was a fun-filled day of building confidence, learning tangible skills, meeting like-minded peers and empowering action. Well-regarded guest speakers included Hayley Talbot (first person to solo kayak the Clarence River-400km), Ben Pettingill (2% vision yet discovered True and Limitless Vision) and Rowene McEvoy (founder of MAX Fitness College). They worked with students on their leadership skills and were encouraged to take risks, embrace individuality, seek out supportive environments and to build their resilience.



Reflections from Eliza Thorpe:

I had the privilege of attending the YLead Altitude Day at Bond University. We listened to three incredible speakers who shared their individual stories regarding how they used goals and a positive mindset to go above and beyond in their achievements. It was reaffirming to learn the importance of maintaining a positive mindset when experiencing hardships or set-backs. I also enjoyed having the chance to connect with other schools as well. It was such a great opportunity and I would highly recommend it for the Year 9 leaders next year.

Kelly Gervasoni
Year 9 Coordinator

On Wednesday, 22 May, St Andrews Lutheran College sent a delegation of students to the Queensland Interschool Chess Tournament held at Assisi Catholic College. The students performed well with Jack James and Tyrone Wright receiving merits for their efforts. The students, ranging from Years 7 to 11, have been training every week and performed admirably at the tournament. The tournament consisted of seven rounds in which every student competed with students from other schools in both A and B divisions.

The chess club convenes every Tuesday and Friday at 1:00pm in the Science Upper Einstein Lab with teaching being conducted on Tuesdays. Check Mate!

Dr Gordon Naidoo
Middle and Senior School Chess Coordinator





In May, Year 10 students from the Engineering Technologies and STEM classes participated in the Science and Engineering Challenge hosted by the University of Newcastle and Griffith University. The Engineering Challenge is a day-long competition designed to provide Year 10 students with a positive and thought-provoking experience of Science and Engineering. St Andrews students were divided into teams of four and assigned either one full or two half day activities to work on. Students are awarded points for their achievements of each activity and the school with the most cumulative points is declared the winner.



I'm so proud of the efforts of our students, not only to have achieved great results, but to see their positivity, engagement and willingness to work as a team and persevere through the challenges they faced. Thank you and well done to all students involved.

Rob Wecker
Head of Design Technology



Some of the challenges included; creating code and then de-coding communication, making a bionic hand, building a tower to sustain an earthquake, flat-pack furniture and a bridge build.



こんにちは、Guten Tag,
Term Three is action packed for the language departments. We have our sister school coming to visit, the MLTAQ Speech Contest as well as the Education Perfect World Championships.

Saturday 27 July – Friday 2 August
Higashino visit and homestay

Monday 19 August
Speech Contest at Griffith University

Tuesday 27 August – Tuesday 3 September
World Championships for Education Perfect



This year saw the College achieve our best ever results. Our students achieved 4th place overall, but in doing so received three 1st places and three 2nd places, including 1st in the bridge build which is tested live in front of an audience of more than 250 people. We were the second last team to be tested, so it was nerve-racking to watch more and more weight be piled onto the students' bridge, and then again waiting for the final school to be tested.





I am sharing some photos from the sister school visit last year. Many wonderful activities were partaken, as well as beautiful friendships and memories made.

Is your family able to host a boy this year? We still need more families. Higashino students need their own bed (not own room), meals and to be included as part of your family for 6 nights. Please email me if you can host kerryf@salc.qld.edu.au

Thank you always for your support of the Languages Program at St Andrews.

またね、Bis bald
The Language Department



Mr Schache has been busy, over a number of years introducing the students to bucket drumming as part of the Year 10 Christian Studies Program. Much energy, joy and melodious singing was shared by the group. Mrs Hancock has set up a program with wonderful variety, as they engage in learning about many different topics.

Well done Year 10 students and may God bless you all.



KOKODA

Congratulations to our 7 Kokoda teams who competed in the Brisbane Kokoda Challenge on Saturday, 1 June. It was a very cold 2 degrees to start the day but warmed up into beautiful running/walking conditions. With the dropout rate of the event being incredibly high, we are incredibly proud to have every single leader and student cross the finish line. A sensational effort St Andrews.



WINNING 30KM TEAM

SALC11 – Sean Harvie

Tom Mason Myles Davidson
Sam Salmaggi Jack Kemp

48KM TEAMS

SALC7 - Casey West

Kayla Laming Clare Verschuure
Lucy Turnbull Alexandra Holloway

SALC8 - Ben Hunt

Isaac Thorpe Thomas Atkinson
Matthew Gabriel Jack Brace

SALC4 - David Bliss

Fynnlay Rooney Jett Andrews
Skyla Gathergood Katie Scott



30KM TEAMS

SALC9 - Trent Ivett

Aalia Woodcock-Howse Bella Westenraad
Sienna Fraser Brigitte Parker

SALC10 - Kelly Gervasoni

Bella Mitchell Bailey Franklin
Kiara Freeman Ava Schouten

SALC12- Deb Wamsley

Samuel Kerr Laura Mackenzie
Bianca Trewin Isabella McDonald

Casey West

Junior School Sports Coordinator



PAT VOCAL SOIREE

Last week many of our PAT Vocal students performed to an appreciative audience of family and friends at our Mid Year Soiree in the SS Music Room. It is always wonderful to hear the progress of our young vocalists as they develop their confidence and musicality. Thanks to our PAT Tutors, Linlee Ogden and Kristine Dennis for their ongoing support of our singers.



The class will perform Wednesday 19 July at 4:00pm and will go on excursion to see the professional production in Term 3.

Cilla Scott
Head of Arts



Now available at the Uniform shop
Girls Bike Shorts (Navy) - \$14.00



Navy mid thigh length, double stitched hem 4-way stretch
Sizes Child – 4 -14 and Adults S, M, L

These are an optional modesty item to be worn under Junior School Dresses, Girl's Running Shorts or Netball dresses. Our initial order is small to assess interest but we can order more with a swift turn around if needed.



LA BOITE RIOT

Year 10 Drama

Currently our Year 10 Drama Class are participating in La Boite Riot which connects the class with a professional Theatre company in Brisbane. As a class we are preparing a production of The Final Days of Bedlam – which is also on La Boite's playbill for 2019. Last week the class participated in a workshop with one of the directors from La Boite, Helen Stephens.



It's that time of year to update the interest earned on your LLL account that is credited annually on Friday, 31 May.

Please send your books in by last day of this term, Friday, 28 June. They will be sent to Adelaide for the interest update and will be returned to you during the first week of Term 3.





Dates to Remember

JUNE

Sunday 16

Year 9 Girls - GOOGA Experience

Year 12 Hospitality Class Dinner

Monday 17

Year 9 Girls - GOOGA Experience

Tuesday 18

Year 9 Girls - GOOGA Experience

HDSS Track & Field Carnival Day 1

Years 7 & 8 Excursion

Wednesday 19

Year 9 Girls - GOOGA Experience

HDSS Track & Field Carnival Day 1

Year 9 Boys Tree Planting Excursion

Year 11 Recreation Exploring the Gold Coast

Year 12 Study Session

Year 10 Drama Class Production - 4:00pm

Thursday 20

Year 9 Girls - GOOGA Experience

Year 12 Exam Block

Friday 21

Year 9 Girls - GOOGA Experience

Year 12 Exam Block

Year 8 CCSS Athletics Day




P&F News

UPCOMING P&F MEETINGS

All school families and community members are welcome at the P&F meetings

General Meeting

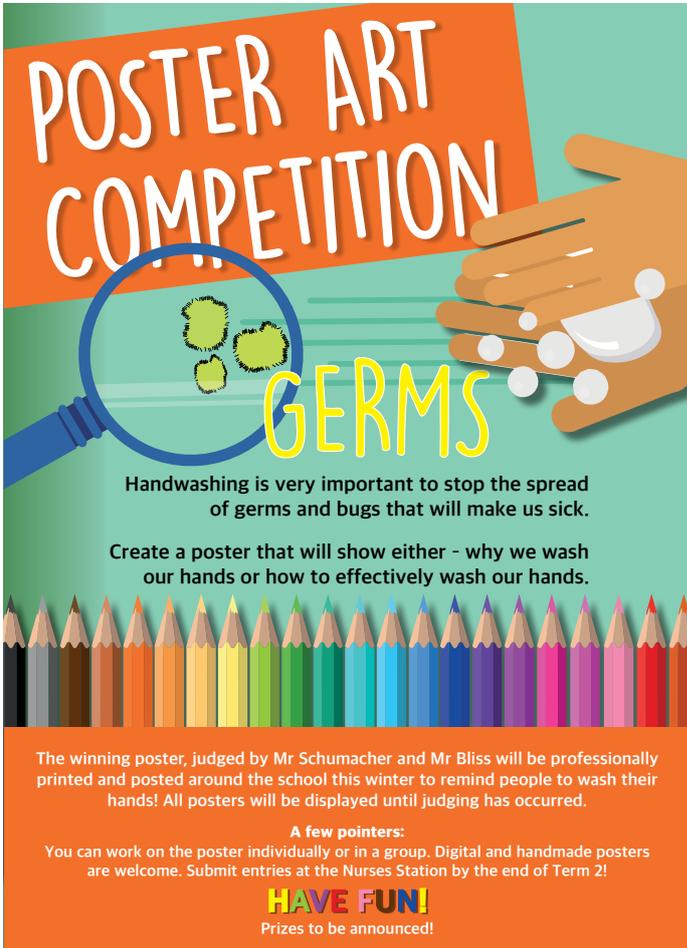
- Wednesday, 11 September - 7:00pm
- Wednesday, 20 November - 7:30pm

AGM

- Wednesday, 20 November - 7:00pm

The P&F have four meetings per year, one per term on a Wednesday evening in the CRC Senior Library. We always welcome new faces and love to hear new ideas.

Enjoy your weekend and God bless from the **P&F team**.



POSTER ART COMPETITION

GERMS

Handwashing is very important to stop the spread of germs and bugs that will make us sick.

Create a poster that will show either - why we wash our hands or how to effectively wash our hands.

The winning poster, judged by Mr Schumacher and Mr Bliss will be professionally printed and posted around the school this winter to remind people to wash their hands! All posters will be displayed until judging has occurred.

A few pointers:
You can work on the poster individually or in a group. Digital and handmade posters are welcome. Submit entries at the Nurses Station by the end of Term 2!

HAVE FUN!
Prizes to be announced!



HELP RAISE MONEY

by donating your empty bottles and cans



Every eligible container collected will raise money for our school!

10 cents really starts to add up, the more containers we collect the more funds we can raise!

Plastic bottles and aluminium cans only - no glass. Containers should be empty, uncrushed and have the 10-cent refund label attached.

Next Collection:

Where: _____

When: _____



Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

Principal

Memo

Queensland Curriculum and Assessment Authority

8 March 2019

Senior secondary

Number: 016/19

2019 QCS Test: Community representative nominations

Purpose

To inform chief supervisors about the nomination process for chief community representatives (CCR) and community representatives (CR) for the 2019 Queensland Core Skills (QCS) Test.

Background

To maintain the integrity, security and conduct of the QCS Test, the QCAA appoints community members to observe and report on its administration. They do not supervise students or assist in the administration of the test.

The QCAA invites community members to apply for the positions of CCR and/or CR. On behalf of the QCAA, the chief supervisor of each test centre receives applications and nominates an appropriate person for each available position at that test centre.

Two CCRs (position codes A and B) will be appointed to each test centre. The CCR-B will be required to perform their duties at a neighbouring school, except where distance is prohibitive.

Test centres with fewer than 150 students sitting the QCS Test are **not** required to nominate a CR.

Test centres with 150 to 250 students are required to nominate **one** CR (position code V).

Test centres with more than 250 students are required to nominate **two** CRs (position codes V and W).

Positions available

Position title	Position code	Applies to	Paid
CCR	A	All test centres	Yes
	B	All test centres	Yes
	C (reserve)	All test centres (optional but recommended)	No
CR	V	Test centres with more than 150 students sitting	Yes
	W	Test centres with more than 250 students sitting	Yes
	Z (reserve)	Test centres with more than 150 students (optional but recommended)	No

Note: People appointed to C and Z positions will only be paid if they replace a previously appointed CCR or CR.



QCAA
Queensland Curriculum
& Assessment Authority

For all Queensland schools

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For a the entire copy please click on the link below or go to <https://www.qcaa.qld.edu.au/memos/19/016-19.pdf>

[Click Link to download](https://www.qcaa.qld.edu.au/memos/19/016-19.pdf)