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22-23 Bitten by the barbershop bug
Take eight young men, an outdated singing style, and suddenly barbershop singing is back in the news.
This term a class of Year 9 Art students participated in a service learning project in partnership with Habitat for Humanity. After establishing a relationship with Habitat for Humanity, students worked in groups to design and create an artwork to donate to the families. The students were required to consider positive imagery and colour schemes in order to create an artwork that would brighten the lives of the families in the Habitat for Humanity housing scheme. The artworks will be given to the families these holidays as a Christmas gift.

When Ms Bennett told us about this project, I thought it was a brilliant idea. I believe Habitat for Humanity is a wonderful organisation and I felt honoured to be able to be a part of it. Not only did I enjoy creating the artwork itself, but also knowing that this would bring smiles to the faces of a family was truly uplifting. All in all, being a part of this project, and being able to give back to those in need was a very humbling and worthwhile experience.

Marine Madsen

Our group worked together to create a wonderful portrait of hope through the symbol of a flamingo, with two contrasting colours of pink and green, to help make life more uplifting for a person who has lost their home.

Working with the group was a plus, because we were able to throw all of our ideas on the table to come up with one suitable concept. This meant that everyone was involved; no one was left out, so there is a contribution from each one of us in the portrait.

Nicholas Bradshaw

This was such a wonderful experience for me and for all my peers. We were able to donate to people in need, while doing something we enjoy. It made us all feel good when we had finished all our artworks and were ready to send them off. All the hours of painting, gluing and drawing were definitely worth it, knowing that the artworks were going to be given to someone who would really appreciate it.

There definitely needs to be more people in our society who give to others, and I think this experience motivated everyone in our class to do something nice for someone and to be the one who gives, instead of the one always receiving. It really opened our eyes to reality, because we are all so fortunate to live in a happy environment and attend a very good school. We sometimes forget that many people, even children our age and younger, don’t get the opportunities we do.

Isabella Moore
The Festive Season means different things to us all. For some it is a time of great spirituality, for others a time of relaxation and refreshment and, for others, it may be a time for family and friends to come together and enjoy each other’s company. Whatever the connection or reasoning, we all share in a common theme that the season is a time to give thanks, to be appreciative for our lives and to be thankful for the wonderful friendships we have formed and nurtured throughout the year. The New Year brings hope, refreshment, new opportunity and the chance to be the best that we can be.

Sometimes in order to be the person we want to be, and enable others to do the same, we have to forgive and allow ourselves to be forgiven. This is the opportunity for personal reflection and growth that the New Year brings us all. It is a time for us to examine our own motivations and to ask ourselves whether we are adding to the greater good or taking from it.

It is also a time for recognising the wonderful fortunes that we have, considering the plight of those less fortunate and making a personal contribution to make someone else’s day a little brighter. It is often said that the greatest gift we ever receive is the one that we give. Whether in monetary terms, or by giving of yourself, it is a time for us to think of others.

If this is indeed true, would it not be wonderful if such an approach was commonplace all year round? A year in which we all, each and every day, made an effort to make someone’s life better for our involvement or presence. What a lovely blessing to the world we would be. What a difference we would make to the life of another person. These are goals worthy of pursuit.

So many of our students do this each and every day, despite the poor role modelling they see in our wider society. Our young people are exemplars of such positive role modelling, but they need to see support for their positive endeavours from the adults in their lives to be encouraged to grow. Our graduating Class of 2013 created this generosity of spirit and led with distinction, and I commend Captain, Bianca Palmer and Vice-Captain, Pietro Alfieri, on their strong and committed leadership.

Inside this edition of *Vision Splendid*, you will read of young people who have generously given of themselves. Whether it be through music, art, science, technology and design, or through the art of words, many of our students have enriched the lives of others through their efforts and endeavours. I hope that you will enjoy reading their stories and will appreciate the positive difference they are making in both our local and broader communities. I commend this edition of *Vision Splendid* to you, as a wonderful expression of the positive difference our students are making in the lives of others, by simply giving of themselves. May we all look to do the same in the way we engage with all those around us.

I wish a Happy and most prosperous New Year for you all. May 2014 be a wonderful year of peace, fulfilment, love and generosity for you, and may you ponder the meaning of the Festive Season for yourself and bring such warmth to every person you meet during the year.

Brian Grimes
Principal
A.B. Paterson College opened its innovative and unique Science Technology Engineering and Mathematics (STEM) Forum and Challenge to international, interstate and local student mathematicians and scientists in a four day event on the Gold Coast. Expanded in 2013 to include a Science Challenge alongside the annual Mathematical Modelling Challenge, this event attracted interest from hundreds of school students.

Hosted by A.B. Paterson College and Griffith University, this exciting and fun event saw 138 students register for the Forum to be held at the College’s Arundel campus, including students from Singapore, New Zealand, NSW and South-East Qld schools.

In 2012, with a theme of the Colonisation of Mars, the Forum challenged teams of students to build water rockets capable of launching their payload, a Lego rover, into space. They built the robotic Mars rover from Lego blocks, and designed a landing module for the rover to successfully land on the surface of Mars. Students collected data, analysed the data and built mathematical models from their findings. These models were used to make predictions and to verify these predictions by testing the water rockets and landing modules.

This year, after the event was officially opened by Assistant Principal, Marie Perry, students met their mentors and each other, and began learning about Mathematical Modelling before heading off to Dreamworld. Here they enthusiastically took to the rides to become familiar with the contexts from a mathematical modelling perspective and to collect data. The following day, armed with the information from their Dreamworld excursion, teams worked with their mentors, and academics Dr Jill Brown and Professor Peter Galbraith, to pose thoughtful problems and attempt to develop the necessary mathematics and models needed to solve these problems.

In the final two days of the event, the 2013 Mathematical Modelling and Science Challenges proved exceptionally popular with 304 students registered to participate. Teachers and university academics, Dr Jill Brown, Associate Professor Gloria Stillman (Australian Catholic University) and Honorary Professor Peter Galbraith (University of Queensland) acted as mentors for the duration of the events.

“Applying mathematics to problems in the world outside the classroom involves the use of skills that few students learn at school. The A.B. Paterson College Mathematical Modelling challenge provides a unique opportunity for students to learn and apply such skills to problems, often of their own choosing, that are located in the world outside school,” said Honorary Professor Peter Galbraith, University of Queensland, and Former President of ICTMA: International Community for the Teaching of Mathematical Modelling and Applications.

The trip to our local theme park, Dreamworld, provided the data captures that were utilised to pose problems to develop mathematical models in the final two day challenge, while forensics occupied the scientists at Griffith University’s Gold Coast campus.

In the Mathematical Modelling Challenge, teams of Years 4 and 5 students were challenged to build Spaghetti Bridges, testing the tensile strength of spaghetti, before using software to design and build a bridge stronger than that of their fellow competitors. Years 6 and 7 students designed an Airwing, passing air over the wing and using technology to determine the lift generated by the Airwing; the idea being to build an Airwing with the greatest lift.

In Years 8 and 9, there were three tasks set. Students explored water rockets, by making adjustments to them, launching them and collecting data on their motion. Water was compressed and used as a propellant for the rockets. Some students designed and tested
crumple zones for vehicles. Here they trialled different materials as a crumple zone for a cart, collecting data on the impact using a force probe and the acceleration of the cart under different masses. Teams also designed and built a wind powered land vehicle using different materials, looking for a design that would provide the greatest speed for a given wind speed, and collecting data on the speed their sail generated.

Teams in Years 10 and 11 designed a lighting system for a football stadium, taking into account all of the variables that would ensure the pitch was adequately lit and the players did not lose the ball when it was lofted into the air.

The Science Challenge in 2013 had all the ring of a CSI episode. Students were presented with a traffic accident; from this they were expected to analyse the crash scene using the disciplines of Chemistry, Physics and Biology culminating in a conclusion as to who was responsible, that person’s status regarding alcohol or illicit drug taking, and whether charges should be laid.

The STEM forum provided me with the opportunity to indulge myself in practical chemistry, biology and physics. Along with the knowledge I gained, I also understood the components within forensic science and got the opportunity to discuss scientific theories with other students. I am hoping to attend this challenge again.

Thuvarakan Muthukkumarasamy, Year 10.

The continued success of this event is thanks to the support by major sponsors Texas Instruments, who provided prizes to the winning teams, Griffith University, and Dickfos and Dunn Chartered Accountants, together with the support of many teachers, and current and past students of the College.
Stamping her mark on the world of design

Brisbane will play host to 25 world leaders, 4,000 delegates and up to 3,000 domestic and international media at the 2014 G20 Leaders’ Summit. This will be the most significant meeting of world leaders that Australia has ever hosted. Already the media are beginning to wind up to what will be an opportunity to ‘sell’ Brisbane and Queensland to the world.

As part of the preparations for this significant event, secondary students Australia-wide were invited by the Prime Minister, Hon. Tony Abbott, to design a stamp to commemorate the G20 summit. 2013 graduate, Amy Kim, submitted her design and was selected as one of five acclaimed entries in the competition, with the general public voting via Facebook to determine the winning design. Amy’s design represented multiculturalism in Australia, with different hands coming together from the different countries of the globe. This is only one of the projects that Amy is currently involved with, but her passion for design is very much a work in progress, having begun some years ago.

Visual Art and craft has always been of interest to Amy and, as a Year 10 student, she decided to use Photoshop in one of her artworks and, from this, she learned how to use digital programmes in her creations. So when Amy was asked to take on the illustrations for Abbie Jones’s storybook as a Year 11 student, it heralded the start of her career as a graphic artist. You may recall the story and pictures from a previous edition of Vision Splendid.

Volunteering for the design of a newsletter for the Queensland Fertility Group, Amy’s Photoshop experience and skill has been an asset to her in being asked to produce three editions for the group to date. Amy also submits logo designs to a website company that posts briefs from clients requiring new branded logo designs for their companies. There is plenty of competition for this work, as companies will choose the best designs from a number of graphic artists’ work. Amy has created approximately 25 logos to date and, although her designs have not as yet been selected, she sees this as invaluable experience for someone just setting out in a highly competitive industry.

Social Ammo is a new Sydney based design company that accepts contracts from different businesses to take
mark on the world of design

care of their Facebook and Instagram graphics. Amy is one of their designers and has been approached to take on an internship, which would involve her more in the company’s everyday work, by showing clients how they might best improve their graphics within social media.

In 2014, Amy is headed to the Queensland University of Technology to study a Bachelor of Fine Arts (Interactive and Visual Design). Her course is based on graphic design - the principles of design, Photoshop and website design. In her third year, Amy is hoping to transfer to an American university, with a dream to live in New York.

“I like the atmosphere. New York is the place to go for new things coming out. I want to live somewhere that will give me inspiration – fashion, art and music will help to inspire me in my design career and creating artworks.”

Amy has an interest in fashion, enjoys styling clothes and would love to work for a high-end magazine such as Vogue, where she might be able to pursue her passion for fashion photography. For now, Amy is content to begin her career with graphic design, but feels that later she would enjoy propelling her talent into other areas of design.

“I believe that they are all inter-connected and it is possible and desirable to move from one to the other.”

Amy loves everything about Art and is keen to try different genres and mediums as part of her life plan. She is a young woman with a very definite pathway in mind and the determination to learn and experience as much as she can from those already in the industry. Already, Amy has become independent in securing work in a bid to kick start her career and gain as much from the various design genres and other designers as she is able. Her enterprise is admirable and that go-getter attitude will hopefully reap its own rewards in the future.
Music Count Us In promotes the value of music education in schools. Each year it runs a song writing competition, offering a once-in-a-lifetime opportunity for a young song writer to have their song sung by over half a million students all over Australia, at exactly the same time.

Broadcasting from the top of the Q1 Tower in Surfers Paradise, 100 students together with 250 on the foreshore were there to help celebrate music in the singing of the 2013 winning song Keep On. Over 2000 schools and half a million young voices were participating in this mass sing-in.

With a last minute hitch over the recording of the national anthem in the Yugambeh language and, with only three days’ notice, Myora Kruger was approached to sing the anthem live at the launch. Myora, a descendant of the Kombumerri people of the region, welcomed everyone to her country, the Gold Coast, "jingeri unya jimbelung" (Hello my many friends), on behalf of the elders and ancestors of her people. Myora explained that the Gold Coast has been the traditional land of her people since the beginning of traditional time. She spoke about her language, Yugambeh, and how this had nearly been lost until the elders pooled their knowledge and memories to establish the traditional Yugambeh language in schools. Part of its revival has been in the passing on of stories and songs to children and in the singing of important songs.

In concluding her welcome Myora said, “It has been my privilege to welcome you today to my country and an honour to sing to you our national anthem in the language of my ancestors, Wandah Jageegan Djagun.” (RISE UP! Beautiful Country)

Myora’s talent for singing has also seen her audition for musicals since Year 5. McFuzz in Seussical, but Myora’s biggest lead part was as Laurie in the College’s 2012 production of Oklahoma! This part seemed to fit with Myora, who enjoyed playing a less contemporary role with a more classical score.

This year Myora also auditioned for Kate Peters’ Snow White and the Seven Dwarfs. This was her first foray into a production external to the College. Auditions saw a round of dancing to stage choreography, where 40 “hopefuls” were reduced to 15 before the singing audition. Here, with a backing track, singers sang about eight bars to the director and choreographer. The next cut saw everyone sorted into height groups, other than Myora who was grouped with the little children. Disconcerted, Myora truly believed that this was the end of her chances. To her relief and surprise, she was asked to read for Snow White.

“For once in my life I think it was my acting rather than my singing that got me the part. I had only sung eight bars for them, so they knew I could sing in tune.”

The experience of 20 shows over 10 days, although exhausting, was a good one.

“I did enjoy it and made lots of friends,” recalls Myora. “I love the stage so much more than the camera or film, but it is more real – there is real emotion, and having the response from the audience is what makes me want to make my performance that little bit better.”

In the future, Myora would like to pursue her love of music by firstly studying a Bachelor of Music, majoring in either classical voice or musical theatre. Later, Myora plans to study medicine specialising in Ear Nose and Throat (ENT) thus expanding her interest in the voice into the medical domain. She hopes to have her own practice that will allow her to work as a doctor and also perform, thus melding both areas of passion within her lifestyle.
Year 3 has been studying the first local people to inhabit this area, as part of their class work. Leo Webster, a non-Indigenous student, entered a competition run by the Yugambeh Museum in Beenleigh which, in partnership with Logan City Council, was looking to activate Aboriginal languages to the wider community in a fun and innovative way.

The pilot for this project focused on the Japanese poetry form, Haiku, and involved 40 schools throughout Logan, the Gold Coast and the Scenic Rim. The competition prepared the way for the very first Aboriginal language dictionary App launched by then Federal Minister, Simon Crean MP, at the Yugambeh Museum in April 2013.

The App includes audio, dictionary and pictionary files. It was developed by the Yugambeh Museum to re-invigorate use of the traditional language by Aboriginal and non-Aboriginal community members and close the educational gap between Aboriginal and non-Aboriginal Australians.

With over 600 entries received in the competition, Leo was announced the winner of the Years 3-4 section – an amazing achievement.

Below you will see Leo’s Haiku poem written in Yugambeh and also translated into English.

**Haiku in Yugambeh language**

Beeung Jeeoomgung  Father Snake
Tiggeree N’gahralar  Poison Dance
Boogarahm Boombay  Very Good Strike.

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**FACTS ABOUT THE YUGAMBEH LANGUAGE**

(Source: http://www.yugambeh.com/resources_language.php Viewed 3 December 2013)

- Estimated 605 (Norman Tindale map) language groups in Australia at the time of the first European arrival.
- Language of Yugambeh region, including the Gold Coast, Scenic Rim and Logan areas, has been gathered by Yugambeh Museum, Language and Heritage Research Centre.
- Museum wishes to re-introduce Yugambeh into our everyday environments so it does not become obsolete.

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Acclaimed writer and soon-to-be published author, alumnus Selina Dowd, graduated from the College in 2012, only to step back into the schoolyard, not as a student, but crossing the divide into employment as a school assistant in England. Queen Ethelburga’s College in Thorpe Underwood in York is where Selina has spent her gap year, following a road less travelled by the majority of graduates, who choose to hit the books in the realms of tertiary academia immediately following the long summer break. For those who defer their entry into the world of study, what exactly does this chosen route have to offer? Selina provides insight into her decision and what the experience has meant for her life and career.

Having had a very successful year with your creative writing, at what point did you decide to defer university and experience a gap year?

At the time of my choosing to take a gap year, I had just won the Griffith Garrets prize and so wasn’t looking to leave the country! It was largely the advice of my parents and my mentor, Ms Sheehy, which made me change my mind. I had to consider a lot of things before I decided to take a gap year. My main worry was ‘falling behind’ my friends in terms of years of university, but the positives – earning money while gaining much practical experience, using the holidays to travel around the UK and Europe – outweighed it.

What options were open to you in deciding where to go and what to do?

I applied to an Australian company, after I remembered that previous A.B. student Zara Jekyll had done the same the year before. I uploaded my resume and chose a country – England, but other options were interesting too, France and China being among them. Then the company sent out my application to schools across England, and the Deputy Head of Boarding from Queen Ethelburga’s College interviewed me over Skype. I got the placement! After that it was a matter of deciding when to leave and how to meet the co-ordinator in London.

What is a typical day like for you? What differences have you witnessed during your stay?

I work in King’s Magna Girls boarding house, which is Years 7-9, so ages 11-14. This year we have 50 girls in the house, around half of them native English citizens and the rest from places such as Russia, China, Thailand, Kazakhstan, Hong Kong, Fiji, Nepal, Zimbabwe – we’re much more international! The entire school has about 1200 students, of which approximately 800 are boarders.

Most days I am up at 6am to be ‘on the floor’ at 6:45 when we take the Year 7s and 8s down to breakfast, Year 9s following on their own and, when we return, we supervise the girls tidying their rooms and packing their school bags. At 8:15am they head off to school. By this time I might have been changed into casual clothing for a kindergarten shift, or I might have headed off to a foundation (preschool) shift already. I might have a medical centre shift that day, or I might be in the school office; both of these are very secretarial duties.

Lunch is at 12pm and dinner 5:30pm and, afterwards, I am back in house when the Year 7s get back from prep (homework) at 7:30pm. We make toast for them, take their laundry and get them ready for bed; they have to be in their own rooms by 8:15, little lights at 8:30, lights out at 8:45. The Year 8s and 9s get back at 8:20 and we do the same again. Typically, I get back to my room around 10pm.

The gap rota means I work for nine days and then have five days off, which is great because it allows me to travel. The most significant difference is that I am now not a student! I have to take care of students, watch their safety, plan activities and manage behaviour of the boarding students. I like the range of jobs that I am involved with over the course of a week.

Now that you have nearly completed the year in the UK, what would you say are the advantages and what are the disadvantages?

Advantages have definitely been being so close to Europe and being able to travel! As well it has been great being so independent here. There is so much more happening in this part of the world, a lot more live music and theatre. Disadvantages, there are not many. I used to be worried about ‘missing’ a year of university and falling behind my friends, but some have deferred semesters or changed courses, so I think I will be all right.
Have you travelled within the UK or Europe?

YES, DEFINITELY! I spent a week in Ireland for the February half-term holiday, then I went from Edinburgh up to the Isle of Skye in the term break, then I was lucky enough to attend the Hay Festival on Hay-on-Wye in Wales, where I saw such people as AC Grayling and Sir Terry Pratchett. I listened to Jeremy Irons read TS Eliot’s Four Quartets, a highlight of this year. The other gappies did Contiki and Topdeck tours all the way across Europe, and went on Greek and Croatian sailing tours, which definitely come recommended! Mid-year I travelled to China. The most recent half-term break saw me in Budapest, Hungary, which is very pretty at this time of year.

How has the experience affected your university entry?

I received my offer of entry from UQ into the course I wanted in the first round of offers, and responded with a request for deferment. This was granted. It was as easy as that! The hardest part may be settling back into study after a year’s break but I think, after this year, I am a lot more focused on where I want to be and will hit the ground running.

Would you recommend others to complete a gap year overseas? What advice would you give to them?

A gap year is a great experience for you if you know exactly what you want to do with your life, or have yet to figure it out, or if you need a break before four more years of study, or if you just want one. I would definitely recommend a gap year, even if you think you don’t need the year to sort your ambitions out, because it will help make you so much more mature, world-wise and self-aware. My advice would be to look after your budget, so you can spend it on all the fun stuff.

When you return, where are you headed? What degree will you study?

To UQ and its beautiful St Lucia campus! I’m going to be studying a Bachelor of Arts dual with a Bachelor of Journalism, and have set my sights on majoring in English Literature and Film, TV and New Media.

What ambitions do you have for the future? Will writing figure in your long term plans?

Definitely, but I have yet to figure out what kind of writing. I think I am suited to short stories, but I would love to write film scripts and plays, great sweeping dramas. After all I have learned about myself this year, however, I think I would also love to write criticism; the journalism part of my degree was going to be about having a plan B and skills for a day job, but now I think it will contribute more than that.

Following the Griffith Garrets Creative Writing Competition win with her wonderful must-read short story Oranges and Avocados in 2012, Selina also entered the Somerset National Novella Writing Competition with her creation This Way Up. Not only was Selina awarded the Queensland title for this work but, earlier this year, she was announced the national winner of the competition, which is open to secondary student writers Australia-wide. Such acclaim for such a young writer speaks for itself.

Watch out for Selina’s by-line in future media reports or, maybe her authorship of a short story in the anthology you liked the look of in the book store, real or virtual. If you would like to dip into one of the two prize-winning stories mentioned above, you will not be disappointed. We look forward to reading more, Selina! http://www.griffith.edu.au/humanities-languages/english-creative-writing/griffith-garrets/?a=447106
There are many co-curricular opportunities available at the College and we are privileged enough to be part of such a community and be presented with the opportunity of writing for TXT4U.

TXT4U is a student-based section in the Gold Coast Bulletin published each Tuesday. It allows students to showcase their ability and let loose their creative side with the Capture Photography Competition. Students get the opportunity to be real reporters with preview offers and access to theme parks and TXT4U’s other major sponsors’ events.

On Wednesday 23 October, the TXT4U team at the Gold Coast Bulletin had the pleasure of presenting awards to many aspiring A.B. Paterson College reporters. The evening began at 5.30pm with a delightful cocktail party, an opportunity for students to interact with the reporters from other schools, and concluded around 8.00pm.

With the event taking place at the prestigious Bond University, students felt as if they were real reporters at an adult event.

Laura Steer, Year 9, Aquinas College, commented on the event, “I’m excited for this evening, it’s very exciting and it’s going to be a very great evening. I’m looking forward to it”.

And the Award goes to...
When the awards ceremony began, parents, students, family and friends moved into the Basil Sellers Theatre. A.B. Paterson College was fortunate enough to have one of their most aspiring reporters, Emily Selleck in Year 10, host the ceremony alongside three reporters from other schools.

Emily spent many hours taking photo after photo and her hard work paid off as she was nominated for two Capture awards. Best of all, she won the ‘Top Student Reporter Award for 2013’. This is a great achievement out of around 100 students from a wide range of year levels.

“Many tireless hours go into reporting for TXT4U, so this is a great achievement for Emily,” said Cate Lawrie’s mother, Mellissa. “It’s a fantastic night for young students to be able to show their photography work. My daughter has really enjoyed taking the photos and being part of the competition.”

The College also had another student who stood out from the crowd in her final year at the College. Cassandra Dimitroff won Reviewer of the Year, alongside four other talented students.

“I thought tonight, TXT4U, was enjoyable and everyone looked very excited,” reflected Katie Small, a Year 12 A.B. Paterson College student.

Not only do the students need to be acknowledged for their amazing work for the year, but so do Kelly Casey and Amy Lane. They spend many tireless hours into putting our articles into the Gold Coast Bulletin, organising events, headlining our works and being a mentor to us all.

“The awards tonight are scheduled to recognise the youth of the Gold Coast who write for the Gold Coast Bulletin for TXT4U and also take photos for the paper. It is really important to recognise what the students of the Gold Coast do, because you are writing for like-minded students. You’re writing for students, on behalf of students. That is what tonight’s about, it’s all about you. The awards presentation is actually run by students as well and, without your support, TXT4U wouldn’t exist,” stated Kelly Casey, the amazing, selfless organiser.

Finally, a big thank you to Mrs Mullan and Mrs O’Toole for their continuous support and encouragement. They are continually checking and drafting for our A.B. team and always inspiring us to find the latest story.

Rebekah Tenenbom and Shelby Baston - Year 8
Performing is what Emma Peterson loves to do.

From “baby” ballet as a 5/6 year old, singing and drama lessons throughout Junior School and finally re-entering ballet as a 14 year old, Emma has grown up with a love of performing and, over recent years, has developed a true passion for classical and contemporary ballet, dancing three or four times a week at a local dance school. She has also been a member of the Queensland Cechetti Honours programme for two years and this year achieved Honours in her Advanced 1 ballet exam under the Cecchetti International Syllabus. Emma also won the International Women’s Day Performing Arts award this year, for her combined talents in ballet, singing, drama and public speaking, receiving a year’s representation with Williams Talent Agency, which markets its clients as film extras, models and performers.

Now recently graduated from the College, Emma has been involved in every musical since Year 4. As the parrot in *Aladdin*, Emma first made her way onto the stage, but you may remember her best as the no-nonsense Miss Flannery in *Thoroughly Modern Millie*, or as the dancer in the dream ballet sequence in *Oklahoma*! or, as the elegant, glittering fairy-like Glinda, the Good Witch of the South, in this year’s *The Wiz*.

But it is Emma’s public speaking performances that sit in this article’s spotlight. Besides success in the Lion’s Youth of the Year competition, Runaway Bay division, Emma took out the 2013 Year 12 Grand Final of the A.B. Paterson College Public Speaking Competition, sponsored by Bond University. This competition is open to students from Years 4-12 and, annually, registers over 1000 speakers in its heats. Competition is fierce and the generous prize of a bursary covering half fees of any degree course, other than Medicine, from Bond University, currently worth $45,000 - $65,000, is certainly an amazing motivator.

Emma chose to speak about *Silenced Voices*, a considered critique of the paradox between the connectedness and disconnectedness brought about by new technologies. Here is her winning speech:
It’s 2040. Your best friend is a robot because human interaction is no longer necessary. Technology has taken over; your voice has been silenced. You live in isolation, you are alone, you are unhappy.

Good evening chairperson, ladies and gentlemen, we are on a path towards this miserable future.

Since 1990, there has been a 300% increase in the number of Australians taking antidepressants; 15% of the population of most developed countries suffer severe depression. It is predicted that by 2020 depression will be the world’s second largest killer. What are we doing wrong?

Clearly in the last 20 years technology has progressed more than we ever imagined possible - in social media, in our devices – our phones, our computers, our iPods. It is only when we directly look at the statistics that we see the correlation. Alarming, the younger generations, who use technology most, have rates of depression increasing by 23% per annum here in Australia. I believe this isn’t coincidental.

Technology is providing us with this paradox as it continues to broaden the ways in which we communicate; however, in the process silencing our own human voices, making us disconnected. The truth of the matter is that our little devices, those little gadgets in our pockets, are so psychologically powerful that they not only change what we do, they change who we are.

Certain social protocols, which only a few years ago would have seemed odd and, in most cases quite rude, have quickly infiltrated our lives and are now familiar - it’s just the way we do things. For example, people text and write emails during corporate board meetings; as students we text, shop, and go on Facebook during classes, during presentations, performances and during our lunch breaks.

So why does this matter?

It matters because we’re journeying into trouble – trouble certainly in how we relate to each other, but also trouble in how we relate to ourselves. Already we’re getting used to a new way of being alone... ‘together’, and this in itself is a step towards our future of isolation and loneliness, a future encompassing unhappiness.

These days it seems as though we want to be with each other but also elsewhere, connected to all different facets of life present at our fingertips.

With all the powerful social technologies available, we are more connected – and yet more disconnected – than ever before, presenting an unprecedented paradox. According to a study released by American Life Project, it is clear our voices are being silenced with text messaging, now the most common way teenagers communicate with each other, on average sending over 100 texts per day.

So why are people now afraid to use their own voice?

The bottom line is that texting, emailing, and posting lets us present ourselves as we want to be. We get to edit, which means we get to delete, and retouch, the face, the voice, the flesh, the body – not too little, not too much, just right.

We all know that human relationships are rich and they’re messy and they’re demanding. And we clean them up with technology. And when we do, we sacrifice conversation for mere connection. We silence our voices and short-change ourselves out of real relationships, so much so that we are journeying towards dispensing with human interaction altogether. For example, if I proposed to you a new advanced version of Siri which will act like a best friend, someone who will listen when others won’t, I am almost 100% certain that the majority of you would take up that offer.

And I believe this little scenario reflects the painful truth, the feeling that no one is listening to us explains our relationship with technology. That’s why we have Facebook pages and Twitter feeds, because they provide us with so many automatic listeners. Ladies and gentlemen, the development of robots is now starting to accelerate; these so called sociable robots are specifically being designed to be our companions, but how can a robot take the place of a human, when they can’t empathise, they don’t know life, and they don’t face death?

So I question, has technology made us lose confidence in our human voices, our ability to be there for each other? We are at a point along the path where we now expect more from technology and less from each other. And I ask myself, “Why have things come to this?”

The only answer I can provide today is that technology appeals to us where we are most vulnerable.

And so, ladies and gentlemen, we’re now designing technologies which give us a false sense of companionship, without the demands of friendship.

You and I turn to technology to help us feel connected in ways we can comfortably control. But we are not comfortable; we are not in control; humans are more unhappy than ever; we are more anxious then we ever have been; we feel more isolated then we’ve ever felt. Social technologies have broken the barriers of space and time, enabling us to interact 24/7 with more people than ever before. But like any revolutionary concept, it has spawned a set of new barriers and threats, silencing our voices. Is the focus now on communication, quantity versus quality? Superficiality versus authenticity?

In an ironic twist, social media has the potential to make us less social; a surrogate for the real thing. Studies show that only 7% of communication is based on the written or verbal word. A whopping 93% is based on non-verbal body language. Indeed, it’s only when we can hear a tone of voice or look into someone’s eyes that we’re able to know when “I’m fine” doesn’t mean they’re fine at all... clearly we have lost that sense of true connection and, as a result, we are edging closer to that future society void of human voices.

We have not ventured too far down the path, however, to retrace our steps. The solution is simple. No longer can we allow our voices to be silenced; it is time to talk. Life is hard, relationships are filled with risk, people are suffering, but then there’s technology: simpler, hopeful,
optimistic, ever-young. Our substitutions of technology over relationships are affecting us. Now we need to refocus on the many, many ways technology can lead us back to our real lives, our own bodies, our own communities, our own planet and, most importantly, our own voice.

Let us use the technology of our dreams to make this life, the life we can love. Let’s not discard old forms of communication – catch up with your friends and loved ones face to face, have interesting, funny, intriguing conversations at the dinner table without the prevalence of technology, and maybe we will see a change in those statistics, because I am positive there is a direct link to technology and its advancement, and the mental health of our population. As Albert Einstein once stated, ‘It is appallingly obvious how our technology is exceeding our humanity’. Emma Peterson

For such a talented performer and speaker, it is little wonder that Emma is undertaking a Creative Industries and Business dual degree at Queensland University of Technology, the only university in Queensland offering this course, majoring in Dance, with Drama as a minor discipline. Although this has meant that Emma was unable to take up the Bond University bursary, it was subsequently offered to another placed student in the Grand Final.

And what of the future? Emma’s dream job would be to open her own dance, singing and drama school. Passionate about performing, hers is one voice that will not be silenced.
Fast forward 13 years, from a time when tearful, nervous yet curious five year olds experienced their first day of Prep, and we find faces streaked with the tears of the newly graduated class of 2013.

On 15 November, the A.B. Paterson College seniors took the most terrifying, but exciting, leap - leaving behind their 13 year long journey through school. “I am so excited it’s actually ridiculous. A lot of people find it upsetting but... it’s a new phase,” says graduate Courtney Tarlinton, smiling as she held on to the countless gifts in her hands. Courtney has dreams to act in the future and, no doubt, with her amazing confidence and enthusiasm, she will succeed.

On the morning of graduation, seniors were given a breakfast with all staff; a time to sit and recall the many strange and unforgettable events that have happened during their time at the College. “I’m going to miss the Junior School the most. We got to know all the youngest students and they’re so adorable, so who wouldn’t miss them?” says valedictorian Sara Taylor, giving her final hug to the junior students she has befriended over the years.

In the Year 12 Valedictory assembly, Bianca Palmer gave a heart-warming and inspirational speech before leaving the privileged role of College Captain behind. “Being College Captain, it’s made me a lot more confident in public speaking. It opened up a whole new world of opportunities. I went to America this year for a leadership conference, and just working on trying to get a whole group motivated made me learn a lot more about me and who I am as a leader.”

One of the most enjoyable experiences during senior school is having the ability to strengthen a bond between you and the other year levels. Rebekah Tenenbom, Year 8, kept tissue sales flowing with the tears she had rolling down her cheeks. “In homeroom the Year 12s are like family,” she sobs. “So seeing them go is very emotional.”

As the now past students of A.B. Paterson College drove off, they took one final glance at their childhood and the memories that will live with them forever and, although this part of their lives has come to an end, the rest is only just beginning...

Jessica Borten-Year 8

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A town called Mulan

Recently, in Term 3 this year, my mother and I visited a small Aboriginal town in the middle of Western Australia called Mulan, where my Uncle, Les Coyle, is a Principal at the school and my Aunty, Karen Coyle, is also a teacher who does reading recovery with the children there. The school is called John Pujajanka-Piyirn Catholic School.

The town is situated in the middle of the Kimberley region, near to Halls Creek and Lake Gregory. Every Monday to Friday morning, the teachers go to the school for about half an hour before school starts, where they prepare the children's breakfast and prepare for the day. Once it is time for school to start, the Principal (my Uncle) rings a bell which wakes up the children. They get out of bed and walk straight to school. The first thing they do when they get to school is exercise by dancing. They then eat the breakfast prepared by the teachers and get changed into their school uniforms, which are kept at school and cleaned by the teachers. The students just do things that we would usually do at our school, and they learn the same thing we would learn every day. The grades only go up to Year 9 and there are only three classes: one class is grades 1, 2, and 3; another is grades 4, 5 and 6; and the last one is grades 7, 8, and 9.

Once a year, a group of students from a school in Perth called Corpus Christi College drive to Mulan and clean it, and repaint some of the buildings. While they are there, the town has special outings to traditional places that are nearby. Luckily I was there for the first trip which was to a place called Handover. This is the place where the government officially gave the land back to the Aborigines and, about a kilometre from Handover, is Lake Gregory. While we were at Handover, most of us ate kangaroo tail, heard some traditional stories and the children did some traditional painting.

The school has about 20-30 children attending it, and there are about 100-200 people in the town itself. The children are everyone’s responsibility, so they can stay anywhere any night. Sometimes a child will end up sleeping in the bush somewhere, and sometimes someone in the town will just wander off into the bushland for a day to a month and will not be seen.

The water in Mulan has lots of calcium in it, so it is unsafe to drink the water there even though the children do. All the teachers have filters installed in their houses so they can have clean water. This calcium filled water causes many problems in the future for the children drinking it. There are many other medical problems affecting the community. One boy has an amputated arm, because he had chicken pox which was not treated soon enough. This caused an infection in the arm, meaning it had to be amputated. The community has a doctor visit once a
week, a dentist once a year and the eye
doctor has not even shown up this year.

The town is mostly made up of housing;
the only buildings that are not houses
are a single building that sells goods, a
church and the school. The shop sells
everything from chocolate, to fruit,
to kangaroo tails and even electronic
devices such as TVs. The church is not
so much a church, as a large tin shed
and the school is made up of about
four buildings.

Samuel Scott – Year 7

About Mulan

Mulan was established as a permanent
Aboriginal community in the late 1970s
by the Walmajarri people moving
away from the Balgo mission to the
Lake Gregory Pastoral Station, near
the shores of Lake Gregory. A major
factor behind this was the transfer of
the pastoral station from Lake Gregory
Pty Ltd to the Aboriginal Lands Trust
in 1978. The community became
incorporated in 1979 and the first
houses and school were constructed
in that same year. In 1986, the Reserve
was formally leased to the Mulan
Aboriginal Corporation.

Mulan is situated in the east Kimberley
region of Western Australia, in the Shire
of Halls Creek, 44 km to the southwest
of Balgo and 10km East of Lake
Gregory. In the 2006 census, Mulan
had a population of 114.

Mulan people in the main speak the
Kukatya language, also spoken in
Balgo. It is closely related to Pintupi
spoken in Kintore and Kiwirrkura, with
many Mulan residents related to the
people from these communities.

(Source: http://en.wikipedia.org/wiki/Mulan_Community,_Western_Australia. Viewed 28
November 2013)
“You don’t hear it much in contemporary society. I wanted to try something different,” said Year 10 student, Harry Gore, of his decision to take up the challenge of barbershop singing. He is correct, of course, as the genre conjures up pictures of iconic quartets of middle-aged men stereotypically attired in bright colours, boaters and vertically striped vests – not quite 21st century on-trend couture!

Back in the latter half of the 19th century, barbershop singing was just that- singing in the barbershop -where the barbershop also served as a place where most men would gather, almost like a community centre. So it was that barbershop quartets originated with African American men socialising in these same barbershops, waiting their turn and harmonising together in spirituals, folk and popular songs.

It created a new style of unaccompanied, four part, close-harmony singing, which was later adopted by white minstrels, who recorded their performances and sold songs such as *Shine on Harvest Moon, Hello My Baby* and *Sweet Adeline*. The defining characteristic of this style of music is the ringing chord, a specific and well-defined acoustic effect also referred to as expanded sound, the angel's voice, fifth voice, the overtone, or barbershop seventh.

In the 1920s, barbershop music disappeared into obscurity after hitting its height of popularity in 1900-1919; it survived, however, in the cappella music of the black church. Barbershop singing has since seen a resurgence from the 1930s to the present day, as a style of cappella or unaccompanied vocal music characterised by consonant four-part chords for every melody note, in what is a predominantly homophonic texture.

Each of the four parts has its own role generally speaking: the lead sings the melody; the tenor harmonises above the melody; the bass sings the lowest harmonising notes; and the baritone completes the chord, usually below the lead. With the exception of the bass, the voice parts in barbershop singing do not correspond closely to their classical music counterparts.

Year 11 vocalist Joel Underwood concurs. “In the Senior and Chamber choirs, I sing bass but in the barbershop chorus, I sing tenor.” At auditions, voice ranges were tested by Jonathan Albertini, the Director of the Blenders Youth Chorus, and it was then that the boys found themselves singing different parts to their usual choral vocals.

Joel and Harry, two of the eight boys who accepted the challenge to create our very own barbershop quartets, did not really know much about barbershop but all were up for something a little different - a group of guys singing for fun, very much like the patient barbershop clientele who started the whole phenomenon in the first place.

At rehearsals, they learned to better their novice techniques with a little help from members of the Blenders Youth Chorus, a guest teacher from a US quartet and the Musical Island Boys Youth Chorus, and it was then that the boys found themselves singing different parts to their usual choral vocals.

First the intrepid eight performed with the Blenders Youth Chorus to a most supportive and wonderful audience at the Perth Convention and Exhibition Centre. Their performance was of the highest standard, engaging and highly entertaining. The expression and dynamic contrast, alongside excellent vocal production, balance of parts, and the fine leadership of Mr Jonathan Albertini enabled an outstanding performance. They performed three songs: *When I Fall in Love, Sweet Sixteen,* and *M.L.K.* (Martin Luther King).

The College boys then quickly changed into College performance uniform, ready for their School Ensemble performance. They were greeted again by a warm, welcoming audience ready to hear the "Wolfpack" for their first-ever competition performance. If the formation of a vocal ensemble in just two months was admirable enough in its own right, then performing in a national competition was truly magnificent. They did themselves and the College proud.

The octet performed three songs: *Heart of my Heart, From the First Hello to the Last Goodbye,* and *Barbara Ann*. They
sang well, looked great and, after overcoming initial nerves, improved on their performance in each song to end with a rousing applause and chants of support. It was exciting to see and hear what they had achieved in two hectic months, so with time, we can only imagine what they will be able to attain!

Soon after both their performances, the award winners were announced. The Blenders Youth Chorus was awarded 2nd place, only missing 1st place by a few points. The Wolfpack (A.B. Paterson School Ensemble) was awarded 1st Place. All the boys involved should be very proud of their achievements and fine singing, and we look forward to their future performances together.

Contest over, our boys relaxed in the auditorium listening to the premier quartets and choruses perform. Barbershop song choices are typically up tune, happy up tempo ballads or romantic numbers.

“The way their notes flowed and every note harmonised! There were no mistakes. The original ones and the comedy ones were really exciting. They paid out on barbershop songs – spoofs of barbershop singing,” remembers Harry.

Comedic quartets, such as the group of 20 year olds dressed in short shorts and weird hats singing, *Come fly with me* appealed to our young vocalists because they were funny and had the confidence, the freedom and the flexibility to be able to poke fun at their barbershop selves, knowing that it would be taken in the true spirit of men singing for pleasure - 21st century style.

But the technique and skill they witnessed in this first competition is something that our barbershop singers will aspire to in the future. This group is here to stay – bitten by the barbershop bug!

Applications to Bond University are currently open. Apply direct to Bond and receive your offer now for 2014*.

“From the first day I set foot at Bond University, I knew this was where I wanted to be. The thought of transitioning from school to university was extremely nerve racking. However, applying to study at Bond was one of the greatest decisions I’ve ever made. It’s amazing to be surrounded by highly ambitious and motivated people.

I strongly abide by Edmund Lee’s quote, “Surround yourself with the dreamers and the doers, the believers and the thinkers, but most of all, surround yourself with those who see greatness within you.” I’m so grateful to be a part of a widely united support group within Bond University that portrays each of these characteristics.

Being involved in various sporting, social and academic clubs and classes has provided me with a great opportunity to connect and engage with friends that inspire me in my goals and studies. Bond remarkably manages to balance hard work and fun in an environment that is suitable for all.”

Alexandra Frisby-Smith - A.B. Paterson College Graduate and Bond University Bachelor of Communications Student

For more information about undergraduate study at Bond, email information@bond.edu.au or contact us toll free on 1800 074 074.

www.bond.edu.au/apply

*B Excludes Bachelor of Medicine, Bachelor of Surgery.