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Health and Physical Education teacher, Peter Brookes, has taken on a 950km unassisted bike ride in aid of his chosen charity, Harri’s Hope.

Harri’s Hope is a charity that raises funds for the families of children with Acquired Brain Injury (ABI). The charity was set up by the parents of Harrison Creevey who, as a healthy 3 year old boy, was bitten by a mosquito that was carrying the Murray Valley Encephalitis virus. The virus caused a swelling of the brain that left Harri a complete quadriplegic and unable to speak. Matt Creevey had to give up his career to become Harri’s full time carer. For this he receives $19 a week from the government. The wheelchair therapies for Harri, and other children with ABI, alone cost up to $7,000 per year.

Peter first met the Creevey family in 2013 and decided that he needed to do something to help. A passionate bike rider, Peter determined to dedicate the early part of his long service leave from teaching to raising funds to help the Creevey family.

“I was introduced to Matt and Harri Creevey through my wife, Leanne. The story was so moving, especially as our youngest child is the same age that Harri was when he was bitten by the mosquito that would change everything for the Creevey family. The more I get to know this remarkable family, the more inspired I get by them; the keyword they bring out of this experience is HOPE and it says all you need to know about them,” says Peter.

Peter set off on Saturday 27 September by train to reassemble his bike in time to begin the long ride home on 29 September from the Opera House, riding up the coast line over the next 10 days to complete the last leg of his journey from Pottsville to Arundel on Wednesday, 8 October, arriving at A.B. Paterson College, to be welcomed back by the College’s students.

To date, with two sausage sizzles organised by the Harbourside Market Gourmet butcher, a Tour de Harri coin trail and bake sale, arranged by the College in support of Peter’s laudable act of selflessness, and the generous donations from the College and our local community, Peter has raised $15,000. Peter’s new target is $16,000 – so only $1000 to go!

Every extra dollar will help! For donations to Harri’s Hope, go to https://give.everydayhero.com/au/ride4Harri

All donations are tax deductible and receipted.
From the Principal

The devastation of September 11 in 2001 will forever scar us. The horror, the lack of humanity, the preciousness of life, and the evil that can so easily be perpetuated in our world, was suddenly brought home, as more than 3,000 men, women and children were tragically killed. It would seem that many of our children have been brought into a world of conflict; a world of many uncertainties; and a world in which the goodness of mankind is so often replaced with greed, the struggle for power, and some of the most brutal acts we as people could ever do.

There was a time when we probably thought that we could shelter our children from knowing such things, believing that our country would be isolated from such atrocities. This is no longer the case. Our children are very aware of the conflicts of the world, are exposed to horrific pictures through social media and are able to see the unfiltered vision of these conflicts.

Is there any hope in all of this? Nelson Mandela believed so when he stated, “Education is the most powerful weapon which you can use to change the world;” Allan Bloom believed, “Education is the movement from darkness to light;” and Sydney J. Harris asserted, “The whole purpose of education is to turn mirrors into windows.” I love these quotes and believe that, whilst we must deal with the immediacy of these situations through the maintenance of security for the people of the world, we need to make every effort to educate the young people of the world, so that they may indeed live in the light and not in darkness.

Education, learning about the people of the world and the development of genuine understanding breeds acceptance, not mere tolerance. The ‘education of the heart’ that I often speak about is the ‘very heart of education’. When combined with leadership, the ability to communicate, solve problems, resolve conflict, and a commitment for equality, then we have young people who can change the world – even if it is only one person at a time.

I commend our many students for their involvement in Service-learning, and the wonderful work and leadership in this area of Ms Annette Boyle, Director of Staff Wellness and Community Engagement. By walking in the shoes of another, by connecting with people, and both hearing and feeling the story of another, their narratives become a part of our being and, therefore, our learning. The journey of the heart begins here.

Mother Teresa summed it up beautifully, when she said, “Peace begins with a smile” – and it begins with human contact. Albert Einstein believed that, “Peace cannot be kept by force; it can only be achieved by understanding.” Our Service-learning begins with a smile and broadens to understanding. There is hope with our young people; hope that they can bring a peace to our world in time; hope that they can bring understanding; hope that they will promote education for all and build a sustainable future.

I commend this edition of Vision Splendid to you, and trust that you will see the hope that does indeed exist through the eyes of our children.

Brian Grimes
Principal
Live theatre, indigenous dance, musical theatre performances, workshops and lectures related to animation and digital sound effects were all on offer during the five day immersion tour of Melbourne city’s Arts scene – and, 24 Year 11 students were lucky enough to be there. Nightly attendance at shows, including *Wicked* the musical, *The Effect* by Melbourne Theatre Company and *Patyegarang* by Bangarra Dance Company, presented the tourists with an amazing opportunity to glimpse the glamour and diversity of Melbourne’s cultural precinct.

Music, Drama and Art students deepened their understanding of their chosen academic field, and enhanced their appreciation of other art forms in a way that only being there on such a sensory journey as this can. During extended periods of unexpected sunshine, the students were also able to complete daily photographic challenges within the Botanical Gardens precinct, the city centre and St Kilda. As well as mastering the city’s tram system, the travellers were also able to take advantage of the magnificent weather to wander through various laneways, to witness a selection of vibrant, contemporary street art.

*The tour was not only an incredible way to see more of the arts world than before, but an awesome way to get to know our peers more and enjoy some time in a more creative environment.* Ashleigh Simpson

From dinosaurs to Phar Lap, the Melbourne Museum offered a chance to take in exhibitions related to natural science, indigenous culture, Australian history and environment; whilst a visit to the National Gallery of Victoria saw the group admiring works ranging from Toscani’s *Madonna and Child*, to Paola Pivi’s fluorescent, feathered bear collection. After attending an exhibitor- led lecture at the Australian Centre for the Moving Image, the group was able
to view the DreamWorks animation exhibition, as well as take part in listening and drawing activities related to such fabulous movies as Kung-Fu Panda, Shrek and Madagascar. In an unanticipated bonus, our tourists were granted access to the Screen Worlds exhibition, in which staff reminisced about Space Invaders and Kingswood commercials, whilst students played digital air-hockey, marvelled at perplexing objects and interactive displays, and explored the remarkable history of the moving image.

I had a great time on this arts tour - it helped with my art work and definitely was fun. Sam Guthrie

In addition to attending magnificent galleries and museums, the travellers were also able to familiarise themselves with the amazing array of culinary delights that the city has to offer! The famous cake shops along Acland Street in St. Kilda were well patronised by staff and students alike, whilst everybody was able to enjoy a selection of cuisine at various inner-city cafes and restaurants, prior to our nightly excursions.

The participating students were wonderful ambassadors for the College and took genuine delight in the opportunities offered to them. We hope the mystery of 132 Lygon Street perhaps entices them back to experience even more of what this wonderful city has to offer.

Sharyn Walker-Joyce – Head of the Arts Faculty

Melbourne was wicked, both literally and metaphorically; it was an amazing experience and I wish I could go back.

Shannon Pritchard

Going on the Melbourne Arts Tour was undoubtedly a memorable and rewarding experience. The atmosphere and opportunities offered to us whilst we were there opened artistic windows to us all, both culturally and philosophically. It was definitely an eye-opening and unforgettable experience! Natalie Sole
Artist Statement by Gina Hall:

Although one’s journey is often defined by choices, there must be a place of interjection where the people that surround you influence and guide you. This body of work embodies the notion that our past will, essentially, formulate our future. My work depicts the journey of the individual and, simultaneously, how society impacts upon it; ultimately this explores to what extent a person can remain uninhibited from the influence of society’s expectations.

Ultimately, my media of collage incorporated numerous ideas that, collectively, formulate my links to journey. My piece includes passport photos, which by law must be void of emotion and thus express the true essence of one’s journey by disregarding current events. Furthermore, map connections were incorporated to symbolise the link between each individual; this represented the domino effect that can ensue on someone’s journey.

My pieces have been deduced from the notion of societal events that impact one's journey. This idea stemmed from Christian Boltanski's Autel de Lycée Chases’ (1986-87). Additionally, Do Ho Suh was mirrored throughout my body of work as I pay homage to his concept of a greater society creating and influencing an individual’s future pathways. Other famous artists, including Richard Hamilton, Annette Messager and Sophie Calle, inspired my body of work, which furthered my understanding and concept of the influences the wider community can have on a single person.

My artworks suggest that it is plausible to state, ‘we know not what we may be’. In retrospect, it is ourselves, our experiences and the people who surround us that define the future and journey that we endeavour upon.
Artists everywhere aspire to have their work hang in celebrated world class galleries - for many, a once-in-a-lifetime opportunity.

Year 12 student, Gina Hall, has been granted that very opportunity, as a recipient of an Excellence Award in the Creative Generation Excellence Awards in Visual Art regional exhibition, held at Griffith University on 30 August. Only 33 works were selected state-wide; and, with a mandate of 60% of these being from state schools, only 13 non-state school selections were chosen in Queensland.

Gina’s work will hang in the central exhibition at the Gallery of Modern Art in Brisbane (GOMA) next year. The central exhibition is the pinnacle of the programme, where excellence awarded artworks are exhibited at GOMA, which provides a world class facility in which to view the student exhibition.

Gina will also have the opportunity to attend a week of workshops in the school holidays, run by contemporary, emerging artists, to further develop her skills and talents.

Matthew Ormsby was also recognised for his creative works, being awarded a Regional Encouragement Award. This award is presented to students whom the judges feel show great potential for a future in the Arts.

The Creative Generation Excellence Awards in Visual Art recognise and promote excellence in senior visual art education throughout Queensland state and non-state schools.

Since 1990, the programme has helped raise community awareness of the degree of sophistication in concepts, diversity of technical competence, and the high standard of visual art education in Queensland secondary schools.

The programme comprises:
- the submission and judging of three digital photographs of student art work and supporting information;
- regional exhibitions showcasing submitted works;
- regional workshops for selected students;
- an exhibition of awarded works at the Gallery of Modern Art, Brisbane!
2014 has seen the College introduce Service-learning through a number of planned pilot projects. Service-learning is an experiential learning pedagogy that integrates meaningful community service with instruction and reflection, to enhance the learning experience and achieve identified outcomes (NYLC, 2013). Through linking service that meets a genuine need, academic, pastoral and co-curricular student outcomes are met, and worthy partnerships developed between the College and community organisations.

Our pilot projects have seen Year 10 students and staff members develop a partnership with Wesley Mission Brisbane Youngcare Apartments at Coomera, visiting fortnightly for activities and friendship with the residents. The residents have also been welcomed into our community, and all participants are experiencing the reciprocity of service where all learn a great deal from each other.

Prep students and staff have undertaken a project linked to their Pastoral Curriculum, Who helps me, who do I help? They were visited by helpers in our community, and they also explored and reflected upon how they can help others. They felt the warmth of service through helping, and also worked in Music to compose a Helping Song, which they have proudly performed on a number of occasions.

Year 7 students undertook their Integrated Service-learning project and worked in partnership with community organisations to meet genuine needs identified by those partners. They researched community issues such as ageing, homelessness, and how some organisations support children with different needs. Students developed their 21st century skills in working together to action plan their service, and to develop presentations to share with and educate others.

Through their pilot project about Friendliness, which was integrated into the curriculum through numerous links, Year 3 students addressed bullying through an anti-bullying focus, and also looked at building resilience. Keen to spread the anti-bullying message and to educate other students about the new strategies they had learned and could put into place, the children worked on a number of different projects.

**Project 1** - Composed and choreographed by Mrs Annette Chatfield, a rap was recorded by the students. They had great fun matching audio and moves, and their final product will definitely capture the attention of their target audience – younger students – whom the Year 3s wish to educate about strategies to avoid, or deal with, bullying situations.

**Project 2** – Students read a book entitled Mean Jean – The Recess Queen. One group narrated the book, recording their narrations, whilst the other group worked on animated illustrations that would play alongside the narration. This activity also serves younger students, who will enjoy listening to the story.
Project 3 – In Art, students have been studying the works of Pablo Picasso. They noticed that a lot of the portraits he painted were a little ‘different’. This sparked a teachable moment, where students and teachers discussed the ways that people are different and that, no matter what we look like, we need to accept others. In response, students created digital self-portraits. They were asked to capture the essence of who they are, not what they look like. These self-portraits were posted to an online community for global collaboration. Students felt like published artists, as they scrolled through and saw their works among those of others in the art community!

Although the Service-learning programme is still very much in its infancy, already the College’s students are finding the rewards inherent in helping others. There is a willingness to be involved, to grow in their knowledge and understanding, to connect and communicate to the wider world and to look beyond self. The reciprocity of Service-learning brings many benefits both personal and emotional. A.B. Paterson College students can certainly make a difference in their community – local to global.

Annette Boyle, Director of Staff Wellness & Community Engagement
Jackie Bennett, Visual Art teacher/ eMentor

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When the surf is up and the sun shining, what better place to have fun than at the beach? When you live on the Gold Coast, then it makes sense that young and old should be surf-savvy. So, Tahlia Dilkes joined Nippers. Already a confident swimmer in the pool, the surf was a different challenge but, by the end of her first season, she could swim out beyond the break.

So began a passion for surf lifesaving that would see Tahlia crowned Australian Champion in three individual events (12yrs) at the 2014 Australian Pool Rescue Titles: the 50m brick, 100m obstacle and 50m freestyle wearing fins. On the advice of Surf Lifesaving Queensland, following Tahlia’s success in the surf race at the Queensland Junior State Life Saving Titles in 2013, she joined the Pool Rescue series to better place her for selection in the Regional and State teams. Pool Rescue operates world-wide and is run as part of the World Championships Surf Life Saving competition, usually in the early days of the competition.

Gold Coast Champion in the 50m brick and 100m obstacle races, Tahlia was undefeated in the Queensland Pool Rescue series. Not only is she the Queensland Champion in the 50m brick and 100m obstacle race in the 12 years division, but she also broke the Queensland records.

The 50m brick race involves racing freestyle to the 25m mark in the pool, diving 3m down, retrieving a 3.5kg brick and swimming with one arm only to the 50m finish line. Tahlia is undefeated in this event in Queensland, and now Australia, this season. Over the weekend she set the Australian record at 35.76secs. Tahlia’s strength seems to lie in the fact that once she retrieves the brick, she has an incredible kick to propel her forward. “My advantage in this race is that I have a really strong kick and, even though I have to swim one armed to the finish, I don’t go a lot slower because of my kick.” says Tahlia.

The 100m obstacle event involves swimming 15m, diving under a 1m deep obstacle placed across the swimming lane, swimming to the 35 metre mark and again diving under the obstacle. On reaching the 50m metre mark, swimmers turn and repeat the process to the 100m mark. Tahlia is the Queensland and now Australian title holder in this event, setting a new Queensland record. “My strength here was my ability to dive under these obstacles, whilst maintaining my streamline, and then being able to get back up to race speed in between the obstacles.”

Such success does not come without hard work, dedication and sacrifice. To make certain of being in tip-top form, Tahlia trains at Helensvale Swimming Club 4 -5 sessions per week and, during the Pool Rescue season, she trains twice a week for her specific events. Tahlia also trains at Palm Beach Currumbin pool on Wednesday nights and Miami pool on Saturday afternoons.

In the Surf Life Saving Australia National Pool Rescue Championships held at the Sydney Olympic Park Aquatic Centre in August, a pool Tahlia described as, “awesome” but, “really big and made me nervous”, she entered three individual events, one of which she had never competed in before, the 50m with fins race. This latter is, by her own admission, Tahlia’s weakest event, as it is not offered in the Queensland programme.

“For this race I wear normal swim fins. I dived into the pool wearing them and swam under water using a dolphin kick to the 30m mark, holding my breath; I surfaced and raced freestyle to the end of the pool. You can swim the whole 50m underwater; however, I cannot hold my breath for that far yet. Next year I will be aiming to swim the whole
50m under water. My strength in this one is my ability to swim fast doing a dolphin kick.

“I hadn’t raced it before I went to the championships. I had practised this in training; however, my first race was at the Australian Titles. Because I had never raced it before, I was “unseeded” in that I didn’t have an entry time, so I had to race in the slowest heat. Once I had swum, it gave the next few races an opportunity for all of the other competitors to know my time and try to beat it. It was a pretty nervous wait to find out that I had won this event too.”

Amazingly, Tahlia’s time of 25.8 seconds was just off the Australian record, which stands at 25.78. Again she succeeded in taking out the Australian Title for this race, and only just missed out on setting a new Australian record.

Tahlia puts her success down to four attributes: she is a really strong swimmer with plenty of stamina due to her training; her strong kick enables her to carry obstacles and still swim fast; good breath control that allows her to swim far underwater; and her mental strength in being able to compete at State and National levels, “without getting too nervous.” The Australian Titles were a nervous time for Tahlia, however, who had never raced at that level before and had never raced against any of her competitors. Yet, having conquered her apprehension, Tahlia went on to take out all three races and become an Aussie Champ.

How does she feel? “Really proud that all of my hard training has paid off, and now I can see that if I continue to work hard, then you can get results. It feels really good to be the fastest in Australia in these events, and I really look forward to next year’s season and going even faster.”

Tahlia enjoys competing, and being able to showcase her skills to other competitors. She also enjoys travelling to different places such as Sydney, where a highlight was placing her own hands and feet in the hand and foot casts of three Olympic champions; and having her photo taken in front of the lifesaving tower on Bondi Beach. Competing also gives her the opportunity for selection in the Gold Coast and State teams.

“I have just raced at the Queensland Swimming State Short Course Championships, where my worst performance was a top 10 placing. Now we start the Nippers Season. With swimming, I have been selected in the Gold Coast Swimming team to race Patron’s Shield. In Surf Life Saving, I hope to be named in the South Coast Surf Life Saving Team and, hopefully, be selected in the State Team to compete against the other states. Once we start the Surf Life Saving Season, I will be trying to win the surf races and hopefully succeed at the State Titles again for the upcoming season.”

An incredible success story and one that is far from over. We look forward to reading the next chapter, Tahlia!
“It is ironic how far you can travel down the road of life in a decade. Or, in my case, how close you can remain to where you began!” exclaims Lisa Shaw on her decision to teach at the College where she was once a student.

Lisa is amongst a group of our alumni, who have chosen to return to the place they graduated from to teach and mentor our students, and continue to embed the ethos and values of the College for future generations, in a very special contribution to our College community. It is clear that there is a special joy in returning to teach at the school of their child/young adulthood; a passion for giving back to the College. A number of this special group share their thoughts with us.

All consider themselves fortunate to be able to continue their association with their school and appreciate the privilege that such a position affords them in the development of its young men and women. They speak about it being a, “rare opportunity” and the “sense of community that it brings,” and, “giving back to the community.” All are committed to being a part of the College’s development and to, “seeing children grow and develop.” All are inherently a part of the College’s history, past holders of various leadership positions of responsibility, and all have chosen to gift their legacy to our students as educators.

“I have enjoyed working at A.B. Paterson College because of the sense of community that it brings. It is exciting to be part of a relatively young school and being part of the development of the College. The staff at A.B. Paterson are extremely supportive and we have a wealth of resources that make teaching so enjoyable. I have taught in other schools, both in Australia and in London, and the supportive environment at A.B. Paterson College is unlike any school I have taught at.” Rebecca Taylor

“My favourite part of being a teacher in the Junior School is having the privilege to get to know the students and build supportive relationships with them. Being around young students brings a smile to my face each and every day. I find the passion they exude to be very motivating and meaningful.” Lisa Shaw

Seeing a place from both sides is a unique position, filled with enduring memories of people, events and experiences. Graduating as Year 12 students, there is a sense of knowing all there is to know about your school: returning as employees, the sands have shifted, revealing a challenging new dynamic. From student to teacher – the Rubicon has been crossed.

What gives me the most satisfaction in my job is doing what I love in a place that has sentimental importance to me. Every now and again, everyone will reminisce over their schooling years with nostalgia. I enjoy that I can be a part of an experience that will be so significant and impactful to each of our students as they look back on their time at A.B. Paterson College. Jackie Bennett

What stands out the most is the positive feedback and encouragement I received from staff to reach my academic and personal goals. I was supported in my decision to become a teacher and the College community has helped me to achieve this dream. The unfailing support and guidance I received was astonishing, which is what determined me to return to the College and teach. I am thrilled to now be working with such a great and supportive team. As a member of staff at the College, I want to help students feel they belong and are welcome in the school, provide them with responsibilities through which they perceive themselves as contributing and making a difference to the College and community, just as these opportunities were provided to me when I was a student. Trent Davis

The camaraderie and spirit I felt being unified as a group of young people was inspiring, and a pivotal time in my developing from a youth to an adult. I am so grateful for having the opportunity to serve the college as Vice-Captain and for the special teachers who mentored
me. It was due to these warm, caring and motivating teachers that I decided to become a teacher myself. Lisa Shaw

Inevitably places change and people change. Nothing stands still, nor should it. In its 24 years of operation, there have been many noticeable changes to the College’s streetscape; for many of our Old Collegians, it is unrecognisable as the place they once frequented. So, too, many people have come and gone, each leaving their own indelible mark on our history, a personal legacy. It is the connections we make with such places and, more significantly, the people around whom our memories are forged that make up each individual’s personal journey; treasured memories that last a lifetime and are recalled with affection and a smile in later years.

When I started, the ‘round’ office was still the administration building, the library was in a demountable and the staff room was upstairs in the old ‘School House.’ Let’s not forget wearing a dress and Public Speaking. Years 10-12, volunteered in the Early Education Scholarship.

Tennille Mitchell

I remember having large school assemblies in the bottom of what was called School House, now Cunnington House. I remember the seasonal army of witchetty grubs that we had to dodge and weave around on our way to a small demountable which was the Library. The classroom I now teach in used to be the school gym and Bida House was used for H.P.E. classes. Jackie Bennett

One of my most vivid memories of my time at A.B. Paterson College was the Outward Bound camp in Year 10. Our year level was the first to go on this trip and it was extremely valuable in team-building, problem-solving and building resilience. The teacher who was with our group was Liz Slater, whom I subsequently worked with in Year 3 when I returned to the College as a teacher. This experience was invaluable and has helped shape me into the person I am today. Rebecca Taylor

Like the Outward Bound camp experience, there are some things that continue and have become a way of life for us; those intrinsic practices and events, so much a part of who we are that they have become traditions – the very ‘stuff’ upon which we were founded and continue to evolve.

There are a few traditions that always remind me of my time as a student, and it is so lovely to see them continue today. I will never forget learning the Nutbush and the Macarena in the May Gibbs Courtyard, and then dancing these again at our Year 12 Formal with some of the same people. I will never forget how special I felt as a Prep student when my Year 12 buddy would come and visit, and then returning the gesture as a Year 12 student to my Prep buddy.

Traditions like the Junior School Valedictory tunnel, Prep–Year 3 Banjo’s Games, or even something as small as the generation of Plovers that has lived at end of the Rugby Oval, protecting their territory for as long as I can remember, just like the seniors and their sacred Year 12 area; but, most significantly, would have to be the staff who between them have dedicated centuries of service to the College and always have a story to share about their memories. Jackie Bennett

The biggest change in the College is the changing role of technology in education. The thing that remains most unchanged is the commitment from staff, and the kindness and good nature of the students.

Lisa Shaw

From 1991, A.B. Paterson College has been preparing its students for a life outside of its campus, for a lifetime of learning, leadership and endless possibilities. Like its first graduating class in 1994, many continue to study in universities, or follow their chosen vocational career pathway, or turn traineeships into apprenticeships, or become employed in the workforce. The choices are endless but, whatever course each decides to steer, our graduates are more than ready to take on life and all it has to offer.

And, to the many who will inevitably turn 360˚ as staff, parents, coaches or visitors - welcome back.

Rebecca Taylor
Year 4-Year 12, 1996-2004
Leadership: Cross-Country Captain. Member of Interact, Debating and Public Speaking.
Career: Junior School Teacher.

Trent Davis - Prep–Year 12, 1998-2010
Study: Cert.III & Diploma in Education Support. Bachelor of Education – Primary. Graduate Diploma of Education (Future)
Career: Educator for OSHC. Junior School Learning Assistant.
Hitting the business world head-on

The Australian Business Week (ABW) experience provides a simulated platform for Year 11 students to engage in an environment beyond the classroom and learn the inner workings of the real business world.

As the Chief Executive Officer of my company, ABW was a week full of challenges and stress, yet proved exceptionally rewarding – read on for a real insight into this dynamic programme.

Monday

In anticipation, we gathered in the Performing Arts Centre to be briefed before our teams were revealed. We were certainly placed somewhat out of our comfort zones, being grouped with people we would not normally work with; however, united under a common goal, each of the 12 teams got straight to business. With the assistance of our mentors, roles were appointed and our ‘teams’ truly became ‘companies’.

Competition heated up rather quickly as we began shaping our companies, determining the all-important product that we would be designing and marketing throughout the week.

I’ve enjoyed working cohesively with a group of people I wouldn’t normally work with. There was a role to suit everyone and each member of the group was utilised to their strengths and brought something innovative to the table.

Harry Gore

Tuesday

There was a different feeling in the air, as students made their way for the start of the second day. Sheets were strung around each company area for total secrecy, and we had a real taste of financial competition as Monday’s simulation results were posted. We made the initial executive decisions to maintain a crisp and consistent design aesthetic of coral and teal, along with holding regular company meetings throughout the day, so that each team member could collaborate and touch base with me as CEO. That being said, we immediately began work on our respective tasks, from designing the video advertisement to working on the company’s financial decisions. Doughnuts and soft drinks, along with inspirational cat posters blu-tacked to our company boards, provided excellent stress relief and, as the day came to a close, we chose to alleviate the strain of what was sure to come later in the week, by making a quick shopping trip to determine our company uniforms and pick up any necessities for the trade display.

Wednesday

In true 21st century form, our group established a Facebook group as a platform for communication and collaboration outside normal school hours, in addition to creating an Instagram account as any real company would. We were determined not to hit a midweek crisis by delegating specific roles for the day, our predominant focus being the filming of our TV advertisement. Representatives of each department - marketing, operations and finance - attended meetings in preparation for the written and oral company reports, which we worked on immediately, our driving focus being professionalism. With the marketing team off campus filming the commercial, our art students refining the trade display components, and the financial team working closely with our mentors on the business simulations, the managers developed a professional prototype and finalised all details necessary for the coming days.

Each team was assigned a business mentor and College teacher mentor who assisted us in making our business decisions – Our mentor was extremely helpful in the financial sector, providing guidance whilst leaving us room to make our own decisions.

Lainey Atkinson

Thursday

Day 4 was arguably the most hectic for all students, as our plans were finally put into action. We certainly exercised the College’s printers with more than
200 posters, brochures, order forms and business cards being produced in preparation for the following day's display. Having established our Mission Statement and Core Values, we continued the mammoth task of producing a Company Report. We managed to find time in our busy schedule to enjoy a Crust pizza lunch, before a chaotic afternoon full of trade set-up and final financial decision-making. Luckily, our exceptional team of managers had their reports to me quite early so, despite my expectations of having to pull an all-nighter, I was in bed by 10pm, ready for the day ahead.

The week has provided excellent insight into the world of marketing, operation and financial management and has allowed me to gauge a bigger picture of the real workforce. I like dealing with real life situations and hence appreciated the opportunity to interact with industry professionals. Jasmin Ward

Friday

Our final day was extremely rewarding as we came to see the result of our tireless week of work. The morning saw each company present their oral report, which allowed us the opportunity to finally understand the product each company had produced throughout this week of immense secrecy. At the conclusion of our presentations, we hurriedly put together the final touches on our trade displays before masses of Junior School students came bustling in. Knowing that the trade display’s target audience was a very young demographic, our display featured basketball rings, iPads featuring stimulating brain games and Tic Tacs to promote our product as a prototype.

Clad in our business attire, we put our marketing skills to the test, explaining our product to members of staff and enticing others towards our display with business cards and brochures. At the conclusion of the display, we took a step back to appreciate all that we had achieved throughout the week and the fundamentals of business that we now understood. The complete programme was a true learning curve and excellent stepping stone into Senior Year – with the personal strengths discovered, and experiences shared, sure to be remembered for many years to come.

I have learned that teamwork is vital in making correct decisions. The most enjoyable experience was enticing other consumers to buy our product during the trade display. It was a competitive event and really lifted everyone's work ethic. I now understand the basic fundamentals of business. Luke de Boer

Thanks must be extended to all mentors for their time, guidance and expertise along with the major sponsor, Bond University, and all other sponsors of the event. I strongly encourage future Year 11 students to get actively involved in the ABW Programme in the years to come. Australian Business Week was a week full of everything: designing, creating, planning, talking, laughing, eating and learning. We learnt skills that were not only vital for our education and everyday lives, but also gave me the ideas and experiences to try and accomplish my life-long dream – to become a successful entrepreneur.

Thuvarakan Muthukkumarasamy

Emily Selleck – Year 11

Winners

Grand Champion Company: Alpha 11. CEO Annika Harrison.
Business Simulation: OAR Technology. CEO Nicholas Faulks.
Written Report: NeuroTec. CEO Emily Selleck.
TV Advertisement: Nano-Tek. CEO Jack Sattler.
Trade Display: Alpha 11. CEO Annika Harrison.
From southern to northern hemisphere, from winter to summer, Benjamin Devine journeyed to Stanford University in California to complete the 2014 Stanford Pre-Collegiate Summer Institutes High School Program in Topics in Legal Studies, in our mid-year break from 22 June – 11 July.

Founded in 1891 by railway tycoon, Leland Stanford, in remembrance of his son who died aged 16 years, Stanford is today one of the world’s leading research and teaching institutions. Ranked fourth in the Times Higher Education World University Rankings 2013-2014, Stanford is said to be the US’s most selective university, after Harvard, teaching approximately 7,000 undergraduate and 4,000 graduate students. Amongst its prestigious alumni are the founders of corporate giants Hewlett-Packard and Google.

Spending three weeks studying in this environment, with students from around the world, was an amazing opportunity for one of our Year 11 students, who has always been interested in law and the legal world, and aspires to become a corporate lawyer.

“It was one of the most exciting and interesting programmes that I have ever experienced. However, if I had to pick one aspect, it would probably be the morning classes, where we worked alongside 12 other students and our professor in investigating the various areas of American law, including constitutional law, civil law, business law, and criminal law. The lectures were packed with information, and were exceptionally engaging. It was these sessions that truly guided our journey through the programme. ”

During the three weeks, the programme provided an introduction to the basic principles, structure and working of US law, studying in-depth topics of constitutional, criminal and civil law. Critical thinking skills, research and persuasive writing skills were strengthened and developed by the processes applied to devised activities, with the culminating experience a mock trial supervised by Commissioner James Madden at the Superior Court of Santa Clara.

“The skills necessary throughout the programme were a mixture of developing skills and already existing skills. One of the main focuses for the programme was the emphasis on research. In particular, looking at case law was a necessity. As a result, and through a research skills’ session, I began to enhance my research skills in order to find relevant case law for class, memoranda, and the mock trial. With access to an incredibly sophisticated network of databases and resources, the researching component became an interesting task.

“One of the skills I have definitely gained is legal reasoning and interpretation. At the beginning of the course, I had a vague grasp of legal reasoning and interpretation. The programme greatly enhanced and developed those skills, whilst diversifying the “knowledge base” of law. ”

Mornings were spent in seminars led by instructors and guest speakers like Dennis Lempert, a criminal defence attorney; and afternoons saw student engagement in debates, negotiations, research through legal research databases and writing assignments. The more practical aspects of the
programme embraced observation of one immigration and one civil trial on constitutional rights in the United States Court of Appeals for the Ninth Circuit, where students had the opportunity to discuss the case with the attorneys; and a criminal trial in the Superior Court of Santa Clara County, followed by a meeting with the trial judge. The group also took in a visit to the largest law firm in Silicon Valley, Wilson Sonsini Goodrich and Rosati, where they took part in a Q/A session with several attorneys from the technology Transactions group.

“Mr Lempert had an extensive background in criminal law and the justice system, and focused his presentation on rights of citizens. We learnt about Miranda rights, search and seizures, constitutional rights, and incrimination within the realm of criminal law. Interestingly, Mr Lempert also shared his personal experiences, and shed light on the misconceptions of the legal system, such as the obligations of citizens when interacting with police officers.

“As a whole, the presentation was eye-opening in a way that one cannot simply explain in words. Mr Lempert’s true passion, for what is right, was clear, and it was an interesting opportunity to delve into the life of a criminal defence attorney.”

There are distinct differences between an appeals and a trial court. An appeals court is one level below that of a US Supreme Court, distinguished by the direct arguments of lawyers, and constant questioning from a panel of three judges. It is not a trial as such, but is what it is titled, an appeal. In contrast to this, Ben was able to observe first-hand a simple traffic case in a trial court, prior to the much anticipated mock trial that he and his fellow students would prepare for trial that afternoon. Here, all of the learned skills, research, debate and observations would be put to the test and applied to a real world criminal case.

“The case being tried was a mock trial case U.S. v. Dominique Stephens. Quoted directly from the mock trial case (available at www.streetlaw.org/document/942) “Dominique Stephens admits to shooting and killing her husband and is charged with first degree murder. She asserts that she acted in self-defence after suffering years of severe physical and emotional abuse, and claims Battered Woman Syndrome.” A complex criminal case, this mock trial had many similarities to The People v. Aris (1989).”

Representing the prosecution for the State of California, the first tasks were to read the case notes, establish the facts of the case, determine the foundation for their arguments and write legal memoranda.

“In developing the case for the prosecution, we argued that the act constituted first degree murder, second degree murder, voluntary manslaughter or involuntary manslaughter. In addition, we established a strong case that the defence of Battered Woman Syndrome did not apply.

“As the direct examiner, I was tasked with direct questioning of the prosecution’s witnesses based on the affidavits presented in the case. As a result, I was tasked with establishing that a) pointing and firing a gun shows intent b) Dominique Stephens (the defendant) had a variety of other options available to her that would therefore demonstrate deliberation and malice aforethought, and c) Dominique Stephens was likely not to be suffering from Battered Woman Syndrome. This involved a careful and thorough analysis of the affidavits from the case, and the development of biased questions that would work towards the prosecution’s case.”

With both the US and Australia adopting an adversarial system, where two advocates represent their client’s position before a judge and/or jury, direct and cross examination becomes a significant aspect of the trial system. From his observations and participation in the cases experienced through the Stanford Pre-Collegiate High School Program, Ben learned how important the lawyers’ skills are in relation to this fundamental aspect of our two trial systems.

“In developing direct examinations, one would have to implicitly argue a case and convince a jury that the witness in question is a credible and reliable source. In cross-examination, one would have to deconstruct the arguments and testimony of a witness in an attempt to disprove the validity of their input in the case.

“Though, the similarity between these two is that examination is not truly about finding the whole truth. It is more about finding the truth that supports your case, and manipulating the truth to make your case seem more favourable or likely. “

Certainly this course was an adventure. Ben grasped an opportunity to travel to the US to study in one of the most prestigious universities in the world and to immerse himself in all that it could offer in terms of its academic reputation and resources. Ultimately, it has fired and inspired him in his journey towards his planned career pathway of becoming a corporate lawyer.

“The programme has become a vital step in this planned career pathway, and was an invaluable experience that I will never forget. From the beginning of the programme, our professor said that the three week course would result in one of two outcomes. Either a) the course would help you realise that you never want to enter the legal profession, or b) that you would never want to do anything else. For me, this programme affirmed the latter.”

Many thanks to Ben for sharing this fascinating insight into his Stanford University experience, which offers a number of pre-collegiate courses, designed specifically for academically talented and motivated high school students.

For more information about the Stanford Pre-Collegiate Summer Institutes go to https://summerinstitutes.stanford.edu/high-school
With the introduction of a new programme in the Junior School, some of our youngest students were gifted the chance to try their practical skills in the Senior School Technology Workshop. Here was a golden opportunity for a number of our Year 3 students to expand their knowledge and skill set, and enjoy learning about the processes involved in the production of their work. It was an instant hit!

The first lesson involved a safety talk and orientation to the workshop. Topics included evacuation and lock down procedures, personal protection equipment, workshop rules, safety signs, use of hand tools, packing up routine and how to clean a paint brush.

Last Friday 3C went to Wood Technology with Mr Sullivan. We got to make candle holders. Before we started, Mr Sullivan told us the rules and how to keep safe. He said we needed to make sure our shoelaces were tied, we had to wear aprons and goggles and he said we weren’t allowed to run in the room.

Mr Sullivan was very kind, helping us to hammer nails and use sandpaper. I never knew there were so many different types of sandpaper! I had the best school day ever!

Stella Davis 3C
The practical experience involved each student making a tea light candle holder. Students were given four prepared pieces of Radiata Pine and a piece of plywood to sand smooth. The next step was to glue the pine together, fasten with a clamp and allow it to dry. The plywood base was then carefully glued and nailed onto the pine frame. Nails were punched below the surface with a nail punch and the hole filled with wood putty. After a final sand on all surfaces, the students then had a big decision what colour to paint their candle holder.

A few weeks ago, 3C started Wood Technology. I didn’t know there were so many procedures in making models. For example, I didn’t know that you use nail punches when you are flattening nails. The machines were fascinating too. I loved doing wood technology!

Joe Ziukelis 3C

When the candle holders were dry, several enthusiastic students came back to the workshop to admire and collect their work. All the candle holders looked very professional and each student was given a tea light candle to take home with their candle holder. I bet there were a few candlelight dinners held in the homes of 3C and 3L students over the following weeks.

Some weeks ago, 3L went to the technology room to do wood work. Wood work was lots of fun! Mr Sullivan helped us make some little candle holders to put our candles in. He was kind and taught us how to use different sandpaper and he told us which sandpaper to use. Once Mr Sullivan told us the safety rules, we worked hard. After we made the candle holders, we painted them and, when they dried out, we all took them home. It was a wonderful day!

Ally Zhou 3L

Congratulations 3C and 3L. Your work ethic and behaviour while visiting the Senior School made me very proud of you all.

I liked going to Mr Sullivan for Wood Technology. It was so much fun making the candle holders.

Aditya Naik 3L

Stuart Sullivan - Senior School Technology Teacher.

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McGrath
It is a well-known fact that the ultimate highlight of Year 10 comes at the beginning of Term 3 when, for 10 days, we leave our families and the College, and head out bush. Outward Bound is designed to teach students things about themselves they may not yet know. This was definitely true for me as I entered this journey with enthusiasm and an open mind.

Each student was placed in a group of approximately 15 of their peers and guided by an Outward Bound leader and College teacher. My group consisted of eight boys and seven girls. I knew all the students, but only two of them well. Until being placed in this group, I do not believe I knew much about any of the others. This changed very quickly and, by the end of the camp, we trusted each other enough to share some of our deepest secrets. This trust has bound us together in a way that some would describe as ‘family’.

Along with opening up to our peers, we also grew and developed a variety of skills, self-confidence and courage whilst participating in many exciting activities. One activity, where many of us had to face our fears, was Big Ben. Many were scared of heights but, as a group, we were able to encourage everyone to move higher than they would have imagined they could go. Fears were replaced with trust, and each of us knew the other had their back and would help them through the challenge. As a group, we did not make it very high, but this was further than some of us would have gone without the support of our group.

Besides facing our fears, we also participated in team-building and leadership activities. So that not only the outgoing students took on leadership roles, Outward Bound provided everyone an equal opportunity to lead. Each evening, the group voted for the next day’s leaders. With everyone having a chance to lead, we discovered we are all strong leaders. When it came to team challenges, even with a strong leader, the outcome may not have been the one desired. When our group had to build a raft and paddle it across the reservoir, it was not only a comedy of errors, but also a true failure. I was relieved to know no one in our group was planning on becoming an engineer! Our failure was not in vain, as we learned some useful raft building tips, as well as how best to communicate an idea.

Challenges and new experiences were not limited to the activities provided. There were challenges and new experiences in everything we did, which included hiking with heavy packs, making all our meals, setting up tents and camp each night, and not forgetting where the best vantage point for the thunder box was. We were all very appreciative of the comfortable lives we live!

Each night when completing my journal, I was able to reflect on the day’s happenings. Many a smile would come to my face as I recounted my experiences. I found I enjoyed learning about the others in the group and what it was that interested them. I discovered that many of them had very similar goals and personalities to me. I was amazed at how peaceful everything was, and the views and sounds of the bush were
comforting, although different. With all the events throughout the day, there was no time to miss my family, although I did sneak a thought of them when I was alone. This quiet time also allowed me to acknowledge what I had accomplished during the day, whether it was as huge as the Leap of Faith blindfolded, or that I finally managed to slice the cheese correctly.

Outward Bound was an experience I will never forget, and one I have learned from greatly. It is amazing how little we appreciate the luxuries and people that we take for granted in our everyday lives. Electricity, plumbing, and prepared meals are just some of the luxuries I learned I could do without. I realised I enjoyed the company of others I had previously thought I had nothing in common with. I am amazed at how well I handled all the challenges without hesitation and with such enthusiasm. I was able to maintain a happy outlook even in the freezing cold conditions, the early mornings and after very long exhaustive days.

During this camp, I learned that people can change, and that change isn’t always a bad thing. I am sure that I have changed in many ways and all of these changes are making me a better person. Finally, I learned that everybody is strong in their own way and that, together, we can achieve anything.

Mikayla Hernandez – Year 10
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