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A.B. Paterson College Presents

The Wiz

‘there’s no place like home’

Friday 10th | Saturday 11th | May 2013

Book by William F. Brown

Music and Lyrics by Charlie Smalls

Based on the story: “The Wonderful Wizard of Oz” by Frank Baum

By Arrangement With ORiGiN™ Theatrical
On behalf of Samuel French, Inc.
Good is the Enemy of Great - Jim Collins

We have all heard of ‘Excellence Programmes’ in various industries including education. Within schools these seem to be centralised in Sport, the Arts and in Academics but, occasionally, we are left with a feeling of uncertainty as we do not know how such qualifiers are defined, and what they mean in real terms. It would appear that, all too often, marketing is the key driver of such programmes which, in reality, have little substance against the claims made.

Schools, business, industry and government departments should all be geared towards excellence, in that what is provided is not ‘merely good’, but represents a standard to be followed, and is something of great virtue and worth. This would be an admirable feat. When we are good at what we do, the danger is that we can become complacent, and forget our opportunity to be ‘great’ at what we do. In this vein, ‘Good’ can certainly be the enemy of ‘Great’.

The central aspect of moving from ‘Good to Great’ must be people. Organisational improvement requires the development of leadership, the building of capacity in all staff and the alignment of personal and organisational values. Research clearly indicates that ‘Great’ organisations focus on getting the ‘right people on the bus, putting them in the correct seats and then commencing the journey’. As a number of my recent Newsletters have highlighted, this analogy extends to all people connected to the community.

Our College is known internationally for its leading Teaching and Learning pedagogy, and is considered a leader within the Australian context. The Academic results from our 2012 graduates represent the finest results ever in the College’s history, indicating that we are more than ‘merely good’ in achieving high academic standards. The question that remains is how do we move all aspects of our College to ‘Greatness’? Clearly, this is a very difficult question and one that will take much time to unpack and understand.

In my mind, the first thing we need to do is to ensure that the values of all teachers, students and parents are geared to the values and ideals of the College. We need to understand why we are connected to this community, and to ensure that it is not for personal gain or for selfish adoration, but rather for the betterment and development of the entire community and each person therein. When such values are aligned, we set off behaviours and expectations that are community enhancing and not community detracting.

It is the development of such shared values that permit the growth of individuals and their teams, and enable people to serve with genuineness, direction and purposeful endeavour. This is the precursor to genuine leadership development, capacity building and a culture of discipline, ethics, service to others and, ultimately, ‘Greatness’.

A.B. Paterson College has embarked on a journey to further develop our Teaching and Learning pedagogy to ensure that we can claim ‘Excellence’ in our endeavours. The development of industry partnerships with Samsung, Australia, and Heulab, has provided the tools to review our pedagogy and to find new ways of enhancing that which we know is already very successful. Greatness is not achieved with a new innovation, a new idea or technology; it comes from the relentless pursuit of improvement, the ongoing development of values, capacity, service and leadership within all.

As you read this edition of Vision Splendid, you will note wonderful examples of this development in progress. Whether you are new to our College, contemplating joining our vibrant community, or an existing member, I hope the many articles contained in this edition will give you an opportunity to reflect on the wonderful development within our community, and that you will be inspired to join us on our journey to ‘Greatness’.

Brian Grimes
Principal
With a splash of fizzy lime, a mega dollop of mandarin and a soupcon of nova grape, the 2013 student selected colour palette for the new Collaborative Learning Centre (CLC) sounds more like a tantalising fruit smoothie than the bright razzamatazz of smart, contemporary designed learning spaces adorning this brand new facility. Flexible, agile, comfortable and informal, students from Prep to Year 12, and staff, can choose where, how, and with whom they work, from an assortment of innovative learning hubs and work areas which give access to various technologies within the CLC.

Harnessing the latest technological tools, programmes and partnerships to the College’s highly successful teaching and learning framework, Teaching for Understanding, was the key mandate that drove the 12 month research into best practice in the use of Information and Communication Technology (ICT), with the ultimate goal of enhancing the learning process. The result is an eLearning strategy that empowers its teachers to deliver a 21st Century interactive education environment to the College’s students.

Cutting edge ICT devices enable the College’s young men and women to not only further develop the traditional skills of literacy and numeracy, but also the essential 21st century learning skills of Collaboration, Communication, Creativity and Innovation, and Critical Thinking and Problem-Solving – the keystones to success in their futures.

“We need to be developing our students as flexible and creative learners, who can adapt to new ideas and have the skills to be effective problem solvers and idea creators. We need to develop their skills from using technology mainly for entertainment purposes, to being digitally literate, where their learning is enhanced by technology,” explains Assistant Principal, Marie Perry.

In partnership with Samsung Electronics, A.B. Paterson College is amongst one of the first lighthouse schools in Australia to invest in the new Samsung ATIV Smart PC PRO devices, powered with Microsoft Windows 8 software for all students. This 1:1 learning platform will enhance collaboration between students and teachers, by delivering a rich learning experience using multimedia tools, including audio and video. College Principal, Brian Grimes, is very clear about why the Samsung solution ticked all of the boxes.

“We believe education in the 21st Century is about using ICT to help enhance and support teaching, not restrict it. We selected the Samsung “Windows in the Classroom” solution as our objective was to deploy an outstanding ICT platform and range of devices that complement our world class teaching and learning framework. We are excited about seeing it inspire our students and play a part in enhancing our leading pedagogy.”

With touch-screen and digital stylus capabilities, students are able to hand write notes, comments and equations into note-taking software and fully utilise our new collaborative Virtual Learning Environment Desire2Learn – more on this later. Samsung Slate PCs are carry-light, powerful and, with stylus capability, enable anytime learning for students from virtually anywhere.
But what of the students’ reaction? Well, it is fair to say it was Christmas-in-January for 300+ Years 4-6 students excitedly opening their Samsung box of goodies. The buzz was audible with delight etched in smiles and shining eyes. Eager to get going, patience was needed as eMentors and IT staff helped everyone logon and stir the slick-looking tablet into digital life. Year 5 students were definitely impressed.

The slate is great and I think they will take over paper in our school life. 

Ronan Wastell

I like looking at all the new software on the slate and even what the weather will be like tomorrow. Charlie Duncan

The slates are really fun and smart technology. Lachlan Gee

They have lots of great apps. Jack Campbell

The slates are really awesome and useful. They will probably be part of our daily lives forever. Isabella Janssen

Slates are also a permanent feature in the Samsung Smart Classroom, which houses 30 brand new slates, a smart board and two printers, and is used for student and teacher development. Smarter than your average classroom, it sits at the back of the CLC and is used for student and teacher development.

Further supporting collaboration is the installation of six smart tables called Heumi tables, manufactured by the second of the two prestigious partnerships enabling the College’s innovative eLearning strategy. HeuLab Pte Ltd is an independent Software Development Specialist based in Singapore and established in the Education and Corporate industry as a model for innovation. Heumi tables are interactive touch tables with advanced multi-touch, multi-user technology. The Interactive computing surface is designed for the collaborative experience, developed with a unique 360 degree user interface and multiple browser capability that engages users in exchanging and exploring digital content simultaneously.

Richard Worsey, the College’s Director of Teaching and Learning, talks about another of the key elements of the College’s eLearning strategy.

“One of the key features of our eLearning strategy is the new Desire2Learn learning management system or virtual learning environment, VLE, as we like to call it. It is engaging, attractive and intuitive, and allows our students access to embedded, progressive technological features.

“This system is highly compatible with our TfU principles, as it allows course templates to be developed and this blueprint then becomes a standard for a particular faculty or course.

“Having a VLE that is quick to use, user friendly and applicable for P-12 and, most importantly, has the potential to grow, due to the focus that the company has on research and development, makes it a valuable acquisition and I guarantee that, over the years, it will continue to develop alongside our progressive innovative, but effective, teaching and learning regime.”

With established hardware and software set in place, the next step in the College’s eLearning journey is naturally to embed the devices’ capabilities within our teaching and learning pedagogy, to enhance existing practice and to maximise the delivery of 21st century learning skills essential to the future careers and employability of our students.
Karen Roman, Steven Farmer, Reahana Scott and Ryan Caldwell have been appointed as eMentors to support the professional learning of teachers with existing and new technologies. They work out of the CLC, under the guidance of Catriona Duff, Head of the Collaborative Learning Centre, optimising the ongoing training programme of teachers, as they work towards integrating technology into the curriculum, and delivering an innovative and engaging learning experience for students within their classrooms.

Junior School eMentor, Karen Roman, explains,

“As part of the continued progress towards providing our students with the most relevant and contemporary 21st century curriculum, the College has embarked on a programme of continuous Information and Communication Technology (ICT) professional development that aims to equip our staff with the most up to date knowledge and skills, enabling teachers to deliver the highest quality teaching practice incorporating the use of ICT.

“To do this, eMentors are providing a variety of weekly training sessions for the teaching staff in the Collaborative Learning Centre that focus on software programs suitable for use in the classroom, as part of their day to day lessons. The use of software encourages the students to utilise 21st century skills such as collaboration, critical thinking and creativity that will be crucial for them to master as they move towards life beyond the schoolyard.

“In addition to this, eMentors will be involved with teachers and their students in the classrooms, providing support and guidance, as new methods of teaching and learning increasingly become part of everyday life at the College.”

Fellow eMentor, Steven Farmer elaborates further,

“The eMentors’ role is to support teachers to effectively integrate technology into all aspects of the curriculum. They support teachers with the implementation of technologies including the Samsung slate, Desire2Learn and a variety of Interactive software, such as engaging visual and interactive activities on interactive whiteboards. Interactive use of materials, or simulated interactives, enable learning experiences for students that can cater to individual needs, focus attention, and enable students to practise and develop skills in fun and innovative ways.

“Technology makes it easier to access high quality information when we need it. The modern learner is being increasingly asked to access and become familiar with modern technologies. Another aspect of the eMentors’ role is to assist teachers in accessing and using existing and new technologies, that enable students to gain an in-depth understanding of concepts through engaging learning experiences.”

In practice, the CLC is already a big hit with students. What with glass walls and windows enthusiastically daubed with jottings, ideas, plans, poetry and memory-joggers, the Heumi table huddles, and the slate screen flicks and slides, students have certainly embraced the more relaxed ambience of the Centre as a place of learning in their time.

“Term One has seen an exciting groundswell for the College’s eLearning vision. The Collaborative Learning Centre
is in full swing with workshops, training, meetings, study and bucket loads of creative interaction being undertaken by both students and staff. The opportunities provided by the new facility are being explored with great enthusiasm (and I dare say, a little zeal).

On a personal level, I have particularly enjoyed the collaborative opportunities afforded by the Heumi tables - and based on the winning debating arguments and figurative language pieces they have engendered - so have the students. What has struck me most is the quality of the conversations the students have when working together on the Heumi tables; the focus is clearly on the ideas being extolled rather than the table itself. It was a pleasant reminder that good teaching and learning is not about the technology itself, but about what the technology allows students to do. Combined with the glass wall panels covered in hot pink student scrawl, the Heumi table corner of the CLC learning environment has provided some wonderful learning opportunities for the students. And this is only the groundswell...” **Ryan Caldwell**

But it is not all about one facility despite its state-of-the-art technologies. Engagement with 21st century skills, including problem-solving and innovation, self-regulation and assessment, collaboration, ICT use, skilled communication, knowledge building and a global awareness, will take place in classrooms all around the College campus. Generating learning activities through eLearning that will foster these skills promotes a love of lifelong learning, the ultimate aim of all educators.

“'The understanding is not a vessel which must be filled, but firewood, which needs to be kindled; and love of learning and love of truth are what should kindle it.’ Plutarch

“With the content that we teach in school so readily available to anyone, anywhere, it would be foolish to think that the teachers’ place in the classroom is standing at the front, lecturing their students. Our students need access to resources that are tailored to, not only the subjects that they are studying, but also the learning journey that they are taking.

“Vygotsky showed that a learner is capable of much higher level thinking if they are assisted by an instructor. With the use of the Desire2Learn web-based learning system, teachers can now begin to step away from the board and interact with their students on a more individual level, being able to offer support and extending understanding wherever possible.

“The system integrates seamlessly with Teaching for Understanding by allowing students to access self-paced learning through tailored videos, documents and PowerPoint presentations from almost any web accessible device, removing many of the barriers to learning that our students meet.” **Reahana Scott**

With its enviable reputation as a leading educational institution, 2013 sees A.B. Paterson College keeping in step with up-to-the-minute technologies that will ultimately enhance student learning and understanding. This progressive digital revolution sits at the forefront of dynamic educational change and will equip the College’s teachers and its students with an innovative 21st century strategy that immerses its existing, effective TfU principles within the latest digital technology.

And this truly exciting journey has only just begun .........
Boasting a Buddy system since 1993, the College has enhanced its existing programme, involving Preppies and Year 6 students, by adopting the Better Buddies Framework, a researched curriculum resource initiative of the Alannah and Madeline Foundation. It aims to support the youngest members of our College as they transition into the Junior School, by buddying each Preppie with a Year 6 friend to create an environment of caring and friendship, a safe and secure place in which each child feels valued and connected within the school community.

The Better Buddies Framework was launched in 2000 and, today, has over 1000 Australian schools involved in this programme. The philosophy and concept of Better Buddies was developed in conjunction with the Foundation and leading children’s author and illustrator, Michael Salmon, who created the original and much-loved mascot, Buddy Bear, in 1999 in collaboration with Maree Stanley, the Foundation’s Manager of Prevention. The original artwork has since been refreshed in Australia and adapted for similar international Better Buddies programmes.

“Buddy systems teach, and give students the opportunity to practise the important values of respect, care, inclusion and acceptance, responsibility and friendship,” says Jacqueline Estevao, the College’s Careers and Guidance Counsellor.

“This programme aims to prevent negative and harmful behaviours through the promotion of these values. Through looking after and caring for younger students who are just beginning their school journey, older students learn the skills associated with empathy and compassion through activities in the classroom and playground. A Year 6 not only becomes a friend and role model, but assists the Prep students with the development of their social skills and resilience behaviours.”

Such values are promoted within the Better Buddies activities across the different curriculum areas including eSmart buddies, a programme already in operation at the College, whereby older students help their buddies to become smart, safe and responsible users of technology, a must in today’s digital world with its open access to social media networking and chat room drop-ins.

A small Alannah and Madeline Foundation purple bear has become a symbol of friendship between two
buddies, a big ‘brother’ or ‘sister’ taking care of a younger ‘sibling’ and, perhaps, remembering how important their own buddy was to them all those years ago when they too began their intrepid journey in May Gibbs House.

There is no doubt that the family connections and relationships that exist between students across the year levels are important markers in the social development of each and every student. To witness Year 12 students running Banjo’s House Games in February for our youngest charges really said it all. A sense of family pervaded the Games and it came in the words of encouragement, the smiles, the ‘never-minds’ when things did not go to plan, the joy to be there, and the togetherness.

We do not need to be a Preppie or in Year 6 to be Better Buddies – we can all be much better buddies. It just means caring that little bit more about each other.

Best known worldwide as the home to Oxford University, the oldest university in the United Kingdom and the English speaking world, Oxford is also renowned as the “city of dreaming spires,” a term coined by Matthew Arnold when referring to the harmony created by the architecture of the university’s buildings. Perhaps this is all the more surprising as the buildings in Oxford offer examples of every English architectural period since the Saxons, including the spectacular 18th century Radcliffe Camera.

Being accepted into the hallowed grounds of Oxford University is the stuff of dreams for many aspiring academics. Today, right this very minute, one of our own is living this dream. Her name is Nikita Tuckett and her story will quite simply amaze you.

“I graduated from A.B. Paterson College in 2005 as College Captain on an academic scholarship, having commenced in Prep in 1993. I completed Year 12 as Dux of the College, and was the recipient of the Kelvin Hutchinson Award and the Banjo Paterson Cup for Best All Rounder. I was awarded a Full Bond University Law Faculty Scholarship and a Half Bursary to Bond for National and State Public Speaking. I was presented with the A.B. Paterson College Mark Power Medal (OP 1), and received the Commonwealth Government Australian Student Prize for Academic Excellence 2006, for obtaining a Senior Exit Score in the top 400 students in Australia.

“Subsequently, I elected to study away from the Gold Coast at the University of Queensland (UQ) owing to the eminent international reputation of its Law Faculty and opportunities such study presented. Owing to my interest in Modern History in senior school, I undertook a Dual Degree, studying a Bachelor of Laws (LL.B.) and Bachelor of Arts (B.A) with a Double Major in Political Science. This decision has been fundamental in my career’s progress.

“Upon graduating from UQ, I took up a position as Associate to the Honourable Justice Byrne SJA RFD in the Supreme
Court of Queensland to gain a year’s experience in litigation. It was a truly invaluable experience. Subsequently, in 2012, I commenced as a junior solicitor at Allens-Linklaters, one of the leading firms in Australia, working in litigation and intellectual property law. I was admitted to the Roll of Practitioners in the Supreme Court of Queensland and in the High Court of Australia in December 2011.

“At this time, I had begun to develop a keen interest in Intellectual Property Law, but was conscious that I had barely scratched the surface in my undergraduate studies. Justice Byrne, himself a Michigan graduate, encouraged me to pursue a Masters abroad, to see what doors it would open for me. I am grateful to him for the encouragement – it is really something I would advocate to every student, to push themselves further than what they think themselves capable of and see the world at the same time.”

So, how did Oxford come into the picture? Is it really that hard to gain acceptance into? When you consider that on average there is only one place available for every five applications received, it probably answers the question. The university attracts 40% of its academic staff and 15% of its undergraduates from overseas. Currently ranked fifth best university in the world, Oxford University sits behind its UK rival, Cambridge, in second place, with Massachusetts Institute of technology (MIT) holding sway over both historic icons of academia. Oxford University is renowned for its tutorial based teaching methods, with students attending one hour tutorials once a week.


“I was nervous applying to Oxford. Rightly so: the Oxford Master of Laws programme (famously known worldwide as the “Bachelor of Civil Law” or “BCL” for traditional reasons) is the most demanding postgraduate law degree in the world, and very difficult to gain admission to.

“My acceptance was a thrill: it is a demanding admission process, but the fearsome reputation drew me in. Indeed, esteemed Australians have undertaken the BCL before me, including many of the Australian judiciary, including Justices Hayne, Bell and Keane of the High Court, former Prime Ministers Bob Hawke, Malcolm Fraser and John Gorton, and politicians George Brandis and Malcolm Turnbull. If I could get in, I knew it had to be Oxford.”

“The course is a nine month intensive programme, with terms split up as Michaelmas, Hilary and Trinity, in which exams are held. I am studying Corporate Finance Law, Intellectual Property Law, Commercial Remedies and Civil Procedure, with a view to going into corporate practice. For the most part, we work very hard, harder than I have probably worked before, or knew myself to be capable of.”

Traditions in old universities like Oxford are entrenched in the culture of the place. Often they are “quaint” anachronisms, like the regular wearing of a subfusc and other academic dress at certain formal university events and ceremonies, and do not appear to belong in the modern world, but they happily co-exist in certain locations with the contemporary trends and fads of today, and will more than likely outlive them, as “old boys” and “girls” fight to protect sacred rituals that belong to their exclusive company. Nikita had this to say about her college.

“The community is exciting and dynamic, and there is always something happening. Oxford, as a city, is fascinating. The college system means there are constantly black tie events and formal halls (dinners at other colleges in formal robes and black tie) to attend, which is an exciting prospect when they are held in halls such as Keble College, or Christchurch (the location used in the famous “Harry Potter” movies). It is magical on a daily basis, and there is always something new to see.

“This year there are 276 brilliant Australian students undertaking
studies beneath the “dreaming spires” of Oxford’s ancient colleges. Approximately 30 of those students are on the BCL with me, but it certainly makes for an excellent “ex-pat” community, with whom I frequently meet for sport and social events. On top of that, it is excellent to meet students from a range of different cultures, and really immerse in the “Oxford” experience.

“My first purchase when I arrived here was a tweed jacket, as I was told it was “essential attire”. This proved an accurate statement.

“I am a member of Mansfield College, a smaller but beautiful college set in the centre of town. Our principal, Baroness Kennedy of the House of Lords, has taken particular care to support and encourage the law students at Mansfield, and the community is welcoming and lovely. There are intercollege sports, social events, and activities on a constant basis. That said the real fun at Oxford is “exchanges” with other colleges, in which you visit and socialise with others from around the university. There is not “campus” per se, but rather the university is an assortment of colleges. It is a strange, quirkily arranged place that did not make a great deal of sense when I arrived. I am grateful for it now, as it has given me such an opportunity to engage with students across a range of subject areas and see so much of the university at the same time. Each college is unique and gorgeous in its architecture, history and culture.

“I have to admit, the daily three-course meals (wearing formal gowns) seemed very extravagant when I arrived, but it is such a special experience when you are seated on a table where CS Lewis, Tolkien, or another historical great, famously sat before as a humble student.

“Meeting students from other cultures is genuinely rewarding. At the same time, engaging with such eminent minds, socially and academically, is an experience that is difficult to describe. There are aspects of life, history and tradition here that you just can’t find in Australia. It has expanded my perspective, perception and appreciation for so many things.

“Admittedly, I have struggled with the weather at times. But I suspect Queensland might have spoiled me somewhat. The first snow in Oxford was magnificent.”

And what of those memorable moments, you know the sort that you would rather forget if only that were possible? Graciously Nikita was happy to share this one with us.

“In one of my Civil Procedure seminars, taught by the famous and esteemed Professor Adrian Zuckerman, I recall I had been nervous for a few weeks and had kept relatively quiet. One week, in responding often in class, Professor Zuckerman looked at me, surprised. ‘Nikita!’ he exclaimed, astonished. ‘What is the matter with you? Are you ill? You seem to know all of the answers today!’

The class roared with laughter. It is a moment I doubt I will forget.”

When her time at Oxford University comes to an end, what does the future hold for Nikita and will the Oxford name help her in law circles?

“I will be moving to New York City in September to commence work with a top law firm in Intellectual Property Law. This is a dream job for me, and I am immensely excited.

“Yes, undoubtedly it will help. Oxford is one of the top universities in the world, and the reputation of the program is fierce.

“As a parting thought, I can remember the trepidation as a Year 12 student, unsure which path to elect to go out into the world. Above all, I would counsel those students facing a similar predicament to remember one thing: if you have the goal and the motivation to go beyond the average, you can get there.”

And get there she has.

From the Gold Coast to New York City, stopping off in Oxford en route, is an amazing journey to date and, if we have learned anything at all about Nikita Tuckett from these pages, it would be that she is still travelling and has many more places to go before she reaches her final destination. Where that is remains to be seen ……..

Thank you Nikita for sharing your Oxford experience with the College community and we wish you well in your “dream job” in the fall!
Upcoming musical *The Wiz* is the Super Soul Musical of *The Wonderful Wizard of Oz*, with which many readers will be better acquainted. Charlie Smalls wrote the music and lyrics and *The Wiz* retells L. Frank Baum’s, *The Wonderful Wizard of Oz* with a twist; it has been devised in the context of African-American culture, opening first in Baltimore, Maryland, with an all black cast in 1974, and moving a year later to the Majestic Theatre with a new cast.

The Broadway production won seven Tony Awards including Best Musical. It opened the doors to mainstream acceptance of works with an all black cast, laying the foundations for later African-American hits such as *Bubbling Brown Sugar*, *Dreamgirls* and Duke Ellington’s *Sophisticated Ladies*.

That said, all of your favourites are there: Dorothy, Toto, the Scarecrow, the Tin Man, the Lion and, of course, the Wizard, together with the Witches, good and bad, the Munchkins, and a few not-so-nice Winged Monkeys, familiars of Evillene, the Wicked Witch of the West. The Scarecrow needs a brain, the Tin Man a heart and the Lion courage. Will they succeed? You will have to wait and see! Tickets are on sale now for performances on Friday evening or Saturday matinee and evening, 10-11 May.

So let us go back to Evillene. She is wicked - and she needs a costume that reflects this. Year 12 Art student Christie-Lee Wise decided to take up the challenge, after all Mum, Lisa, has been making the College’s theatrical costumes for years. Christie has watched her researching for past productions - watching different versions of the musical, looking at materials and design options - now Christie is older, her own interest in theatre has deepened.

Christie is designing two costumes for Evillene (Madison Eastwood) and the Tin Man (Jack Baker). These two characters offer a more creative design that fits with Visual Art, so Christie set to work finding the symbolism that she needed to immediately tell the audience the story of the character. Evillene, as her name suggests, is evil and wears a costume with a bat-like wing structure. Her body is covered with a leotard resembling the skin of a bat, but the skirt is fur-like and the wings made from a rubberised-foam material. The Tin Man, on the other hand, is always losing things and he is covered with metal objects that are basic forms of technology - old mobile phones, and a car rego plate. By taking one main symbol, the costumes are built up by layering the various symbols and textures.

“The costumes I have designed utilise a lot of symbolism. The audience should be able to see the costume and immediately understand the type of character they are playing. In designing these costumes, I felt it necessary for me to maintain strong links to the original film while providing a modern twist,” Christie explains.

There are a number of film and theatre versions to draw influence from - the old movies show the witch in traditional black conical hat and black cloak - whereas the classic Tin Man is covered in body armour. The difference, in Christie's costume designs, lies in the production era, but a decision to keep with some of the old and add a twist of more contemporary materials, provides the best of both worlds to invoke instant recognition of old favourites dressed in more modern garb.

While the designs are Christie’s, the actual sewing component will be completed by another member of the team, with Christie adding the more artistic detail once the costume has been made. The design process has been a lengthy one. The Production Team met to determine the concept. What would it look like - staging, scenery, lighting, costumes, props? From there, initial costume drawings were produced and taken back to the team. Were materials functional for stage wear? Were they flexible for the choreography? Once the planning was concluded, materials were sourced, and then on to the sewing crew to discover what could and could not be done from a sewing perspective.

For Christie, there were many challenges to take on board but, as an artist, the main one lay in, “What you would normally do in an Art piece and taking it to the point where it is still like an Art piece, but can also be discerned by the theatre audience. Designing these costumes has been a real challenge; I am not used to creating Art on such a large level.”

Did Christie triumph? All will be revealed very soon. See you there!
The Basil Sellers Art Prize is renowned for encouraging contemporary artists to reflect on the culture of sport from any and every perspective. It is one of the richest art prizes in Australia, worth $100,000 awarded to a single, outstanding artwork, displayed in an exhibition of shortlisted finalists at the Ian Potter Museum of Art, the University of Melbourne.

“This prize is supported by Basil Sellers in order to encourage contemporary artists to develop their practice, to engage with the many themes within sport past and present, and to contribute to critical reflection on all forms of sport and sporting culture in Australia.” (Dr Chris McAuliffe http://www.sellersartprize.com.au/about/)

So when Basil Sellers linked up with the Gold Coast City Gallery to offer an opportunity for local primary and secondary school artists to enter their art work in the inaugural Basil Sellers Student Prize for Art and Sport, it was a golden opportunity for talented young artists to submit their work in the form of painting, photography, multimedia or sculpture.

Artists were invited to pursue the culture of sport through a choice of themes varying from sport and art, politics, society, media, philosophy, or culture and history. The prize pool for the winner’s school was set at $10,000, to be split between the Visual Art and Physical Education departments, with $2000 for the individual entrant and two further individual Highly Commended artist prizes of $500 each.

A.B. Paterson College submitted the work of three young artists: Connor Hand in Year 11; and, Katie Small and Bianca Palmer in Year 12. The three artists’ statements interpret for us the thinking behind each piece.

Connor Hand
The Perfect Wave

My artwork is based on my interest in the sport of body boarding and surfing. The way the wave feels under your body, as you carve across it, is more of a flying or a gliding sensation across the water. Through the sport of surfing and body boarding you can relate to other board riders through this one passion. Being barrelled inside a wave feels like a time warp, everything slows down, and you appreciate the moment, knowing that you will never relive this exact brief period of time. The desire for the perfect wave is what keeps us going.

The media used in the work: Mixed Media
Oil Pastel, photo graphic transfer onto fabric, reclaimed timber, metal screws.

Katie Small
Just Let Me Swim

I remember hearing a man on the television during the Olympics say that, “Female swimmers look masculine.” This statement erodes everything that women have worked for since the 1950s. Personally, I feel most feminine when I swim, especially underwater. This inspired me to explore the idea of beauty and grace whilst swimming. By clothing the models in 1950’s costumes, it creates a sense of visual irony in response to the statement. The soft focus of the image evokes a feeling of nostalgia and languid beauty. The aim of Just Let Me Swim is to encourage women to continue to pursue sport with a passion.

The media used in the work: Photography
Bianca Palmer

The Real Ironwoman

Forget your endurance athletes, the real athletes are mothers. The women who on a daily basis juggle cleaning, washing, ironing, cooking, shopping, homemaking, raising children, maintaining a job, and can still find the time to exercise. This photograph is a celebration of the ultimate ‘ironwoman’ whose multitasking abilities would leave most Olympians in her wake.

The media used in the work: Photography

All three pieces express the synergy between art and sport in a meaningful and, in the case of our two female artists, a provocatively political fashion. All three are quite stunning works of art, and all three are to be congratulated on the calibre of their work and the mastery of the medium through which they chose to present it.

But there can only be one winner and that winner is Bianca Palmer, who took out the first prize with her photograph The Real Ironwoman. Katie Small, no stranger to winning after her phenomenal success in taking out the Leadership and Community Service Award at the recent International Women’s Day Leadership Award breakfast on the Gold Coast, received an Honourable Mention for her work, Just Let Me Swim.

The exhibition of the Basil Sellers Student Prize for Art and Sport at the Gold Coast City Gallery, where you can view all three of the College’s entries, is open from Saturday 23 March until Sunday 14 April 2013.

Basil Sellers Student Prize for Art and Sport

JUDGES’ COMMENTS ON WINNING WORKS


- Judges considered this a sophisticated work that creatively interrogates the theme of relationship between art and sport
- It makes a strong statement about gender politics depicted in a humorous and thought provoking way that allows us to reflect on an important issue for many households
- The work shows the artist has an awareness of others and of what is going on in the world around her
- The work is thoughtfully printed and mounted and the multiple image frame suggests frenetic movement that reflects the frantic pace of a mother’s activities
- The artist has gone to the effort of considering costumes and creating a tableau

Women’s Day Leadership Award Student Prize for Art and Sport at the Gold Coast City Gallery, where you can view all three of the College’s entries, is open from Saturday 23 March until Sunday 14 April 2013.
Visiting the Australian War Memorial is an intrinsic part of the Year 8 Canberra experience. For 120,000 students each year, it is a place where young men and women learn about the sacrifices unknown men and women in the armed services made for their country and for the freedom of her people. It can be a rather emotional and sobering experience that leaves a lasting impression on our young people and, in turn, helps them to understand what it means to be Australian.

This year, the Year 8 tour group took part in the commemorative Wooden Crosses project, an initiative started in 2010 by Peter Pickering from the Sons of the British Empire, and supported by Andrea Gerrard. Its intention is for Australian school children to learn about the sacrifice of our soldiers, and to connect with them by writing a message that they might send to a soldier if given that chance. 2000 wooden crosses were provided to the Australian War Memorial for student messages. The crosses will be placed on the graves of Australians, by Australians, as part of Anzac Day ceremonies in 2013 at four cemeteries in France and Belgium – Buttes New British Cemetery, Toronto Avenue Cemetery, Tyne Cot Cemetery and the Australian War Memorial at Villers-Bretonneux.

Beginning in Tasmania and South Australia, this project has expanded to become a nationwide initiative, and is expected to grow further in the lead-up to the Centenary of the First World War. Quite simply, students from Australia-wide visiting the Australian War Memorial are sharing messages of thanks for Australian soldiers, who gave their lives during the First World War. These messages such as, Lest we forget, Thank you for fighting and keeping us safe, We will remember you, We miss you, You are not forgotten, You are our
ANZACs, and Thank you for giving up your lives for us, are written on small wooden crosses adorned with a single red poppy.

Dr Brendan Nelson, Director of the Australian War Memorial, comments, “In the lead-up to the Centenary of the First World War, the Memorial is proud to be a part of such an important initiative, one which encourages students to reflect on the experiences of our First World War diggers.

“The Memorial is as much about our future as our past, so projects like this are important because they ensure that our leaders of tomorrow understand the importance of the sacrifices made by our Australian servicemen and women.”

Source: https://www.awm.gov.au/media/releases/students-send-messages-thanks-battlefields/

The Australian War Memorial had a profound effect on Year 8 student, Isabella Boyd, who was inspired to convey her innermost thoughts and feelings in the words of her moving poem, Those who Died.

The legacy of sacrifice is more than ever understood by young Australians, many of whom make the pilgrimage to the Western Front and stand shoulder to shoulder in unity, and remembrance of the fallen. Some would say it is a rite of passage, a coming of age, a bond that speaks of mateship and respect, reverence and identity. As the years go by, it is important not to allow the memories to fade and to endorse projects such as commemorative crosses that will continue to keep the legacy alive, and the sacrifice real, for generations of Australians long into the future.

**THOSE WHO DIED**

Lives snuffed out like a candle flame
Extinguished by the cold breath of war
Who dares wield the celestial power
Of life and death?
Who dares to cast the die for another
To make the choice that ends in oblivion?
And yet
Their sacrifice and their courage
Their valour and bravery
Will not go unnoticed
Among the free life we live today.
Those who fought
Those who died
Know this,
That there is no way to express
The pure emotion of grief and gratitude.
Lest We Forget

Isabella Boyd Year 8
Pandora's perfect Pavlova

At the age of 11 years, Abbie Jones, now in Year 7, wrote a story book inspired by her pet chicken, Chanel. Abbie lives on a farm with her family in the Gold Coast Hinterland and has many animals including eight chickens. One day, Chanel the chicken started hiding her eggs throughout the farm in many different incongruous positions and locations. After reading children’s books to the Preppies at school when she was in Year 6, Abbie was inspired to have a go at writing a storybook of her very own. After weeks of brainstorming many different funny ideas and scenarios on the way to school each morning with her mother, she sat down and wrote the storybook now titled, *Pandora and the Perfect Egg.*

The blurb:

*Pandora is a perfect white chicken, with yellow feet and a bright red comb. Every year, Pandora’s owner Bella enters Pavlova in the local country fair baking competition. She uses six of the freshest farm eggs that Pandora produces to make her famous Pavlova. But one day there was no egg and the next day no egg. And on the third day, there was still no egg. What has happened to Pandora’s perfect eggs?*

Her mother, Fiona Jones, works in publishing, but had never published a children’s book before. She agreed to support Abbie’s dream of being a published author and to tackle the large task of arranging for the book to be illustrated, published and printed on her behalf.

Fiona contacted the school to see if there was a student who would be interested in illustrating Abbie’s book. We put her in contact with Year 12 Art student,
Amy Kim. The girls worked closely together to design the layout and style of the book, which is now complete and being printed for distribution. Amy spent countless hours working on the endearing cartoon illustrations and discovered through the journey that illustration might be a career path she is interested in exploring. She is already working on the illustrations for another storybook and is excited to learn about the illustration industry throughout this process.

Abbie has already offered to sell the book for cost price during the College fundraisers, in order to raise money for those who are less fortunate. Her dream is to one day have her very own farm and to become a vet so she can care for all creatures great and small.

Jackie Bennett
Dennis House Tutor/Visual Art Teacher

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Bartercard supports A.B. Paterson College
For the past fifteen years, Director of Visual Art, Barry Voevodin, has endeavoured to inspire students to create work suitable to hang in a real gallery. Each year, they rise to the challenge and, consequently, the list of achievements of A.B. Paterson College art students, present and past, is exceptionally noteworthy.

It has always been his intention to lead by example and, hence, Barry has won many awards at the Gold Coast Show and held three very successful solo exhibitions. He is currently represented by the Dansey Gallery at Bundall and Drift Gallery at Point Lookout on Nth Stradbroke Island.

So it was with surprise and elation that Barry received an email during the Christmas holidays from the curator putting together the artwork for the new Gold Coast Hospital. The hospital wanted local artists, who paint Gold Coast themes, to be well represented and asked him to submit some ideas for consideration. A few weeks later, he found himself with commissions for five large works for the hospital, featuring his innovative use of recycled materials.

“The hospital wanted positive, uplifting images and bright colour schemes, and so the iconic designs that I incorporated such as the Pink Poodle sign, Lifeguard Tower, a retro caravan and my favourite Kombi van were very well received.”

Using vintage flowered upholstery fabric and some of his huge collection of reclaimed skateboard decks, Barry created works that are sure to bring a smile to any viewer.

“The old decks have peeling paint and decals and this forms the basis of the image. I paint the background around the shape and the image is made from what is already on the deck or the recycled fabric,” said Barry. “I haven’t seen anyone else use the decks in this way and it gives something abandoned to the tip a new lease of life.”

You can see more of Barry’s innovative artwork at www.barryvart.com and, of course, on the walls at the new hospital.

Deck the Halls
Year 12 Formal
SCHOLARSHIPS

Bond University will once again be offering a large number of full and part-fee scholarships to Australia’s best and brightest students.

The 2013 Scholarship Program aims to award students who excel in the areas of academic, leadership and community achievements. The program includes, Vice-Chancellor Scholarships, Corporate Scholarships and Deans’ Scholarships.

“Through the flexibility of my double degree delivery, I am able to follow my passion for both Law and Science, while graduating faster at Bond than any other university in Australia. My ambition is to apply my knowledge of science into a law-based career path.

I had always set my sights on studying Law and Biomedical Science at Bond University. The Collegiate Leadership Scholarship has made this dream possible.”

Georgia Cronin - A.B. PATERSON COLLEGE GRADUATE AND BOND UNIVERSITY BACHELOR OF BIOMEDICAL SCIENCE / LAWS STUDENT

Applications open online on April 1 and close July 31, 2013.

For more information about the Bond University Scholarship Program, contact our Excellence Program Coordinator, Laurie Guthrie on 07 5595 1067 or email scholarships@bond.edu.au.

www.bond.edu.au/scholarships