



# CONNECTIONS



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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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# OUR HOLISTIC EDUCATION EQUIPS OUR STUDENTS TO CREATE THEIR COLLECTIVE FUTURE





**MRS TSAE WONG**  
PRINCIPAL

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Many thinkers and researchers stress the importance of preparing our students for the future. At Trinity we seek to educate and equip our students to create the future in which they wish to live and work.

Recently, I came across two phrases used by a future leader. These phrases resonate with me in regards to the educational approach we aim to deliver here at Trinity. These phrases are: "The future is built on transforming information into innovation" and "Those who don't shape the future before it shapes you, will be shaped by it".

To prepare our students to create a collective future requires that we reshape holistic education in the midst of the white noise of recent fads in education, e.g. grit, positive psychology and gratitude. The purpose of holistic education is to prepare students to meet the challenges of living as well as learning. Holistic educators believe it is important for young people to learn about themselves, i.e. emotionally, intellectually, spiritually, socially and physically aware; and to exercise care in these areas of their lives, e.g. how to build positive and socially uplifting relationships, how to behave in accordance with the law and social values. Helping the young people to develop character and virtues, such as resilience, respect, discipline, perseverance, gratitude, grit, ...etc. It is obvious that providing a holistic education is essential for us to grow and develop the future generations of politicians, engineers, scientists, doctors, community leaders, entrepreneurs, bankers, developers, accountants, auditors, performers, sportspersons, inventors, teachers, nurses, policemen, ...etc.

At Trinity, we work to discover the gifts and talents of every student that we have the privilege of educating. We nurture these gifts and talents using a strength-based and positive psychology approach to build the students' confidence and self-esteem by empowering them with a vast array of opportunities, skills and knowledge that enable them to reach their own fullest potential. Students are then empowered to take risks and venture into the challenges in their lives with confidence and strength. Hence, a holistic education is the only way our students continue to thrive and flourish in everything they do in; and through Trinity, a globally connected and innovative learning community, teaching them in all areas - HEAD, HEART and HAND for personal excellence.

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Because we take seriously the well-being of every student, Pastoral Care at Trinity continues to develop.

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# TRINITY COMMUNITY

## PASTOR MICHAEL ALFSON COLLEGE PASTOR

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Mrs Pamela Chetty, College Counsellor

As a school that provides holistic education within the framework of God's grace we seek to cultivate within our students:

- **Hearts** that value healthy relationships reflecting God's love,
- **Heads** that comfortably function in both the material and spiritual dimensions of life, and
- **Hands** that seek to be used in service.

Recent developments include:

### Heart

Our Junior Years 'buddy' program – which originally matched Prep students to Year 5 students - now includes every student. Individual students in Prep to Year 2 are matched to a 'buddy' in Year 3 to Year 5. Older students mentor younger students and support them on the playground. Everyone belongs in some way. No one is left out. We also installed two 'buddy benches'. Any student in need of a 'friend' can sit on a buddy bench to signal their need.

### Head

Responding to the growing need of counselling among our student body we freed our counsellor from all other duties. Our counsellor, Pamela Chetty, is now available to students and parents full-time without the distraction of other responsibilities.

### Hand

Service Learning continues to expand in the Christian Studies program and across the disciplines. This 'hands on' style of learning that involves authentic action in the community complements the Christian ethos and develops entrepreneurial skills that become advantageous when working in the real world.

# COLLABORATION AND INNOVATION

**MRS KYM DESTREICH**  
LIBRARIAN

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**MRS KARYN AINSWORTH**  
LIBRARY TECHNICIAN

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The HUB, situated in the library on our Middle and Senior Years' campus, and the JHUB, found in the library on our Junior Years' campus, are both uniquely designed spaces developed for smart, collaborative and clever thinking. These supportive spaces are designed to nurture, develop and inspire creativity, creating a safe creative environment for students of all ages to innovate and collaborate.

## JHUB

JHUB is the Junior Years' new Maker space and STEAM lab. During these earliest days as the space has begun to evolve; the provision of time, space and simple materials during lunch breaks has already ignited imaginations and produced projects that have used creative, collaborative and critical thinking. JHUB has hummed with the activity of 20 to 35 students each day making, creating and thinking.

We have a clear vision - that JHUB will provide a "hands-on" place for our students to be curious, explore ideas,

design, experiment, make, construct and deconstruct. There will be a strong focus on imagination, invention, problem-solving and creative approaches to thinking and design.

Projects and experiences will be flexible and varied as we also envision that the space will respond to student interests as well as inspire new investigation and interests. This notion of discovery, choice and the freedom to create and "make" is exactly what makes JHUB exciting and "wonder" full!

In time, JHUB will provide space, time, and a growing bank of materials for extra-curricular and DIY experiences as well as integrated Australian curriculum and POI opportunities. Emphasis will be placed on the skills of "Makers" and "STEAM" experiences (science, technology, engineering, art and mathematics) including coding and robotics opportunities. It will offer low and high tech, digital, plugged, unplugged and craft opportunities.

Most importantly JHUB is not a space that is isolated from classroom or life experiences but, as the word "hub" would suggest, a centre or place of focus from which to take, gain, share or extend experiences and inspiration.

## The HUB

The HUB is a funky open plan area kitted out with comfy soft furnishings and soft warm lighting, providing both a stimulating and a comfortable environment. It has been designed to cater for our technology-minded learners, and we already have a

growing number of students enjoying all it has to offer! A significant aspect of this program is to encourage peer tutoring where the students are empowered to learn from each other; we have already discovered a number of students who have existing experience and skills to share with their peers.

While the library provides a community space for students to socialise over commercial games during breaks, "The HUB" provides a more definite focus, challenging students to explore computer science, coding, robotics and programming in a relaxed participative environment. Students are involved in choosing the direction of their own collaborative learning. They have begun to explore and investigate the Hour of Code, dismantled a computer and printer to analyse its working parts, assembled some Raspberry Pi and are in the process of re-imaging old hardware to self-fund future projects.

With the skills and knowledge they are building, the students are aiming to build computers using Open-Source code. This will allow them to practise their programming and game development skills in order to set up a machine to play legacy games. Students are hoping that their future projects will also include 3D printing to allow them to create templates for 3D imaging projects in order to create parts for future projects.

It is envisaged that as they develop their ideas, these projects will expand to benefit the wider community.





# PARENT LIFE AT TRINITY

**MRS CAROLE WILSON**  
COMMUNITY RELATIONS TEAM LEADER

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## **Parents and Friends Auxiliary**

If there is one thing on which every parent would agree, it's that their children are the most precious thing in their life. It therefore makes sense that our Trinity parents would want to be as actively involved in their children's school years as possible.

Our Parents and Friends Auxiliary (P&F) is an integral part of the college community, giving support, expertise and vast amounts of energy across both campuses and enabling parents to play a proactive part in their children's school life. This incredible team of people is dedicated to providing opportunities for our parents to interact and engage with one another, enabling and encouraging social interaction, community engagement, public relations and fundraising.

Each year a diverse range of social, friend-raising and fundraising activities are hosted by the P&F, with the goal being to include all members of the college community and to further strengthen it. By promoting friendship and goodwill between parents and staff, the P&F helps all families – especially new ones – to get to know the college and become involved, while also raising funds for additional projects, equipment and facilities to benefit the College.

The P&F is further enhanced by Support Groups that operate under its umbrella to support a particular area of the school. Being involved in these support groups is a great way to meet other parents and also share in your children's interests.



This incredible team of people is dedicated to providing opportunities for our parents to interact and engage with one another, enabling and encouraging social interaction, community engagement, public relations and fundraising.

**Class Representatives**

Our class representatives play a pivotal role at Trinity Lutheran College and act as an important link between the college, the parents and the students. These representatives play a vital role in encouraging families to become active members of the college community. Being a class representative is a wonderful way to get to know other Trinity parents and be a part of the Trinity family.

**Performing Arts Support Group**

The Performing Art Support Group (PASG) is a way for parents to support teaching staff in the performing arts areas. The PASG works with the dedicated Performing Arts Department in providing exceptional opportunities for Trinity's

talented students to develop and explore their skills. The focus for 2017 is on raising sponsorship for the highly anticipated upcoming musical 'Wizard of Oz'.

**Aquatics Support Group**

The Aquatics Support Group was formed to support swimming at Trinity. Trinity has a long tradition of great strength in swimming, and we aim to ensure this continues! The Aquatics Support Group aims to support and encourage the swimmers and coaches to achieve the most successful and enjoyable season possible. It promotes communication both within the aquatics group and of aquatics activities within the wider school community. It aims to encourage increased participation levels in all aquatics activities. It undertakes

fund-raising to be able to support improvements needed at the pool and any other specific aquatics equipment needs.

**Rowing Support Group**

The rowing community at Trinity is particularly strong and the Rowing Support Group is an active and dedicated group of parents who support regattas and organise fundraising activities and social programmes. They provide significant, much appreciated support for rowers, as well as great fellowship for parents and families of rowers

We strongly encourage all parents to get involved and make a positive contribution to their children's life and school. They will look back on these memorable years and thank you.

# HOW OUR ELC BUILDS A STRONG FOUNDATION THAT SUPPORTS FUTURE LEARNING

**MRS SUSAN SHAW**  
DIRECTOR OF EARLY LEARNING CENTRE

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Children are curious explorers of their world from the time they are born. They learn from every interaction they experience; shaping and being shaped by their environments. Their sensory explorations and through meaningful relationships with family, community and other significant adults. The brain is busy building up to 700 new neural connections every second!

Each child is unique and dynamic, competent and capable, evolving holistically in all areas of development - spiritual, cognitive, physical, emotional, social and linguistically.

Early childhood education at Trinity is planned so all our children have the best start in life so as to create a better future for themselves and for the nation. Our quality play-based learning is the key to laying a 'foundation for the rest of their lives', maximising children's ability and their right to be an active participant in their learning.

Young children learn in dynamic and complex ways through activities that stimulate and interest their minds, allow active engagement with people and objects, encourage exploration and problem solving, promote concentration and listening, provide enjoyment and fun, allow choices and promote self-determination. This is our focus at the Trinity ELC.

All our educators are responsive to our children's interests and needs; documenting their learning; engaging in conversations with families about their children's learning journeys; planning responsive, authentic programs that balance spontaneous, child initiated and teacher initiated activities; planning for developmental and academic goals; providing environments that are rich in numeracy and literacy learning; promoting playfulness; giving our children time to 'be' at their current stage; and building a strong foundation for their transition to school and life-long learning.



TWO CAMPUSES. ONE COMMUNITY:  
OUR TWO-CAMPUS  
ADVANTAGE





Catering to over 1000 students from Early Learning to Year 12, the College is one school providing a meaningful and fulfilling education across two campuses, allowing students to grow and achieve their own personal best within a strong and supportive community.

**MRS CAROLYN THISTLETHWAITE**  
 HEAD OF CAMPUS: EARLY AND JUNIOR YEARS

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Having two campuses allows us to provide purpose-built, specialist facilities that are all age-appropriate. This gives us the ability to cater for the needs of each of our individual learners.

Our Colew Street campus houses an Early Learning Centre, a dedicated Out-of-School-Hours-Care facility and a campus reserved for Prep to Year 5 students only, with a purpose-built hall, music and visual arts area, library, pool, several playgrounds and oval spaces. On our Ashmore Road campus, we have purpose-built classrooms for the middle and senior years, a trade training centre, fully equipped commercial kitchen and restaurant, library and HUB, science laboratories, a water polo depth pool and a warm up pool, a purpose-built flexible learning space for Learning Enhancement, a sports centre, a gym, a performing arts area including a cultural precinct and dance studio, a visual arts centre, a community centre, uniform shop, courts, ovals and playgrounds.

Having two campuses allows the college to be able to cater specifically for the differing age groups we serve. The Junior campus provides a smaller, more intimate and nurturing environment where students can feel comfortable and secure. As they transition to the Ashmore Road campus, they look forward to the exciting spaces and different opportunities provided. Many transition activities occur to give the students opportunities to feel comfortable with, and excited by, the transition from Year 5 to Year 6. Separate campuses also enable us to have a smaller number of students on each campus so they can be better known by all members of staff, and by each other, on the varying campuses.

As an innovative school, we continually look for ways to enhance and improve our teaching and learning program. Recently we have been redesigning our learning spaces to better cater for the needs of the students. Our Cotlew Street campus has distinctive furniture and spaces that are different to those offered at our Ashmore

Road campus. We carefully consider the different age groups we cater for, and how their learning changes through the various stages of development, from the early years through to their senior years. Having two campuses also allows us to share additional resources for example, our P-12 Celebration of Excellence night can be held in our air conditioned Robert Hoff Community Hall on the Junior campus and the intimate performing arts space of the Cultural Precinct can be used for Twilight Concerts for students of all age levels. Students in the junior years have access to all the facilities of a P-12 school and many more facilities than a stand-alone P-6 school.

If you have not yet seen the facilities on either campus, then we encourage you to join one of our Principal's and Heads of Campus' tours and experience the benefits for yourself.

As an innovative school,  
we continually look  
for ways to enhance  
and improve...



CREATING THE FUTURE AND LEAVING A

# LEGACY OF POSITIVITY

**CASSANDRA DUNCAN**  
**NICHOLAS LOCKHART**  
2017 COLLEGE CAPTAINS

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Trinity Lutheran College is a nurturing and empowering community that focuses on leading each student to thrive and mature as confident, capable and responsible young people. Every student is provided with the opportunity to grow personally, spiritually, emotionally, and intellectually, through the many academic options, programs and co-curricular activities provided by the school. As the Collage Captains for 2017, we strive to help every student achieve their best, working on being positive role models for students in the younger grades who will become the future leaders and creators, helping to build and grow the future of our great school.

With help from our teachers, leadership team and peers, we are encouraged to strive for our own personal bests so we can help others achieve their full potential. The legacy that we wish to leave behind as leaders is a change in the way people perceive themselves, their peers, and events around the school. With these changes, we hope to see an enhanced culture, where students feel comfortable being themselves and feel free to fully apply themselves in all sport, performing arts, service oriented or academic activities without fear of being judged by others.





## PERFORMING ARTS AT TRINITY

# EVERY CHILD IS A STAR!

**MS CHERIE SMITH**  
DIRECTOR OF PERFORMING ARTS

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Trinity is renowned for its outstanding performing arts program which is dedicated to developing and inspiring our students' passion in the arts in an inclusive, holistic and highly supportive manner. We are thrilled that our sequential and seamless co-curricular performing arts program from Prep through to Year 12, proudly caters for every student no matter their level of ability or area of interest.

The program aims to teach the students valuable life skills as well as develop their performance skills. We provide experiences which encourage students to work together, to develop and strengthen their artistic skills, to encourage participation and to build self-confidence and resilience. The program also 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. Together, as a family of performing artists, we encourage and inspire each other.

The co-curricular program, which follows a 4-year rotating performance 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 come together in their shared passion and enjoyment for the performing arts.

The college has carefully developed varied and exciting performance opportunities which are staggered over a four-year period. This ensures that every Trinity performing arts student has a balanced and varied level of experience across a variety of performance opportunities where they can share their talents with the college and broader community.

Trinity is also passionate about providing many opportunities for students to workshop alongside industry professionals giving our students the opportunity to have direct links with the industry and be better prepared for a transition into the real world of performing arts.



## Our 4-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 Primary and Secondary year levels, Musical Chorus, Dance Troupes and Musical Band.

### Year B - Showcase Year

- *Performing Arts Tour:* 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
- *Future Stars Concert:* a showcase of all the Primary co-curricular program repertoire
- *Trinity Rocks & Trinity Swings:* A fantastic night of rock and jazz entertainment from our contemporary instrumental ensembles
- *Dancefest:* A showcase of all the Secondary year's co-curricular and academic dance ensembles

- *Music Showcase:* a concert designed to showcase the talents of the band, string and choral ensembles
- *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 celebrates the talents of every child in the program from Prep to Year 12; held at a premier performance venue and featuring 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.

The Performing Arts department also offers two other programs that further enhance the opportunities for our artistic students. Our Private Tuition program offers the very best in private instrumental, vocal, speech and drama and dance tuition with experienced, professional tutors. Our "Arts Excellence Program" is designed to inspire, mentor and prepare students for a career in the arts. Highly advanced students are given an opportunity to work with industry professionals and attend workshops, professional performances and masterclasses with guest artists.

# A SPORTS PROGRAM THAT FOSTERS PARTICIPATION, COMPETITION AND ENJOYMENT

MR DAVID HOWELLS  
DIRECTOR OF SPORT

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Trinity proudly offers a diverse and rich extra – curricular sport program. This sports program is part of the holistic educational experience afforded to all students.

Trinity is a member of the Associated Private Schools (APS) competition, a group of eight schools across the Gold Coast. This association provides a wide variety of sporting and cultural opportunities. APS convenes sports carnivals in swimming, cross country and athletics. Weekly sports competitions occur in winter - Term 2 and summer - Term 4. Students are exposed to sport through involvement in the APS affiliation, the representative pathway and non – APS sporting activities.

In 2017, Trinity students have the opportunity to have all their fitness needs met in one place. This entails gym (strength); endurance and speed. These fitness components are integral not only to cross country and athletics; but also to all sports within the APS sports

program. The gym is open 5 days per week under the expert watch of college staff member 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. A new program that has commenced in 2017 is F.A.S.T (Foot Speed + Agility + Speed Training). Students have the opportunity to 'get faster' for their court or field – based sports. This initiative will blend into sprint training for the athletics season.

Another initiative in 2017 has been the establishment of the Tennis Development Squad. This squad has been formed to extend our talented group of tennis

players in a supportive and high quality environment. These weekly sessions are under the direct guidance of renowned Tennis Plus coach Mr. Gav Vickers. It has been pleasing to receive many positive comments around the value of these sessions.

These opportunities afforded to all Trinity students aim to develop the Head, Heart and the Hand; central values to Trinity Lutheran College. Furthermore, involvement in physical activity can have an impact on cognitive skills and attitudes and academic behaviour, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behaviour.





# THE IMPORTANCE OF A GROWTH MINDSET FOR LEARNING

**MR ANDREW BELL**  
HEAD OF CAMPUS, MIDDLE AND SENIOR YEARS

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Throughout the 1990's the "self-esteem movement took over the world", suggests Carol Dweck, with the honourable intent to build self-esteem for all. However, despite the best of intentions, as educators and as parents, we were inadvertently depriving our children the opportunity to fail. Spurred on by love and innate desire to protect, our misguided approach resulted in over-protective practices such as referring to children as gifted, talented, geniuses and prodigies, along with providing a myriad of excuses when they did not win or perform as anticipated. Naturally, our children picked up on this and for some, this meant developing a closed mindset for learning, the opposite to what we really want, which is to have a growth mindset.

According to Dweck, a leading researcher for more than thirty years on this area, a closed mindset is manifested in thinking or self-talk such as, 'I just don't have a maths type brain', 'I am no good at sport', 'It is too hard to learn another language' and so on. Worse still, as teachers and parents, we

sometimes reinforce this closed mindset by saying to our children, 'Oh, you are so clever', 'You're so talented', 'You are such a natural', 'You are truly gifted' or similar comments. I realise that many readers will be thinking, 'what's wrong with saying those sort of comments, and what does that have to do with self-esteem and how does it contribute to a closed mindset'. A good question, certainly.

To briefly explain, when we send our children the message that their success lies in their natural talent, intellect and so forth, we are valuing their ability to perform at a high level because of who they are, not because of the effort and work invested in achieving their success. Some people will then work hard to protect their identity and security as gifted, talented and so on, and even forgo opportunities to learn new material, taking the safe option of re-learning old material, to look smarter. They avoid being challenged, make excuses for failures and give up more easily when something isn't perfect which is self-limiting. These



messages also promote intelligence as fixed, where I'm either good at it or not, and devalues hard work and effort. You may have heard of the term "*Flearn*". Simply, it is Failure + Learning = Success. It recognises, and values, failure as a crucial part of the learning process.

The opposing and more desirable approach, by far, is to develop and promote a growth mindset within our children both at school and at home. Adopting a growth mindset means embracing failure as an opportunity to learn, seeing infinite improvement possibilities, deconstructing the myth of self-imposed or reinforced learning capacity, being inspired by peers who are doing well, not threatened by them, and take calculated learning risks to grow and learn even more. Further benefits include being more resilient and not taking constructive criticism personally. In the long run, this mindset serves students well not only for school, but for life. At a recent assembly for our middle and senior years, I stated that our God-given talents are a starting point, not

an end point and we all need to continue to work at learning, wherever we are in our respective improvement journey.

Professor of Mathematics at Stanford Jo Boaler states, 'brain science tells us that nobody is born with a maths brain, and nobody is born without one. And everybody's brains can grow and change to learn any level of school mathematics. The myth of the "maths person" is a damaging one that holds kids back on a daily basis. Boaler goes on to state that research in brain science also reveals that 'the very best time for brain growth is when you are struggling and making mistakes, this is when the brain is on fire with brain growth'. As parents and as educators, it is so important that we consistently and continually reinforce to our children and students that they can learn any school-based concepts. In addition to specific verbal encouragement, at Trinity we are also developing our pedagogical approach to align with contemporary brain science research to cater to a variety of learner needs in the classroom and we are

committed to continue to focus on this development as educators.

I encourage you to learn more on Carol Dweck and her work on a Growth Mindset. I have referenced some of her work below. I strongly recommend you do, as I have found it empowering both as an educator and parent.

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# RECIPE FOR SUCCESS

## INTERVIEW WITH AMELIA GRACE, 2016 TOP YEAR 12 STUDENT IN QUEENSLAND

**MRS CAROLE WILSON**  
COMMUNITY RELATIONS TEAM LEADER

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Trinity alumni have enjoyed great success both at and after school in all spheres of life. By exploring their thoughts, inspirations and stories we can gain important insights into the minds of successful individuals and hopefully emulate their examples. Amelia Grace (Class of 2016) was an incredibly successful Prep to Year 12 student of Trinity and she and her parents have shared their experiences to inspire our current families!

### **Andrew and Pepita Grace**

*Parents of Amelia Grace, 2016 recipient of the Outstanding Academic Achievement Award by the Queensland Curriculum and Assessment Authority. This award recognises her as the TOP Year 12 student in Queensland in 2016.*

**Tell us something about yourselves and your family life and what is most important to you.**

We place great importance on our role as parents and on bringing up our child with good Christian values, especially respect for oneself and others, and on striving to always achieve one's best.

**What, for you as parents, were the most important factors to consider when selecting a school for Amelia.**

We were looking for a school that offered good leadership, a knowledgeable and caring staff, good resources and a safe and nurturing environment. I went looking at schools while my husband was working, primarily looking for a school that I got a good feeling about. The day I arrived at the Trinity Lutheran College Junior Years campus it was pouring rain and I had parked outside the school on the roadside. I fell over in the rain getting out of the car and by the time I had reached the office my knee was bleeding and I was feeling very

sorry for myself. I reached the office and was immediately assisted by a number of people who had no idea who I was or why I was at the school. I was overwhelmed by how concerned and caring they were. This was exactly the care and attention I wanted for my child. Trinity also impressed both my husband and I when we attended an introduction evening to meet the teachers. We met three dedicated Prep teachers that were passionate about what they were doing. Trinity stood out.

**There are many excellent Independent Schools on the Gold Coast. What makes Trinity stand out from the rest and why did you choose Trinity for Amelia?**

Trinity stood out because it provided all that we expected and the staff showed that they took an interest in and cared for each child. The motto was every "child a star" and it was apparent that they were passionate about education and developing the whole child. We felt Amelia would thrive in this environment.

**What are some of your fondest memories of your time as a parent of Trinity?**

I loved attending the weekly Chapel during Amelia's junior years. I was brought to tears each week listening to all those beautiful children singing the happiest, most uplifting religious songs. We always looked forward to seeing Amelia on stage performing in musicals and plays or doing a class presentation. Trinity had so many wonderful events for parents to attend: the Art Show, the family picnics at Hinze Dam, the wonderful Fete. We delighted in attending all the Awards ceremonies each year. The school always encouraged Amelia to be an active participant in all they provided.

**Please describe how you believe Trinity helped in Amelia's success at school and in preparing her for life after school and for her future chosen career.**

Trinity helped Amelia to develop all aspects of herself not just her intellect. They met with us throughout each year to discuss her personal development, her goals and her achievements. Amelia learned to see things from other people's perspective, she learnt resilience, persistence and to always strive for improvement. During the middle and senior years we noticed many of Amelia's teachers went out of their way to help her achieve high marks in the subjects she studied.

Trinity helped to develop all aspects of Amelia's personality and gave her the opportunity to try different pathways such as The Challenge Award where she went

to the University of Queensland Morton Bay Research Station to gain experience in Marine Biology. She also took part in the Griffith Science Projects and was able to attend Aspiring Women in Science.

**Amelia was a Prep to Year 12 student of Trinity. What are some of the changes you noticed at the college over your time as parents there?**

During the time that Amelia attended Trinity there were improvements in infrastructure such as the development of the Prep area, the increase in size and upgrading of the junior years classrooms, the ongoing improvement of playgrounds and the introduction of technology to facilitate the use of iPads within middle and senior years. When Amelia attended the Trinity Ashmore Road campus the middle years had just been introduced. Trinity built the John Stapleton Indoor Sports Centre and constructed a new oval. Amelia benefited greatly from these new facilities.

**What advice do you have for parents when it comes to choosing a school for their child/children?**

Find a school with teachers that have a great attitude and are passionate about giving children the best possible education.

**What is the best advice you can give parents about their child/children's education and schooling life?**

The best advice we can give to parents is to read to your child and communicate with them. Allow your child to experience books with you and listen to them read, as this sets the foundation for a lifelong love of learning. Spend time developing a strong relationship and then anything is possible.

**Amelia Grace**

**When did you attend and graduate from Trinity?**

I attended Trinity from Prep to Grade 12 (2004 until 2016).

**Tell us something about your family and your interests other than your studies.**

My family has always been very supportive of me throughout my schooling, and they have made a lot of sacrifices to give me the best possible opportunities. Outside of my studies, I spend time at the gym, working part time and relaxing with friends.

**What are some of your fondest memories of your time at Trinity?**

My fondest memories are of the times I spent with friends and teachers, who were constantly supportive, kind and motivating.

**You are a Prep to Year 12 student of Trinity. What are some of the changes you noticed at the college over your time as a student there?**

As I progressed through the year levels, I witnessed the development of the Trinity campus as new facilities were added, contributing to our curriculum.

**What do you believe makes Trinity a great school?**

All of the teachers are very supportive and create an environment where it is fun and interesting to learn.

**Please briefly describe what have you been up to since graduating from Trinity**

I have begun a Bachelor of Engineering at Griffith University, and I have continued to work part time.

**What has been your greatest achievement?**

I am very proud to have achieved the highest score of the Year 12 cohort from 2016.

**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?**

Throughout my time at Trinity, I learnt to balance my studies with part time work and extracurricular activities, and I also learnt how to work alongside my peers to achieve the best possible outcome.

**What are your future aspirations?**

I would love to work at a prominent engineering firm, where I am able to contribute to the development of new technology and infrastructure. I would also like to experience working overseas.

**What role can the Alumni play in the success and development of Trinity Lutheran College?**

The achievements of my peers within the alumni community are a constant source of inspiration, and I hope to remain an active member of this network as I progress through my career.

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

Always do your best, but remember that you can turn to others for support; your teachers and peers will be there to encourage and support you.

# THE VALUE OF ADVENTURE!





**MR MICHAEL TOGHER**  
 TEACHER - CHRISTIAN STUDIES, ENGLISH,  
 HUMANITIES, LT2 - OUTDOOR EDUCATION  
 AND ACTIVITIES

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We believe in offering a balanced and fulfilling education that enriches our students' lives. They are encouraged to broaden their interests and to open their eyes to a world of possibilities. Our outdoor education program instils in them a confidence to tackle new experiences and motivates them to learn new skills.

Outdoor education enables students to enhance qualities like self-reliance, courage to take risks and responsibility for themselves and others. Trinity's Outdoor Education programme seeks to provide knowledge, skills and understanding in outdoor, personal, environmental and leadership education, in order to prepare students' for the personal and social challenges in their lives. It endeavours to foster and value discovery supported by the college's cultural values. Whilst being challenged mentally, socially and physically, students are also provided with the opportunity to further their appreciation of the natural environment.

**Camps**

Trinity offers a selection of camps from Year 4 onwards. Outdoor education supports Trinity's goal of providing a holistic education that meets the academic, physical, emotional, psychological, social and spiritual needs of students. The college believes outdoor education is especially important, given the highly urbanised and technology-driven modern world in which our students live.

"I am sure the Year 10 cohort will celebrate and remember this unforgettable experience through their lives." *Uno Kakegawa, Year 10 (2017)*

"Camp for me was really special with everyone in all the groups bonding really well over the 6 days. Considering that we did over 50 kilometres of biking and hiking it actually wasn't all that hard because we all supported one another. No one teased or belittled anyone else and we all helped one another out, be it physically or mentally." *Alex Mills, Year 10 (2017)*

"I really enjoyed the Giant Swing. It was really high and scary but because I stepped out of my comfort zone and gave it a go, I was able to complete it!" *Sophie Carpenter, Year 5 (2017)*



**“KOKODA TEACHES MANY THINGS THAT ARE IMPORTANT - DISCIPLINE, STRUCTURE AND BOUNDARIES. I ALWAYS SAY TO OUR KOKODA KIDS, THERE ARE TWO GUIDING FACTORS CRITICAL TO LIFE: WORK HARD AND MAKE SMART CHOICES.”**

**DOUG HENDERSON, EXECUTIVE CHAIRMAN**

### The Kokoda Challenge

The roots of the Kokoda Challenge events lie in the Kokoda Campaign of World War II, and the bravery and sacrifice our Australian Diggers displayed to hold off the Japanese invasion in Papua New Guinea. The part our heroes played almost certainly protected Australia from direct invasion. The main event, The Kokoda Challenge Gold Coast, is acknowledged as the toughest team endurance event in Australia. Teams of four tackle 96km (the distance of the Kokoda Track) through the Gold Coast hinterland within a time limit of 39 hours (in honour of the 39th Militia, who were the first Australian response unit at Kokoda).

In 2015 we had 4 teams and a total of 16 students take part. In 2016 we had an amazing 15 teams and a total of 60 students participate. Training starts in Term 1 and continues in Term 2, even during the school holidays. Strict attendance and disciplinary standards, physical conditioning and social service leads to self-discovery and the realisation that you are capable of far more than you ever thought possible.

“We got to know each other better and learned to encourage and support each other, regardless of year level or how well we had known each other before we started. Best of all, we became friends. We can’t wait for the Kokoda Challenge 2017!” *Sara Tazaki, Year 7 (2016)*

### Duke of Edinburgh

The Duke of Edinburgh program is offered at Trinity to encourage our students to challenge themselves through setting and achieving goals across a range of activities.

This internationally recognised scheme provides an opportunity for students to develop skills, display initiative and build self-esteem. It is highly regarded by university admissions officers, potential employers and the wider community.

The Award is an enriching program that invites young people between the ages of 14 and 25 to participate in a number of activities over a set length of time. Participation is voluntary and is structured so that participants can design a unique program centred on their own interests and passions.

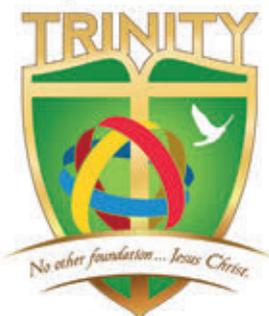
There are three levels to the Award; Bronze, Silver and Gold, and each level of the award has four mandatory sections. Students commence with the Bronze award and it is our hope to see them progress through the levels to subsequently achieve their Silver and finally their Gold awards. In 2016 Anna Canton (Class of 2014) received notification of her completion of the Gold award! Anna completed all her work whilst at Trinity, so it was an incredibly proud moment for the College.



SUNDAY 6 AUGUST 2017 - 2PM & 7.30PM  
**GOLD COAST ARTS CENTRE**

Join Dorothy and 350 cast members as they take you on a magical journey to Oz!

Tickets on sale: 23 May 2017 <http://goo.gl/5pl2xO>



THE WIZARD OF OZ, By L. Frank Baum  
 With Music and Lyrics by Harold Arlen and E. Y. Harburg

Background Music by Herbert Stothart Dance and Vocal Arrangements by Peter Howard  
 Orchestration by Larry Wilcox Adapted by John Kane for the Royal Shakespeare Company

Based upon the Classic Motion Picture owned by Turner Entertainment Co. and distributed in all media by Warner Bros.

"The Wizard of Oz" is presented by permission of ORiGIN™ Theatrical on behalf of Tams-Witmark Music Library, Inc.



# COMMUNITY SERVICE RESPECT PERSONAL EXCELLENCE



Founded in 1981, Trinity Lutheran College is an Early Learning and Kindergarten to Year 12 Christian coeducational college of the Lutheran Church of Australia Queensland District.  
ARBN: 051602996

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