



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.

Editor

Carole Wilson, Community Relations Team Leader

Design

Openbook Howden Print & Design

Photography

Clay Cox (Class of 2015), Jannene Meyer, P&F Auxiliary, Studio Kirby

Editorial queries and advertising opportunities

Email: cr@tlc.qld.edu.au | Phone: 07 5556 8200

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THE SENIOR LEARNING PRECINCT — INNOVATION AND WELLNESS



DR TSAE WONG
PRINCIPAL

The Senior Learning Precinct is the next big building project planned for Trinity. It will be the culmination of two years of research, consultation and design work with the College architect. Construction of this state-of-the-art building will coincide with the implementation of the new Queensland Curriculum and Assessment Authority (QCAA) Australian Tertiary Admission Ranking system.

...ready for occupancy
in 2020...



The Junior Years and Middle Years focus on developing the crucial 21st century learning skills, namely collaboration, communication, and critical and creative thinking through explicit teaching and staff and student collaboration in classrooms designed with flexible learning spaces. Our Senior Years students will then conclude their Trinity education in the Senior Learning Precinct (SLP). This building will house nine flexible learning classrooms in which teachers and students can together adjust the layout of each room based on the type of learning activities that will be taking place during the course of the lesson. There will be a café for our Hospitality and Business Certificate staff and students to provide an authentic learning experience that will enrich their studies and their learning. We will incorporate a tiered seating area and presentation zone to accommodate

large group work and carve out an area underneath this to provide a co-working and entrepreneurial endeavour space for our budding inventors and creators and their start-ups. It will offer a wonderful incubator for these young entrepreneurs to network and collaborate. We hope to provide workshops and mentoring assistance to our Senior Years students via our rich network of alumni who are themselves pursuing successful and rewarding careers. There will also be many spaces in the building for either independent or collaborative work.

The existing library and mathematics classrooms will connect to the SLP on both floors. The library will have extended areas for students to work in and we will convert the upper mathematics classrooms into a wellness hub where our students can access health and wellbeing

services including careers counselling, chaplaincy, guidance counselling and pastoral care. Senior students will also have access to their lockers and common room facilities offering privileges such as microwave heating and hot water.

We will have a further access driveway from the front of the campus to the SLP together with parking bays to provide easy access to the building for drop off and pick-ups. We are also exploring extended access hours to the building so that our senior students are able to study and work on their entrepreneurial projects in a conducive environment.

The building will be ready for occupancy in the 2020 Academic Year provided everything goes according to plan.

STEM @ TRINITY

IN THE EARLY AND JUNIOR YEARS



MRS SUSAN SHAW

DIRECTOR OF EARLY LEARNING CENTRE

MR DANNY MACKENZIE

STEM TEACHER — EARLY AND JUNIOR YEARS

“STEM education enables students to develop solutions to complex problems and provides them with literacies and capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop the skills required to compete on a global scale.” *QCAA STEM in Queensland schools*

STEM is a new learning area for our students in the Early and Junior Years at Trinity. An acronym for Science, Technology, Engineering and Mathematics, STEM includes the knowledge and skills specific to each of the four disciplines plus the inter-relationship between them. The aim of this new, exciting learning area is to provide authentic opportunities for students to work within each of the STEM disciplines and promote 21st century skills such as collaboration, critical thinking, creativity and problem solving.

Young children are naturally curious and ask many questions. The integration of Science Technology Engineering and Mathematics (STEM) engages young children to explore and investigate in a hands-on way. At the Early Learning Centre (ELC), we have budding Scientists and Engineers asking questions, imagining solutions, problem solving and planning and creating and improving.

Children explore naturally through their play. STEM uses this play-based learning

to promote open- communication, co-operation, teamwork and creative problem solving. Children pose their ‘I wonder’ questions, and then develop new ideas and thinking about the world they live in. Their hypothesising, investigating and experimenting reinforces their real-world experiences and knowledge.

Some key STEM skills that children learn are:

- Posing questions of interest that can be researched, investigated and tested.
- Working collaboratively with their peers and educators to think creatively about finding solutions to a problem or question.
- Gaining confidence to explore something new, test their theory and take calculated risks.
- Discovering new ways of doing things.

The ELC children at Trinity have investigated the properties of light, colour and shape, colour mixing and the properties of different solutions. They have drawn plans and then created structures according to their plans; designed and made their own 3D shapes using straws and playdough; and, investigated the properties of water, hypothesising on which items will float or sink and then tested their theories. Children have been constructing their own knowledge, which will foster deeper learning and encourage further investigations and wonderings.





At home, you can try some of these ideas to promote your child's STEM thinking and learning:

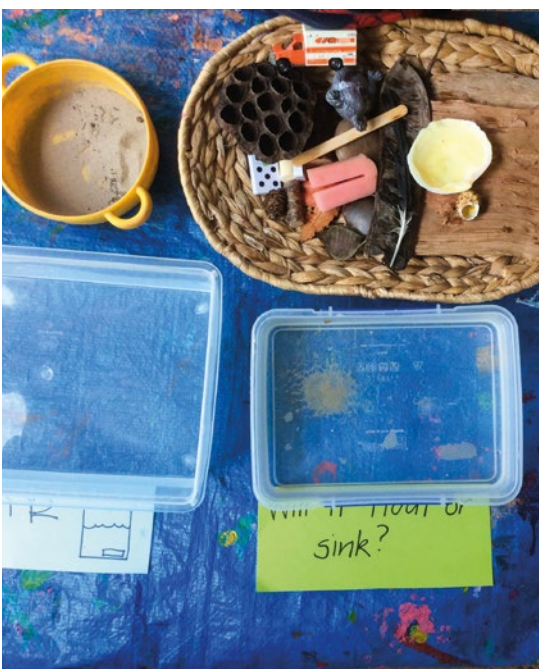
- Cook with children, talk about quantities (maths) and the changes that occur when items are cooked (Science).
- Talk about the weather and what is happening; what you see and what you hear.
- Spend time outdoors exploring the natural world, both plant and animal.
- Go to the beach, talk about waves and tides, look at wet and dry sand, create sand sculptures.
- Let children help to problem solve/fix things (as long as this is safe for them to do).
- Let children help you with gardening, watering and measuring growth.
- Blow bubbles, watch them float, and pop; why does this happen?
- Use bath time to talk about floating and sinking and to fill and empty containers.

- Ask your children lots of questions:
- What does it feel like / look like / taste like / sound like?
- What do you think will happen if?
- Why do you think?
- How does this work?

Our Prep to Year 5 students have timetabled STEM lessons throughout two of the four terms each year. When not involved in the STEM program students have Art timetabled with Mrs Lewis. Our STEM program on the Junior Years Campus includes a range of learning activities embedded into the current year level programs. Some of the exciting learning opportunities include science experiments, coding, robotics, construction challenges, collecting and analysing data, identifying issues and designing real-world solutions. Through the learning experiences in STEM, students participate in collaborative challenges that develop their communication and self-management skills. In conjunction with our BYOD

program and iPads in the Junior Years, students develop their digital literacy skills with a focus on coding, animation, game development and web design. Students also learn to become more deliberate with their thinking by using mathematical problem solving strategies, engineering design cycle processes and scientific testing.

Over the last 18 months, Mrs Oestreich has worked closely with year level teams to embed design challenges into units of work and introduce Coding and Maker Space groups in the Library and JHub. Middle Years families are familiar with the popular STEAM elective developed by Ms Sarah Jones and the Science, Art and Technology teams on the Ashmore Road Campus. In the Junior Years, Mr Mackenzie continues to provide integrated, authentic learning within the STEM disciplines to support and extend the Units of Inquiry and Mathematics programs here at Trinity.



At the Early Learning Centre (ELC), we have budding Scientists and Engineers asking questions, imagining solutions, problem solving and planning, creating and improving.



FLEXIBLE LEARNING SPACES: PRIORITISING FUTURE-FOCUSED LEARNING

MRS JENNIFER GIBB
HEAD OF CONTEMPORARY PEDAGOGY (YEARS 6-12)

At Trinity Lutheran College, we are at the forefront of innovation, preparing our students for a world of rapid change and uncertain futures. At the heart of every future workplace is the need for both workers and workplaces to be agile and adaptable. Learners need to be co-constructors, self-directed, reflective collaborators and evaluators. At Trinity, we don't have traditional classrooms. We have innovative flexible learning

spaces that promote creativity and serve as community learning hubs for our Middle Years students.

Underpinning the design of this precinct, are the developmental needs of students in the Middle Years. It provides students with breakout and maker spaces to explore, ideate, build and evaluate. Students engage with projects and problems in spaces that allow them to decide what and how they want to learn.



We know that students require 21st Century skills such as collaboration, creative thinking and critical thinking. In our new flexible learning spaces, we clearly see these skills in action every day. The flexible learning spaces provide students with the built environment for active learning, independent thought and opportunities for curiosity, improving cognition, development and learning. The outdated, traditional classroom model was teacher-focused. In contrast, our Middle Years spaces are authentically student-centred, whereby students have choice and voice in their learning journey.

From qualitative surveys, students report that they love the look and feel of the flexible learning spaces. They enjoy the participatory and active nature of their learning communities. Our Middle Years educators can effectively team teach in these new spaces, professionally collaborating to produce the best learning outcomes for students. At Trinity Lutheran College, we understand that students learn at different rates and in different ways. In the Middle Years, our teachers are experts at differentiation, ensuring that they are meeting the individual needs

of each student in their care. Our flexible learning spaces are designed to facilitate collaborative work, individual work and project work. As a result, our teachers can work closely with individual students to determine the next step in their learning journey. John Hattie says that feedback is "the most powerful single innovation that enhances achievement". Our new classrooms allow for improved teacher-student communication and collaboration.

As a globally focused school, our flexible learning spaces are connecting students to the world. Our Middle Years students have been using technology to connect to classrooms in Singapore, New Zealand, Hong Kong and India. Students have been collaborating globally in Geography and Science. The learning hubs have facilitated these opportunities for student growth and global networking.

Through our new Middle Years learning spaces, Trinity has prioritised the needs of young, adolescent learners who require task relevance, negotiation and integration, along with a sense of community and belonging at school. The pedagogy underpinning the design

As a globally focused school, our flexible learning spaces are connecting students to the world.

of the Middle Years precinct is futures-focused and clearly communicate Trinity's commitment to innovation and 21st Century skills. Our approach to teaching and learning empowers students as communicators, planners, problem-solvers, creators, digital citizens and global citizens.



RESPECT, PERSONAL EXCELLENCE, SERVICE, COMMUNITY

MR DAVID HOWELLS
DIRECTOR OF SPORT

Sport at Trinity Lutheran College is part of the holistic educational experience afforded to all students.

Trinity proudly caters for all levels of athletes; with a vision and structure to effectively develop the skill set and performance level of all students. Ultimately, the diverse and structured sports program afforded to all Trinity students, aims to develop the Head, Heart and the Hand; whilst at school and beyond.

Students from Prep to Year 3 are involved in physical and sporting activities that develop fundamental motor skills with an emphasis on participation and sportsmanship. This has been a deliberate focus in recent years with numerous after



school programs being offered. These programs include: My Athletix (Track and Field), Football (Total Football Academy), Gecko Sports (Multi – Sports), AFL (Auskick), Netball (Net Set Go), Learn to Swim and Running Club.

These programs are designed to expose and develop the skills and movement patterns needed for the successful participation in Junior APS Sport that commences in Year 4. It has been very encouraging to witness the great uptake by our Cotlew students since these activities have become common place within the weekly sporting timetable.

Water Polo is one sport that has experienced considerable success over the years at Trinity. This includes amazing results and achievements at APS, regional, state and national level. Our students are the beneficiaries of passionate staff Mrs Hipgrave and Mr Gentle, along with alumnus and Olympian, Kelsey Wakefield, who guide our relevant programs. Recently, the inclusion

of a Water Polo Excellence Program for Year 7 to 9 students has provided a more concentrated development pathway for students. This has resulted in the attainment of numerous APS premierships and significant representative honours for our dedicated water polo players.

Trinity students can 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 continues to be 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. Our successful F.A.S.T (Foot Speed + Agility + Speed Training) Program

continues to provide opportunities for our students to 'get faster' for their court or field – based sport, whilst servicing the sprint events within the track and field program.

We are very fortunate to welcome back to the College numerous alumni who are active within the coaching ranks of our sports program. Their vital addition not only provides coaches for our various teams, but also provides an opportunity for these former students to give back to the college. Further to this, they bring passion, school pride and a positive school culture that is welcomed and passionately embraced by the current student body. We are very fortunate to have so many keen, talented and willing alumni.

PERFORMING ARTS AT TRINITY IS FOR EVERYONE!

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 in the arts, no matter their age, level of ability or area of interest.

Trinity Performing arts prides itself on being a fully inclusive program with a unique approach that allows every child, from Prep – Year 12, the opportunity to be involved in all major school productions. Our advanced performing artists are given the opportunity to mentor and guide our less experienced students, in the spirit of friendship, mentorship and encouragement. This approach encourages our students and staff to celebrate diversity and develop friendships and bonds with students across all year levels, contributing to a community of people who all feel celebrated by the arts and included in the unified Performing Arts family at Trinity.

Advanced performing artists are catered for within a highly challenging and developmental set of scaffolded opportunities within auditioned instrumental, dance, acting and vocal ensembles. The groups are designed to extend students and their abilities in the arts and prepare them for entry to the Performing Arts industry. The Arts excellence program also provides incredible opportunities for our students to link with guest speakers, backstage tours and workshops with industry professionals, providing connections between our advanced performing artists and the industry. Along with these wonderful extension opportunities, students are also expected to give back and attend the non-auditioned rehearsal groups where they can mentor others and inspire the rest of the performing arts community with their talents. This family spirit creates an encouraging and supportive environment for all students on their artistic journey.

This semester, 400 cast members from Prep – Year 12 have been eagerly preparing for our major production "One Night Only...A Night At The Oscars". This show has been specifically written to feature the talents of all of our students across the artistic disciplines of instrumental, choral, dance, acting and aerial! From exceptional orchestral moments to amazing dancing and singing, audiences will be mesmerised with incredible aerial sequences, stunt work, special guest stars and a great array of memorable Hollywood moments in an Arena spectacular show not to be missed. The production will provide opportunities for students of all ages and abilities to shine and share their talents with our entire Trinity community. We can't wait to share this incredible show with you – Friday 9 August, 6.30pm at the Gold Coast Convention Centre.

This year has also seen many other exciting opportunities for our talented and dedicated performing arts children. Our contemporary ensembles (Jazz ensembles and Rock bands) were thrilled to be invited to perform at Blues on Broadbeach in May whilst our exceptionally dedicated actors presented their stunning production of "Romeo and Juliet", a dynamic and contemporary reimagining of Shakespeare's star crossed lovers, performed in the round in the Cultural precinct in 4 wonderful shows in May.

We continue celebrating Performing Arts at Trinity...

– A VIBRANT AND FULLY INCLUSIVE PERFORMING ARTS COMMUNITY THAT CELEBRATES EVERY CHILD, EVERY STEP OF THE WAY!"



CULTURE AND STUDENT LEADERSHIP 2019

MR RHYS EMMERSON
HEAD OF CULTURE AND STUDENT LEADERSHIP
(YEARS 6-12)

The start to the 2019 school year has been awesome, with several positive events and many opportunities to contribute to our incredible school culture and to demonstrate leadership. The term kicked off with a group of our elected Senior leaders attending Enthuse Camp at Luther Heights in Coolum. This camp is designed specifically for school leaders to learn about leadership, communication, empowering groups and positive role modelling. The students who attended described the camp as 'life-changing'. The camp was followed soon after by the Commencement Service, at which our Middle Years and Senior Years leaders are officially inducted into their roles. This is a very important time for our elected

leaders as they commit to their respective roles and to serve the college for the year.

The first major house event of the year was the swimming carnival, which was a huge success. Stephan was the winning house in Years 4-6 and Strohmeyer in Years 7-12. House spirit at the pool was in abundance and the House Captains and student leaders did a fantastic job in creating the wonderful atmosphere around the Ashmore Road pool.

Battle of The Bands was another resounding success. Over 455 tickets were sold, a record high. With the biggest crowd ever, the energy in the Robert Hoff Hall was electric. Congratulations to Mackenzie house for taking out top place



this year with a very well-produced and performed show. Congratulations should also go to all performers from Strohmeyer and Stephan who put on really engaging sets and kept the crowd rocking. The staff band rolled out some golden-oldies showcasing their talents and wowing the crowd.

The Student Representative Council (SRC) is an initiative designed to empower the student body to have a say and make an impact in their school. We received over 170 nominations for positions on the SRC this year which illustrates the drive and passion our students have for their school and their desire to contribute to its success and direction for the future. Thirty-five students were successfully elected to the 2019 SRC by their peers, and they will represent them with pride and conviction throughout the year in fundraising events, student support initiatives and governance matters within the school.

The student-led lunchtime activities were born to enable all our students to demonstrate leadership and further improve school culture. Our students want activities that improve participation in everyday school life, increase connection among the cohorts and offer a way to have more fun. Activities are designed to empower students to take ownership and responsibility. The process which students must follow in the organisation and implementation of their chosen activity is designed to test their communication, time management and leadership skills, and thus develop them in these areas. This leads to increased self-belief and capability which overflows into other

areas of their lives. There have been some fantastic activities on offer so far this year including virtual reality groups, board games, trivia, dance groups, Year 6 and 12 mentor groups, handball tournaments, basketball shootouts, colouring in competitions, reading groups and the very popular lunchtime karaoke.

Our Year 6 and 7 cohorts attended a leadership incursion facilitated by Lutheran Youth of Queensland and YLead. These were full day events designed to empower the youngest students on our campus to recognise leadership in all its forms and allow them to step up and lead, focussing on their strengths and their ability to empathise and inspire.

Most recently, a number of students attended the Dawn Service at Southport RSL and at the 9:00am Citizens Service at ANZAC Park, Southport on ANZAC Day to remember and honour our service men and women, past and present. These experiences are important in terms of developing character and a sense of appreciation and respect in our students.

Our elected Middle Years and Senior Leaders have been involved in many events already this year including the Year 12 Badge Ceremony, scholarship testing, school tours, assembly and chapel hosting, fundraising initiatives including the Bullying No Way campaign and Townsville flood appeal, the Trinity Foundation Breakfast, International Women's Day and many more.

School culture and leadership is surely alive and thriving at Trinity!





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100 Southside Pk Way
St. Lawrence St

JAMES MARSHALL: TRINITY CLASS OF 2001

Trinity Lutheran College is proud to have played a role in the lives of many remarkable men and women who have gone on, with confidence, courage and character to realise their dreams and achieve success beyond school. Mr James Marshall, MD MWM Advisory – Commercial Advisors and Accountants, is one such graduate and we are fortunate to be able to share a little of his story with you.

When did you attend and graduate from Trinity?

I attended Trinity from 1997 and 2001.

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

After graduating from Trinity, I took a year off from study and spent time in North West Western Australia (where I am originally from – Dampier – the small town in ‘Red Dog’ The Movie).

I enrolled at Griffith University upon returning to the Gold Coast in 2003. I originally started a Health Science and Law double degree but after a year I switched to straight Business and majored in Accounting and Finance.

During this time, I kicked off my own personal training business (which I initially operated out of the old gym at Trinity). I provided strength and conditioning coaching and support to the then esteemed First XV as well as a few other Trinity athletes (and teachers).

I also started a tennis coaching business as well as a series of exercise (and tennis-based) school holiday camps and eventually had more than 100 kids attending at each holiday break. I ran this out of Surfers Fairways Tennis Centre.

In 2006, halfway through my university degree I was offered a graduate position at what was then one of the larger accounting practices on the Gold Coast. I had to work and study full-time for the final two years of my undergraduate degree. ►

Most Quoteable Quote:
Objective not subjective

Worst Moment:
Letting down the Mullet

Final Comment:
We came as many, we left as more



I have since completed three post graduate qualifications including a Masters of Tax through UNSW and become involved in several community initiatives.

After working my way up to partner in 2012 at the first practice, I decided to branch out on my own and established my practice, MWM Advisory, in 2013. Today, I am the managing Director of MWM, one of the largest accounting firms on the coast, employing more than 30 people locally.

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

Work-life balance has been a real struggle for me. It is just about impossible to maintain, but it is an area that I am certainly working on. Being a business owner has significant challenges from a time perspective.

It has taken me reaching the ripe old age of 35 to realise that some of the things that Mum and Dad (and my teachers) told me are important a long time ago actually are really important.

I am now focusing on being more in the present. I have had the book 'The Power of Now' by Eckhart Tolle sitting on my desk for many years. I finally picked it up at Christmas last year and read it in one day and again in another day, and right now I'm working my way through each chapter a month at a time to really digest it.

Being present for me means embracing more experiences, regaining ground with family and friendships and getting back to the sporting arena that I loved so much as a kid.



After working my way up to partner in 2012 at the first practice, I decided to branch out on my own and established my practice, MWM Advisory, in 2013.

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

Walking up the hill of a morning with a school bag loaded with heavy chemistry, maths and physics books, as well as Health and PE gear.

Best of all were the sports carnivals. Competing against mates and getting the houses involved in war cries. I was House Captain of Booribi (now Stephan) in Year 12 and I still have days where I remember the 'We are Booribi, mighty mighty Booribi' war cry.

What do you believe makes Trinity a great school?

I was playing a lot of tennis while attending Trinity and as a result I had a lot of external sporting commitments.

The school was incredibly flexible in accommodating my needs and in helping me develop and progress with a passion that was fundamentally important to me.

The teaching staff were always amazing (even though I never was quite the teacher's pet).

Visiting the school now is amazing in terms of how much it has developed.

What has been your greatest achievement?

Being able to get to a place in my life where I can start to give back and create opportunities for others that I have not necessarily had.

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?

At Trinity I was exposed to a more disciplined learning environment which helped me form some important habits which really set me up for tertiary study.

One of the big things I learned at school that is an important lifelong skill is how to have a joke with my mates.

Do you think Trinity produces global graduates that can compete internationally?

I can think of several classmates off the top of my head who have had great success at an international level. One is a Head of the North American legal options of one of the largest global gold mining companies. Another is an investment banker at Macquarie bank, one produces music with bands internationally and another is the Managing Director of one of Australia's biggest event management companies, bringing acts like U2 and Adele to Australia.

There are also a lot of other graduates who are running their own businesses both locally and abroad.

What are your future aspirations?

To keep living life to the fullest and being better than yesterday. This is in both a personal and professional sense.

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

It is our responsibility to create a network of people that can assist one another at different stages of life. We have an obligation to start giving back to the community and come together as a team.

Advice to students who aspire to succeed?

Nothing beats good old-fashioned hard work.

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

Enjoy the journey as you go because once you finish school, you look back and realise those years really do make up some of the best times in your life.

LEARNING SUPPORT AND VELOCITAS IN THE JUNIOR YEARS



This year has seen some changes to the structure of support offered both to students requiring extra support and to those needing further extension.

In Prep to Year 3 we are offering MiniLit to selected students as an intervention program. This intensive program provides students with additional support in the fundamental areas of reading and writing. Students are assessed and placed within groups based on individual needs and are removed from the program either on the completion of all lessons, or once working at year level. Extra support is also provided in the classroom by learning assistants and teachers to support Mathematics and other curriculum areas.

From Year 3, research shows that in-class support is most beneficial to student learning. This support is provided in class by additional teachers and learning assistants. Grouping is fluid depending on the needs of students in that learning area.

Velocitas is a strategy aimed at meeting the needs of our intellectually gifted and

academically talented students. Students in the lower year levels are provided with various opportunities to experience different workshops aimed at extending students in a range of areas. In Year 3 there are project-based experiences where students extend on concepts and skills taught in the classroom. From Year 4, Velocitas is offered in the areas of Maths and Literacy. Currently our Year 5 students have the opportunity to learn and use debating skills and compete against other Gold Coast schools, as well as compete in the Public Speaking Competitions.

Differentiation in our classroom programming and student goal setting is extremely important and this is yet another way in which we can meet the needs of students, offering an individualised approach and providing rigorous learning for all.

MRS MELISSA O'SHEA
HEAD OF TEACHING & LEARNING/PYP
COORDINATOR JUNIOR YEARS

MRS MANDI TRAECEY
HEAD OF LEARNING (PASTORAL CARE,
JUNIOR YEARS

TRINITY LUTHERAN COLLEGE
PRESENTS

ONE NIGHT ONLY

A NIGHT AT THE OSCARS!



FRIDAY 9 AUGUST 2019 - 6.30pm
GOLD COAST CONVENTION CENTRE

From exceptional orchestral moments to amazing dancing and singing, audiences will be blown away with incredible state of the art lighting displays, aerialists, spectacular dancing, singing and musicianship as our students amaze audiences in our 2 hour exhilarating arena spectacular.

SEE YOU ON THE RED CARPET!



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

COLLEGE RECEPTION AND BUSINESS ADMINISTRATION

641 Ashmore Road, Ashmore QLD 4214

Telephone: +61 7 5556 8200

Email: principal@tlc.qld.edu.au or business.office@tlc.qld.edu.au

COTLEW STREET CAMPUS EARLY & JUNIOR YEARS

251 Cotlew Street, Ashmore QLD 4214

Telephone: +61 7 5556 8300

Email: early&junioryears@tlc.qld.edu.au

ASHMORE ROAD CAMPUS MIDDLE & SENIOR YEARS

641 Ashmore Road, Ashmore QLD 4214

Telephone: +61 7 5556 8201

Email: middle&senioryears@tlc.qld.edu.au

www.tlc.qld.edu.au

