

LutherLetter

Sharing news of Luther College | Number 1, 2021

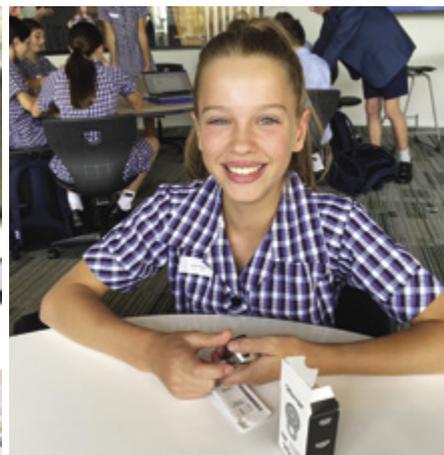


Luther
College



Learn Explore Adventure

Year 7 at Luther



Highlights

Installation Service
for Jacqui Layfield



Celebrating our
Class of 2020



Opportunities
to Explore and
Innovate



Luther wins
Melbourne
Radio Swimming
Carnival



Chris Zwar Class
of 1991



Libby Mattner
Class of 2001



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Principal

Jacqui Layfield

LutherLetter Editor

Lisa Trent

From the Principal



In the pursuit of excellence in education, I am passionate about leading with a progressive, future focus and delivering a service model which is Christ-centred, values-based, and needs-aligned.

New beginnings

A new beginning provides an opportunity to think about our past and our future. As we reflect on the past, what brings us joy? What do we celebrate? What would we do differently? I am excited to be charged with the responsibility of leading our community as we focus on the future.

In the pursuit of excellence in education, I am passionate about leading with a progressive, future focus and delivering a service model which is Christ-centred, values-based, and needs-aligned. This vision stands firmly on the direction our College has taken to date and provides a seamless transition which will benefit from the firm foundation of the work we have completed thus far. A focus on innovation and renewed strategy will take our community to the next level.

Twentieth century English writer and philosopher G.K. Chesterton once remarked, 'Education is the soul of a society as it is passed from one generation to the next'. Michael McQueen goes further to say that this is the solemn and even sacred responsibility we have as educators. Indeed, if we are to engage today's learners and equip them for tomorrow, we must adapt and evolve.

However, this is only one dimension of our task to successfully prepare young people for life. There are of course spiritual, social, and emotional dimensions to be considered as well. The cultivation of an environment that supports spirituality and wellbeing, and teaches personal responsibility, as well as enabling and challenging young people to reach their potential, is paramount to the Luther experience. It is our commitment to ensure that Luther College is the best that it can possibly be. In achieving this, it is our collective responsibility as a community that through Greater Care and Greater Learning, we deliver our young people a Greater Future.

The COVID-19 pandemic has continued to throw challenge and disruption our way this year and our community has continued to respond with flexibility, agility, resilience, and endurance. The disruption has provided transformational opportunities as a learning community to further engage with digital technologies, optimise our structures and processes for improved student outcomes, and realise the benefits. It certainly has highlighted the critical role that face-to-face learning plays in the socialisation of young people and indeed, work colleagues. People need people, relationships, and community to thrive and flourish.

We have also learnt that often young people have more capacity than we may have given them credit for in the pre-COVID world. This has significant implications for increasing self-efficacy, independence, and responsibility in the development of their personalised learning models. How we best utilise these learnings is the current focus of curriculum leadership. This edition of *LutherLetter* is brimming with examples of how the evolving landscape of learning is being shaped by innovation and student agency. I encourage you to spend time immersed in these reflections.

The Bible has a great deal to say about beginnings. John declares simply that 'in the beginning was the Word'. The Bible also makes clear that this Word was Jesus. He was the logos, God's revealed Word. Through these truths, the Bible reveals a pattern that can apply to any situation: the key is to start with Jesus. To start with the Word.

With this focus, we can know that our hearts and minds are in tune with God. That we are building a strong foundation. That He will lead and guide us and correct us if necessary.

May God guide us and lead us through our new beginning.

Jacqui Layfield
Principal

From the School Pastor



“Your first job is to be loved”.

That is what I said to Jacqui Layfield at her installation as Principal of Luther College earlier this year. And I said it again and again. Our first calling in this world is to be children of God. That is, we are invited to be loved by a Father in Heaven who cares for all our deepest needs, who loves us as we are, and has made great sacrifice to keep us. From this platform of being loved we then go and follow our other callings, our other jobs.

LutherLetter goes out to thousands of people, and you have a myriad of jobs and callings; parents, spouses, various trades, administration, leadership, friendship. Just as I could not give advice to Jacqui on how to do her job, I won't give you advice either. But I will remind you to allow yourselves to be loved, first. Because you are loved.

And did I mention that you are loved?!

St Paul writes that we were loved before the foundation of the world (Ephesians 1:4). He is saying that love came before anything and everything. It is the cornerstone of building a life of service and gratitude (Ephesians 2:20). I can guess that you believe that children are at their best when they know they are loved, they can then go out and explore, learn, try and fail, in the secure knowledge of their place in the world. Well, that's what God desires for our principal, that's what God wills for you.

Richard Schulze



Installation Service for Jacqui Layfield

Jacqui Layfield was officially installed as Luther College's sixth Principal in a special service in May held in the College Chapel. Students in Year 7 and Year 12 along with a number of special guests filled the Chapel with other year levels watching via live stream.

Pastor Mark Tuffin and Pastor Richard Schulze commenced proceedings, with District Bishop of Victoria and Tasmania, Lester Priebbenow, officially installing Jacqui Layfield in the role of Principal. Chair of the Luther College Council Mrs Helen Suke welcomed Jacqui, offering her well wishes on behalf of Council as she leads the College into the future.

Special guests included Bishop Paul Smith (District Bishop of QLD), Pastor Peter Ghalyhini (Ringwood Knox Lutheran Parish), Greg Schneider (BLEVNT Chair and Principal, Good Shepherd Lutheran Primary School) together with members of the Luther College Council, Lutheran Education Victoria, New South Wales and Tasmania and Lutheran Education Australia.

College Captains Alyssa Sanders and Ewan Webber welcomed Mrs Layfield on behalf of students, also delivering prayers throughout the service. Year 12 student Christina Wong performed a beautiful rendition of *Mambo* by Christopher Norton on the Chapel piano.

A morning tea was provided afterwards served by students in the function room.



Celebrating our Class of 2020

Senior School Opening Service and Dux Presentations

The 2020 Luther College Dux Sammi Peng, Proxime Accessit Olivia Gersh and subject Dux recipients for VCE subjects undertaken in 2020 were recognised for their outstanding academic achievements at a ceremony earlier this year.

The ceremony was attended by current Year 12 students, award winners and their families

plus newly appointed 2021 School Captains. Staff and students in Year 10 and 11 watched the ceremony via live stream.

Awards included College Dux, Proxime Accessit, the Douglas C W Maroney Legal Studies Prize and the Dr Caroline Gargett Scholarship for Excellence in Science.

Congratulations to all our award winners





Dux – Sammi Peng

Sammi was a valued member of our College community during her time at Luther. She contributed positively to the life of the school through her involvement in activities such as House athletics and the music program. Sammi was also involved in several bands and ensembles as well as the College social service program.

Academically, Sammi achieved outstanding results, with an ATAR of 99.65 and was subject Dux of Biology, Chemistry and Mathematical Methods and Psychology (2019). Sammi is described as a conscientious, motivated and enthusiastic student who loves a challenge. She sets high standards for herself, is thoughtful and supportive of others and actively contributed to class discussions. This year Sammi is studying Radiography and Medical Imaging (Honours) at Monash University.

Sammi, we wish you all the best as you commence the next part of your lifelong learning journey and congratulate you on your outstanding results and positive contribution to the College.



Proxime Accessit – Olivia Gersh

Olivia achieved an ATAR of 99.2 and was Subject Dux of History Revolutions.

Throughout her years at Luther, Olivia was a role model to other students in the dedicated approach she took to her studies, setting goals and working hard to achieve them. A polite, cooperative and articulate student, Olivia regularly contributed to class activities and demonstrated her love of music through her involvement in a number of bands and ensembles. Olivia was also a valued member of the Karen tutoring team.

This year Olivia is studying Nursing/Midwifery at Deakin University.

Congratulations and well done.



Douglas C W Maroney Prize for Legal Studies – Grace Zhang

The Douglas C W Maroney Prize for Legal Studies is awarded each year to the top student in Year 12 Legal Studies. Mr Maroney was a highly respected lawyer who served as Chair of Luther College Council. In recognition of Mr Maroney's outstanding service to Luther, the College Council has an annual prize in the area of Legal Studies. Mr Maroney was a wonderful servant with a love for Luther College. Congratulations to Grace Zhang for her achievement in Legal Studies.

This year Grace is studying Biomedical Science – Scholars Program at Monash University.



Dr Caroline Gargett Scholarship for Excellence in Science – Sammi Peng

This prestigious monetary scholarship has been generously established by the Gargett family on behalf of Dr Caroline Gargett, in recognition of her role as one of Australia's leading medical research scientists. The scholarship is designed to assist a student of outstanding academic merit in science to transition to studies in a science degree at tertiary level.

Dr Gargett has received a number of national and international awards for her research and has also received numerous invitations to speak at international conferences on her pioneering work. Caroline has also engaged the community through her work in the media. She continues to serve on numerous boards and is considered a leader in her field.

The 2020 recipient is Sammi Peng.

Sammi is also College dux. Congratulations Sammi



From the Director of Learning

There are many famous stories about the great Indian leader Mahatma Gandhi, but this one is certainly a favourite. The story, that has been re-told many times, concerns an occasion when Gandhi was rushing to get on to a moving train. As he jumped on to the train one of his sandals slipped off and fell to the ground. The train was moving faster now, and there was no time to go back. Without hesitation, Gandhi took off his second sandal and threw it toward the first. Asked by his colleague why he did that, he said one sandal wouldn't do him any good, but two would certainly help someone else. This wasn't just an act of kindness, it was also an act of knowledge.

By throwing that sandal, Gandhi had revealed two very important insights: he knew what people in the world needed, and he knew what to let go of.

Curriculum in 2021 is essentially being asked the same two questions – what is it that students actually need to learn (what is essential?) and what have we been teaching that we need to let go of?

These are important questions, but in fact they have very complex and complicated answers. There is the old joke that if Rip Van Winkle did wake up from his one-hundred-year sleep in 2021 the only part of the modern world he would recognise would be a classroom! That's not quite the case but I see the point.

If we look at curriculum in the 20th Century its goal was essentially seen in two ways: to make people literate and to make people knowledgeable, and twentieth century schooling did an amazing job at reaching that goal. What therefore is the goal of 21st Century schooling? If I was asked I might say that in one sense literacy is still a key part, but today it has to be digital literacy. The illiterate of this century are not those who can't read and write but perhaps, more tellingly, those who can't read and write code.

The second part of the goal though has changed – I do not think it's enough to aspire to 'make people knowledgeable' anymore but aspire to make people 'think'. Twentieth Century curriculum (and classroom) came from the premise of convergence – many facts, many figures converging on one answer, one piece of 'essential knowledge'. Everyone in the class was required to answer the same question with the same answer. In classrooms today, the goal is perhaps better described as divergence – where there exists one stimulus but allows for many varied responses. So the goals have shifted, from literacy to digital literacy and from convergent thinking to divergent thinking.

At Luther College we are tackling this shifting goal in a number of ways. We fully understand the complexity of the educational landscape - we have twenty-first century students, we have twentieth century teachers, using a nineteenth century curriculum and eighteenth century assessments! So we are addressing these contradictions by introducing new programs and subjects, for the Digital Technology program at Year 8 where students are in teams designing and constructing their own solar powered boat – the same stimulus but very different responses; or the elective program at Year 9 and 10 in 2022 which will showcase a host of new electives, each of which encourages divergence; or our examination of the better use of timetable.

In a sense, we are beginning to address the two questions the story of Gandhi posed: what is it people need? And what is it we need to let go of? Exciting times indeed.

Adrian Puckering

From the Head of Middle School

Research suggests that 60-70% of change initiatives fail. Not because of a lack of planning. Not for a lack of care around implementation. But because of a lack of ongoing focus on sustaining the change. Estimates are that this final stage is a three to five year journey where change is truly embedded and becomes an authentic part of the culture. Or in colloquial terms, it takes time for it to be 'that's the way we do things here at Luther'.

Adopting this long-term mindset has been crucial, particularly with the enhancement of the Middle School building. We now

have a magnificent building full of innovative learning spaces, but it's what we do in these spaces that is arguably the most crucial stage of the process. The learning that occurs in these physical spaces is contemporary and forward thinking.

The two general areas on which we are continually focussing are the curriculum offerings (greater learning) and wellbeing environment (greater care). How can we continue to encourage learning activities that promote deep thinking, rigour and engagement? How can we continue to foster an environment where our students feel supported, nurtured and valued?

This edition of *LutherLetter* explores these interconnected curriculum and pastoral concepts from a student perspective. Year 7 students Raymond Lee and Claire Iggoutz reflect on their transition and Semester 1 experiences as a new Luther College student. Snapshots of our diverse elective program have also been provided by our Year 9 students, with subjects ranging from 'Innovating for a Creative Future' to 'Augmented and Virtual World'.

Middle School at Luther is centred on enhancing the student experience by



creating an engaging environment. Having dynamic learning spaces, in combination with progressive pedagogy, is dynamite. Sustaining such focus and embedding these changes, whilst exploring new opportunities, is our current educational adventure.

Richard Malone

From the Head of Senior School

The first half of 2021 has provided some wonderful opportunities for our community to come together in celebration. The Class of 2020 Reunion was a great way for our recently graduated class to reconnect as they commence the next exciting part of the lifelong learning adventure.

Similarly, the completion of the Presentation Balls for the Class of 2021 gave our current Year 12s time to celebrate outside the classroom. We are looking forward to seeing Year 11 students enjoy the same experience later in the year.

Early in Term 2, our Year 12s also had an opportunity to hear from Dr Derrick Ha, a coaching and motivational specialist, who shared study tips to help students achieve their best.



These included:

- having a "laser-like" focus and giving 100% to the time left at school
- seeing the Senior School experience as not only about obtaining the VCE and an ATAR, but developing skills students will need for the rest of their adult lives
- the importance of having a study space free of distractions
- the importance of planning, using a year planner for an overall view and then a diary for weekly planning.

As Dr Ha pointed out, the journey through the final years of secondary schooling provides many opportunities for growth. It is not just about maximising the score at the end of Year 12, but also about learning how to celebrate success, grow from failure, improve time management and organisational skills, develop confidence in communicating with peers and staff and, importantly, learn to support others even when we are feeling stressed and busy. Our students took this on and have been busy creating an environment or approach that works best for them.

At the end of Term 2, Year 10 students had a presentation from RMIT that outlined how the VCE, ATAR and tertiary options all work. Students then completed Morrisby Testing (careers advice and guidance) which was followed by an introduction to VCE subject selection. As part of our ongoing commitment to service, our Year 10 students also participated in an interactive workshop facilitated by Australian Lutheran World Service. These activities then led into Work Experience, which, for many Year 10s, involved completing a virtual program, focussed on developing self-management, independence, and the world of work, where students could select modules of interest.

It's been a busy Semester 1!

Tim Martin

Opportunities to Explore and Innovate

When a student starts at Luther, they have many exciting opportunities to try different subjects, to explore new things and adventure into uncharted territory. That choice travels with them throughout their middle school journey into senior school.

What you may not realise however is the breadth and depth of that choice and how subjects are tackling the challenges of life and work in the 21st century. Below showcases just a handful of the innovative subjects described by our Year 9 students themselves.

Augmented and Virtual World



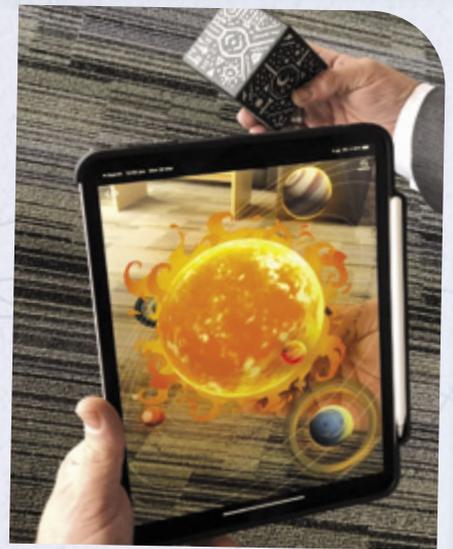
Seeing the world differently or in many cases virtually, is gaining traction. With travel restrictions upon us, through the likes of virtual reality we can still step inside the world's most amazing places without leaving our home. Augmented reality is also increasingly popular, allowing us to see the real-life environment right in front of us – only with a digital augmentation overlaid on it.

Hear from Year 9 student Ryan Farley about how he is learning about and creating opportunities using augmented and virtual reality.

Augmented and Virtual World is a compelling and thought-provoking subject. When I chose this as an elective at the end of last year, I'll admit I didn't know much about it! Nor did I know how rapidly it is progressing and the impact it is having on our lives.

The Augmented and Virtual World subject is now in its second year at Luther. It is an amazing subject to be taking because the field of augmented and virtual reality is changing so rapidly! Some of the programs and uses of augmented and virtual reality are growing so quickly that even year by year, the programs and uses for them change. It is understandably challenging to teach, as the work, programs used and technology change every day! Mr Borlenghi, our teacher, does a great job at engaging us with the work and teaching such a fast-growing subject.

In Term 1 we looked at augmented reality and its current uses before making our own augmented reality using the AWE program. Our first project was a greeting card with art on the cover. When you scanned the QR code, a video would pop up on the front of the card showing a time-lapse of the card being made. We also focused on the program CluckAR, by CHOICE. This program helps customers choose ethically sourced eggs. Our major project was to design a program that uses a similar idea to Cluck AR. We used the problem-solving methodology to design the program, with the goal of helping customers solve an ethical problem.



In Term 2 we focused on virtual reality. After looking at the current uses, we tested out the virtual reality headsets. Our major project for the term was to create a 360° video in groups. We were given 360° cameras and scripted and filmed a video that could be viewed inside the virtual reality headsets.

This subject has changed my view and approach, as I begin to wonder how the future of augmented and virtual reality will affect our everyday life. In 5-10 years, augmented and virtual reality will be vital to our careers, education and entertainment. Augmented and virtual reality is becoming a huge part of our lives so rapidly and it is amazing to have the opportunity to learn about such an exciting subject at Luther.

Ryan Farley
Year 9



Designing Spaces for the Future



Over the last 50 years, the way we use space, particularly in cities, has changed dramatically. Warehouses, factories, and other urban buildings have been prime locations for re-purposing and renewal. These spaces are being designed to meet multiple social, economic and environmental issues and its exactly this our students are exploring in Designing Spaces for the Future.

I chose Designing Spaces for the Future as I originally thought it would be a designed based subject in terms of drawing buildings and perspective-based work, which as an artist is a skill I wanted to build on. It does incorporate this but also focuses upon how public buildings and other spaces are established, how spaces can be re-purposed and how successfully this can be achieved when designing within heritage buildings with strict historical overlays. Designing Spaces for the Future investigates the sustainability aspects to be considered, who the stakeholders are of the building and wider community, innovative re-designing of spaces, and the renovation process for heritage buildings.

The subject also involved going on excursions for assignments. We recently visited LCI or LaSalle University of Melbourne in Collingwood. The heritage listed building was originally a factory

for the Foy & Gibson Company. It went through many renovations to become a fully functioning University and we looked at the renovation process and why it is important to preserve heritage buildings. This was also an opportunity to look at the courses the University has to offer if you were interested in going to a University for the Arts/Designing. This was something I did not expect we would get to do in this subject.

I have learnt about the deeper impacts that things like sustainability, place making, and the creative class have on our modern-day society. This subject also links into my other subjects I have chosen in Year 9 such as Art, as Art and Architecture go hand-in-hand.

Phoebe Jackman
Year 9

Aboriginal Cultural Discovery



Imagine knowing information that has been kept secret for thousands of years. Hearing amazing stories, understanding traditions or cooking using traditional ingredients and methodologies. Our students are doing just that, with Aboriginal Cultural Discovery. Students are gaining knowledge of historical and contemporary Aboriginal cultures in Australia with authentic engagement opportunities to respectfully understand and appreciate Aboriginal culture and people.

This semester I chose the selective subject Aboriginal Cultural Discovery. I was keen to learn about an amazing culture that exists right here in Australia. I was hoping to better understand how Aboriginal and Torres Strait Islander people live on a

day-to-day basis and how they feel about living in Australia.

Among the things we have learnt is the intrinsic connection Aboriginal people have to the land and its importance in shaping their identity and connection. We learnt about Dreamtime stories and different forms of Aboriginal art and the connection of culture and art. We also tried to make our own dot paintings – they are much harder to make than they look! We have also learnt about the history of Aboriginal and Torres Strait Islander people and the impact of colonisation. We have studied Indigenous foods, contemporary issues such as the Stolen Generations and land rights and found that Luther College sits on which Wurundjeri/Woiworung land.

Throughout the semester we were lucky enough to have a special guest Colin Atkinson join us. He spoke with us about his cultural background and history of his people, and he showed us some examples of traditional tools and equipment. Colin is a Yorta Yorta man from the area of Echuca. He explained some Aboriginal traditions, such as cool burning which is an Aboriginal practice of fire management. He also shared how they were the world's first conservationists as they would only take what they needed from the land. Interesting facts included that Aboriginals have six to seven different seasons. He also generously



shared a story about his grandfather's possum cloak and even allowed one student in our class to wear it.

This subject has changed the way I think about Aboriginal people and their worldview. When I was completing NAPLAN this year, I realised that Aboriginal children across the country were doing the exact same test as I was. And yet many Indigenous children have far less educational opportunities than I do and I can complete it in my first language and they cannot. I really started to realise how hard and challenging situations might be for them.

Overall, this subject has been a great learning experience and had a positive impact on my understanding of Aboriginal and Torres Strait Islander culture and people.

Ella Weekes
Year 9

Innovating for a Creative Future



Thinking outside the square and dreaming big – they are the two most important requirements for students taking this subject. With real world learning as the focus, and café business development as the vehicle, students are learning how to design, test and deliver exactly what customers want. They are focusing on building workplace skills, exploring concepts such

as collaboration plus creativity, critical thinking, decision making, innovation, entrepreneurship and problem solving. It also helps that upon completion they gain two industry certificates - Basic Espresso Making Skills Certificate and Food Handlers Certificate.

I chose Innovating for a Creative Future to help gain a better understanding of the skills needed to work in a café type environment. In the future I plan to use the industry certificates either to secure employment or to further my education. I have learned many important things during this subject including how to make coffee professionally! I also think being an entrepreneur would be a very interesting thing to consider later in life, not to mention fun. The subject has taught me so many things, particularly helpful in this ever-changing world.

Tate Fittolani
Year 9



Shark Tank



Just like the TV show, students are thrown in the deep end as they develop a logo, brand, product, marketing and advertising strategy before pitching live to a group of potential investors! Persuasion is key, as is the development of entrepreneurial thinking and negotiation skills. Year 9 student McKenzie Evered explains.

I chose to do Shark Tank because I had really enjoyed doing graphic design in year 8 and I wanted to continue using programs like Adobe Illustrator. Shark Tank has given me the opportunity to improve my graphic design skills (when we created new logo designs for our chosen business) as well as learn more about entrepreneurship and how a successful business should run. Throughout this process I was also able to learn more about entrepreneurship when we were given the tools to improve a business through online videos and different activities as a class.

One of the most useful skills I have learnt from Shark Tank is about how to improve a business to meet the needs of customers. We started off by selecting a business that we thought would be appropriate for a re-branding and re-structuring, and one which would align in some way with our interests. We were given the opportunity to develop the tools needed to empathise with the customers and solve problems creatively using the

design thinking process. This process is used worldwide in the business industry as a framework of approaching difficult problems uniquely.

One of the things that I most looked forward to this term was pitching my new and improved business idea to a panel of sharks made up of local business owners. It was great to receive some tips from them on how to improve it and make it more successful.

McKenzie Evered
Year 9

Celebrating Student Writing

An error occurred in last year's edition of *Analecta* whereby two very special pieces of work by Class of 2020 Year 12 students Issy Pollock and Emma McLellan were incorrectly labelled. We would like to celebrate their writing in *LutherLetter*. The following are excerpts or 'gap moments' that respond to short stories studied in class.

By Emma McLellan

I stand slouching in my plain navy swimsuit, with a slight tear lying just above my right hip. I glance towards Chris, waiting patiently for the neighbour's empathetic invite to join them in their above ground pool. I wonder what it would be like to have my own pool. It would sit on our baked-dry square of backyard.

Maybe when I'm older, when Chris and I move far away from this bland town and from our mother, who drowns any emotions she may have left with her bottle of brandy. Including her capability to be a caring, loving mother. The prickly grass stabs the soles of my bare feet as my faded bath towel drapes ghostly over my shoulder.

I reminisce the lush green grass that I would twirl between my toes, whilst the sun would beam down on my fair skin. Dad and mum would be laughing whilst dancing clumsily to their favourite song. Quickly, I'm reminded of the tragedy that one cold Sunday morning. Sometimes I wish that she could've acted strong, pushed through the pain dad's sudden death caused. It was tough on all of us.

When he was taken, so was the best part of us.

My vision is quickly returning towards the neighbour's house as I hear Anne from the other side. 'Climb over', she whispers to us, accompanied by her

sister Louise. Chris and I glimpse through the palings as they pile some bricks against the fence for us to step on as we scramble down.

The turquoise water glimmers softly in the afternoon sun. 'Four is always better for whirlpool' Louise announces following with a chuckle. We all run around the sides of the pool, our legs threshing the water, stirring up a slow, slopping current. I tuck my knees to my chest and allow myself to drift with the water. Giving in to the power, unable to move against the flow.

By Issy Pollock

When I saw Frank's weak body lying amongst the dust, struggling for air, I realised it was the moment everything took a turn for the worst. A heart-wrenching moment where I didn't know if I should have felt relieved or upset. After all, he did make my life a misery before the accident, why would this all change now that he's potentially close to death?

Not knowing the severity of the tractor accident, I had already begun picturing a life without him. A life where I lived in peace without the nagging and

controlling nature of Frank's behaviour, and a life where all I could hear were the birds chirping on a balmy morning and the wind blowing in the trees. It seemed too good to be true, and it was. Selfish. Selfish is how he would be described.

Even with the pain Frank was in, he still always managed to find a way to smack me out of the way. When I heard the words 'excellent news' from the doctors about Frank's progress, I seemed to be the only one not happy about it. During those uncertain times

in the hospital I always felt the nurses' sympathetic gazes while I sat alone with my thoughts watching Frank's fragile body so still in his bed.

All I could imagine was Frank returning to the farm being even more controlling than what he was before the accident. I didn't know what to feel when I found meals and cards with well wishes at our front door.

Strangely after all these years of feeling invisible, my husband's near-fatal accident suddenly gave me an 'odd kind of glamour.'

ASPIRE

From the **Director of Educational Operations**

The Advanced Support Program and Individual Recognition of Excellence (ASPIRE) was founded in 2020 and is designed to identify, support and recognise students who are pursuing performance excellence in the fields of Performing Arts or Sport. It has been developed to provide a clear and formalised approach to the way in which we identify, support and recognise our students that are pursuing elite pathways in those areas. The program feeds identified students into our Pastoral Care team to provide support while they combine their performance or sporting commitments with their academic pursuits. Aspire students have access to personal development opportunities through participation in workshops designed to help build mindset skills, an understanding of high performance psychology and make connections with other like-minded individuals to help build relationships and resilience. The program celebrates and recognises student achievements and milestones as well as strengthening community connections and partnerships into the future.

In 2021 we have 48 students from Years 7 to 12 in the program with approximately 20 disciplines across Sport and the Performing Arts. Examples of the fields that our students are pursuing excellence in are Basketball, Voice, Dressage, Karate, Acting, Cricket, Diving, Piano, Cross Country Mountain Bike Racing and Water



Polo. Each student has an ASPIRE Profile available for current students, parents and staff to see their chosen field, hopes and dreams.

The ASPIRE program provides recognition, connection, support and celebration of our students reaching for the stars.

If you are interested in becoming a community partner or sponsor, please don't hesitate to contact me on caf@luther.vic.edu.au or by calling the College.

Celeste Acfield

Holly Miniken Year 12

What is your chosen field?

Equestrian- Dressage

How long have you been doing dressage?

Approximately five years.

What inspired you to take up dressage?

I began riding relatively late at 13 years old. After three or so years, I had experienced multiple injuries from various falls but despite the risks, I did not want to quit the sport, so I decided to focus on the discipline of dressage. I have always enjoyed the technical side of dressage, and particularly have an affinity with the necessary attention to detail, however, I especially love the fact that finding harmony and harnessing the communication between the rider and the horse is at the heart of the sport. I now compete in pony dressage with my pony, Iona Park Beethoven, or 'Roly.' I have had to endure a lot of setbacks in these short years but everything I have experienced, good or bad, has added to my resilience, skillset, and passion as a rider.



What are some of your proudest moments?

In 2021 I have already achieved some great results including:

Victorian State Pony Club Dressage Championships
Champion title for grade three dressage state leader

VEIS Dressage Round 2
3rd and 6th place, 4th overall - senior novice

Boneo Summer Dressage Championships
7th and 7th place- novice pony and 4th and 5th place- prelim pony

Monash Dressage Jackpot
1st and 2nd place- Grade two dressage

Hi form Autumn Dressage Championships
2nd and 4th place- Novice Pony

Interschools dressage series round one
Reserve champion- Novice senior Championship

Youth Dressage Championships
7th overall- Interschool preliminary championship
10th overall- novice pony championship
8th overall- pony preliminary championships

Awarded the 'most successful combination' award for YDS D Squad

What does the future hold?

With my dressage pony, Iona Park Beethoven, we are aiming to reach EA Medium level by 2022 whilst being competitive in Novice and Elementary through 2021. We will continue to compete at the biggest competitions of the year such as the Victorian Youth Dressage Championships and the 2021 Pony Club Nationals for Team Victoria.

How did you stay on top of things during lockdown?

Continuing to keep my pony in regular work at competition level was very difficult through the lockdown in 2020. My horses are kept off our property, so it was challenging to stay in lockdown whilst travelling to care and keep my horses in full work. To stay on top of things I would be extremely organised with my schedules and planning when I could do my schoolwork whilst caring for my horses both physically and mentally. Managing to juggle the Year 11 work load and maintain an active routine for my horses was challenging however I managed to get it done with the support of those around me paired with lots of planning.

What does being part of the ASPIRE program mean to you?

The ASPIRE program is important to me as it helps motivate me to push myself to my limits both through my academics and sporting and to keep learning how to master my training.

Christina Qian Year 9

What is your chosen field?

My chosen field is music, specifically the piano. I've learnt music in many different aspects, ranging from the piano, where I am currently at Grade 8, to learning chords and notes on the guitar and to studying music theory and music history.

How long have you been learning the piano?

I've been learning the piano since I was four, so over ten years now. I only started to learn music theory at the start of 2020, but I've been very interested in music history since primary school. I picked up the guitar in Year 7.

What inspired to take up piano?

I originally started playing the piano as a kid because my mum agreed that after every piano lesson, I could get KFC, but after I moved from China to Australia in year two, I was given a choice to give it up, but I didn't because I genuinely really enjoyed the feeling that I got after being able to play a piece well after much practice.

What are some of your proudest moments?

As a Year 8 student, I played in front of the new Year 7 students and their families in 2020, I have also achieved honours in a music theory test, a credit in my Grade 7 piano exam and a distinction in my Grade 6 piano exam.

What does the future hold?

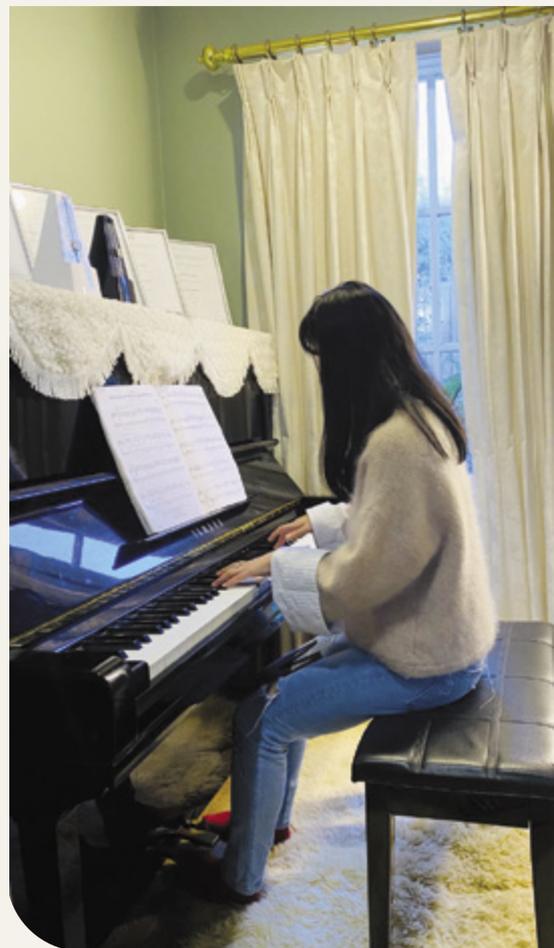
I'm still thinking about whether I want to major in music/piano in the future, but I will definitely do VCE music. Although I'm still not sure about playing piano professionally, I want playing piano to be a skill that I'll remember for the rest of my life - I feel the most at peace sitting on the piano. Perhaps when I'm an adult and if I am stressed it will also be a great tool to help me through anything.

How did you stay on top of things during lockdowns?

I made sure I practiced every single day, in fact it actually helped my music theory progress, because I had more free time to do research and to practice. I learnt the guitar more as well during quarantine.

What does being part of the ASPIRE program mean to you?

Being part of the ASPIRE program means that my piano abilities have been noticed by the school. It gives me a stronger sense of belonging as the ASPIRE community is very welcoming, and I have similar interests to other people in it.



Jackson Smith Year 8

What is your chosen field?

My chosen field is the performing arts. I enjoy doing stage productions, shows and even online opportunities to perform. I am a member of the Victorian Youth Theatre (VYT) which is part of Stage School Australia.

How long have you been performing?

I have always been interested in theatre and started acting when I was 11 years old, especially when I joined VYT. I also participated in many school productions during primary school.

What inspired you to take up acting and performance?

I saw Dwayne Johnson (The Rock) in an advertisement for the movie Moana and I loved him, I also wondered whether one day I could be just like him.



What's something you are really proud of?

Last year while in Year 7 I had the privilege of taking on the role of Flounder in the Luther College production of The Little Mermaid.

What does the future hold?

I want to take my acting skills to the next level and even become a professional actor and be part of the industry somehow.

How did you stay on top of things during lockdown?

I made sure I practised my role for The Little Mermaid every day or every second day to stay on top of what I needed to work on. There was a big online community for the production which helped.

What does being part of the ASPIRE program mean to you?

Being apart of the ASPIRE program will mean that I am recognised for my acting skills and have opportunities to show people what I can do.

Ben Sandilands Year 12

What is your chosen field?

I compete competitively in the hammer throw.

How long have you been doing hammer throw?

I have been doing athletics for about twelve years now but hammer throw specifically for about four years.

What inspired you to take up hammer throw?

I am passionate about athletics and I started with discus and from then took a liking to hammer throw.

What are some of your proudest achievements so far?

I have been a three-time top five place at the Australian Athletics Championships and a two time state silver medallist. My greatest achievement was when I first threw my first national qualifier and was able to be part of the Victorian team and go to Sydney to compete in my first nationals!

What does the future hold?

After I complete Year 12, I hope to get back into full training mode and hopefully, continue to attend the national championships and maybe make an Australian team eventually.

How did you stay on top of things during lockdown?

During lockdown I had a home gym setup and I used that regularly. I also had a local athletics track within a five-kilometre radius so I drive there and used that to keep training.

What does being part of the ASPIRE program mean to you?

It means a lot to me to be recognised for the hard work I have put in, and I am very much looking forward to being part of the program.



From the Head of Sport

After a year full of challenge and uncertainty, the Luther College community has fully embraced the opportunity to once again be active and involved in the world of sport!

Through the weekly Eastern Independent Schools Melbourne (EISM) competition, students have engaged in teamwork and collaboration, striving for excellence in the Central Division. Semester 1 has seen some great results. We also celebrated our Houses with whole school House carnivals for swimming and athletics, a great way to bring the community together and witness both individual excellence and team success. EISM Carnivals showcased our students and their hardwork with excellent results, testament to their hard work and dedication to their craft.

After the House Swimming Carnival was postponed, our staff and students embraced the rescheduled event with open arms. Held at the Oakleigh Recreation Centre, the vibe was bustling with student activity and involvement from individual events to relays and of course the renowned novelty events – synchronised swimming and water polo.

In the first ever 6-House event, with the introduction of Warran and Yarra Houses, our students battled it out in the pool while their peers cheered them on. The Year 12 water polo event was a hit, but nothing compared to the organisation and creative prowess of the synchronised swimming!

Finishing the day with the relay events, it was Birt House that reigned supreme. In an excellent display of talent, there were four individual records broken on the day: Sam Churchward in the U14 Boys 50m Butterfly and U15 Boys 100m Freestyle, Chantelle Underwood in the Open Girls 100m Freestyle, and Ava Kernich in the U15 Girls 100m Freestyle.

The EISM Swimming Team was fierce and looking for a successful Division 1 Swimming Carnival. After placing second in 2020, the team were looking to go one better in 2021. With some excellent talent coming through the junior years, it was an exciting event, full of anticipation. The team competed exceptionally well, with some stand out performances from across all age groups. A close competition all night, with Luther College winning three age groups; the U15 Girls, U16 Girls and U21 Girls, which formed that overall Girls Aggregate Trophy but again placing second overall.

Just ten days after the House Swimming Carnival, students backed up to compete at the House Athletics Carnival. In a stunning display of talent and expertise, students from across the school battled it out on the track and in the field for House pride. There were novelty events and games for students to engage in while others chose to support their fellow peers in their events. At the end of the day, a phenomenal eleven records fell. Congratulations to Mia Morgante, Aiden Marasco, Annie Harrison, Shakira Harding, Emily Rankin, Bridie Neale, Ash Rooke, Eve Parry, William Ladd, Darren Menezes, and Tom Coghlan. There can only be one winner for the day, which once again was Birt House, victorious in 2021 House Athletics and House Swimming!

The EISM Division 1 Athletics Carnival was held on Tuesday 4 May and after the event was cancelled in 2020 our team



came ready to compete. Starting extremely strongly, Year 8 student Shakira Harding broke the U14 Girls 80m Hurdles Record (from 1987) and Year 7 student Emily Rankin broke the U14 Girls Discus Record (from 1997).

It was clear to see that Luther students were well prepared and ready for a fight in every age group, winning events on the track and in the field. At the conclusion of the carnival, Luther College had successfully won six age groups: U13 Girls, U13 Boys, U14 Girls, U15 Girls, U16 Girls, and U21 Girls. This fantastic effort saw them crowned EISM Division 1 Overall Champions, while also winning the Boys Aggregate and Girls Aggregate Trophies. A sensational performance and our 12th consecutive win.

And after all this excitement, passion, and involvement...there is still so much more to come in Semester 2!

Shane Asbury



House Swimming



New House Swimming Records Set

New records for House Swimming were set in 2021. Congratulations to the following students on their record-breaking performances:

Age Group	Event	New Record Holder	Time/ Distance	Previous Record Holder (year of record)	Time/ Distance
Boys U13	4x50m Medley Relay	Wicklow	2:48.19 sec	Cheong (2016)	2:59.25 sec
Boys U14	50m Butterfly	Sam Churchward	33:52 sec	David Adams (2011)	34:00 sec
Boys U13	4x50m Freestyle Relay	Wicklow	2:24.20 sec	Cheong (2020)	2:33.33 min
Boys U14	4x50m Freestyle Relay	Cheong	2:22.81 min	Wicklow (2015)	2:31.82 min
Girls U21	4x50m Freestyle Relay	Birt	2:19.85 min	Wicklow (2001)	2:20.78 min
Girls U21	100m Freestyle	Chantelle Underwood	1:01.32 min	Chantelle Underwood (2019)	1:01.56 min
Boys U15	100m Freestyle	Sam Churchward	1:07.03 min	New event	
Girls U15	100m Freestyle	Ava Kernich	1:05.48 min	New event	

Final Results

1. Birt 2. Cheong 3. Wicklow 4. Warran 5. Nelson 6. Yarra





New House Athletics Records Set

New records for House Athletics were set in 2021. Congratulations to the following students on their record-breaking performances:

Age Group	Event	New Record Holder	Time/Distance	Previous Record Holder (year of record)	Time/Distance
Girls U13	1500m	Mia Morgante	5:34.74 min	Rebecca Herrmann (1993)	5:40.60 min
Boys U13	1500m	Aiden Marasco	5:14.55 min	Flynn Cocking (2018)	5:15.58 min
Girls U14	Discus	Emily Rankin	23.22m	Ashleigh Rooke (2019)	22.28m
Girls U14	80m Hurdles	Shakira Harding	13:00 sec	April Humfray (1996)	13.30 sec
Girls U15	1500m	Annalise Harrison	5:19.56 min	Emily Sharpe (2013)	5:26.00 min
Girls U13	400m	Bridie Neale	1:04.49 min	Eve Parry (2017)	1:05.33 min
Boys U13	High Jump	William Ladd	1.56 m	Thomas Coghlan (2018)	1.55 m
Girls U16	Discus	Ashleigh Rooke	28.07 m	Katrina Harris (1990)	26.45 m
Girls U21	400m	Eve Parry	59:76 sec	Kate Fankhauser (1989)	1:00.20 min
Boys U17	100m	Darren Menezes	11:65 sec	Sebastian Reyneke (2018)	11:96 sec
Boys U16	High Jump	Thomas Coghlan	1.82 m	Zachary Stevenson (2013)	1.81 m

Final Results

1. Birt
2. Cheong
3. Wicklow
4. Nelson
5. Warran
6. Yarra



EISM Swimming



EISM Athletics



Luther wins Melbourne Radio Swimming Carnival

Congratulations to Mr Shane Asbury, Head of Sport, for winning the KIIS FM Jase & PJ Swimming Carnival (for teachers) and pocketing an incredible \$10,000 for Luther College.

Teachers from a range of schools across Melbourne came together for the 50m Freestyle race, each participating in a heat until the eight fastest met in the final.

After a stunning performance in his heat, Mr Asbury started the final as firm favourite and he didn't disappoint, leading from the outset. In the blink of an eye it was over, Luther College the victors.



"I am so delighted with the win and to see this money directly benefit our incredible students. I was humbled to be in such great teaching company, all of whom were passionate educators" Mr Asbury said.

The Carnival, which also featured Olympian James Magnussen, was a wonderful display of positivity and commitment from teachers willing to give it a go for the benefit of their students.



Chalk the Walk

Each year, during Arts Week in March, students from across the school gather to 'Chalk the Walk' – turning a charcoal path of concrete into a sea of colour and creativity. It's lovely to watch our older students take the time to encourage younger students, even our music students get in on the action with a lunchtime concert.



PTFA Mother's Day Afternoon Tea

The Luther College PTFA hosted a special afternoon tea in May to celebrate Mother's Day.

Cakes, sandwiches, tea and coffee flowed, as did conversation between mums, grandmothers, friends and family.

It was a wonderful opportunity to come together and celebrate the special people in our community. Special thanks to our PTFA helpers for your support. If you would like to know more about the PTFA email ptfa@luther.vic.edu.au



From the Head of Year 7

In the second week of Term 2, we had the opportunity for the parents of our Year 7 students to meet with their child's Focus Class teacher, thus finishing the "official" transition activities for the Class of 2026 into Luther College.

This was a wonderful chance to make new connections with other parents, and to experience a "class" with our focus teachers. Focus teachers spend more time with our Year 7 students, taking them regularly for a number of subjects. It's a great way to transition from primary to secondary school.

Starting the year well, our Year 7 students went to camp, competed in their first swimming and athletics carnivals, survived their first round of immunisations and Allwell testing (benchmark testing done each year), looked fabulous on photo day and impressed all their teachers with their online learning during the snap lockdowns. Many are taking part in our extensive music program or joined one or more of the school clubs. I know that Mrs Brookman is very impressed with the students competing in our Chess club, as is Mr Wilcock with Touch Rugby.

Our parents have also experienced a steep learning curve during their child's first term at Luther. Congratulations to all of them for learning how to navigate through Omnia our online learning management platform, as well as supporting their budding teenagers through their transition to secondary schooling.

One thing to remember is that there is no "one way" to get through secondary school. Each child will have their own journey, their own timeline and their own experiences. We, their teachers, look forward to continuing to work with them throughout the next 6 years.

Meredith Stevens

A semester in the life of Year 7



Claire Iggoutz, Reporter

Year 7 Camp

Camp helped us so much to meet new people from our focus class, and we had a great time too. We had so much fun seeing who was brave enough to go to the top of the thrilling giant swing, upside down on the circatron, or who could build the best sand sculpture. The staff cooked amazing food and made delicious treats when there was a birthday. At night we stayed up telling hilarious stories. Camp was an amazing experience!

Choice!

Luther offers so many amazing subjects that we didn't get to do in primary school. We get to do things like ceramics which is separate from the art class, where we focus on ceramics and clay. Design tech materials is one of my favourites. We

make amazing things like fancy rings, and I was so surprised how easy it is to make and an awesome looking ring. At Luther, I love all the subjects. There is not one subject that I think "I wish I wasn't doing this today".

House Carnivals

The school athletics and swimming carnivals were great. Even if you weren't in any events, or didn't want to do anything, they were lots of other fun activities you could do. At the swimming carnival, there was a pool you could use, water features and even a canteen. At the athletics carnival, you could do tug of war. As Yarra and Warran had less people (new Houses) and had to put younger students in the events for older year levels, it was a fun experience getting to participate in events for older year levels.

My advice to other Year 7 students

- Take all the opportunities you get. Even if it's something you don't like, like swimming or athletics, still do it. It will probably turn out to be more fun than you think, and you might get points for your House.
- Ask questions. It will make things so much easier. If you don't know where a class is or how to sign into the music lessons, then just ask!





Raymond Lee, Reporter

First Day of School

It really didn't comprehend with me at the time. It was a shocking truth to be told that I was in Year 7! That meant that it was my first day at a new school, with new people, subjects and responsibilities. I was so nervous about talking to other people. What if they didn't like me? What if they found me weird? It turned out that the fear and paranoia was needless. The people in Year 7 and all of the community were some of the friendliest if not THE friendliest people I had ever met! The reality of coming into this new world surpassed my expectations by a landslide. To be completely transparent, I thought high school would be nothing short of an army training facility! My assessment of high school was completely shattered and re-written. Year 7 turned out to be a place of new beginnings, to make new friends, learn new things and was a welcoming and encouraging learning experience.

Camp

The first thing that comes to mind is toasting marshmallows over a campfire,

singing songs, sleeping in tents and getting chased by grizzly bears in the middle of a foreboding forest. Year 7 camp turned out to be everything but the latter. Instead of living on a diet of marshmallows for three days, we were sitting in a cozy dining hall and being served delicious meals. Singing songs wasn't the only fun we had. There were activities spread all throughout the days of camp of a wide variety. High ropes, canoeing and a themed activity night were just some of the fun events that occurred. The activity night went by in a blur of neon, rainbows and bright colours. It was such a great opportunity to make new friends and get to know other. Even the shyest people made friends that night!

Highlights of the Semester

One of the highlights of the semester for me had to be chess club. I was so excited to see that so many other people were interested in the game. Going head-to-head in games of chess really brought people together.

A main moment in the history of being in year 7 however brief, was unforgettable which was receiving our brand-new laptops. I was ecstatic to remove the laptop from the box and its protective casing. People were shocked speechless by the amazing features of the laptops, including the fact that we had our own nameplates at the bottom accompanied by a laptop bag with our name on it! Surprise, surprise! Everyone immediately scribbled all over their screen with their stylus pens. Discovering the new subjects was also very memorable. We had things we had never learned before. Like; ceramics, design technology, drama, food technology and so much more!

Challenges and Opportunities

Finding my way to my classes was surprisingly difficult (especially ceramics). Not being able to find my classes led to me being late. Fortunately (unfortunately for others) I wasn't the only one late to all my classes. Others were also finding it difficult. The map that was provided for us along with our timetable was the solution to our problems. It made navigating the school so much easier. High school came with new expectations, and punctuality is one of them. A watch helped me not only get to class on time, but also to get me to class early. Many opportunities came up, like chess club, EISM, swimming and athletics trials and tryouts.

Advice and Tips

My biggest piece of advice is to wear a watch to school! It significantly helps with punctuality and keeping track of how long your food needs to cook in food technology classes. A tip from me is to check Omnia (the online portal where all information, grades and your timetable is posted) every morning before school and every night before bed. It really does help with knowing what uniform to wear and what upcoming events there are. The calendar tab on Omnia also helps with that a lot (just generally check Omnia often)! There is no need to worry like me about not being able to make friends. The community is very welcoming and there are many people with unique interests so there is no worry about not fitting in. Double checking everything may also be an answer to anxiety. Double checking all my folders, my sports bag and my Omnia tabs gave me confirmation on events and things I needed to do.



Performing Arts

A word from our **Co-Curricular Performing Arts Coordinator**

What a wonderful start we have had to Semester 1 in the Performing Arts Department at Luther College. After nearly a year of not being able to rehearse or make music together Music and the Performing Arts are back, BIGGER than ever!

It has been such a delight to walk around our department and hear the various choirs and ensembles rehearsing before school, lunchtime, and afterschool. Hearing the corridors full of music and students and staff engaging in music making was a real joy. It reminded me of one the reasons I got into music education, to allow students to create and participate in creative music making together!

Even though we are only mid-way through the year we already have much to celebrate. Firstly, the Luther College Senior Stage Band, under the direction of Mr Shaun Rammers placed 3rd in the inaugural All-State Jazz Championships held at St Leonards College, Brighton on

Sunday 2 May. We were also awarded the Best Saxophone Section and two students from Luther College were selected to represent Victoria in the All Star Band! What an achievement! Hear from Sam Kernich below.

We also got the opportunity to celebrate Australian music, composers and arrangers at our recent all Australian Autumn Concert on Wednesday 19 May. This was such an exciting event for all staff and students as we finally got to return to performing on stage! The Chapel was filled with wonderful sounds from the Symphonic Band, Concert Band, Training Band, Collyer String Ensemble, Maplewood Strings, The Scrolls, Electric Strings, Soul Band, Senior Stage Band, Make It Up Club Stage Band, Rock Ensemble, Rock Skool, A Choired Taste and Show Choir.

A special mention to our Training Band and Scrolls Ensemble (and their student mentors) who performed in their very FIRST concert since learning an instrument early



in Term 1. A huge thank you to the Friends of Music who also worked hard in raising funds for our next regional Music Tour at the Autumn Concert.

We look forward to seeing you at one of the many events on the 2021 Performing Arts Calendar! Until then keep smiling and celebrating the Performing Arts and all our talented and gifted students!

Steven Majstorovic

All State Jazz Championship Win

On Sunday the 2nd of May, the Luther College Senior Stage Band competed in the All State Jazz Championship at St Leonard's College.

The set of three songs included *I can't get started*, a jazz song by American singer Ella Fitzgerald. Solo performances by Ben Denman and Lily Messom on tenor sax, Tom Curnow on trumpet and myself on alto sax, added to the afternoon.

The venue was designed for music performance. That, and the impressive abilities of the other bands present, added to the excitement of being involved in this event. The atmosphere was filled with excitement and expectation. Nerves were present, particularly as this was our first performance in a year. Everyone was keen to do their best, both individually and

collectively, hoping to represent Luther College with pride.

As lead alto sax with a solo in *Teddy's Toad* it was important to me to not let the band down. Our rehearsals and practice paid off though and I welcomed the applause following my solo and at the of our performance. Relief and pride surged through us all as we played our final note and stood to bow to the audience.

We were thrilled to learn that we came third in our division, won the best saxophone section and that I had been selected as Alto 1, and Ben Denman Tenor Sax 2 in the All-Star Band.

It was a great weekend with many learning experiences and new memories. It was especially inspiring to listen to Wesley College, one of the best bands of the competition, perform. They certainly were inspiring!



Ben and Sam

A very special thank you Mr Shaun Rammers and Mr Steve Majstorovic for making it possible for the Luther College Senior Stage Band to participate in the All State Jazz Championship and leading us into third place. We can't wait to see what we can achieve in 2022!

Sam Kernich
Year 11

Luther College Alumni Association



Chris Zwar
Class of 1991

When everyone else in Year 12 was taking Science and Business subjects, Chris was looking for something different - media classes. He had to lobby for a combined Year 11 and 12 class to get one up and running in his final year at Luther given the number of takers was so low, but thanks to the flexibility of the powers that be and the support of Media teacher, David Modra, it happened. And thank goodness it did because that media studies class ignited what was to become Chris' stellar career in motion graphics and his life as a visual FX artist.

It's a career established in Melbourne in 1997 that took Chris to London for five years, and then, in 2009 back to Sydney where he currently freelances in the film, tv and advertising industry doing the animation and computer graphics that bring stories in the medium to life. He's the guy that takes different elements such as footage shot with a camera, computer generated animations, photos or stock footage and combines them to create a final image. If you've ever seen actors being filmed on set in front of a greenscreen,



Chris is the one who gets rid of the green providing the backdrop we see in the final product.

But that's not all we've got Chris to thank for. You know those awesome artworks projected on buildings that promote and celebrate specific events, the ones that have featured, for example, on the surface of the Sydney Opera House? Well, Chris is the one behind a number of them. He created large video projections for the Sydney Vivid Festival and helped create the animations projected for the Royal Australian Naval Review - the biggest event ever staged in Australia, with Prince Harry as special guest. Wow. Just wow! 'Having your work projected onto the Sydney Opera House is pretty cool', Chris offered. Biggest understatement ever, Chris! We're super impressed.

These career highlights emerged out of Chris' work as a video editor for a Melbourne based production company. Over eight years with them he transitioned from editing into writing, producing and directing. This saw Chris write and direct a documentary for the ABC on warehouse raves and direct a few TV commercials. His side hustle involved developing a sitcom for the ABC. It progressed to the casting stage

but didn't make it into production. Nothing's ever lost though, because an early version of that material was eventually repurposed for - guess what? - a Wicklow house drama competition! Chris had made a bit of a name for himself in the Luther community as a playwright, having written and directed Wicklow's play in Year 11 (proudly following his sister's lead, ten years earlier) and co-writing and co-directing it with Tom Miller in Year 12. No wonder when at Uni Wicklow students got in touch and asked him to write the play for their house drama.

Chris, now a family man and proud dad of two, remains mindful of and grateful for the edge provided for him through the Media Studies department at Luther and for David Modra, whom he credits with setting his career on course. Early access to equipment and know-how enabled Chris to develop skills and get ahead of the game, even as a secondary student, in what was to become a rapidly progressive and competitive industry. Having a video editing suite was an enormous advantage. At the time, David knew of only one other high school that was able to provide anything like it. Chris made the most of it all - even spending school holidays making short films with the video production equipment, having convinced his friends to get in front of camera.

With the benefit of hindsight there's something Chris would impress on current Luther students. It's this: 'Do as much fun stuff as you can! When you get to my age, the best memories you have are all the extra-curricular activities. You'll remember things like house drama, school musicals, debating, camps and learning musical instruments long after you've forgotten all about trigonometry and what Europe looked like before World War 1.' There's a ring of truth to that. Thanks Chris!



Libby Mattner (nee Collyer) Class of 2001

When is going to the school where your parents (Coral and Alan Collyer) teach not a problem?

When you've forgotten your lunch and need canteen money!

Libby remembers this being 'super handy' during her time at Luther. It ranks as a highlight of her schooling experience along with developing great friendships, participating in school musicals and getting to use the common room in Year 12. Libby also had enormous regard for teacher, Karen Rowlands. Libby remembers Karen not only as a brilliant educator, but an incredibly caring and supportive mentor.

When is having to relocate overseas for your husband's work not a problem?

When you get to continue your HR role with Mars in Switzerland!

Three years ago, Libby and the family relocated from Albury, NSW to Switzerland so her husband could take up his job in international aid and development for the Lutheran World Federation in Geneva. She, meanwhile, continued at Mars and is now in the global Inclusion and Diversity team, as the global communications and engagement manager.

When is being relocated to Europe for work not a problem?

When the time zones work brilliantly for working with people in Europe and the US!

And when the great outdoors has so much to offer. What's not to love about long walks on mountainsides in the company of cows wearing bells? There's also the added bonus Libby says of having a great base from which to explore 'some amazing parts of the world'.

Libby is grateful to have had the chance to expose children, Finn (10) and Ruby (8) to international experiences including language learning and integrating into a new school system. 'It definitely wasn't an easy transition at times, and they've had to become adaptable and resilient - both valuable traits', Libby explained, 'certainly being on the other side of the world during a pandemic hasn't been all fun and games. When hugs can finally be exchanged again with family, what a relief and joy that will be!'

When is working with remote team members not a problem?

When you love being part of a global team and the work they do together in the area of Inclusion and Diversity!

Libby's passion for the work brings her a sense of purpose that is energising and satisfying.

When is working at Mars for over 15 years not a problem?

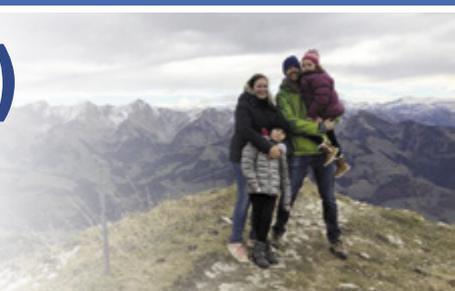
When your career trajectory has involved growth opportunities through a range of roles in HR, Marketing, and Rewards and Communications departments!

It's also great having had continuity with Mars despite being located variously in Melbourne, Sydney, Albury, and now Switzerland (from home right now).

When is moving outside your comfort zone not a problem?

When it results in some of your favourite life experiences!

'I've never regretted taking leaps out of my comfort zone, even if it has been hard at times', Libby said. 'If I could pass on any advice to Luther students, it would be that...don't be afraid to give things a go. Who knows when such a leap might land you somewhere like Switzerland?'



2021 Reunion Update

Reunions have long been an important part of the Luther College calendar of events, however, like many things this past twelve months we have had to adapt and evolve and think outside the square. Given the current uncertainties, we have decided to postpone reunions until we can be confident, they will

proceed. And when they do, you can expect some long overdue celebrations particularly as the College edges closer to its 60th year in 2023.

To update your contact details please visit our website, email alumni@luther.vic.edu.au or call (03) 9724 2000. Great connections rely on the domino effect – one person

contacting another, contacting another, contacting another... So, what are you waiting for!? Jump onto our Luther College Alumni Association Facebook page and help us take a virtual walk down memory lane.

Search **Luther College Alumni Association** or go to <https://tinyurl.com/lcosa>

Class of 2020 Reunion

The Luther College Class of 2020 came together on Thursday 25 March to celebrate their (very early) reunion. Now members of the Luther College Alumni Association, our newly graduated former students finally had the chance to let their hair down.

There was plenty of food, the music was loud, and conversation flowed as people enjoyed the opportunity to finally just 'hang out'!

Congratulations to our Class of 2020. In the words of Dr. Seuss:

You're off to Great Places! Today is your day! Your mountain is waiting, So... get on your way!



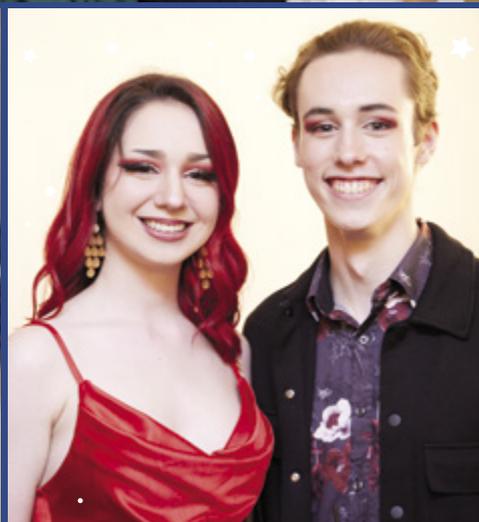
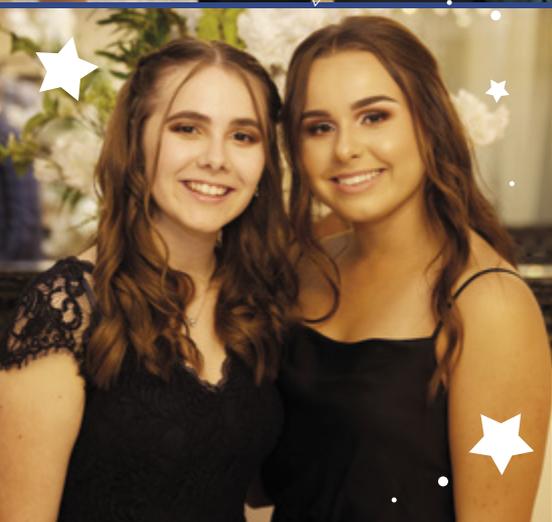


Community News

LutherLetter

If you have news you wish to share in LutherLetter, please contact the College on (03) 9724 2000 or email communications@luther.vic.edu.au

Births



Congratulations to teacher **Paul DAVIES** and wife Katherine on the arrival of Eloise Emmanuelle Davies who was born the 17th of May 2021. A lovely little sister for Theodore (Theo).



Congratulations to **Rachel PIPER (EWART, Class of 2012)** and husband Michael on the safe arrival of Zoe Isabella Piper. A little sister for Nathan, Zoe was born at 6:12pm on May 13 2021. Congratulations.

