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Contents

FEATURES

05  Principal’s Comment

06-07  Roll up! Roll up!
Take one hot Saturday in August – great atmosphere, community spirit and families having fun. Nothing short of a perfect day!

08-09  Young masterminds at work
Four young minds step up their research skills and discover more about the complex functioning of the brain.

10  It’s all about business
Swapping books for stock market reports, Year 11 students sharpen their entrepreneurial business skills in the national Australian Business Week programme.

11  Reading buddies shine
The Smith Family’s Student-2-Student telephone programme sees six Year 11 students buddy young readers in the community, with surprising results.

12  Building the future
Alumnus, Michael Parsons, talks about his passion for design in his chosen career as an architect.

13  Old Collegians - reconnecting and rebuilding friendships
Where are you now? Our newly formed Alumni Association is looking forward to hearing from you, as we celebrate our history and renew our connection with past friends.

14-16  A tale of leadership & teamwork
One student reflects on her nine day Outward Bound journey – an insight into the physical and emotional challenges facing our intrepid Year 10 trekkers.

17  The great debate
With the College’s magnificent history of debating success, our teams were nervous but well-prepared for the season-ending GCSSDA debate at Bond University.

18-19  In the Kingdom of Denmark
A six month exchange opens up a whole new and different world, where experiences, landscapes and even an unknown language present challenges but not barriers.

20  In a swaggie’s backyard
The bush poetry and songs of the upcoming Winton trip inspire our Year 6 bush poets to create some Outback magic of their own.

21  Disney Prep Ball
A montage of pictures tells its own story of our Preppies’ night of nights.

22-23  Mirroring Melbourne
With a packed and exciting itinerary, Melbourne never fails to impress our Arts students.
A.B. Paterson College and Griffith University present

STEM FORUM
AND CHALLENGES
Science, Technology, Engineering and Mathematical Modelling Week

THE FORUM:
YEARS 7—11
A.B. PATERSON COLLEGE
26—27 November 2013

THE CHALLENGES:
SELECT FROM TWO GREAT CHALLENGES —
MATHEMATICAL MODELLING
(YEARS 4—11)
SCIENCE
(YEARS 8—11)
GRIFFITH UNIVERSITY
28—29 November 2013

Mathematical Mentors from a variety of universities will be assisting with the Challenges.
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We will assist in organising tours and accommodation.

Contact Details: Mr Trevor Redmond, Dean of Mathematics & Science Education
P: (07) 5594 7947 E: trd@abpat.qld.edu.au W: www.abpat.qld.edu.au
There are many people in our world who leave for work every day, only to return hours later in a similar state of mind and unmoved by the events of the day. These people could be described as lacking motivation, being disengaged or, perhaps, are simply going through the motions of the day. Sadly, many of these people have a significant dis-connect between their interests, strengths, passions and the job they actually do. Their job becomes merely a means to an end and provides little growth, stimulation, or sustenance and holds little true value in their lives.

Each and every individual has a range of strengths or talents that have been developed naturally, and when we work in an industry within which we can explore and utilise our strengths, we can obtain immense satisfaction from all that we do. The challenge therein is to determine our own individual strengths, and then to confront the brutal facts as to whether we are working with or against these strengths. The earlier we are aware of our relative strengths, the sooner we can start to explore these natural gifts and talents.

For this reason, it is wonderful to see the young people of our College get involved in so many activities, not only for the purposes of exploring what they enjoy, but also, more importantly, to help them in the identification of their own personal strengths. This edition of Vision Splendid sees our students participating in Outward Bound, the Year 6 Winton camp, an Arts Tour to Melbourne, involvement in Community Service and planning for the STEM programme in November. These activities enable our students to explore leadership opportunities, working in the outdoors, public service, public speaking, the performing and visual arts, studying the history of our country, and examining opportunities and careers in business, small enterprise, science, technology, engineering and mathematics. What a wonderful way to find a new strength, interest or develop the passion for a new area of study.

Another area of personal development that anecdotally appears to be on the decline in society is that of resilience. Life will throw many challenges at all of us – from small issues to life threatening challenges or issues of such significance. How do we expect our children to cope with life’s greatest challenges when we do not allow them to grow through the smaller ones? The child who finishes second in a race, the one that does not win an award, misses out on selection to a particular team or does not receive the particular grade they had hoped for – what do we tell them? Do we teach the child that complaining about the selection process, endlessly questioning the process used for determining the outcome, or denigrating the child who was the award winner is the right way to tackle the issue? Or do we use this as an opportunity to help them grow through their disappointment and develop character and resilience.

As parents we never want our children to be sad, to face disappointment or to feel let down in any way, but there is a significant difference between not wanting them to experience such feelings and preventing them from growing through the issue. I do not believe that we do our children any favours when we ‘rescue’ them without appreciating that we all have to face challenges and disappointments in our lives, and without providing them with a framework to understand the disappointment and to grow from it.

I believe that young people who have supportive parents who guide them through life’s challenges are more resourceful, better able to adapt, and can cope with changes in life with greater ease. In this sense, these parents also help to develop their child’s strengths and better prepare them for the next day and later life.

Like our children, I encourage all readers of this edition to explore their own strengths and to look for ways to develop such resilience and character strength in others. When we are resilient, we do not look at the world through the negative lens but rather we see the possibilities and opportunities ahead.

I commend this edition of Vision Splendid to you and hope that you will reflect on the wonderful achievements in our College, and our personal fortune in being connected together as a community. May we all have the strength to contribute to our community in a positive and meaningful way, and to grow from our own disappointments.

Brian Grimes
Principal
Infectious, exciting and timeless – there is something about a fair atmosphere that is irresistible. A sea of cars completely filled every available parking spot on the rugby oval, with hot metal glinting in the glorious winter sun sitting high in a cloudless blue sky. You could be forgiven for thinking that the summer switch had been thrown!

Children’s voices permeated the air spilling into every corner of the ‘fairground’. Squeals of delight accompanied bubbling laughter, cut through by the chilling high pitched screams falling down from the giddy heights of Amnesia, House of Ibiza. Dodgem cars did anything but dodge, with drivers deliberately directing their cars into back bumpers, side panels and head-on collisions, as they manoeuvred around the tight turns and cramped space of the enclosed arena. Jumping castles were energetically populated, whilst the big multi-coloured slide saw three youngsters at a time navigate the slippery, undulating downward course from top to bottom. The exhilaration, the scary bits, the thrill of the ride – that was all that mattered for those few moments of fantastic fun.

Side show alley offered all sorts of opportunities to hook a duck, watch a model train display with Thomas and friends, grab a show bag or try your luck at the chocolate bed. Bedraggled well-wetted teachers clambered back onto their precarious perch in the dunk tank, only to drop back into the cold water within seconds of wiping faces dry; much to the delight of their zealous “assailants,” armed and ready with the next ball and hopeful of a hat-trick dunking. No better way to raise funds for the upcoming World Challenge expedition to Namibia and Botswana – and what fun they all had!

Bumper balls were a sort of human version of a dodgem car really. Having managed to find the harness inside the
ball – a feat in itself – it was then all about knocking as many of the other “balls” off their feet as possible, whilst protected by a bulbous over-sized rotund ‘body’. And then there were the camels. Slow, tall gangly creatures constantly chewing ‘something’, the three even-toed ungulates calmly and quite commandingly, almost arrogantly, took their trippers on a tour of the Taylor-Dostal oval. Amazing creatures really – did you know that unlike other mammals, their red blood cells are oval rather than circular in shape? This facilitates the flow of red blood cells during dehydration and makes them better at withstanding high osmotic variation without rupturing when drinking large amounts of water: a 600 kg (1,300 lb) camel can drink 200 L (53 US gal) of water in three minutes! Source: http://en.wikipedia.org/wiki/Camel

Hot chips, curry dishes, corn on the cob and a sausage sizzle et al took care of hungry families. Coffee, cakes, biscuits, ice-cream, popcorn, fairy floss and other equally delicious fairground food added to the atmosphere, while stall holders put their wares on show and the community was treated to a wide selection of attractions from toys to clothing to candles to sport to second-hand books - and the rest. The inevitably popular Cent Auction occupied an entire classroom filled with all sorts of baskets and hampers, containing all manner of delicacies and products, keeping a line-up of ticket sellers busy throughout the day.

All in all, it was a perfect day.

A day when the College community came together to support the work of the Parents and Friends Fun Fair committee, led by Richard Wise, as Convenor, and Camille Hand, Assistant Fair Co-ordinator, together with the many, many parents, staff and students who worked tirelessly to ensure that everybody had the best day out.
Fascinating organ - the brain. Sydney Rice, Nada Wilson, André Vasquez and Luke Hornabrook in Year 4 certainly agree. As a group they wanted to find out more about how it functions, what the brain controls and how it helps the body to do things it should, and what happens when the body does things differently or, what it should not. They were hooked on what would become a complex but amazing group project. Our very young researchers tell us all about it and what they have learned through their study.

Each established a personal topic: Nada decided to research dyslexia, learning and memory; Luke considered how stress affects the brain; André was more interested in how the brain “communicates” between neurons; and Sydney looked into hypnotism.

Nada discovered that Dyslexia is characterised by difficulty in learning to read fluently and with inaccurate comprehension despite normal intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, language skills/verbal comprehension, and/or rapid naming.

Nada discovered, “The brain reorganises the letters and jumbles words in dyslexic people. Eyes move very slowly and they actually hear words differently.”

Learning and memory are linked and interdependent according to Nada’s research. “The brain stores memory in different areas. The short store can hold five to nine items,” whereas, “the long term memory stores more practised or repeated items. The main part of the store is the phonological store that remembers sounds. Words and numbers are turned into phonological codes.”

André Vasquez looked at axons, the primary transmission lines of the nervous system, which as bundles form nerves. Some axons can extend up to one metre or more, while others extend as little as one millimetre. The longest axons are those of the sciatic nerve that runs from the base of the spinal cord to the big toe on each foot. An axon, (from the Greek, axis) also known as a nerve fibre, is a long, slender projection of a nerve cell, or neuron, that typically conducts electrical impulses away from the neuron’s cell body. The function of the axon is to transmit information to different neurons, muscles and glands. In certain sensory neurons (pseudounipolar neurons), such as those for touch and warmth, the electrical impulse travels along an axon from the periphery to the cell body, and from the cell body to the spinal cord along another branch of the same axon. Axon dysfunction causes many inherited and acquired neurological disorders which can affect both the peripheral and central neurons. (Source: http://en.wikipedia.org/wiki/Axons)

From his research, André explains the process of how the axon sends a signal to another neuron.

“The dendrites will receive electric or chemical signals from other neurons’ axons. Then, the chemical’s signal causes special gates / channels to open within the receiving neuron, letting some ions named “sodium ions,” which are positive, go inside. That move lets the inside of the axon become more positive (due to the sodium ions) where the gates or channels open. Another set of gates in the local area opens in response to this change in charge. As soon as the area becomes more positive inside, this channel unseals, letting more of the chemical sodium ion in, making the area more positive. This move causes a nearby area to let their sodium gate open, letting the whole process happen all over again. “The process that includes the axon becoming more positive is called “depolarisation”. The place where initial depolarisation begins then opens nearby potassium gates, letting the positive potassium ions move from the inside of the axon to the outside. This process is called repolarisation. The process makes
the axon a bit negative. After the process of repolarisation, the gates/ channels of ions in the place cannot respond to signals to open again, so the opening of the channels spreads away from the initial area of depolarisation to the end of the axon. That is how the signal moves through the axon.”

Luke outlines his chosen area of research and how collaborating with others allowed the group to extend their reach beyond the classroom into areas of learning normally reserved for students in more senior years.

“My topic was about how stress affects the brain and how the body knows when you are sick. I found it immensely interesting how the neurons and nerves send messages to the brain. Also, we discovered the importance of maintaining a balanced lifestyle in order to limit the negative consequences that can take place in the brain and body. This was a vital lesson, particularly for students who tended to worry a lot. This awareness has been incredibly insightful for us.

“We have all really enjoyed working in the project, ‘Masterminds’. The other students, Miss Peers and other mentors, have made working really enjoyable. Through collaborative learning, we have been able to think ‘outside of the box’ and learn about things that we thought were out of reach, and never would have learned in Year 4.

“We have been fortunate enough to work with many people so far. Professor Jürgen Goetz, from Sydney University, has mentored us during our Skype sessions and extended our thoughts about the brain. Additionally, Calin Miles from Year 11 was able to support and guide us through our research. We have come to realise that the brain is still not fully understood and we still have many questions about it.”

Sydney Rice was responsible for learning about hypnosis and found it a very interesting topic to research and learn about.

“Hypnosis is the act of making someone believe something that is not true or making someone do something they would never do in a conscious state. Science has yet to fully explain how hypnosis works. There are two states of mind: the conscious mind and the subconscious mind. They work hand in hand to achieve what the brain wants to do. The conscious mind decides which words to say, remembers where you put things and tries to solve problems. Your subconscious mind makes plans and ideas, and accesses information that helps you solve problems. Hypnotists calm and subdue your conscious mind so your conscious mind has a less active role in the thinking process. The brain is then more open to suggestions; so when somebody says, “You are a hungry chicken” etc., the brain is more likely to believe it. To hypnotise someone, you need to trick them into not making a sensible decision, and then make sure they do not re-evaluate that decision.”

Young masterminds Nada, André, Luke and Sydney are in agreement that this is an experience they will never forget, a unique opportunity to think outside the square, to open their minds to new knowledge and ideas, to collaborate and, most importantly, to learn. Their passion and enthusiasm will only fuel their desire to investigate further on the road to becoming life-long learners.
It's all about business

A.B. Paterson College students recently swapped their school uniforms for suits and dropped the math and science books in return for company reports. From 22–26 July, students had the invaluable opportunity of taking part in the national Australian Business Week (ABW) programme.

ABW allows students to take a closer look at how businesses operate.

The focus of the week requires students to work together in small teams alongside a range of Gold Coast business mentors and school teachers, and asks them to create an innovative product the world is currently missing.

Groups are expected to produce a tradeshow display, TV advertisement, written and oral reports, all while making financial decisions based on the operation of the company.

Financial decisions are inputted daily into a share market simulator. This then produces a realistic simulation of the company’s performance on the stock market, which is ranked against opposing teams.

“The opportunities that ABW offers students are unique yet important, given the rapid urbanisation and globalisation of the world we live in. We can teach students Math and English in the classroom, yet it takes an opportunity, such as ABW, to teach students about corporate and business decisions and how stressful it can be,” said Accounting and Economics teacher, Mr Darrell Menezes.

Mr Menezes highlighted the positive nature of the programme and the virtues he saw grow over the course of the week, such as co-operation and the effective communication between peers.

“I have definitely seen students in a different light throughout the week. The collaboration and teamwork was excellent to see.”

Students had a sometimes-stressful, yet fun week with many wanting more and even contemplating pursuing business degrees at university.

“ABW has definitely opened my eyes up to how a business works and has made me consider a business career in the future,” said Christine Foote, after her team won an award for the best Oral Presentation.

After a long week of preparation and planning, the grand finale on Friday saw students don suits and ties and present their products to the rest of the school at the trade display.

Students from Prep to Year 12 swarmed the trade displays, carefully critiquing and analysing each product. So impressed were some, they even wanted to buy the products on show.

The ABW programme offered Year 11 students an exciting look into corporate life and transformed them into budding entrepreneurs.

Lachlan Woods - Year 11 Student
A wonderful reading program, organised by the Smith Family, has been running at A.B Paterson College for three years and has allowed senior students to gain valuable leadership and life skills.

Over an 18-week period, six Year 11 students from A.B. Paterson College have given up their time, volunteering for the fantastic Student-2-Student Smith Family Reading Program.

The program is a telephone peer support reading program that is offered to disadvantaged students from Years 3 to 8, who are in need of literacy assistance. Each year, three to eight students from different schools are assigned a Year 11 buddy, who reads to them for an hour each week over the phone.

Erryn Peterkin, the Smith Family Program Co-ordinator, Learning for Life, expresses a clear motivation and deep passion for this program. As an ex-school teacher, Erryn explained, ‘Education has the power to change lives and the Smith Family Reading Program aligned well with my beliefs’. She has also stated that coming from a disadvantaged home herself gives her the ability to relate to the children.

Chantel Cadden, the school’s co-ordinator for the Student-2-Student Reading Program, felt that the opportunity allows students to gain some valuable skills. “Mentoring younger students grants the Year 11s the opportunity to develop a unique leadership style, enhancing the theoretical components of the College’s Leadership programme.”

Erryn Peterkin met with the dedicated Year 11 students for a morning tea to discuss their progress and commend them on their dedication to the Smith Reading Family.

Lorie Robinson, one of the students who signed up this year for this great cause stated, “It’s been a great and fulfilling experience to know I’m helping my buddy improve their reading skills.” Lorie mentioned that she volunteered to help the Smith Family because, “It seemed like a good opportunity; I wanted to give back to the community.” Lorie was amazed by her buddy’s progress throughout the programme. “I am pleasantly surprised with the progress of my buddy’s reading standard. I didn’t realise I would help improve their literacy skills as much as I have.”

Clearly the Student-2-Student Smith Family Reading Program is a valuable and rewarding initiative for the students involved. Erryn’s wish is for the program to expand and include additional volunteers from all schools, year after year. It is important that children receive assistance with their education and this is a great way of helping children.

Christine Foote - Year 11 Student
Past College Captain 2010, Michael Parsons, undertook his undergraduate degree in Architectural Studies at Bond University. In his final year at the College, Michael received the Vice Chancellor's Scholarship to attend Bond University, a prestigious honour only awarded to eight students annually.

“The application process is extensive. Firstly, it was necessary to apply online. Then there was a preliminary interview, which required a physical evidence portfolio. The final step was a weekend at Bond University with 20 other successful finalists. The weekend included team building activities, group challenges and formal interviews,” explains Michael.

Architecture was not, however, always Michael’s first choice of further study, particularly as he had never studied a design subject at school. So, perhaps this decision came from out of left field in many ways! But for Michael he saw it as an opportunity to, “harness my creative side as well as play to my analytical mind.”

For those of you thinking about a future career in architecture, Michael outlines in more detail exactly what that might involve.

“The standard undergraduate degree in architecture runs for six semesters; however, due to Bond’s trimester timetable, I completed my degree in two years as opposed to three. A degree in architecture is not easy; it has a way of consuming all of your time and spare thoughts. There is nothing, however, that compares to the feeling of completing a design. Design studio classes are the cornerstone to this degree and are by far the most enjoyable subjects. Each studio presents with a range of new ideas and calls upon you to design for a wide range of briefs. It is by far the most enjoyable element of the degree.

“To become a registered architect you have to complete both a Bachelor degree and a Masters degree in architecture. Furthermore, you have to gain two years’ worth of work experience before sitting the final examinations. I am currently planning on starting a Masters of Architecture at Bond in January 2014.

“Currently, I am working in the field of digital fabrication. Along with two of the teaching staff at Bond University, we are designing and fabricating light sculptures. Our most recent sculpture was displayed in the Wellington Lux Light festival.”

In some of the images accompanying this article, you can see the amazing light sculpture displayed at the Wellington Lux Light Festival. Is this the area of architecture that Michael wishes to pursue when he becomes a registered architect in the future?

“I consider design as a holistic and necessary process. I am not hoping to work on any specific type of project; however, I enjoy working with digital fabrication. I think digital fabrication has the ability to be integrated into most building typologies. I would love to work as both a practising architect, as well as teach and continue research.”

It is clear that Michael’s choice of career pathway is something that he has become passionate about, something that he is prepared to work for, and something that offers much reward and personal satisfaction. We wish Michael well with his future study and work experience, as he chases his dream of becoming a fully qualified registered architect in the years to come.
From humble beginnings in 1991, our College grew and proudly graduated its first Year 12 students in 1994. Although only 24 strong, these young people stood tall and blazed a legacy for all those who would follow. Many years later, the College has seen more than 1000 students graduate, as young men and women of distinction, young people of character, leaders that have taken their rightful place in society.

Throughout these many years, there have been several attempts to re-connect with our past graduates, and today marks a renewed commitment to the graduates of A.B. Paterson College with the launch of our new Alumni Association, hereby called the Old Collegians.

While the many faces of the College change over time, it is the enduring Vision of the College that forever remains true; a beacon that guides our direction; a statement that directs our purpose. Our history is one of which we should be proud, a history of visionary educational leaders, strong ethics and a determination to achieve excellence in all that we do. Similarly, just as our graduates have left an indelible mark on the College, it has, in turn, made its own indelible impression on each one of them. It is time that we celebrated this richness of history, and re-connected with the many past students, families and staff members who have walked these grounds and left their mark on the lives of so many.

It is with great pleasure that we now announce the formation of our Alumni association and our inaugural Co-ordinator of the Old Collegians Association, Mrs Angela Hirsch. As a past parent of some 19 years, with three graduated students, Angela is very excited to be a part of forming the Old Collegians. She has a strong belief in the need for schools to have strong community ties and believes in the importance of connecting past and present, so we can all look to the future together with shared purpose.

The Old Collegians Association will require the help of our departed graduates and we will look to connect with an Old Collegians Newsletter, designed to keep you abreast of specific events of interest and, of course, the many happenings at the College.

In 2014, the graduating class of 1994 celebrate their 20th reunion, our first graduating class. This is a milestone that we wish to share with, not only those 24 graduates, but with all past graduates of the College. This seems a fitting celebration to launch not only their 20th year reunion, but also the inaugural event of the Association.

As our past students are spread throughout Australia and the world, we encourage everyone to help us get in contact with as many of you as we can. Word of mouth is our most valuable asset and we would appreciate your assistance in spreading the word, as we work on building the Old Collegians community.

Please send your details, including your student/family name, alumni year and contact details to Angela Hirsch at oldcollegians@abpat.qld.edu.au

At Old Collegians, we are looking forward to getting to know the people you are now.
A tale of leadership & teamwork

WHO? Year 10 A.B. Paterson College students
WHAT? Outward Bound camp
WHERE? Nightcap. 30km SW Murwillumbah
WHEN? 17 – 25 July 2013
HOW? Going bush.

DAY ONE - The day of great expectations

The day ended with what I thought would be my weaknesses becoming my strengths. The hikes, though exhausting and strenuous, were routine and tranquil amongst bursts of contagious laughter and friendly smiles. I thought that burning calves and aching shoulders would be what sent me into turmoil, but that came later in the day (at the camp site). I feel comfortable around the majority of the team members already and sincerely hope these bonds have the strength to continue. I am highly anticipating the hands on activities such as the canoeing, Big Ben, abseiling and Giant’s Ladder, and also just hope to have a calming night around the campfire, hot chocolate in hand and smiles plastered on all the faces. Today, I am quite proud of conquering my first leech with no squealing and a calm attitude.

DAY TWO - The day of snakes and ladders

I navigated for the first time today. There have been, and I think will always be, those moments that are the biggest test to my character. Tomorrow we are set to canoe and abseil, and I feel like this is going to be everyone’s turning point. From all of today’s events, I found that to be a good leader you have to respect that some situations are not easy for everyone, and you have to take baby steps and be patient. I am extremely pleased with the way everyone communicates with one another and offers constant support. One good thing is that it feels like we are all in this together and it makes it that less daunting.

DAY THREE - The day of heavy burden and the wings that help lift them

Today was a whirlwind of feelings - from the peace of the canoe journey, to the extra back-breaking weight of the rubbish bag being slammed on my backpack, to the scrapes and bruising on the abseil, and to the new found rhythm everyone had developed. Today, Holly and I shared a canoe and, for a while, we were turning in circles and lagging behind the pack. Determined to improve, we came up with a plan and ended up at the front of the group, the travellers of the straightest path. I am proud of our progress and it showed me that things will get better as we become more practised and confident in what we have to do. What I have learnt from being around this diverse group of people is that there are so many things I didn’t know about them, for many weren’t in my immediate friendship circle. But, I have realised they are just like anyone else and are in fact fascinating, kind and wonderful people. This has given me the courage to try to be more social with others that I might not know that well.
Sleep ins, clean toilets and dry ground really brings out the best in us. What I found magnificent about our camp group is that the support and encouragement has never stopped, no matter what. Just before the finish line of the day’s hike, there stood a towering, mud-covered and sloping hill that stretched on for ages. Not one person was left unsupported and without praise; we constantly checked up on one another, and those are the values that were important during this camp. People have familiarised themselves with the various jobs and most of it has become second nature. It is hard to imagine that we once tried to dodge doing jobs like this, when they are actually quite simple and quick if you work as a team. Soon a circle of five girls, including me, sat around the table cloth and began chopping and preparing the night’s food without any complaining. Plans to meet up after camp began forming, which really opened my eyes to the fact of all these wonderful new friendships. Although the day had its downfalls, by the end of the night I felt content.

My test had begun, my turn as leader and I was determined to have everyone contributing and making everything as efficient as possible. The day started with our earliest morning yet, ready for our 14 kilometre hike and I was up and raring to go. I felt like I was whizzing around like a busy worker bee on a mission and I made sure all the team members could rely on me. I was also very pleased that when I asked for jobs to be done, like taking down the thunderbox, they were completed. Today was also the day that required the most mental power and perseverance. At breaks, setting up the food was becoming more efficient and people were starting to get into a routine. I also learnt how to navigate more accurately and efficiently today, and I had come to understand the map quite well and often answered many questions about the trek ahead. For the last leg of the hike, we were split into groups of four to make war cries and I took it as bonding time to really get to know who I was with and try to come together to work as one. Today was the day that I began to really enjoy myself and didn’t want to leave.

Today was the day that made us finally come to terms with the fact that the only way to get through this is by working as a team. Today was the first day of student leaders and I couldn’t help but admire the outstanding leadership skills shown by Tom. When he was in charge, everyone paid him their full attention and, when he finished speaking, jobs would immediately start being done. I think what Tom did so well was speaking to us like equals, not as if we were lesser, and as if he had to yell in order for jobs to get done. He would also talk to people personally to do jobs, which I felt was much better than when people yelled for just anyone to complete a task. I just hope that when my leadership turn comes, I gain the respect of the others like Tom did.
I could feel the change in myself and see the change in others. Today was the day of two of our biggest tests in our skills of teamwork and leadership: Big Ben and Giant’s Ladder. First up was Big Ben and it had to be the highlight of the camp for me (I even went up twice). Up in that tree all you had was your trust; your trust in the leader, your trust in the people on either side of you, and your trust in yourself. For the most part I handled Big Ben with ease, but there was one time the leap from one branch to another seemed too large for my tiny legs, and I stood hanging on for my dear life like a koala. I began to panic and felt like I was going to fall, but I was not alone; out of the tree tops extended a hand that helped pull me up and helped me catch my breath again. As I looked down on the others climbing up the tree I could hear words of support, I could see extended hands and people moving out of their way to accommodate others. Big Ben taught me that the biggest key to teamwork is communication, then understanding, then consideration. On Giant’s Ladder I was paired with Ryan. When we started, we both attempted to pull ourselves up onto the beam; Ryan was strong and had the muscles, but I lacked the strength. We came up with a plan whereby Ryan would kneel and I would step on his knee and pull myself up. This method became more efficient each pole we climbed and we made it to the top in 4 minutes and 32 seconds. I am really beginning to understand the purpose of Outward Bound and am noticing how it is moulding all of us into team players and young leaders.

It was the final day of camp, but all I could feel was the beginning: the beginning of new friendships, the beginning of a new outlook on life, and the beginning of a new and improved leader. Back in base camp that morning, we started organising and cleaning our group kit; the transformation was obvious. Seventeen once spoilt teenagers all huddled around a sink, detergent covered scrubbers rapidly being moved back and forth over dirty bowls, and hands drenched in black grime and white suds. At the beginning of the trip, that scene would almost be unimaginable. Now looking back on everything, I am extremely proud of how the camp has affected me and vow to myself that this new me is everlasting. I am grateful that I had the opportunity to go on Outward Bound, and can say with all honesty that it has improved how I interact with others, how I treat others when leading, and improved my ability to work as a team. So today is not the end of camp, but the beginning of my life as a leader and a team player.

Erika Spanos – Extracts from her Outward Bound Journal
As the 2013 Gold Coast Secondary Schools’ Debating Association (GCSSDA) debating season drew to a close, eight A.B. Paterson College students anxiously awaited 21 August. They were to debate at prestigious Bond University for the privilege of winning, not only their individual divisions, but also for the school’s chance to become ‘Champion School’.

A.B. Paterson College was represented in the finals by the Junior and Intermediate B teams, consisting of Year 8 students Sandya Indrajit, Abigail Marshall, Sahara Siyal and Rebekah Tenenbom, and Year 9 students Bianca Byfield, Glenda Choi, Erin Condrin and Ashlee Smith. The school’s reputation for excellence in debating added to the pressure of the evening. These young students appeared to have a lot riding on them.

With months of preparation and a wealth of debating experience under their belts, in addition to the privilege of being a part of one of the most comprehensive and supportive debating training programmes on the Gold Coast, the students felt well prepared for the debate.

Having overcome both prepared and short preparation debates (where students are given a limited amount of time to prepare for an unseen topic), the students felt positive.

“I never thought we could make it this far. It has been such a privilege to work with our coach, our captain and our co-ordinator to achieve this honour. It was a really terrifying and anxious process, but we are so lucky and so thankful, and we can’t wait to return next year!” exclaimed Year 9 student, Erin Condrin.

Proud A.B. Paterson College debating co-ordinator Mr Ryan Caldwell said, “The passion and commitment of the College’s debaters is a constant source of pride for me. I feel privileged to be able to develop and exchange ideas and viewpoints with such intelligent and upstanding young Australians, and anticipate rich and fulfilling futures for them all.”

Swallowing their anxiety before their debate, all eight students debated remarkably well and should be commended for their efforts. The final results were closely contested with Intermediate B taking out the win and the Junior team finishing runners-up. A.B. Paterson College finished in second place overall, just being edged out from taking the Champion School title.

As the students ruefully returned to school, we farewelled another fantastic debating season and look forward to a challenging and stimulating season next year.

Kayla Saich - Year 12 Student
In the Kingdom of Denmark

Denmark? Crown Princess Mary, home of the Vikings, Lego, and the capital, Copenhagen – not much in the way of substantial knowledge or insight really! Perhaps that is why Cameron Rawstron, Year 11, chose to spend the first six months of this year there; it offered somewhere different, a brand new experience and an opportunity to learn about a country about which he knew very little.

Researching as a family and having settled on a company to organise the exchange, Cameron completed the customary application, listing personal details, school and hobbies. Following an interview, he wrote a letter to the Blak Anderson family, who offered Cameron a six month placement in their Viborg home.

Cameron expected that this opportunity would be, “a growing experience, a learning experience, an eye-opener. The reason why they develop programmes like this is so that you can see different parts of the world.”

With not too many expectations of this exchange, other than to immerse himself in this totally new environment, the Danish exchange company armed Cameron with a seven page document extolling the virtues of Denmark, and he learned much more about his intended destination.

Obviously a sovereign state, Denmark sits in Northern Europe, bordered by Sweden, Norway and Germany. At 43,094 square kilometres, the country’s population is approximately 5.6 million people. Denmark comprises a peninsula, Jutland and the Danish archipelago of 407 islands; it is characterised by flat arable land, sandy coasts and a temperate climate of mild winters and cool summers.

Denmark is ranked as having the world’s highest social mobility, a high level of income equality and has one of the world’s
highest per capita incomes. Its main exports are industrial production/manufactured goods. Its currency is the krone. With a labour force of 2.9 million, it has the world’s highest minimum wage and the fourth highest ratio of tertiary degree holders in the world. It has considerable sources of natural oil and gas in the North Sea and is ranked #32 in the world amongst net producers of crude oil. Denmark is also a long-time leader in wind energy, producing 25%-28% of its electricity from wind turbines; the majority being derived from coal.

Once there, Cameron found that most cities were the size of Helensvale. Educationally, Danish children have access to primary school, secondary school and higher education, with all college and university education being free of charge. There are no tuition fees to enrol in courses.

Viborg has two general public schools. Cameron would attend Viborg Katedralskole with its 700-800 students in Years 10-12. As with many European countries, students do not have to wear uniform, but there the differences ended. School ran from 8am-3pm, with a five period day. All lessons were in Danish! How did Cameron cope with that?

“At first there was quite a difficulty. As you progress with the language, being immersed in it, it does get easier. I heard it at breakfast, at school, on the radio – both formal and informal (situations). I had language lessons for two and a half hours each Tuesday and Thursday night.”

So, in Danish, Cameron studied nine subjects: three languages (English, Danish and Spanish) – as a third language is compulsory and can be chosen from Spanish, German or Chinese; Physics/Chemistry; general Maths; Sport (the national sport is football); the Arts (Art, Music, Media, Drama) and Political Science.

The school was a single, four storey building in which the students spent most of their day, only venturing outside to eat in the summer months. Food was usually eaten in the classroom. Transport to and from school was by bike. Fortunately in a fairly flat country, cycling has become a common form of transport for the young and city dwellers. 12,000 kms of bicycle routes and an estimated 7000 kms of segregated dedicated bicycle paths and lanes determine the country’s firm bicycle infrastructure.

With a high registration tax (180%), Value Added Tax (25% VAT) and one of the world’s highest income tax rates, new cars are very expensive, twice the price of Australian cars according to Cameron. The high tax rates are simply to discourage car ownership. Fuel efficient old cars imported from Germany sit within many Danes’ budgets, making the average car age 9.2 years in 2011.

Friends were easily made at school and everyone helped out to make the language barrier so much easier to manage. Most afternoons were spent in the gym with other boys, followed by homework, dinner and a television show. Weekends could be spent in the movie theatre, bowling alley, or in one of the city parks. Denmark was clean and, to Cameron’s mind cleaner than here, with buildings reflecting the country’s architectural history.

As with other Nordic countries, the main cuisine consists of mainly meat and fish; in fact Denmark has the highest consumption of meat per person of any country in the world. Hot meals traditionally comprise ground meats: frikadeller (meat balls), or more substantial meals such as flæskesteg (roast pork with crackling) or kogi torsk (poached cod).

Cameron found that his host family always ensured there was plenty of food and it was considered rude not to eat the food presented. The traditional ‘English’ breakfast of eggs, bacon and tomatoes for breakfast was completely unheard of and lunch contained lots of potatoes and cold meats with black rye bread. The dinner menu offered roasts, bakes, stews and pasta.

Voted the happiest country in the world for many years, Cameron could not go far wrong with his choice of exchange, although he would have liked to have visited for a year. Of the whole experience, this is what he had to say.

“For me, it taught me patience and tolerance. Patience with learning things about other people and tolerance with yourself for not learning things as quickly as you might like to do - like meeting and developing relationships but only at half speed – it took twice as long with the communication barrier.”

With a positive Danish experience, would Cameron venture on exchange again? Certainly. Somewhere different, a brand new experience and another opportunity to learn about a country about which, for the time being, he knows very little.
In a swaggie's backyard

With an opportunity to enter the 18th Annual Little Swaggies Bush Poetry Competition, an initiative of the Winton Business and Tourism Association, a group of Year 6 budding bush bards, inspired by their upcoming Winton safari, settled down to write a traditional Australian bush verse that concentrated on rhythm and rhyme.

With a clean sweep of first, second and third placings in the Year 6 competition, Patrick Hall, Jonte Fouche and Alexander Priala can feel justly proud of their poetic creations. Patrick’s poem also took out the overall Primary prize from across all primary year levels.

Congratulations to all three bush poets! Now sit back and enjoy reading Patrick’s and Alexander’s wonderful poems that will whisk you away into the heart of our beautiful yet untamed land.

Photography is from the recent Winton trip and offers an authentic backdrop to the sentiments of each poem.

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The Outback

Outback, what does that really mean?
To a boy from England, I am curious and keen.
As in England you would hear a Mother say, ‘Go out-back and play’.
My ‘out-back’ was a cool, lush and dew covered green.
No sunscreen, no hat but gumboots could be seen.

Now in Australia I know,
That the two words slide together and flow.
The Outback transforms into a different place,
Hot, dusty, vast – a very opposite face.
In pictures I see the hot colours’ vibrant glow,
The dry empty horizons, how does anything grow?

But then I hear stories of a farmer’s life,
Living happily on a huge ranch with children and his wife.
The children have lessons over the radio there,
No uniform, no bells, a more relaxed air.
Kangaroos, emus and dingoes roam,
Peaceful and quiet, part of a country I now can call home.

by Patrick Hall

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Red, the Outback Land

Red, red the outback land
Animals hiding from the hot hot sand
Red, red a kangaroo’s fur
Bounces past you like a zooming blur

Red, red a cockatoo’s crest
Boasting, bragging just give it a rest
Red, red big Ayers Rock
Birds flying past in a flock

Red, red a crocodile’s eyes
Watching you with persistent drive
Red, red a bilby’s hole
Digging it up like a determined mole

Red, red a slithering snake
You think this has to be a mistake
Red, red the outback land
Mysterious, wondrous for the adventurous man

By Alexander Priala
Melbourne Arts Tour 2013 was the most awe-inspiring experience I have ever had. During the five days, we went to various places with different types of workshops in between. All of the workshops were entertaining, and very valuable. The most memorable place our group went to was on the second day at the National Gallery of Victoria. As one of the students who loves art, going to this art gallery was just astonishing.

Monet’s art exhibition was held downstairs and, as you went inside to the gallery, Monet’s startling art pieces welcomed the people who came to see the exhibition. His brush stroke techniques and colours were ineffable. Each of his artworks made me feel as if the painting was trying to tell a story and, since I am looking towards art for my career, this exhibition was so valuable to me. Even the little parts of his artwork were fully detailed with paint strokes and just simply magnificent.

There were more paintings, sculptures, photographs, films in the galleries on each floor, and the artworks were just divine. If I had the chance to go to Melbourne again, I would definitely go to learn new ways and ideas, so that I could use them in my artworks further on in my career.

Sophia Yoon

We were fortunate enough to see a modernised adaptation, set in the 1970s in Australia, of The Cherry Orchard, originally written and set in 1904 by Russian playwright, Anton Chekhov. It mixed real life issues with ‘true blue’ Australian humour. All of the students loved the performance and it was one of the most talked about points on the tour.

The next day we all travelled to the Australian Centre for the Moving Image to see the Shaun Tan Exhibition. Shaun Tan is an Australian surrealist, who has written and illustrated multiple children’s books. The current Year 11 Art students studied Shaun Tan in Year
10 and all found it to be a worthwhile experience. It was interesting for everybody to see the obscurity of his sketches and illustrations converted into a motion picture. **Chloe Gash**

On Thursday evening we were astounded by the remarkable strength, skill and poise of the Circa ensemble, in their performance **Wunderkammer** at the Malthouse Theatre.  

**Stephanie MacMahon**

The MTC’s Production HQ was an exciting experience for me. Being a person who would like to go ahead in this industry, it really gave me a further look into what is being done behind the scenes of a top theatre production. This meant seeing the range of costumes and props that are all made by hand, to seeing the set designers begin building the bits and pieces from scratch! It started off as a short talk for about 45 minutes to walking around a massive building, seeing all the wonderful items they create, and how much time and effort they put into it. The props room was by far the best; they had a prop for nearly everything - whether it was the most realistic dead body you will ever see, to a cup of fake yoghurt with strawberries! It was definitely a highlight of the trip!  

**Jesse Addams**

For the twenty-two drama students who went on the tour, the dramatic theatre workshop at the Victorian College of the Arts was an exciting and beneficial experience. Whilst the non-drama students focused on the basics of drama and developed their inner super hero, learning to transfer energy from different objects and body parts, the others were forced to quickly learn to trust each other. A core basis of dramatic arts is to not only trust the other actors on stage but also, as we were taught, to trust yourself to be someone else.

Our mentor, Susie, also taught us that a major part of finding who you are as an actor and character is being able to centre your body and trust your core. The two hour workshop finished with creating small acts from stimulus. From bullying, to a colour-blind man forced to see beauty from within, to best friends breaking up and cheating marriages, both workshops humorously, stressfully and helpfully improved each one of us and each other as young actors.

We were later able to see the inner strength of many professional actors, as we watched the amazing performance of **King Kong**, a musical that left the students in awe for the rest of the trip, even after an eventful and loud afternoon that split the group at the St Kilda vs Fremantle AFL game. **Ella Ryan**

During our time in Melbourne, two of the different workshops we attended were a Theatre Sound Design workshop at Digital Hub, and a Devised Theatre workshop at the Victorian College of the Arts. At Digital Hub, we explored the ways that sound effects and audio cues are used in theatre to enhance the listening experience. After looking at how examples such as the Wookie calls in Stars Wars and Wall-E’s voice were created, we then split into pairs and created our own sound effects to accompany a radio play. These sound effects ranged from thunder storms to simple computer noises, and it was a great experience to play around with such advanced software.

At the Devised Theatre Workshop, we experimented with the way that we could create meaning, whether it was through drama, dance, speech, or any other form of artistic communication. The activities in this workshop ranged from standing in a circle throwing energy and yelling at each other, to creating our personal superheroes and acting out a jumbled-up skit based upon them. The teacher provided many insights into the ways we could improve upon our own individual creative processes, helping us to look at how we gather, transform, and edit meaning. We all took a lot away from the two workshops and learnt from industry professionals about interesting and engaging topics. **Calin Miles**

The Melbourne Arts tour was a great experience for all art disciplines. Personally, the visual art was a real stand out. As we worked our way through the alleys and walkways of Melbourne on the Walk to Art tour, the walls were coming alive with art. Our tour guide was filled with knowledge of the area and it was great to see how passionate she was about the art culture in Melbourne.

As an Art student at A.B. Paterson College, we look into artists and the meaning behind their work. For me a true standout was Shaun Tan and we had the privilege of visiting the Australian Centre for the Moving Image. Here we walked through and experienced Shaun Tan’s world, his thoughts, his life and work was laid out for all to see. It was great to look in depth into what his work really meant and there was a great interactive space too! Overall, I think the art culture in Melbourne was amazing; it was a place of expression and exploration. **Mitchell Lang**
Are you a Year 10 or 11 Queensland student with a passion for academics, sports or the community? Then the Returned & Services League (RSL) of Australia (Queensland Branch) and Bond University want to hear from you!

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