SAFE DRIVING SAVES LIVES

A.B. Paterson College’s Driving Simulator
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out standing in its field

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From the Principal

The Vision

*The path from dreams to success does exist. May you have the vision to find it, the courage to get on to it, and the perseverance to follow it.*

*Kalpana Chawla*

If we delve into our history, our Founders had a Vision for this College, for this community and for all of us who followed. Not only are we obliged to enable that Vision, but in turn, we must have a Vision for those who follow us. This has now been formulated and documented in our Strategic Intent: *Inspiring Hope and Leadership, 2019-2024.*

Our Strategic Intent has been developed to achieve the Strategic Governance requirements of the College Board to ensure that A.B. Paterson College will provide an education that is:

- committed to the development of the qualities of each individual student
- characterised by the pursuit of individual excellence in academic areas by each student
- provided in a caring environment, with a system of pastoral care involving all students
- characterised by strong co-curricular programs, providing opportunities for all students to develop cultural skills and interests, sporting skills and interests, and community service involvement
- characterised by an appreciation and understanding of Christian morality
- characterised by a high correlation between home and school values, and
- committed to the development of curriculum and pedagogy using the *Teaching for Understanding* approach as developed by Project Zero, Harvard Graduate School of Education, or an alternative framework approved by the Board which supports the educational objectives of the College.

The Strategic Intent has, at its very foundation, our belief of ‘One College, One Focus’ and is grounded in whole school goals and strategies to ensure a seamless transition throughout the College. Action Plans articulate the approach to ensuring goals are met and are reported to the community throughout the year.

Our Vision is to develop in our students the intellectual character necessary to become passionate about the ongoing pursuit of learning; to have the skills and confidence to succeed in an increasingly complex world; and to become committed to creating positive futures for the good of all, through leadership and active participation in their communities.

We believe in every student having the opportunity to excel and to experience those special moments that will forever remain a treasured memory of their education at A.B. Paterson College, whether it be the first time they enter our beautiful campus, the level of engagement and endeavour within the classroom, the occasions in which they meet and overcome academic or personal challenge, their involvement in the classroom, the occasions in which they meet and overcome academic or personal challenge, their involvement in a special rite of passage, the realisation of their special achievement in an area of endeavour, or the special relationships formed with their peers and their teachers. It is these special moments that shape their character and ultimately their lives, long after they have commenced their journey at our College.

**Our Mission:** To challenge the individual to achieve, and to act with purpose and character.

**Our Vision:** To develop young men and women of character – leaders now and for the future.

**Our Statement of Purpose:** To be a leader in education for young men and women:
- A leader in educational pedagogy
- A leader in the development of outstanding educators
- A College in which students and staff feel supported and encouraged to achieve their very best
- A College that contributes to humanity through the development of individuals with a strong sense of purpose, wisdom, character, and the required leadership skills to transform society for the betterment of all, and
- A College that supports and provides meaningful contributions to society as a consequence of its Excellence, Care and Commitment to all in the community.

**Key Strategic Pillars**

The College’s Strategic Intent is based upon the development of five Key Strategic Pillars:

1. Mission and Service
2. Education and Care
3. College Community
4. Innovation, Transformation and Leadership, and
5. Building for the Future

These Pillars interconnect and, together, provide the foundation of the A.B. Paterson College experience. Far more than academics alone, it is the opportunity, and the development of character, social responsibility and contemporary learning and engagement skills that enable our students to rise as leaders in our community and the broader society.

I commend our Strategic Intent to you and invite you to peruse the detailed plan on our College website. The path from dreams to success does exist, and through the assistance of many, we now detail our Vision, and commit ourselves to have the courage and perseverance to follow and achieve it. I trust that you will not only witness our journey but help us achieve this for all.

*Brian Grimes*

*Principal*
Having witnessed too many young lives lost during my 28 years in education, I decided it was time to do something to stop these senseless road tragedies.

Every year we hear the most dreadful stories of young lives lost on our roads. These tragedies are often the result of inexperience behind the wheel, but also through an attitude towards driving that renders the driver bullet-proof, far too often involving distractions from mobile devices, alcohol and a lack of appreciation of the danger that exists when driving a vehicle.

Young people can have an inflated opinion of their driving abilities, and an equally deflated appreciation of the risks. This is a dangerous combination that can, and sadly often does, lead to significant, life-changing events or fatalities on our roads.

In an effort to change the perceptions of young people towards driving, A.B. Paterson College – with generous financial support from three sponsors, The Advanced Group, Eaton Services Group and Morse Building Consultancy – has purchased three of the most advanced Driver Training Simulators, featuring a real driver's seat, seat belt, handbrake and three LED high tech screens to provide students with an unparalleled virtual driving experience.

On June 12, 2019, I proudly joined with sponsor, Mr Ed Klimowicz from The Advanced Group to launch the Driver Training Program in our Collaborative Learning Centre. Our Year 12 cohort welcomed VIP guests, whilst Year 11 students demonstrated the simulators. As the evening launch got underway, news of our ground-breaking program was reaching a massive state-wide audience, following a news media launch that same morning.

The simulators present a myriad of varying driving conditions and mechanical failures to provide young people and novice drivers with the opportunity to experience these situations in a safe and non-threatening environment, and to make them more aware as to how their driving behaviour can impact upon their safety and that of others.

At A.B. Paterson College, our Driver Training Program is strategic in its intent to educate a targeted group of students who have not yet reached the provisional stage of their licence. We have developed a multi-pronged approach to educating our students about Driver Safety; those students who hold a Learner’s Permit are trained to become Driver Safety Ambassadors who, in turn, guide younger students (Years 9 and 10) in their simulated driving attempts. Our Driver Safety Ambassadors adopt a role as mentor to their younger colleagues and...
implement coaching and reflective practices to inform, educate and offer suggestions for safer driving practices.

This year, with the support of Program Ambassador and Managing Director of Driver Safety Australia, Russell White, we have trained 19 Driver Safety Ambassadors. In addition, our Driver Safety Ambassadors are also studying Health as part of their academic program here at the College – meaning much of their Driver Safety Ambassador Training will form the foundation of their assessment in units of work. As part of their training, they will undertake a Fleet Safety FS101 Program which covers a wide range of driving and road safety issues.

Once fully trained, our Driver Safety Ambassadors give up one lunchtime each fortnight in order to be available for Years 9 and 10 students to book time on the Driving Simulators. As part of the A.B. Paterson College Driver Training Program, all students are required to complete a mandatory 10-30 hours of Community Service in Years 10-12, and as part of this new Driver Training Program, they are required to complete a minimum number of Driver Training sessions in Years 10-12, with access to this program from Year 9.

Discussion with Griffith University Researcher, Dr Chris Irwin led to us making specific choices in our targeting of Year 11 students as the Driver Safety Ambassadors, and to use them in a coaching/mentoring role for our Years 9 and 10 students for 2019. Subsequent to this, our Year 10 students will apply to become Driver Safety Ambassadors for 2020, ensuring the perpetuation of the program into the future.

Our colleagues at Griffith University have provided us with co-researching opportunities whereby they will measure the baseline driving ability of our Year 10 cohort via their first test on the Driving Simulator. Once those students have been mentored by our Year 11 Driver Safety Ambassadors, as well as attended several practice sessions and RACQ visits, Griffith University researchers will look again at their Driving Simulator test to see what improvements the individual students have made. Our teachers will work with researchers to investigate and measure the impact of simulator training on driver proficiency and attitudes toward driving in a cooperative, longitudinal study between the College and the University. Through this process, data will be gathered to further inform our Driver Training Program in order to refine its delivery to our students.

Our Driver Simulators, along with our Driver Training Program, allow us to work together to drive our youth towards a safer future.

Brian Grimes
Principal
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On 22 May 2019, our Junior School joined children all across Australia during the National Simultaneous Storytime event. We strummed and drummed, and moved and grooved along with Macca and Al, as we read the story *Alpacas with Maracas* by Matt Cosgrove. This wonderful event will leave lasting memories for years to come. How fun to find rhymes then shake our maracas!

*Stephanne Siberry*
Junior School Librarian
On 13 & 14 June, 2019 Le Petit Cirque came to town!
A fabulous array of acts assembled in the LPAC Big Top for our Junior School Musicale – jaunty jugglers, brave balancers, cavorting clowns, sensational singers, marvellous musicians, dazzling dancers and one precious pony!
There was movement at the College; coffee cups were passed around. For the flood relief at Winton, out on flat and muddy ground.

Our new work shirts were presented; final checks, we tied the load – Then a photo for our families – and it’s time to hit the road!

There’s near one thousand miles ahead, as we drive out from A.B. A bus, a truck, six four-wheel drives – oh, it’s quite a sight to see!

Through the pouring rain then clearing skies, our convoy rolls out west. All the way to Augathella – for our first night where we’ll rest.

The mulga scrub, the saltbush flats and that sweet old country air. There are emus, roos, sheep, cows and pigs – on bush roads, you must take care!

Past swollen creeks and red dirt tracks – over miles of endless plains; Now brought to life and tinged by green after all the recent rains.

We then reach our destination after two days on the road. By the racetrack at the showground – camp set up and we unload.

The Winton folk greet us with meals and roll out the welcome mat. To know we care and drove out there and had passed around the hat.

Now it’s off to cattle stations hit by losses so severe – One more stark and harsh reminder of the tough life faced out here.

Up to 90-thousand acres were the farms to which we went, Where the raging flooding waters left debris and posts all bent.

There were fences to be straightened, there were fences to rebuild. There were cattle grids to clean out – boy, the students now are skilled!

After years of such relentless drought, the irony is strong – So few cattle stand in paddocks, of green grass now fresh and long.
By waterholes we’d sit and yarn, giving time to lend an ear.
Each farmer tells the same sad tale, of the tragedy out here.
How rain caught them unexpected – many wish that they had sold,
As the poor beasts perished freezing in the wet and windy cold.
You can feel the pain they’re hurting, as they hold back on the tears;
Cattle buried by the hundreds – nothing seen like this in years.
There is true appreciation, for the jobs that we have done.
It was beyond all expectations – as a team we worked as one.
Back into town that final night under chandeliers of stars.
While the insects swarm and hover we pack trailers and the cars.
Homeward bound now on the highway on a bus becoming lame.
Limping slowly into Longreach to the Stockman’s Hall of Fame.
The driving wheels they roll once more as the white lines pass us by;
Time to reflect, on all achieved ‘neath the western Queensland sky.
All the fencing work was one thing – there’s that taste of country ways,
Of windmills, tractors, trucks and flies and those long, hot working days!
For the students, this was different, to their Year 6 Winton trip;
Ramming posts and rolling wire – gee, they really let it rip!
There are so many to acknowledge, sitting back now in my chair;
From Hope’s country showground kitchen to those helping get us there.
The money raised and sponsored gear – we can’t thank you all enough.
To our nurse and men who travelled, far from home, to live it rough!
And special mention must be made of the Cunnamulla Boy;
How that TV news had moved him – so he called me and said, “Oi!”
We spoke about this flood relief over one or two cold beers.
His passion, drive and cheeky style – so, here’s to you Trav, with cheers!
There’ll be many things remembered, of the days we spend at school,
And that time we went out fencing – I reckon this was pretty cool.
The memories from this trip will last and we’ll all look back with pride.
When we waltzed out with Matilda – coast and country, side-by-side!

T.M. Grosser
April 2019
Athletics Success!
All eyes will be on A.B. Paterson College athletes at the Regional Carnivals in late July after some outstanding performances at the Term 2 APS Athletics Carnivals held on 12-17 June, 2019.

There is a key reason our athletes performed so well – dedication to training from the students themselves, their family members who juggle commitments to support these athletes and, very importantly, their coaches. Collectively, A.B. Paterson College staff and coaches offered 21 training sessions per week in the lead up to the APS Carnivals and facilitated our best athletics training attendance on record. The confidence gained during those many hours spent honing techniques brought about an exceptional outcome for our team overall and saw A.B. Paterson College awarded the 2019 Percentage Trophy for 13-19 year old students!

Along with many personal bests in both track and field, 31 A.B. Paterson College athletes were awarded 53 Top 3 placings between them – Year 10 student, Emelia Surch achieved eight of those Top 3 placings, including seven wins. Further to her dominating performances across multiple events, Emelia was awarded the Most Outstanding Track Performance for girls ages 16 and older for her record-breaking performance in the 100m Hurdles, a record that has stood for over 15 years.

A special congratulations to the following students who were awarded age champion awards for outstanding performances across multiple events.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Place</th>
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</thead>
<tbody>
<tr>
<td>Emelia Surch</td>
<td>16 Girls</td>
<td>1st</td>
</tr>
<tr>
<td>Noah Fielding</td>
<td>16 Boys</td>
<td>1st</td>
</tr>
<tr>
<td>Sophie Burtenshaw</td>
<td>15 Girls</td>
<td>2nd</td>
</tr>
<tr>
<td>Kaleb Baines</td>
<td>15 Boys</td>
<td>2nd</td>
</tr>
<tr>
<td>Jasper Fitzgerald</td>
<td>14 Girls</td>
<td>3rd</td>
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Thank you to our incredible coaches and best of luck to all athletes competing at Regionals, and State competitions later in the year.
Makerspace is, as the name suggests, a space to make. It is a place where students can discover, learn and investigate. Makerspace provides the opportunity for students to collaborate, build, play, explore, experiment, create and solve multiple problems.

During Makerspace lessons there is no such thing as failure when students are designing and testing numerous possibilities. Each lesson ensures students value curiosity and the ability to persist when their ideas do not go according to plan. Albert Einstein summed up this idea well when he said, “It is not that I am smart, it is just that I stay with problems longer”. All Junior School Makerspace students have enjoyed the hands-on approach to foster their natural desire to discover and invent.

In the Prep to Year 3 Makerspace sessions, our students seem to love getting their hands in, and getting dirty. While parents may have cringed to have homemade slime and lava lamps come home with students, many mums were thrilled to have beautiful necklaces on Mother’s Day, with hand-sculpted beads created by the young jewellers in their family. Our Prep to Year 3 Makerspace students are focused on developing some of the basic skills needed in ‘tinkering’, such as, cutting with scissors, pouring and measuring, and developing other fine motor skills. Our imaginations are constantly in use, while we invent and test our creations.

Much thanks needs to be given to our fantastic crew of Senior School student volunteers who have been a wonderful support to our program – not only are they assisting little hands, they are also building loving relationships with

While we can share our beliefs in the benefits of the program, we feel our Makerspacers say it best:

“When I do experiments in Makerspace, I learn new things. When we made lava lamps I learned oil and water don’t mix and Alka-Seltzer makes bubbles.”  
– Sigrid 3B

“I like when I see my friends and we make things together.”  
– Noah PS

“I like Makerspace because I can be creative. My favourite challenge in Term 2 was making a bionic hand and brainstorming how I could make the fingers and wrist move.”  
– Laura 6V

“Makerspace makes me feel like an architect. When I learn something, I want to know how I can make it better.”  
– Eric 2R

“What’s really awesome is that we can create stuff that we normally can’t do at home.”  
– Catey 3S
“Makerspace is fun. I learn how to make fun stuff.”
– Amber PN

“I like doing Makerspace because the stuff we make is a little bit cool. I feel really excited when I’m there.” – Hector 2Y

“I like doing Makerspace in the library because the library is a fun place to be. My mum liked the necklace because I made it for her.” – Hudson 1D

In the Year 4 to Year 6 Makerspace sessions students have enjoyed a number of team bonding challenges which showcased their coding and robotics skills. Some semester highlights included designing and building a trap door to house an Ozobot at exactly the one-minute mark and creating a device to place on top of a Sphero to successfully shoot a ping pong ball into handmade goals. The Years 4 to 6 Makerspacers showed off their creativity as they designed and dressed our very patient Senior School models in an aluminium foil and paper outfit. The Senior School students then strutted the catwalk to show off their new head to toe outfit. Students also worked on some longer projects over several weeks. They designed and created a mosaic tiled placemat as a gift for a family member and used their STEAM skills to build a bionic hand. Make sure you visit the Makerspace stall at Banjo’s STEAM Arcade in August 2019, to check out our bionic hands. We want to challenge you to a game of scissors, paper, rock.

Amanda von Kanel
Junior School STEAM Coordinator
Stephanne Siberry
Coordinator of Library Services | Prep - Year 3

“Makerspace is a lot of fun and a chance to use my STEAM skills. I like working on challenges with my friends. I loved making the mosaic placemat in Term 1. We had to design and create a colourful placemat using paint and mosaic tiles. I picked pink and blue tiles because my placemat was a gift for my mum and these are her favourite colours.”
– Dior 6V
An Evening to Reminisce

It was wonderful to see so many Old Collegians at The Star Gold Coast, Garden Bar Conservatory on Friday 10 May, 2019 for a night of reminiscences at our Alumni Social Event.

Keep the afternoon and evening of Saturday 23 November, 2019 free for our next Old Collegians Social Event, remember to stay up to date by connecting with our A.B. Paterson College – Old Collegians Facebook page, and sending your current details to oldcollegians@abpat.qld.edu.au
For seven years, a young Nick Swanson would rise before the sun most mornings to join a dedicated group of teachers and students at A.B. Paterson College Running Club. Although the Class of 2015 graduate and A.B. Paterson College Volleyball Coach didn’t realise it at the time, that commitment to fitness and love of running would set him up for one of the most amazing experiences of his life – walking on to Brisbane Cricket Ground for the first time in 2019 as an AFL Boundary Umpire.

On March 23, the deafening roar of 20,000 fiercely loyal AFL fans filled The Gabba ahead of Round 1 of the 2019 season, and pounded in Nick Swanson’s ears.

“The heart was beating pretty quickly,” admits Nick, whose nerves had been creeping up on him, “because I had been sitting around all day twiddling my thumbs, as the game was not until 7 o’clock.”

It had been a rapid rise through the umpiring ranks for Nick who, at just 21, strode on to the paddock as the youngest AFL umpire on the list.
“During school, I didn’t really think about AFL. I was mainly doing triathlons, but when I stopped that I thought I would give AFL umpiring a crack. I thought I was quite fit compared to many others.”

“I started in 2012 and did QAFL games for a few years and worked up to the North East Australian Football League (NEAFL) where I stayed for three years. Then, I got the call from the AFL in October last year.”

“When they think you’re up to it, they will give you a game. The better you do, the more games you will get but you have to perform consistently to keep coming back.”

One look at the list of AFL Match Official Appointments for the 2019 Premiership Season – where his name now appears week after week – and it is clear that Nick did, indeed, impress on debut. He admits, however, that it wasn’t a perfect opening game and he did, at one point, incur the wrath of fans, who are far from forgiving.

“I did have a bad throw,” he recalls, “and they did let me know about it. They’re not afraid to speak their minds. It’s all part of it. Fortunately, there are so many people in the crowd, so you don’t really hear specific comments.”

“I did do pretty well, though,” he says humbly, “considering it was my first game. It was very different to NEAFL because the game was at night and the ball was very slippery so it was hard to get a grip. It was just a great experience.”

“It was louder than I was expecting. I’ve been to games and watched them, but being on the field when they kick a goal is something different, something amazing that I’ve never experienced before.”

Nick’s debut would push him to the limit mentally, and certainly physically.

By the end of his debut, Nick’s fitness tracker had recorded a staggering 19 kilometres, including warm-ups.

“Obviously you’ve got to keep up with the players and it can get pretty tough. The play kept changing, and I was running up and back. I’ve got to admit there were a few times I thought, ‘I’m not going to finish this!’”

“That is when the hard work you’ve put in during the lead up – your dedication to training – will get you through.”

“My pre-season had involved such intense running and was the hardest pre-season I had endured,” Nick recalls.

“The weeks leading in to my debut game, while nerve-wracking, were easier. I had to be smart about what I did, and I wanted to be fresh.”

His well-structured preparation for the biggest test of his career was a far cry from the lead up to his first game umpiring in the QAFL. Nick remembers, with a smile, the rookie error he made when he embarked on a 70 kilometre run on the morning of that first game. It was an exhausting mistake that he will not be making again.

While some of his fellow umpires are veterans of around 400 games – one, who retired last year, began umpiring the year Nick was born – he is realistic enough to know that, due to its extreme physicality, an AFL umpire’s career can be short-lived. With that in mind, Nick juggles his umpiring and training commitments with university study.

“I started off pursuing Physiotherapy. I did like the thought of dealing with the human body and movement, but I wasn’t really enjoying the subjects at university. I had often considered studying Education, so I thought that I would give that a crack, and I’m enjoying it a lot more. There are a lot of other umpires throughout Queensland and Australia who are teachers, an astounding number in fact.”

Nick’s switch to a Bachelor of Education – will get you through.”

Nick’s switch to a Bachelor of Education, with a focus on HPE and Biology, is sure to make his A.B. College mentor – Director of Activities, Ian Taylor – proud.

“That’s a natural fit for Nick,” Ian states, “he was always a motivated and conscientious student who loved representing the College – a great role model for younger students.”

Nick was already a passionate runner when he arrived at A.B. Paterson College in 2009, having been inspired and encouraged as a youngster by his father, professional golfer Russell Swanson.

“I was doing a lot of training back then. Having Mr Taylor’s Running Club available was excellent. It was a chance to turn the legs over each morning, without having to smash yourself, while also hanging out with friends. I really enjoyed the atmosphere, it was really cool.”

Nick learned so much from his Running Club teachers about resilience. “All the teachers who go to Running Club love it. They love that energy boost in the morning and the motivation it gives them to get stuck in to the rest of the day. I was able to chat to them about different injuries I was struggling with, and learn what I needed to do to get over them.”

Nick is keen to give back to the College and teachers who supported him and has just completed his first semester as an A.B. Paterson College Coach.

“It has been so great to meet the younger kids and to be able to teach them a thing or two.”

When imagining the sort of teacher he would like to become, Nick draws inspiration from Ian Taylor.

“He gets around to every student and makes them feel special. That really stands out to me. The students really respect that, and that is the way I aspire to be.”

As he works towards the high standard set by his own teachers, Nick is already kicking goals in his other career.

In just his third game as an AFL Boundary Umpire, Queenslander Nick was honoured to be invited to Melbourne’s Marvel Stadium for the Easter Sunday clash between Western Bulldogs and Carlton in front of a 35,000 strong crowd – a fantastic experience for Nick, and for Carlton fans who celebrated their first victory of the season.

Nick did not expect an interstate call-up so soon. Perhaps his ultimate dream of umpiring an AFL Grand Final is not so distant after all?

“You have got to prove yourself,” Nick says, “but for now, I just want to soak it all in.”

Tamara Hamilton
Manager of Marketing & Public Relations
Sound Off for Schools is a mindfulness education program for students and teachers. It delivers practical and engaging strategies and practices through wireless headphone technology to help young people and educators carve out deliberate time and space to be calm, to contemplate and to learn the skill of being present.

In Australia, currently one in seven young people aged 4-17 suffer from mental illness. This can cause hyper-stimulation of the brain’s limbic system leading to the fight, flight or freeze reaction. When this part of the brain is stimulated, the frontal lobe – which controls executive function, essential for focus, attention and learning – is offline.

The Sound Off for Schools program combines scientifically proven practices in cognitive neuroscience, educational psychology and pedagogical teaching to teach young people strategies to become more aware of their cognitive habits. They are empowered by knowing that their thoughts, at any given time, are a choice, and they can begin to navigate their way through the complex world they are growing up in.

The Mission Australia Annual Youth Survey (ages 15-19), provides valuable insights into young people’s concerns, with the percentage of young people identifying mental health as an issue of national importance, doubling in the past three years (21%-43%). The top four issues of personal concern last year also had strong links to mental health – coping with stress, school or study problems, mental health and body image.

Mindfulness education in schools will rewrite our nation’s educational story by explicitly teaching and empowering our young people with the tools and strategies for mental wellness and resilience.

How can we possibly expect our literacy and numeracy rates to improve when such an alarming number of young people are suffering? In fact, research suggests that one in seven young people present in our classrooms is in a neurobiological brain state that is incapable of learning, solving problems, making decisions or concentrating.

The Health and Physical Education faculty has acknowledged the research and the importance of supporting our students with the Sound Off experience, enabling them to develop new skills and strategies to allow an increase in cognitive awareness, emotional regulation and resilience.

Philippa Garlick
Assistant Head of HPE
The College and the Health and Physical Education (HPE) faculty are early movers when it comes to bringing relevant and engaging learning experiences to their students. The forward-thinking curriculum design of the HPE units, which has incorporated real-life and practical mindfulness education for the students, is empowering young people to take care of themselves and responsibility for their mental wellbeing. A.B. Paterson College is a leader in responding to the changing educational needs of students. – Nicola Bone, Sound Off for Schools Founder.

In my opinion, Sound Off for Schools is a great initiative in assisting students to wind down and de-stress. I think that it is important for young people to take time out of their day to focus on their mental wellbeing because the stress tends to build up, quickly. For teenagers, there is a lot of work to be done during school time, and many students do not know how to de-stress, or don’t believe there is any point in doing mental wellbeing activities. Sound Off for Schools taught students the benefits of de-stressing and enabled us to be much more focused during our school day. - Dean Tuesley, Year 8 HPE student.

I found Sound Off for Schools very beneficial as it helped me to de-stress in between classes and become more aware of my mental wellbeing. It is becoming more imperative that young people, especially teenagers, are aware of their mental health. School can be stressful, especially with all the assignments and exams towards the end of the term. Sound Off for Schools is the perfect way to help us calm down and teach us to become more aware of the expectations we’ve placed upon ourselves. - Charlotte Squire, Year 8 HPE student.

The Sound Off for Schools program was an enlightening way for us to switch off our busy brains and focus on the health of our minds and bodies. Sound Off for Schools allows the brain to transfer into a calm state, while not focusing on surroundings, but the body and mind itself. The voice of the instructor soothingly guided us through strengthening exercises, such as breathing techniques. These techniques can be used and done by students at any time. By using headphones, Sound Off has found a way to help students create a relaxed feeling and mindset away from the constant distractions that occur in school, allowing students to take the most out of the experience. It is important for young people to take the time out of their day to focus on their mental wellbeing as it allows the brain to develop a sense of peace, which is necessary in such a busy society. I believe there is a place for the Sound Off program in schools as it teaches students to take the time to focus on themselves and their mindfulness, something that all students would benefit from. - Jess Read, Year 9 HPE student.

The Sound Off for Schools program was extremely rewarding as it allowed for us to detach from the stress and pressures of school, and to focus on relaxing our minds. Personally, I believe there needs to be more focus on the practicing of mindfulness education in schools. As students, we forget to pay attention to our mental wellbeing as we are so caught up in getting the best mark. By paying attention to our mindset and listening to our bodies, it allows us to focus more on our studies and debrief. – Rose Hackett, Year 11 PE student.

The purpose of this program was to learn how to manage and switch off everything around myself by focusing on relaxation exercises that allowed me to control my thoughts. During the Sound Off program, I used the headset to assist me with relaxation techniques, trigger ball work and to focus on breathing techniques to control my breathing patterns. It made me feel incredibly relaxed and revitalised once the session was finished. I believe it was very beneficial for me to develop some strategies in order to control my thoughts and anxiety when times become stressful. I think it is very important for young people to take time out to focus on their mental wellbeing, as young people are becoming more and more stressed today and do not know how to cope with it, and consequently their wellbeing suffers. Learning how to take time away to recharge and control thoughts would be valuable for all young people. – Harry Grosser, Year 12 PE student.
BOND UNIVERSITY OPEN DAY

Saturday, 27 July, 2019
2pm - 6pm

Free concert from 6pm featuring Tijuana Cartel.

bond.edu.au/openday