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FEATURES

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Inviting Old Collegians to join us in our annual afternoon of sport, followed by a social get-together on 16 May 2015.

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Junior School students celebrate the birthday of A.B. Paterson in the best way possible with Banjo’s Poetry.

08-09 Gumnut Pods, Giant Mushrooms and Sunflowers – Welcome to the May Gibbs Prep Precinct
The May Gibbs Prep Precinct has been transformed into a wonderland of creative delights, inspired by the age-old tales of Snugglepot and Cuddlepie.

10-11 Inside the Lilly Pilly Learning Centre
A long way away from the traditional “quiet please” libraries of the past, the Prep–Year 3 library is a vibrant, dynamic 21st century learning hub, designed to engage our very youngest students.

12-13 Building character on Leadership Day
Taking on the mantle of leadership in the Junior School, Year 6 students learn how rewarding it is to support others, communicate with one another and work together as a team.

14-15 I am an Australian soldier
Capt. Blake Simmons, a serving soldier with the 2nd/14th Light Horse Regiment (Queensland Mounted Infantry), draws back the curtain for a glimpse of what life is like serving under the Rising Sun.

16-17 Celebrating 25 years!
The traditions of A.B. Paterson College, forged 25 years ago, are the very foundations upon which it proudly stands today, as it steps into a new era, a school of the 21st Century.

18-19 Roll up! Roll up!
2015 saw the Fun Fair and Bush Dance take over a new location, in what can only be described as a fun, entertaining, exciting and successful day’s venture.

20-21 Oh, what a night!
Memories are made of this. Never-to-be-forgotten – this is the night of all nights for Year 12, as they create memories for a lifetime at their glamorous Formal.

22-23 Lots of laughter, learning and…. leeches
Service, compassion, integrity, resilience and human potential sum up Year 10’s Outward Bound experience perfectly.
YOU ARE INVITED

16 MAY 2015
2.00PM – 5.30PM

Past students are invited to attend the Old Collegians 2nd Annual Sports Day and Social Function. Join with fellow Old Collegians and compete against the current students in games of Touch Football, Football, Netball, Volleyball and Basketball. Games will be followed by a social gathering in the Mathematics Learning and Research Centre. Old Collegians are welcome to participate in both, or either of these activities. Please share this information with other past students with whom you are in touch, and help us reconnect with them so Old Collegians can grow.

RSVP 1 May 2015 – oldcollegians@abpat.qld.edu.au

Please indicate the following:

• Which events you will be attending:
  o Annual Sports day, Social Function or both
• Which sport would you like to play:
  o Touch Football; Football; Netball; Volleyball; Basketball
The concept of success, although broadly defined as the achievement of an aim or purpose, will mean different things to different people. I often wonder, however, whether true success is indeed so simply defined, or whether the concept itself is much deeper and complex. This well-known quote by Swami Sivananda may provide some insight, and suggests that the secret of success involves actions by our heart, our mind and our soul. This is an interesting concept and suggests that success is not merely achievement but, perhaps, the manner in which we achieve it.

Achievement of a goal at the expense of all else, or all others, can hardly be considered success and, as such, there is room for us to consider how success is developed as a consequence of our character, our values and our beliefs. These are essential qualities and considerations in the domain of ethical leadership. If ethics are the principles, values and belief of what is right and wrong; and leadership is the art of influencing others to achieve goals, then ethical leadership must be the art of influencing people through principles, values and beliefs, which embrace and support behaviour that is deemed right and proper.

These are the very foundations of the College’s motto of Excellence, Care and Commitment. These terms define the ethical standards that underpin all that we support, encourage and wish to develop in our students, our staff and our community. Examined further, the concept of success within our community must be to achieve our Mission - ‘to challenge the individual to achieve, and to act with purpose and character’. This suggests that we are only able to do these things if we actively engage our hearts, our mind and our soul in this important endeavour.

The question of whether our actions are indeed contributing to the success of the College’s Mission, whether as individuals or as the collective community, must, therefore, rest on reflection of our purpose; whether we have acted with the purest of heart, with wisdom and a considered mindset, and whether there is a synergy with the highest of values, our inner being and the personal attributes that transcend the physical world.

The development of self is an ongoing process of reflection as a result of experience. This is where independent education has the potential to shine, by providing a range of opportunities and experiences to students and encouraging active reflection. Whether on the sports field, in the Arts, camps, excursions, engaging with others or the classroom, we have the opportunity to participate or engage with the heart, the mind and the soul. When we do so with these three aspects of our being, we have the potential to bring about outcomes that benefit and improve the life of others, even if only in a small way. The ability to improve the life of another, or to purposefully support them, must truly be considered successful.

We see these successes in many aspects of our College. Such successes are found not only in formal programmes, but also in the day-to-day engagement of staff with students and between our students in quieter settings. In this edition of Vision Splendid, we see some wonderful examples of success, including the beautiful interaction of our Year 6 students with their Prep buddies, and the genuine and heartfelt interactions within our Prep precinct.

I commend this edition of Vision Splendid to you, and hope that you will help build success within our College community, not for one, but for all.

Brian Grimes
Principal
Each year, around 17 February, the A.B. Paterson College Junior School celebrates and commemorates the birthday of Andrew Barton Paterson in a very special and personal way. This year, due to the rain causing significant delays to a number of College events, the day was not held until 5 March, but the enthusiasm and dedication shown to the task was again abundantly evident, and the appreciation by the audience, their peers and teachers, was remarkable.

Preparation for this event started early in the year, as the teachers began the task of selecting a poem they felt best represented the students of their year level, in both their age and their interests. And this is not an easy task, as Banjo was such a prolific writer! The decision really required much thought and collaboration with other teachers, and with the students themselves.

Selection made, the teachers and students then began the work of learning the poem. Each stanza and line is analysed, looking at the meaning behind the poem. Discussions are always held around Banjo’s selection of language and how the poem should be recited, to ensure the underlying meaning is understood by the students and is delivered to the highest possible standard. This is an early, important lesson for our students – if a job’s worth doing, it’s worth doing well!
Each day, each class practised their poem and then, once the class was performing well, all classes in each year level joined together to practise as a large group. As well as the poem itself, consideration is always given to whether a costume or another type of accessory would be suitable to accompany the poetic presentation on the day. This year, these decisions resulted in swaggie hats, complete with tea bags a-dangling, hand-held Australian animal masks, flannelette shirts and music accompanying a special song, sung to the tune of Waltzing Matilda.

This year, Banjo’s Poetry was held in our Multi-Purpose Centre and the students were captivated by the performances of their peers. It was wonderful to witness the results of the efforts of the students and their teachers. Special guests included Principal, Mr Grimes, other members of the senior leadership team and numerous teachers from other areas of the College.

To complete the celebration, what birthday would not be complete without a celebratory cake? In true tradition of the Australian outback, the students and their teachers shared, not in a sponge cake, but in a slice of damper complete with jam and cream, thoughtfully prepared by the Junior School learning assistants.

Banjo’s Poetry is a very special way for the students to celebrate the life of a very important person, not only to our College community but also to our nation, and to help them develop a true sense of connection to our history and our identity as Australians.

Karen Roman – Deputy Head of Junior School - Curriculum
It is easy to let your imagination soar in this play-garden of magical delight and wonderment that is A.B. Paterson College’s May Gibbs Prep Precinct.

Inspired by the age-old tales of ‘Snugglepot and Cuddlepie’, as created by May Gibbs, the College’s new learning precinct takes our children into a magical world in which their creativity can be ignited; a world in which they feel small and encapsulated by the wonders around them; and a sensory place where they can read inside giant gumnut pods, sit with their friends on giant flower buds or play on a gigantic caterpillar.

Super-sized frogs sit majestically amidst their ‘pond’, surrounded by shiny ‘wet’ pebbles, while a short distance away a cubby Queenslander, with its ginormous garden boxes of giant sunflowers, ripe tomatoes and pumpkins, offers a homely space to chat and make-believe. Dig deep in the sandpit and unearth dinosaur bones, climb the spider-web frame, cross the rickety rope bridge or scuttle backwards down the corkscrew pole in the traditional play area – this is the place that can fire dreams and stir imaginings of lands beyond the real world.

College Principal, Brian Grimes, explains, “In our Prep to Year 3 phase of learning, we want our students to develop a sense of wonderment through igniting their natural curiosity. This demands a vibrant and inspiring learning environment; one in which our children are excited by all they see and do. This learning environment must be carefully structured, but also stimulate their imaginations and creativity.”

The new Prep Precinct and the Prep-3 Library was designed with these principles in mind.

The new learning precinct encourages creative thinking, collaboration in play, communication through storytelling and drama, a love of reading and the development of literacy, social skills and a love of learning. Above all, it provides a wonderful opportunity for the development of positive relationships and the harnessing of the students’ natural curiosity which, in turn, transforms the physical into a thriving and dynamic environment for learning.

What a wonderful place to spend your first years of school!
Where else could you arrive at the new Prep-Year 3 library via a slide, shooting teacher, learning assistant and students from the top deck to the library doors in a split second? Gumnut Gully, of course!
The new P-3 library was designed with a view of encouraging 21st century learning skills (also known as general capabilities) for our youngest students. (McGaw, 2013). “A.B. Paterson College has embraced the development of these essential skills and is committed to developing young people who are challenged to achieve, and to act with purpose and character. The development of these traits represents different challenges at various stages of development and phases of learning,” confirms Principal, Brian Grimes.

The 21st century has brought with it new technologies for both teaching and learning, which have resulted in new thinking about the way teachers teach and the way children learn. Gone are the days of ‘chalk and talk’ where the teacher stands in front of the class providing information for children to absorb and remember.

In schools, both co-curricular and extra-curricular activities could also support students’ development of the general capabilities, just as they support students’ acquisition of the knowledge, understanding and skills in each of the disciplines/learning areas. McGaw, B. p. 6

Unlike previous generations where children were considered a ‘tabula rasa’ (an empty slate) (Locke, 1690) when reaching school age, in the 21st century children arrive in Prep having experienced the world in many and varied ways. The internet has much to do with the surge in knowledge that children experience before reaching school age. Children are exposed to a variety of mediums where they gather information, not only through books but through television, the internet, apps and smart phones. (21st century schools, 2010) .

Children develop understandings of themselves and their world through active, hands-on investigation. A supportive active learning environment encourages children’s engagement in learning…” (Australian Government DEEWR, 2009).

It is not only reasonable, therefore, but essential to expect that school also offers a variety of mediums which will amuse, entice and engage our smallest students.

With these ideas in mind, the P-3 library was designed to engage students in a holistic learning experience where they may discover and rediscover learning through construction, board games, and puzzles, as well as books and adventure.

The interior of the library has been fitted out with moveable furniture so it may accommodate the different needs of different classes at varying times during the week. The soft furniture, mats and bean bags, are made from high quality, waterproof materials which the children are able to take outside to the library play area, and use to relax, read or simply chat with their friends.

The outdoor area was inspired by the ‘Bush Babies’, a creation of the author May Gibbs. The school already boasts the May Gibbs Courtyard and Gumnut Garden extends the honouring of May Gibbs further. May Gibbs most famously penned the children’s stories The Adventures of Snugglepot and Cuddlepie in 1918. Set in the Australian bush,
Gibbs used the unique flora and fauna of our land to create her characters, notably the Gumnut Babies (Nutcote.org, 2011). The library play area uses several of May’s creations including gumnut inspired chairs, gumleaf seats, gumleaf reading pods atopped with a gumnut, giant mushrooms and little stools resembling the red and yellow gum blossoms seen flowering in gum trees throughout the year. The Gumnut Garden has a distinctive ‘exploring’ feel, with little winding creek beds and stepping stones to provide interesting ways to exercise the gross motor skills and to spark the imagination!

Since opening, the library has seen up to 120 children a day, all enjoying the variety of learning resources it has to offer. It is noisy, vibrant, dynamic and filled with joy. A long way from the traditional quiet libraries of the past, yet the way a library needs to be in the 21st century.

Michelle Stanford – Library Co-ordinator

References
On 6 March, 2015, the Year 6 students were involved in a fascinating incursion that took place on the College campus. We were fortunate enough to have a few members of an organisation called ‘Character Builders’ come and teach us leadership skills that have helped us become valuable leaders of the Junior School.

The day was broken up into two main activities, known to my fellow Year 6 students as ‘Speed Dating’ and ‘The Amazing Race’. This was designed to ‘seal the gaps’ between us. These two activities took place throughout the day and had mini activities within each of the items. We were taught to step up to the role of a leader and, for one day, we were expected to be adults. This was a prestigious challenge and we all strived to live up to it. We had to face reality – frustration – and learn to communicate with our peers.

We started in the morning with getting to know everyone in our cohort. Adrian, one of the members from the organisation, explained to us that we should all consider ourselves as brothers and sisters, a second family. We were also expected to step up to the role of leaders. We completed a range of different activities, including “speed dating”. This involved us making two circles – one circle facing inwards and the other facing outwards. This way we were partnered up with another person in our cohort whom we got to know better.

After morning tea, we improved our team work skills. We were split into random groups of six to go on a scavenger hunt around the school. At each activity, points were given for completion, persistence and unity. Personally, I found the marble pipeline activity the most challenging, because the marble was difficult to control and this activity really tested our ability to work and communicate as a team. It was a very fulfilling and exciting moment when all my team members had completed this task.

The purpose of the day was for teachers to be able to observe how we dealt with odd situations, such as frustration. Before the real difficulties started in the activities, I looked around at my peers and I saw everyone happy and extremely excited; however, this was all to change. The teachers’ predictions were correct, and soon enough the Year 6 cohort began to crumble under pressure. We learnt to not give up, however, and to always have plenty of hope – even in difficult situations.

At the end of the experience, I looked at my grade again. I saw mature children, who had broadened their horizons and looked fully equipped to be the role models for the Junior School. Overall, I felt that the team building exercises were very useful to help me improve my relationships with friends. The highlight of the day was when my team came third in the scavenger hunt competition, as it really made me feel proud of our team work skills.

The ‘Character Builders’ helped make our grade a happy and mature grade in less than six hours. The Character Building programme is a wonderful experience that I hope all children of the Junior School at A.B. Paterson College get to one day be involved in. I am grateful to the school for organising such a wonderful experience.

Jodie Kim Down and Maya Bose - Year 6 students

‘A journey of a thousand miles begins with one step’ Loa Tzu

To show caring to someone during your schooling never really hurts anyone! Year 6 students have been visiting their Prep buddies each fortnight. This is another opportunity for us to practise our leadership skills and it helps the younger ones as they embark on their journey into the unknown (school). It may not just test our leadership skills, but it may change us completely. Most of us have never needed to care for someone younger and that is something we are learning to do every day.
As the year goes on, many Year 6 students will change; some from thinking of only themselves, to thinking of others who surround them. We believe that having a Prep buddy gives Year 6 students the opportunity to open up and express their ideas, opinions and thoughts without feeling scared - as we are still developing the confidence to be ourselves in front of our peers.

Preps need Year 6 to help them with academic and co-curricular tasks, which may include many things from Japanese to making new friends. We believe that any Prep student becomes mentally stronger when an older student is there to help them. They can talk to us about their troubles, or just what they did over the weekend; even just talking to us about what Prep is like, and who are their friends. We can talk to them, and increase their learning; for example, increasing their vocabulary. We are glad that A.B. Paterson College gives us the opportunity to spend time with the Prep students.

Dorothy Hou and Dean Blumson – Year 6 Students

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Blake Simmons joined A.B. Paterson College in 1993 as a Year 8 student when the College had only been up and running for two years but, even now, after 22 years, he still recalls the, “huge amount of construction taking place,” as the school began its operational expansion to accommodate the numbers of students wanting to enrol in what was then a fledgling school. Graduating in 1997, Blake “thoroughly enjoyed, the hands-on type subjects such as Physical Training, Design Tech, Biology (Miss Earl!), and Architecture,” but, “Maths B and I did not get along well!”

When asked about his stand-out memories of the College, Blake remembers, “The people, both students and staff; some of those relationships are still kept up today and provide an excellent support for my family when I go away for periods of time.”

Now Captain Simmons, an Adjutant with the 2nd/14th Light Horse Regiment (Queensland Mounted Infantry), Blake has kindly agreed to share with you something of his journey within the Army.

When did you decide to join the Armed Forces and why the Army?

I joined the Army in 2006, because I was tired of routine and the thought process of doing the same job in the same location for prolonged periods. The challenges and places that I have seen with the Army have been amazing, not to mention the friendships forged for myself and family that are akin to those you would have on a representative sporting team.
What training was involved and how long do you have to sign up for?

My initial training was at the Royal Military College in Duntroon, Canberra. This took 18 months to complete and it encompassed military tactics, human resources, logistic planning, and cultural respects/diversity training. Upon completion of this, I was selected to be part of the Royal Australian Armoured Corps - Cavalry.

I have served within the 2nd Cavalry Regiment and 2nd/14th Light Horse Regiment (Queensland Mounted Infantry). I have also been a Military instructor at the Royal Military College-Duntroon, and the Soldier Recruit Training Centre in Wagga Wagga. The return of service obligation to Army, following my training, was 4 years.

What do you like best about being a soldier? What are the drawbacks, if any?

The best part about being a member of the Australian Army is working with men and women who truly believe that they can make a difference within their trade, and in the areas or locations that they operate in. I have seen a soldier, without tertiary qualifications, other than time spent in Army Transport and truck driving, create a computer program that sold for millions of dollars to trucking logistic companies around Australia. He then continued driving trucks, because he prefers to be a part of the team. It is this attitude that keeps me in this line of work.

The drawbacks are family centric. Due to the time I have spent away, I miss many birthdays, anniversaries and other important dates, but most of all I do miss my family. Thankfully, my wife is extremely patient and supportive, and she understands that this line of work sometimes requires us to be away from home for prolonged periods. People often praise the soldiers for their service. I can honestly tell your readers and the College alumni that it is the families left behind who do it tough, not us. Their team is halved and they have to manage the children, sometimes work, not to mention cope with quite a bit of loneliness. I am thankful every day for the huge amount of work my wife does while I am away!

What skills have you acquired as a soldier?

From international operations, I have learnt a lot about security and international relations. Here at home, I’ve had a great deal of experience in Human Resources, training staff and project management. This continues to get stronger, both formally through tertiary qualifications, and in an informal sense with hands-on experience.

You have a promoted position – how does the promotion ladder operate in the Army?

It’s the same for both Officers and soldiers. We all need to do a certain time within ranks, in addition to educational courses for those ranks. It will always be performance managed though and folks will be promoted on merit, and their ability to get the job done.

Do you have to have a particular personality to make a good soldier?

This is a really good question! I would certainly say flexibility and being able to adapt to changing circumstances. We have seen over the past ten years a lot of operations in different locations around the world. Our members need to constantly change thought processes to suit the local conditions.

Has the job changed since you were first recruited?

Being an officer in the Army evolves all the time. The job changes with every new posting and, as time progresses, we also need to adapt to new equipment. Most baseline principles or skills have remained the same, such as personnel management.

What do you consider to be the most important part of the work that you do?

Being decisive and compassionate to situational background.

What advice would you give to a student considering a career in the armed services?

If any students are thinking of a career in the ADF, I would strongly recommend that they make their way to a recruiting day within Defence Force Recruiting, and discuss the options of what they want to achieve in a career with our recruiters. We have so many jobs across Navy, Army, and Air Force that are so widely different, that everything possible in civilian life is do-able within Defence. We will also pay for every bit of their training, whether it be a trade such as plumbing or carpentry, or a degree in science or medicine. It is dependent purely on an individual and their general aptitude to select a career stream. The opportunities are amazing, and you will see the world; either training or on operations.

Many thanks to Capt. Blake Simmons for providing the College community with a snapshot of his life as an Australian soldier. We wish you every success in the future and safe passage wherever you may be.

Next month, in this very special commemorative year marking the 100th Anniversary of the Gallipoli landings, all Australians everywhere will stop, as they do each year on ANZAC Day, to remember the courage of so many who made, or were prepared to make, the ultimate sacrifice for their country. Today’s modern Army still lives by the ANZAC tradition of fairness and loyalty to your mates. Its core values of courage, initiative, respect and teamwork are bound by the Rising Sun badge, worn by every soldier as an undying symbol of service to our country. Worn originally by the 1st and 2nd Imperial Force in both World Wars, over time the Rising Sun badge has moved through seven different patterns; yet, regardless of its visual modification, it is still synonymous with the proud spirit of ANZAC and integral to the digger tradition.

For further information about today’s contemporary Army, Army life, training and education and so much more, please visit http://www.army.gov.au

This site is filled with fascinating and interesting facts. Worth a long look!
2015 marks the 25th Anniversary of the College’s opening in 1991, a significant year for the alumni, students, staff, parents and friends of A.B. Paterson College.

The Vision of A.B. Paterson College had its birth in 1990 over a shared meal with four close friends, as they pondered the education of their children, that of their future grandchildren, and the future for young families on the Gold Coast for years to come. They saw a need for a school of substance, a school that celebrated our Australian heritage, a school with traditional values, and yet one with a progressive mindset to education within a caring and supportive environment. From this humble meal and initial discussion, the Vision of A.B. Paterson College was born.

From its opening enrolment of 262 students in 1991 from Prep – Year 9, the College today has over 1400 students entrusted into its care. In the past 25 years, A.B. Paterson College has grown to be a reputable and prestigious institution, with its focus on being warm and welcoming; it has become a well-respected school with an enviable reputation. The determination and focus of both the students and staff has remained unchanged over the years with a continued commitment to a holistic education in academics, sport and the Arts, in the belief that ‘who’ a child becomes is the most important outcome.

Although its history is comparatively short, A.B. Paterson College has developed magnificent facilities, core traditional values, and a leading teaching and learning framework. It is now integrating numerous technologies to greater assist and help students learn and connect responsibly with their world, and to provide the foundation for genuine leadership development in all young people.

“It is an exciting time to be part of the College Community as we continue to be pioneers in education on the Gold Coast while remembering our humble roots,” states English teacher, Debbie De Villiers.

Each year, the College celebrates its foundation with a Founders’ Day assembly. This year the assembly represented the first of a number of celebratory events for the 25th Anniversary. Staff members, who have been at the College for 10, 15 or 20 years, were presented with their long-service awards. It was wonderful to see how many teachers and mentors have been at the school for so many years, and how each year they continue to nurture the talents of the College’s students.

The 2015 Founders’ Day assembly was combined with that of the Year 12 Senior Leaders’ Induction and had a very special guest, Andrea Ladds, née Park, who was the first College Captain in 1994. Andrea was given the honour of inducting the 2015 Year 12s and greeting the new College Captains, who will continue the legacy that she, and her Vice Captain, Ryan Carrington, initiated 25 years ago.

“IT makes me proud to visit A.B. Paterson College and see how it continues to grow from our humble beginnings. On the first day of the College, in 1991, I was entering Year 9 and I knew our small class was part of something special, something that would grow and develop into a well-respected school. My prediction was right. Not only are the facilities impressive, but meeting the students and seeing their interaction with visitors and their teachers shows that the school motto, set all those years ago, of Excellence, Care and Commitment is still being followed. Now, as a parent, I see the other side and I’m impressed on another level… if only we lived closer!” says Andrea Ladds of her visit to the 25th Anniversary Founders’ Day celebrations.

To continue the special 2015 celebrations, Principal, Brian Grimes, announced that the College Board has commissioned a statue of Banjo Paterson to stand tall in the College grounds. It was back in 1989/90 that the Foundation Board determined the school would carry the name of a well-respected and recognised Australian, who would exemplify the Nation’s heritage and identity. They chose Banjo Paterson – poet, journalist, lawyer, scholar, soldier, sportsman and patriot. The commissioning of this statue will pay homage to the College’s foundation, and provide an enduring and fitting tribute to our namesake and our Australian identity in the years to come.

Other special events are calendared to acknowledge this milestone in the College’s history. Each student received a 25th anniversary badge and gift. And there was cake! In late March, the Parents and Friends Association hosted the Fun Fair, including a commemorative Bush Dance in honour of the anniversary.
Near the end of this year, the College will hold a Gala Ball for parents and staff, a tradition of each significant anniversary. It is a great way to get the community together and to applaud the success of the College over the past 25 years of its operation.

Certainly the College has developed much since its Foundation in 1991, and yet its history remains embodied in the lives and achievements of all who have learnt and taught here. The College’s many graduates are now developing as leaders in their own fields and making strong contributions to the development of our Australian society and economy.

“We acknowledge and celebrate our College’s wonderful history and those who had the Vision and courage to embark on the development of it so many years ago. We recognise the importance of our traditions, while seeking to provide a progressive education to meet the needs of our current students as they grow, develop and learn, and we look to them to become the ‘Old Collegians’ of tomorrow,” concludes Principal, Brian Grimes.

With the traditions of foundation now forged, A.B. Paterson College can look forward to a future of inspiring innovation as a leading school of the 21st century.

Many thanks to co-writer, Rebekah Tenenbom - Year 10
The fun started early for the 25th Anniversary Fun Fair and Bush Dance. A constant flow of traffic brought families in to what was a new but, by all accounts, a successful relocation for the fair on the College’s hockey field. Stalls sat side-by-side with rides, creating a very real fairground atmosphere abuzz with people taking family snaps, strolling and sipping a cappuccino or latte, munching popcorn, fighting fairy floss or simply taking stock and sightseeing. There was much to do and see. Show-bags, fairy floss, licorice, dippin’ ice cream, sausage sizzle, hot chips, snow cones, dagwood dogs, delicious rogan josh and butter chicken, sweet corn, potato spirals and baked biscuits, cakes and sweet confectionery took care of lunch and, for many, dinner too! The Cent Auction was a not-to-be-missed opportunity to score one of a multitude of fantastic prizes, so generously donated for the occasion. The pig races drew the crowds to the race track, alerted by the sound of the bugle blowing. What a spectacle - watching six cute little piglets tackle the obstacle course, decked out in their spangled ‘saddles’! You could buy cushions, beach and surf wear, aromatherapy oils, jewellery, book a date with a Cinderella Lux-car, craft your own candle, search out a good second-hand book, dunk a teacher, get straight teeth for life advice from Medland, or have your photo taken with a friend in the photo booth, to name only a few of the attractions... but it was all there... and so much more. There was music too, courtesy of the Performing Arts students and the man with the guitar who played and sang continuously between pig races. Main sponsors, Ray White at Runaway Bay, raffled a yellow bike from their yellow stall, while other sponsors, Big Daddy Custom Bike Sales brought along more powerful two wheelers in a shining display of Harley-Davidson mean machines, and Bond University attracted enquiries for post-graduate study. Everywhere there were people enjoying the day and experiencing what stall holders had on offer. The College is so appreciative of our sponsors’ support and thanks them for their contribution to this event. But the day really belonged to the children. Slippy, long, dipping slides, bouncy jumping castles, laser skirmish combat, Bat Tower drop-from-the-top terror, spinning giant Cups and Saucers, and the gentle Trackless Train for the littlies offered family fun throughout the day. The scream-inducing Amnesia Ibiza House was a magnetic attraction for teenagers, who simply had no fear being dropped at speed from a stand-still dizzying height – in fact, no sooner had the ride stopped and uncoupled its riders than they joined the queue again... and again... and again!
Let’s bushland boogie!

As the stalls of the Fun Fair began to be packed away, the sounds of a mandolin, mixed with an outburst of joyous laughter from children, announced the arrival of Bushland Boogie. In the midst of hay bales, students of all grades began to link arms for the Mexican Hat Dance, kick up their knees for the Nut Bush and wave their hands in the air for Home Among the Gum Trees. It was truly a humbling sight to behold; everyone together sharing smiles, snags and wholesome country music. The atmosphere of the afternoon was one of happiness and relaxation, and you couldn’t help but feel proud to be Australian.

As the afternoon went on, children began to sit on the stage and clap along to the music, and there was even one group of girls who played the drums with a bottle of tomato sauce! The Year 12s skipped in circles with the younger students, and parents watched with smiles on their faces. It really was an afternoon to enjoy and an afternoon to remind everyone of the importance of good company, good music and good food.

But days like this don’t just happen without the dedication, commitment and sheer hard work of an organising team. A big thank you to the Parents and Friends Association Fun Fair and Bush Dance committee and volunteers, ably led by Richard Wise, Camille Hand and Lisa Lang, for what in itself will have been a big dipper ride, wrestling with so many organisational and logistical preparations, and trying to maintain a balance with everyday home and work life. The College community congratulates you all on a job well done!

… And, maybe… just maybe… we will do it all again in 2017!

Let’s bushland boogie! written by Erika Spanos – Year 12
The eagerly anticipated Senior Formal was once again held at the Hope Island Links Resort, offering a sophisticated backdrop for the unforgettable evening full of red carpet glamour and many laughs shared with lifelong friends.

With the lessons learnt at the annual etiquette lunch in hand, the Formal was an elegant occasion, marking a true milestone in the transition to adulthood, with the social skills acquired sure to serve the students well in the future.

The understated theme, characterised by burnt orange centrepieces and fairy lights was an expert choice, testament to Lainey Atkinson and Celeste Perry, oozing modesty and allowing the senior girls’ gorgeous gowns to take centre stage, or in William Beasley’s case, his blue suit to steal the spotlight.

From dress debacles to formal dance practice in which the senior boys likened the Gypsy Tap to a game of “footy” –
formal preparations had been well underway for weeks, months and, in Renae Hatchman’s case, years, as her dazzling golden gown hung ready in her closet for more than 16 months.

Nevertheless, with the date pushed forward to 28 February, a combination of stress and excitement began to build; though mostly stress for Kate Stokes whose partner, Santiago Rendon Bechara, did not return from Columbia until mere days before the event - but he did not disappoint in his iconic white tux!

Many were overwhelmed by the red carpet crowd – some were blinded by the sea of flashes, and others deafened by the roar of spectators, though in some cases the roar was caused by engines. Among the stand-out arrivals were Maxwell Arbiter and Sabrina Belinha in their Aston Martin surrounded by a three-man Harley chopper escort, and who could forget Christopher Roche and Leia Holford in their yellow Lamborghini and red Ferrari respectively.

The cohort truly embraced the dance floor as an iconic showdown took place between Ahmad Gundru and Mr Andrews, whilst Maxwell Arbiter, Nicholas Viner and Nicholas Faulks led a truly cohesive moment as the students united in dancing to Sandstorm. Kieran Mackle hit the DJ’s decks and 500 Miles made yet another appearance, causing everyone in the room to get on their feet. From selfies with Mr Bruce, to Austin Carpenter’s rendition of Michael Buble’s Feeling Good, it is difficult to summarise the spectacular evening in just a few words; however, many reflected that the occasion was an excellent way to kick-start senior year.

The positive atmosphere characterised by enthusiastic singing and dancing, coupled with immense respect for all resort staff and teachers present, was a true reflection of the culture of A.B. Paterson College and the senior cohort of 2015. Many thanks must be extended to all who contributed to the wonderful event, with particular congratulations to the Formal Committee for their thoughtfulness and dedication in putting the event together.

Emily Selleck - College Vice Captain

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The Outward Bound programme espouses five rudimentary foundations: service, compassion, integrity, resilience and human potential. Each element, over an eight day course, is embedded into the minds of its participants. From 5-12 February, the Grade 10 cohort ventured into the bush, predominantly to learn about themselves and their peers. Various perceptions of Outward Bound lurk within the minds of students. While some opinions suggest that the week-long hike through the wilderness is a daunting, pain-stricken experience that deprives all of basic essentials, others describe the camp as a cathartic endeavour – one that chews you up and spits you back out again, but as a completely different person with matured opinions and a bettered way of life. In actual fact, the Outward Bound adventure is a mixture of both pain and delight, each element balancing the negative with positive components.

“Outward Bound has taught me so many things. I have learnt how important it is to be considerate of others in different situations. You learn about what things in life are really important - like friendship and encouragement,” said Abigail Marshall.

Unlike previous years, the Grade 10 cohort ventured out into the wilderness during summer's anticipated heat. Over the course, teams of approximately 15 students bonded through a series of challenging activities, such as mountain biking and canoeing. Each unfamiliar task was devised to create a positive atmosphere and a sense of teamwork within the group.

“I really enjoyed spending time with my group as there was a mix of personalities. There were a few people that I didn’t know, so it was interesting learning about them and even making new bonds and many memories with them,” Claudia Tapsall recalled.

Socially, the programme helped break down social barriers within the cohort, allowing new friendships to form and bonds to strengthen. By working
everyone is in the same boat and threats made while high above the ground. Laughter later as we recollected the although my friends and I ached with a group of amazing people. Eventually become a part of something bigger with a sense of belonging, realising that I had voices, angry remarks and the shouts move. As I sat there, amid the wallowing two hours into the activity, no one could climbed through the branches until, by rope, one by one in a line, our team tree in the middle of a farm. Connected consisting of harnesses, rope and a large day, we headed to, an activity With a longer walk to kick-start our...
Making choices about the next stage of your education and life is exciting. We want you to make the right choice about your future and believe that the best way to find out about university life is to come and experience it for yourself while you are still at high school.

At Bond University, our doors are open throughout the year, giving you a first-hand opportunity to experience life as a Bondy. Take part in our Experience University Life programs to explore our world-class facilities, meet teachers, attend lectures and connect with current students.

OPEN DAY
Join us for an all-access pass to our campus on Saturday, July 25 from 2pm to 6pm, followed by live music featuring Tijuana Cartel until 8pm.

PERSONALISED CAMPUS TOURS
Book a tour with our friendly and experienced student ambassadors at any time.

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From extracting DNA, to learning how to trade on the stock exchange, to watching a live courtroom demonstration or building models in our new architecture building, plus so much more! Experience an interactive and intimate view into the programs offered at Bond.

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Explore your future in a day! Specifically tailored for Year 10 and 11 students, Headstart Day will allow you to try university subjects from across Bond’s four faculties.

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Kick start your university studies before you finish high school. Successfully complete one subject to gain credit towards your future tertiary studies or successfully complete two subjects and you will be eligible for direct admission into a Bond degree after Year 12.

To find out more visit bond.edu.au/experience or email Stephanie Tuttle at stuttle@bond.edu.au. We look forward to seeing you on campus soon.

bond.edu.au/experience

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