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Celebrating

OLD COLLEGIANS

Official Launch 2014

SATURDAY 17 MAY 2014
1.00pm—Registration
1.00pm-3.00pm—Sports
4.00pm-6.00pm—Official Launch

A.B. Paterson College alumni are invited to join us in launching Old Collegians at the inaugural Alumni Sports Day and the Official Launch of Old Collegians at A.B. Paterson College
A.B. Paterson Drive, Arundel.

Please register your interest with Angela Hirsch at oldcollegians@abpat.qld.edu.au or, by phoning 07 5594 7947

Help us make this day a great success by spreading the word amongst alumni with whom you are in contact.
RSVP: Friday, 2 May 2014
All too often we hear conversations about how busy our lives are, how costs are rising, and how little time we all have. When we ask friends, “How are you?” the response is frequently, “Busy.” Do we look to be busy and time-poor, or do we believe that this is the expected or preferred response? Whatever the reason, many fail to see that we are the very ones who make the decisions that elicit such feelings. Do we really need the new car, the annual overseas holiday or the larger home? Although there are many in society who have tragedy thrust upon them, whether it be through ill health, loss of a loved one, or financial losses beyond their control, there are many more in society who make choices that, on the surface, appear to bring happiness but, in fact, detract from their quality of life.

In December of last year, 15 of our students, led by two members of staff travelled to a small village in Namibia called Tjeye. In this setting they gave of themselves to improve the lives of others, by assisting in construction projects at a small primary school. They met the local people, who lived simple lives, devoid of the technology and comforts we take for granted, but who lived in happiness, with a strong and devoted connection to their community. This wonderful story of service is found within this edition and I commend this to you.

It was Joel Osteen who said, “Every day we have plenty of opportunities to get angry, stressed or offended. But what you’re doing when you indulge these negative emotions is giving something outside yourself power over your happiness. You can choose to not let little things upset you.”

I find it both interesting and concerning that, in a country with such abundance, freedom, opportunity and a high quality of life, we have, like other such countries, such high incidence of depression, violence, and negativity, compared to those societies and people that we would regard as having much less. In many respects, we have made many advances as a society, but at what cost?

The College has introduced a new programme of Service Learning into the community. Such opportunities give us the chance to reflect on the lives of others and, by definition, our own lives; to be thankful for the opportunities we have and for all we have gained as a society; and to connect with people afflicted with significant difficulties, and to find it in our heart to help them. This enriches both our life and the lives of those we touch.

As we read this edition of Vision Splendid and read of the wonderful opportunities available to us, let us reflect on how our own mindset directs our behaviours, attitudes and, ultimately, our sense of connectedness and happiness. Let us reflect on the young leaders of tomorrow, so evident in our own community and give them our hope that they can bring sustainability and genuine happiness into our society through love, service, a positive outlook and a commitment to choose the positive emotions over the negative ones. Our students have had a long history of such attitudes and I acknowledge the significant student leaders, both past and present.

I commend this edition of Vision Splendid to you, and trust that you will be moved to consider the impact that we all have on the lives of others, and our collective and individual responsibilities to add to the positive outlook and opportunity for all.

Brian Grimes
Principal
This is a special year for our College as it commemorates the 150th birthday of Andrew Barton Paterson, an iconic Australian after whom our College is proudly named.

Each year, on the Friday closest to Banjo’s birthday on 17 February, Years 1-6 celebrate by performing one of Banjo’s poems as a year group. Amongst the chosen poems, this year, were old favourites: Waltzing Matilda; Old Man Platypus; Benjamin Bandicoot; The Geebung Polo Club and Been There Before. Year 4 teacher, Kerrie Aquilina, penned her own tribute to Banjo called Who’ll Come Remember Our Banjo With Me?

After school, an annual special sporting event we call Banjo’s House Games, saw egg and spoon, sack and three-legged races, horseshoe throwing, tunnel ball, tug-of-war and bush dancing take over the Taylor-Dostal Oval. Dressed for the occasion in country checks and straw hats, Year 12 leaders inspired our youngest students to a fun afternoon of traditional contest. When it was time to put away the exhilaration of the competition, a bush dance square surrounded by straw bales invoked strains of Waltzing Matilda, and then the dancing began. No self-respecting birthday celebration would be complete without a cake – and, in this case, three large, and really delicious, Happy Birthday Banjo cakes were shared amongst the young "bushies".

There are many other ways our College pays tribute to our namesake. Our weekly newsletter Illalong is a part of our Banjo heritage, as is this magazine, Vision Splendid, with its title taken from the fourth verse of one of A.B. Paterson’s most famous poems, Clancy of the Overflow.

Mention Banjo Paterson and Australians everywhere instantly recognise his name; for many it is also synonymous with, arguably, his most well-known poem, Waltzing Matilda, much loved by a nation. Talk about Andrew Barton Paterson, however, and to many the connection is lost.

Barty to his family and friends, Andrew Barton Paterson (17 February 1864 – 5 February 1941) was born at Narrambia near Orange, in New South Wales, to an Australian mother and a Scottish migrant father. He enjoyed a bush boyhood, moving to Illalong in the Yass district with his family, close to the main route between Melbourne and Sydney. Here began his fascination with horses and horsemanship, as he watched the bullock teams, Cobb & Co. coaches and drovers with their stock. At picnic race meetings and polo matches, Barty witnessed skilled horsemen from the Murrumbidgee and Snowy Mountains country; and so began a lifelong passion for horses which would inspire his famed equestrian ballads.

Early in his career, Andrew Barton Paterson became an articled clerk and was admitted as a solicitor in 1886. Adopting the pen name "The Banjo", taken from one of his favourite station racehorses, from 1885 Paterson began submitting, and having his poetry published, in the Sydney edition of The Bulletin, with his first poem El Mahdi to the Australian Troops published at the age of 21 years. In 1890, as "The Banjo" he wrote The Man from Snowy River, a poem which caught the heart of the nation and, in 1895, he had a collection of his works published under that name, which sold out within one week. The collection contained well-known ballads such as Clancy of the Overflow, The Geebung Polo Club, The Man from Ironbark, How the Favourite...
Beat Us and Saltbush Bill. For over 100 years, this collection has outsold any other collection of Australian poetry; and, most importantly, it established in a nation’s mind and consciousness the bushman as a romantic and archetypal figure. Finally, Andrew Barton Paterson’s identity as “The Banjo” was revealed and he became an instant national celebrity.

Banjo Paterson’s 1895 was also memorable for the holiday he spent in Queensland towards the end of that year. Staying with friends, the Macphersons, at Dagworth Station near Winton, it is believed that the Combo Waterhole was the inspiration for writing Waltzing Matilda, Australia’s most loved and popular folk song, and often referred to as Australia’s ‘unofficial national anthem’. Our Year 6 students will visit the Combo Waterhole on their annual pilgrimage to Winton, and beyond, later this year. The journey is a voyage of discovery, bringing Year 6 students face to face with a small, but significant, piece of history in the life of Banjo Paterson.

Banjo Paterson led an interesting life. Crocodile hunter, pearl diver and amateur sportsman were all keen interests. In career terms he became a lawyer, journalist, jockey, soldier and a farmer. Having abandoned his pursuit of law, he focused on journalism, with his most important journalistic opportunity being as a war correspondent for The Sydney Morning Herald and The Age during the Second Boer War, sailing for South Africa in October 1899. He also was a correspondent during the Boxer Rebellion, where he met George “Chinese” Morrison and later wrote about his meeting.

On his return to Australia, Paterson was appointed editor of the Sydney Evening News (1904–06) and the Town and Country Journal (1907–08). In 1903, he married Alice Emily Walker of Tenterfield Station and the couple had two children Grace (1904) and Hugh (1906). In 1908, he decided to abandon journalism and writing, and moved with his family to a 40,000 acres (160 km2) property near Yass.

With the advent of World War I, Banjo Paterson sailed to England where he hoped to cover the fighting in Flanders as a war correspondent. Unsuccessful in this, he drove an ambulance until his return to Australia in 1915. As a vet, he made three voyages to Africa, China and Egypt before being commissioned in the 2nd Remount Unit, Australian Imperial Force. He served in the Middle East as a captain and then, promoted to major, commanded the Australian Remount Squad until 1919.

Post war, he returned to journalism, contributing to the Sydney Mail and Smith’s Weekly. In 1922, he was appointed editor of a racing journal. In 1930, he retired from active involvement in journalism to concentrate on writing creatively at his leisure.

Andrew Barton Paterson died of a heart attack in Sydney on 5 February 1941, aged 76. Paterson’s grave, along with that of his wife, is in the Northern Suburbs Memorial Gardens and Crematorium, Sydney.

Today, his legacy lives on. A great Australian, he wrote about the people, for the people, and helped to create the Australian legend – he was ballad-writer, horseman, bushman, overlander and squatter. All were the stuff of his writing; sometimes romanticised, sometimes brutal, harsh and realistic. He wrote about the battles of flood, fire, drought and disaster. He allowed all Australians to see through the eyes of his characters, such as The Drover’s Wife, the hardship and severity of life on the land in the late 19th century, whilst in this land of many contrasts, drover Clancy invoked the spirit of the bush.

While the stock are slowly stringing Clancy rides behind them singing.
For the drover’s life has pleasures That the townsfolk will never know.

On the evening of his death, Vance Palmer, a contemporary of Paterson, broadcast this tribute to the man.

“He laid hold both of our affections and imaginations; he made himself a vital part of the country we all know and love., and it would not only have been a poorer country but one far less united in bonds of intimate feeling, if he had never lived and written.”

Andrew Barton Paterson was honoured in 1939 receiving the Order of Commander of the British Empire. His image can be seen on the Australian $10 note, together with an image inspired by The Man from Snowy River. If you look very closely, you can see the words of the opening stanza, part of the copy-protection microprint: “There was movement at the station for the word had passed around ...”. In 1981, Paterson was also honoured on a postage stamp issued by Australia Post. His portrait by John Longstaff, seen on the right hand side of the masthead to this article, won the 1935 Archibald Prize and today hangs in the Art Gallery of New South Wales.

Andrew Barton Paterson was indeed a great Australian, who has gifted our nation with a timeless legacy. Happy Birthday, Banjo! Our College is proud to bear your name.

Sources:
Introduction
By Erika Spanos

24 November, 2013, was the start of the breathtaking, yet challenging, one month long test of our independence, maturity and, most of all, our teamwork, all amongst the gorgeous landscapes and friendly smiles of Namibia and Botswana in Africa. There was nothing really that could have fully prepared us for that month - the ups and downs, the relaxation and the arduous labour. For the whole month we lived as travelling gypsies in another country; we weren’t on a vacation, we were actually living in Africa. We shopped for ourselves, made our own meals, cleaned our own dishes, washed our own clothes, booked our own accommodation and transport and, by the end of it all, we became a little family of 18 people – three parents and 15 energetic teenagers.

The most amazing part of the trip was the pure African culture into which we were able to immerse ourselves; for most of us the real motivation for going on the trip. We saw famous African wildlife and drove in the back of a small rusting truck with the top pulled off, so both the hot, desert air and blaring sun could bear down on us. We dug up roots like the Kalahari Bushmen and drank water from plants that looked like potatoes. We lived amongst the locals, played soccer with the children and dragged water back and forth from the town’s water pump. We sand boarded down dusty dunes, ate exotic game meat and watched the unparalleled beauty of the sunsets each night. That one month in Africa had to be one of the hardest, mentally and physically, but also the most rewarding and wonderfully magnificent of our lives so far.
The Kalahari Desert
By Simon Dowd and Adam Jenks

The Kalahari Desert was an experience that not only challenged us individually, but as a group, and to an extent beyond that for which we were initially prepared. It not only enhanced our willpower, but also opened our minds to the necessity of teamwork for this month spent in a foreign country.

Travelling to the Kalahari Desert was a challenge in itself, as the group of 15 students, as well as one teacher, were squeezed in the back of an open-top truck for a 10 hour round trip. The trip was filled with many unique experiences - one of the highlights being the breakdown of our truck, where an entire village swarmed our truck within minutes; this was a real eye-opener and showed us the true spirit of the African people.

With sore backs and dust in our faces, finally we arrived at the Kalahari Desert where we were to spend four nights with only 400 litres of water, which we would soon realise was not enough. For the duration of our time in the desert, three Kalahari Bushmen were our guides, and showed us their awe-inspiring techniques for gathering many valuable resources and minerals from roots deep in the ground, as well as different traps to capture animals.

Spending our time in 40-degree heat increased our thirst significantly, creating a new challenge for the group to overcome. 400 litres of water was to serve the 18 people group for drinking, cooking and washing purposes for four days, which we absent-mindedly did not ration. As day three began, it was obvious that water supplies were low and we were also starving, having only two Weetbix in the mornings and one sandwich for lunch. So we had to make a decision - stay another day and fight for our lives, or head back to Gaborone a day early. We obviously chose the latter, but it just showed us how difficult this experience was actually going to be and how important it was that we had each other.

The Okavango Delta
By Abby Heslop and Kate Stokes

Botswana’s Okavango Delta is the world’s largest inland delta, which is home to a diversity of animals and plant life, and we had the wondrous opportunity to experience it in all its beauty. We were first transported to the Delta by an awesome Safari truck that was so big we all worried whether it would be able to cross the old wooden bridge in our path. It did, fortunately, and soon we had entered the other side of the ‘Buffalo Fence,’ an extremely long divider that separated the wild animals from the domestic. We were dropped off and handed over to a group of welcoming locals, who explained that they were going to be our guides for the next few days.

They took us in ‘mokoros’, which are essentially dugout canoes used to travel around the delta, controlled by one poler. The ride was extremely relaxing and the views were extraordinary. We saw a number of hippos along the way and made necklaces out of the lilies that floated in the water, and soon we arrived at a small island where we set up camp. Then, splitting into small groups, we went on a nature walk to explore the wildlife. We tracked animals such as buffalo, giraffes, elephants and hippos by analysing their footprints, waste and line of destruction. Each group saw different animals, so it was fair to say that no-one was lost for words over the campfire that night.

The next day we went on another bush walk through the island and, as we ventured through the vivid wilderness, we learnt a number of interesting facts from our guides, as well as being simply amazed by our proximity to these stunning, wild animals. The walks were most definitely a highlight of the trip and a cultural experience. It was hard to believe that we were tracking animals and getting so close to them just by following our guide, who was armed merely with a wooden stick. Overall, the Okavango was home to absolutely gorgeous animals and friendly people; it was truly a beautiful and amazing place that we will never forget.
The Project
By Hayden Norris and Jessica Regtien

Out of all the encounters we experienced in Africa, the project was by far the most rewarding. We stayed at a small village in Namibia called Tjeye, and aimed to help out at their primary school. The school was small, at least by our standards, and only had four classrooms. The first two days of our project we dedicated to meeting the locals and planning the work we would do while we waited for supplies. We split into three groups, classroom painters, window fixers and playground makers. The painters fixed up the inside walls of some of the classrooms, turning the small spaces into beautiful learning environments. The window fixers put new locks on the windows, as well as fixing holes and painting the windows. The playground group were the ones who received the most praise from the children. Whilst we were there, the playground group made a seesaw, swings, and soccer goals for their barren, sandy field. We met many children whose smiles have changed our lives, and we left there feeling as though we had actually made a difference. On the whole, it was the children who inspired us the most, with their constant vibrancy and light, always smiling, and playing in the fields almost 24/7.

Waterberg Plateau
By Trent Sim and Lachlan Wardropper

After the project, the trekking phase was next on our itinerary, a 70km hike over only three days. But, this did not end up being the case.

We soon arrived at the base camp, looked up the mountains range and stood in sheer wonder and terror at the thought of scaling the massive plateau. Despite this though, everyone was pumped, knowing there was a chance of seeing a rhino.

The Waterberg Trek was, although shortened, an experience that will not be forgotten. After an hour’s climb up rocky terrain, seeing plants and animals along the path, we reached the top of the plateau. Once up on the plateau, the views across the land were as spectacular as it gets. Seeing miles on end of what we all knew as Africa was a truly special and memorable experience.

Later, when we reached base camp after the long climb down from the Plateau, we had to defend our food from the local baboons, but for long, as we left early the next day for Swakopmund, our rest phase.

The Safaris
By Samuel Tredinnick

On the morning of 5 December, after we had recovered from the buffet the night before, we finally had our first safari! Whilst the weather was cloudy, our team still encountered a remarkable array of animals including: hippos, impala, crocodiles, jackals (wild dogs), buffalos, warthogs, a lion, a huge group of elephants, mongoose, a collection of carnivorous birds and even a tortoise! Not only was the three-hour safari breathtaking but, to top it off, we even had some roadside appearances by baby warthogs, elephants and baboons! We had an amazing time on our first safari and were probably given illusory expectations for our future ones. We also had a very energetic driver, who was just as excited as all of us. Many photos, videos and selfies were taken upon our first morning safari – and, better yet, we had a river safari to look forward to in the afternoon!

At 3:30pm that afternoon, our team jumped aboard our little boat in the pouring rain, excited and ready. Unfortunately, because a storm began, we had to turn around after 15 minutes and head back to shore – and even though the boys attempted to persuade the teachers that, despite being in a metal tub, the lightning would not be a hazard, it was no use. Fortunately for us, Simon (our group leader) was able to negotiate the same river safari to take place the following morning when the horrid weather passed; I distinctly remember
everyone’s excitement as we went to bed that night. So, the following morning, we set out in clear skies to witness the morning movements of hippos, crocodiles, kudu and warthogs. The excited and anxious atmosphere left us all with some amazing memories of these animals—and the image of Abby’s face when we got a bit too close to the crocodiles!

On 20 December, we went on our first safari at Etosha National Park. Just pulling into our campsite, we found a pair of lions basking in the sun and even spotted a rhino, which quickly ran across the road ahead of us. On this safari, we spotted impala, hyenas, wildebeest, zebras, birds, giraffes, more lions, an ostrich, and a beautiful elephant, right at the end. I think the animals knew we were coming—they seemed to be either dancing frantically or posing for us whenever we drove by; the elephant was even giving itself a dirt bath! The experience was unforgettable; we were able to see the vast variety of animals Africa has and the way they lived. The team captured some amazing photos and moments that we will all hold onto forever. What was ironic was that, even when the safari ended, we returned to our campsite to find it crawling with baboons, jackals, and the cries of lions during the night... The only word I can use to describe our incredible experience is …… surreal.
Joshua Smith entered the College as a Foundation Year 7 student in 1991, graduating from Year 12 in 1996 as Proxime Accessit to the Dux of the College, and also winning the Year 12 curricular award for students who demonstrated excellence in their studies. Joshua studied at Bond University, having secured a half scholarship for his undergraduate course and, from there, following what might be described as a circuitous route, in 2000 Joshua entered the business world with his own company building websites, software and apps for clients. His journey is an interesting one whereby his ultimate destination would have been difficult to predict back in 1996. Joshua takes us on that journey from successful College student to thriving managing director and provides us with an insight into his world.

"Joining the A.B. Paterson College family as a foundation student way back in 1991, it quickly became clear that a culture of excellence permeated the place. Driven along by caring teachers and a small, tight-knit group of students, I was fortunate enough to draw from this energy and excitement to secure academic scholarships at school and on entry to Bond University, as well as positions in the First XI Soccer and First XV Rugby squads and, ultimately, an OP2 - while making great friends along the way.

“At Bond, I first completed a Bachelor of Communications (Film & TV) and later carried out a Master of International Diplomacy, after being driven to grasp global events in a post-9/11 environment. Both university experiences were thoroughly compelling and altered my worldview in various ways."

“Initially, my interest in IT began as a member of the “Computer Club” in the school’s early years. This was well before computing was cool and involved quite a bit of monotonous programming in BASIC and toying around with DOS, but it sparked a fascination for software development and early hints at interactive design that would later be rekindled at university.

“Funnily enough, after landing a school-based internship at Village Roadshow in Year 12, where I worked on the short-lived TV soap Pacific Drive, I found myself at Village Roadshow again midway through university in a camera department capacity for the filming of a rebooted Flipper TV series. While the film industry was fun, I was quickly drawn to the buzz of the internet startup space, which was as vibrant during the first dotcom boom as it is today.

“Fatefully, I started iOnline on the exact day that the dotcom bubble burst and the tech crash began, 10 March 2000, which forced me away from the startup space and towards service delivery (building websites, software and apps for other companies). We continue to primarily operate in this space 14 years later. Today, iOnline has seven staff with my role being that of “chief imagineer,” in which I am focused on providing an open and productive environment in which clever developers can create great work, while also helping to guide our internal app development projects.

“Being part of a small team creates some challenges, while minimising others. On one hand, we are able to remain agile and to nimbly embrace new trends and techniques quickly. We are also able to manage teams and projects’ efficiency; on the other hand, having limited human and financial resources, while “bootstrapping” by growing organically rather than via external funding, makes it difficult to devote whole team members to creating new software applications at a globally-competitive speed and to market our creations internationally. Overcoming this requires clever management of time and incentives to keep client work turning over at a rate sufficient to keep the company operating, with spare time and resources invested into creating special projects. Then, piggy-backing on the success of established app ecosystems, or networks of contacts, helps to keep marketing niche, affordable and guerrilla in nature, making it possible for a tiny company like ours to have hundreds of customers from all over the world.

“The exciting thing about working at a company like iOnline is that we are able to creatively contribute to a broad range of projects, from websites for A.B. Paterson College and James Frizelle’s Automotive Group, through to children’s edutainment and personal budgeting mobile apps, and even cloud applications and online publications of our own genesis.

“Our decision to shift away from creating our own websites and to become a service-based company after the dotcom bubble burst in 2000 worked well for a time - but left us increasingly vulnerable..."
when the GFC struck. At the time, almost all of our clients were based on the Gold Coast and marketing budgets in this city shrunk very rapidly in 2007-2009. In fact, they are only just recovering now. We did lose some key clients and suppliers to bankruptcy or administration during this time and needed to rapidly evolve our business to reduce reliance on any single geographical market. We moved our hosting infrastructure to the United States during this period, focused increasingly on product offerings that provided us with stable, recurring income, and increased our geographical reach by picking up more Brisbane-based clients and by selling software subscriptions internationally.

“In my opinion, IT investment in some areas (particularly social media and mobile gaming) has reached bubble levels and is due for a correction quite soon. That said, the internet is now more diverse than what it was in 2000. The bust that happened then hit advertising-driven businesses and some overvalued ecommerce plays incredibly hard, but the net has become so indispensable that any bust now will affect only certain niche areas, while allowing others to gain traction.

“The first tech crash temporarily put a hold on the wild and crazy ideas that had flourished in the late 90s, but the spirit of that risk-taking age has returned of late, with advances in mobile technology, robotics, self-driving vehicles, nanotechnology, wearable tech, big data, 3D printing, new collaborative and social communication platforms and the “internet-of-things” driving the world forward in new and exciting ways.

“There are so many big, exciting advances happening at the moment that it is hard to choose what might be “the next big thing”, but certainly machine-to-machine (M2M) communication linked to personalised data is going to transform the world greatly. Home management systems that speak to your car and personal digital assistants that know when you are due to arrive home, turn on your air conditioner to your preferred specifications, display your preferred photo galleries on the wall, play background music learned from your past playlists, order a pizza on your behalf and remind you to pick up any drinks that are not presently in the fridge, will be popular. On a macro scale, smart cities with support for self-driving cars that communicate changes in traffic conditions to one another, contextually-aware traffic lights and utility grids, and the like, will see huge gains in energy efficiency, productivity and safety - all driven by software created by clever developers.”

We have created some fairly significant tools over the year, with our iTCart ecommerce engine and iCMS content management systems giving businesses the ability to easily start selling products and providing fresh and compelling content online. While these systems are themselves difficult to demonstrate, in that they are ultimately operating in the background, websites such as www.gcfilmfestival.com and www.insighttnq.com.au help to demonstrate these systems in use on mobile-friendly, content-rich websites. Later this year, we will be launching a new website for A.B. Paterson College that we are sure will impress.

As far as internal projects are concerned, our xocashflow tool for businesses looking to simplify their debtor management has been hugely successful (www.xocashflow.com) and we are particularly excited about how small businesses are set to benefit from using our elevationHQ proposal management system (www.elevationhq.com), which was recently launched.

We have built a solid foundation of core talent at iOnline during the past decade and the drive now is to grow the company’s influence and reach via a gradual series of mergers and acquisitions of like-minded companies. I would love to see us play a small part in consolidating the substantial but fragmented pool of tech talent that exists on the Gold Coast, so that we are jointly able to make a substantial splash internationally. Doing so would help to attract more investment to the region, to create opportunities for local startups and stop the brain drain that is currently seeing brilliant local developers heading to Sydney, Tel Aviv, Amsterdam or San Francisco due to a perceived lack of infrastructure and support locally.

“To further edge towards this vision, I have also just launched a creative co-working facility in Helensvale that is aimed at making it affordable and practical for micro-businesses to gain access to professional office facilities and a network of collaborative connections to help drive their ideas forward. The Gold Coast could yet realise its goal of becoming a viable regional knowledge and IT hub, with the right political support and core group of creative companies serving as its entrepreneurial engine.”

In 14 years, Joshua has grown his company from risky beginnings, at a time when the IT industry was experiencing a downturn, to a flourishing business striving to be a part of making a “substantial splash” internationally. With so much of his time invested in the business of iOnline and other burgeoning projects, it is little wonder that in his personal downtime Joshua “sleeps usually,” but having been, “blessed with two gorgeous young daughters, I lovingly spend as much time as possible exploring the world through their eyes. We like to go on road trips to museums, art galleries, libraries and parks and occasionally head over to Cyprus to visit some close relatives who live in that part of the world. I also waste plenty of time on social media - all in the name of “research,” of course!”

It is a privilege to listen to the stories and successes of our Old Collegians in Vision Splendid each quarter. We thank Joshua for the fascinating insight into his world and wish him every success with growing his company’s influence regionally and for growing collaborative networks that could, in the future, help put the Gold Coast firmly on the IT global map.
All aboard!

**Day 1: 3.30pm-9.30pm**

The 15th annual Art Camp for Year 12s started with afternoon tea in the Art Shed, as everyone knows that an army travels on its stomach.

Fortified by freshly baked scones, the intrepid search party set off to find ... themselves, the meaning of life, where they'd put their keys and everything in between.

**Have your boarding pass ready.**

Plunging in, they swam through mixed-media infested waters to push, pull, prod and cajole inks, paints and pastels to create unique explorations on paper. Artist Cheryl Boody revealed secret artist's business and two hours passed in an instant; and soon Pizza Capers' infused fumes arrested the olfactory senses and carbs replaced palettes for an hour.

Following dinner came the life drawing session, where for two hours angles, shadows, skin tone, and bones were analysed and re-analysed in an effort to battle the keepers of the proportion keys.

**Tickets please.**

**Day 2: 7.45am- 4.00pm**

**There be dragons**

Friday morning we were Brisbane-bound, and soon the recycling warehouse of Reverse Garbage at Woolloongabba saw our adventurers sorting through piles of discarded detritus, using tertiary thinking skills to reconfigure and recontextualise all manner of materials. It was indeed a surface paradise.

Woolloongabba was like Xanadu (Kublai Khan's not Olivia Newton-John's) as the nearby caverns of the Antique and Collectables Centre revealed its treasures.

**Passengers seated in rows 35-50 and those with young children, or accompanying the elderly, may board now.**

The billion dollar Brisbane building that is GoMA beckoned and its sister gallery, the Qld Art Gallery, hosted four different exhibitions between them and treated our wanderers to a cornucopia of artworks including sculpture, photography and paintings from hundreds of years of fine art.

From Southbank, it was off to the wilds of Fortitude Valley to view the 40 year exhibition at the Phillip Bacon Gallery, where more than $40 million dollars of artwork chronicled the journey of Queensland's leading gallerist through works of inspiration.

**Day 3 : 8.45am-3.30pm**

With inspiration seeping from every pore, the package tour returned to the tardis that is the A.B. Art Shed ready to create works of higher-order symbolism with mixed media artist, Suzie Gourley. Significant works began emerging and light bulb moments flashed and glowed with increasing wattage and, before you knew it, the mists began to part and there, in the distance.........land.

**Please raise your tray tables and place your seats upright in preparation for landing.**

The journey would have bogged down at the first turn if not for the wonderful behind-the-scenes work of Tanya Jeynes, who made the impossible look easy. Tour guide Jackie Bennett kept the group following her metaphorical umbrella, and the postcards penned and sent, and notes in bottles set adrift, tell the full story.

Barry Voevodin
Justin Wise comes from a long line of old sea-salts. You might say that the sea is in his blood and that it was his destiny to become a sailor. After all, father Richard has always been a boatie, even a barefoot skier for many years, whilst Justin’s grandfather is a life member of the Volunteer Marine Rescue Association at Southport.

Not surprisingly then, Justin first fell in love with the boats and atmosphere of the Sailing Club when he tried his hand in The Fun Sail Programme at Southport Yacht Club’s Sailing Squadron in 2009, and decided that sailing might be just the sport for him. Once again Justin would follow in his Dad’s footsteps, who had been a member of the same club some 40 years earlier and really enjoyed the experience. So what exactly are fun sail boats? Justin will explain. “Fun sail boats are plastic boats and are literally indestructible. You can whack that thing into a jetty and it simply will not break. They are meant for kids as they are easy to handle.”

With such passion for sailing clearly a family feeling, it will come as no surprise that the Wise family moved from Helensvale to live across the road from the Southport Yacht Club. It happened that one Sunday morning, whilst at the club sailing, the family noticed a house in the street opposite for sale - and moved in shortly afterwards. Justin has lived across the road from the Sailing Club since then, enabling him to spend most of his weekends there with instant access to his boat. “Dad bought a house and a boat for himself that day! I ride my bike to the sailing club now, so it really is good,” Justin laughs.

But it was not always plain sailing for Justin and, in the early days, he found it quite challenging……he was not sure it was for him after all. “Sailing was very challenging because it is a hard sport, not easy, and there are a lot of rules and tactics to pick up. The sailing was challenging because it can be windy and very hard to handle the boat.” At this stage, it would have been, “quite easy to go to another sport that could have been easier.”

A bad experience crewing on a larger boat, in some big swells, ended with Justin being thrown into the water around Wavebreak Island and needing to be rescued. "I was on Dad’s boat, much faster and bigger than the boat I have. The boat capsized and I fell off. Because of the width of the boat, when it gets windy the boat keels over and, when it capsizes, it becomes vertical and you fall from the top to the bottom. It is a pretty big drop and you can hit your head," Justin reflects. It was still early days for a 10 year old sailor, who was now understandably quite nervous in big swells. It was much more enjoyable sailing the fun sails, with the boats rigged for easy righting after capsize.

But Justin determinedly persevered and progressed on to a six week learn to sail course, then decided he would like to get more involved. The Optimist Fleet, a one design small boat 2.4m in length and sailed globally, was the next step.

With a donated second hand boat he called Excalibur, Justin started sailing twice a week, racing most Sundays, and attending sailing camps each school holidays.

He gained experience in regattas around the State, placing in some, and losing out in others. In 2012, Justin attended his first National titles in Brisbane, placing 112 in a fleet of 167 and then, in his second National titles in Hobart in 2013, despite the very windy conditions, he placed 73rd in a fleet of 200. Each regatta, Justin would set himself a goal and do his very best to achieve it, while gradually working his way up the ranks and honing his sailing skills.

Lisa Wise, Justin’s Mum, sheds some light on just how difficult this sport really is and what is required of a sailor mentally, physically and even emotionally, but how the invaluable support of the sailing community is helping Justin to overcome the frustrations that come with the complexities of sailing.

“Over the years Justin has made some wonderful friendships. Sailing not only requires technical skill, in knowing how to rig a sail or steer a boat, it also involves a great amount of strategy
and reading weather conditions. There is a tremendous amount of stamina required and you have to be fit to keep a boat heading in the right direction with a strong wind. Justin has had to work hard in all of these areas, at times, finding it very hard, and sometimes lacking the confidence in himself to overcome situations and conditions. Through persistence, perseverance, the patience and support of wonderful coaches and sailing families, along with many hours on the water, he is learning how to use this frustration to his advantage.”

Last year, Justin sailed in the mid-year Queensland titles at Yeppoon, winning the Regatta. Before heading to Sydney for a pre-Nationals regatta, Justin trained with the coaches at Royal Queensland Yacht Club in Brisbane. He placed 8th out of a fleet of 70 in Sydney, moving on to Sail Melbourne Week where he achieved 6th place, sailing against 112 competitors. The 2014 season kicked off with the 2014 National titles in Melbourne in January, the biggest sailing regatta ever held in Australia, with some 350 boats registered.

Strong winds delayed the start of racing but, once racing commenced, Justin managed to qualify for the Gold Fleet and, in the last days, achieved some good results with many top 10 finishes, including a fifth placing in the top 50 boats. Overall, Justin sailed into 18th place, earning him second place in the Queensland team and qualifying him for the Australian Optimist Sailing Team. The Australian Optimist Sailing Association takes the first 25 sailors, to ensure they have a minimum of five sailors competing at the many regattas on offer over the 2014 year. All the team members compete in the different regattas they attend, but only the results from the five top sailors count in the Worlds team placings.

“I qualified for the Australian Sailing Team and that is the goal I had been working for since I decided to sail. This can take me to many places such as New Zealand, where I am going at Easter, and Singapore later this year. I will compete against other countries as part of the Australian team, but that will not count towards Australia’s ranking in the Optimist class.

“As this is my last year in Nationals, I cannot make the Worlds team, but I am hopeful that in my future classes, I will be able to represent Australia.”

Having returned from South Australia in February for a month long training camp with the Australian team, the New Zealand National titles beckon in April. There are many calendared regattas this year all over the world: Bahrain, Uruguay, Turkey, Singapore, Ireland and Argentina for the World titles. Justin will attend as many as he is able, while balancing sailing and school.

Next year, Justin will step up to the laser (one man boat) or 29er class (two man boat). While still undecided, he feels that the laser class would be the “more practical option” for him. Whatever Justin decides, his spirit of determination, courage and commitment will help him weather the challenges that lie ahead. Not always plain sailing, the goals will change along the way, but the passion for his chosen sport, the striving for success and refinement of this sailor’s skills will forever be a part of him. It is quite simply in his blood.
In a 21st Century context, learning is a student-centred enterprise. Teachers design learning experiences that focus on what students do and how they may best develop their understanding, rather than, for example, focusing on what the teacher does. The idea of a teacher as the ‘sage on the stage’ has shifted to a conception that the teacher is the learning ‘designer’ and the ‘guide on the side’.

Collaborative learning is very much a part of this paradigm shift. It is all about working together towards common goals in an educational partnership. Moving a teacher’s role, from that of an instructor to one of a facilitator and mediator of learning, allows for a much more individualised curriculum with the incorporation of both challenge and support within the learning. Challenge enables higher order and critical thinking to occur, whilst early intervention to provide support means that every student can attain their potential within a subject. This idea is based on a constructivist view of learning, whereby learners ‘construct’ their own representations of knowledge, based on the authentic and collaborative learning experiences they undertake.

The Collaborative Learning Centre, Teaching for Understanding and the College’s philosophy of utilising technology to enhance and support our pedagogy are all major contributors to the excellent teaching and learning here at A.B. Paterson College.

The Teaching for Understanding framework is world renowned, proven and based upon extensive research at Harvard University Graduate School of Education. It ensures that students learn by participating, exploring, leading, as well as collaborating. Teachers constantly encourage students to learn by searching for new possibilities and experiences. Teachers strive to stimulate interest and guide the application of understanding to challenging situations.

During the last year, the eMentor team has helped staff to design learning experiences that leverage the flexible and creative capabilities of learning technologies. Detailed below are a small number of the great learning opportunities from this term that take this 21st Century ‘guide on the side’ approach.

To support the 21st century learner, a multitude of software packages are available. The critical factor is selecting a technology tool that can be truly leveraged for student learning. One such program used is ‘Reading Eggs,’ which is utilised by teachers to gather information about a student’s reading and then develop essential literacy skills through engaging ability appropriate activities. Reading Eggs enables teachers to regularly assess, obtain immediate feedback and guide student learning through interactive e-books, on-line quizzes and comprehension games and activities. Using data analytics gathered from these activities, the teacher is able to design learning experiences with individuals and groups to enhance areas that need support or extension.

eMentor Steven Farmer

The Heumi tables in the Collaborative Learning Centre are a multi-touch and multi-user interactive computing surface, which is designed to excite and motivate collaborative learning. Like most technology tools, it is not so much about what it is or does, but the sorts of learning that it facilitates. For example, when observing an English class who were using the tables to plan a written response recently, it was clearly evident that the benefit of the tables was in the quality of conversation and collaborative ideation that they engendered.

eMentor Jackie Bennett

Continuing the narrative of leveraging available tools to redefine what students do, the Arts Faculty has reimagined their Years 7-9 programme around multidisciplinary, project-based workshops that were regularly conducted in the Collaborative Learning Centre. This highly differentiated arrangement squarely foregrounds the student and how they choose to engage with various forms of artistic expression. Students documented their learning in Microsoft OneNote eJournals, utilising video, images, drawings, and prose to document and reflect upon their understanding.

eMentor Ryan Caldwell
In the Senior HPE faculty, the advent of the 1:1 device has allowed students to now individually record and analyse their performance and technique in a sport, without having to rely on the teacher to record and supply the video to the students. Students have then used these recordings with the Dartfish Software package to analyse their performance. Whole classes are now able to record their performance for analysis at the same time, thus increasing the efficiency of the lesson. In Science, students have been recording their analysis and evaluation of experiments as opposed to submitting written reports. This fits in perfectly with the recent changes to the senior Science and Mathematics syllabi, which now allow for a multi-modal response to an Extended Experimental Investigation. Students in Science are also opting to submit their homework tasks as video diaries. The flexibility afforded to students in a 1:1 device environment, to both analyse and demonstrate their understanding, is a great example of 21st Century learning.

In conclusion, as the future of learning, schools and our society stretches out before us, we can say with confidence that at A.B. Paterson College we are preparing young men and women to not just survive, but to thrive in the dynamic and ever-changing world they will inherit.
In celebration of International Women’s Day, 30 of A.B. Paterson College’s finest young ladies attended the 19th annual youth leadership breakfast and forum on 14 March at the Hilton Hotel, Surfers Paradise.

The breakfast featured a number of empowering presentations made by leading women in their chosen field. “The anecdotes of Air Force Squadron Engineer, Amanda Gosling were an inspiration to all women, as were the moving speeches made by Channel 9 News Presenter Petrina Zaphir and Founder of the Programme, Josephine Tobias,” said Year 11 student, Christina Bormann.

The Year 11 and 12s were among hundreds of students, who had come together in recognition of the Gold Coast’s female youth leaders, committed to making a difference in their school or community in their chosen field of endeavour.

“There were four award categories – performing arts, sport, community service and leadership. To be considered we were required to write an application and attend a short interview; I thought it would be quite an intimidating process, however, the judging panel were so lovely,” explained College Vice Captain, Makenna Baily.

Of the finalists, two A.B. Paterson College girls were successful, with Myora Kruger taking home a Highly Commended in the Performing Arts category and Zoe O’Dwyer winning the top award, the 2014 International Women’s Day Leadership Award.

“Travelled in Opera Australia, take part in a variety of musicals and do a lot of singing with the Aboriginal community. In the coming years, I hope to study music at university in conjunction with my medical study to eventually specialise in the physiology of the voice,” commented College leader and choir captain, Myora Kruger.

Zoe O’Dwyer’s achievement was no easy feat; it was the culmination of academic, sporting and volunteering achievements over a number of years. “I pride myself on being a passionate and spirited person with strong values. At the end of the day, I think women are extremely capable. It is our responsibility to be educated, equipped with the skills and drive, and be responsible for ourselves.”

“I would like to complete a degree in International Relations and Communication, with an aim to making a difference by voicing and advocating for basic human rights greatly needed in developing countries. I would also hopefully be working at the United Nations in my aim to be a part of the betterment of human society,” Zoe O’Dwyer said.

An exceptional academic, sporting star and volunteer – this young lady feels humbled to have achieved such a wonderful award.
1.

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“This is a great opportunity for me to further encourage young women to achieve the best they can. I have played hockey and touch football, which are great for development of teamwork commitment and responsibility. I have also been awarded the Michael D Veivers Leadership award, the Australian Defence Force Long Tan leadership award, and been appointed to the roles of College Leader and Captains of Hockey and Public Speaking. I have found these positions have strengthened my character and confidence.”

As a College Leader, Zoe truly exemplifies the College motto ‘Excellence, Care and Commitment’ and holds exceptional leadership values.

“I do my best and leave nothing for granted – I firmly believe that credibility and respect must be earned and that you must lead by example – leadership is not about sitting back and expecting others to do things you are not prepared to do yourself. I am also very passionate about the community, with my involvement in charities such as the 40 Hour Famine, Legacy, Red Cross, and World’s Greatest Shave amongst others.”

Congratulations to both Zoe and Myora, along with all those shortlisted for awards. Female students of the College are encouraged to take part in this wonderful opportunity within the coming years.

Emily Selleck,
Year 11 Student Reporter
The Year 9 workshop is all about good team building and trusting one another within your cohort. The high ropes course fully resembles this spirit. On the ropes course were three mini courses, the green, red and black courses. The green being the easiest and lowest, and the black being the hardest and highest. As I am scared of heights, I had no intention of completing the black course!

I was a bit nervous on the first course, but my friends helped me through by cheering me and others on throughout the day. This gave me the confidence to continue on to the dreaded and terrifying black course. I really scared and did not believe in myself. My friends and I were cheering on each other and others who had nearly completed the course and, because of this, I was able to face my fear of heights and complete the course. It is amazing to think that something as simple as walking across ropes and conquering dizzying heights can bring together a whole cohort.

What surprised me the most was that we were cheering on not only the lunch time friends we hang out with, but also the people we do not always sit with. I think this spirit and dedication is what got me and my cohort over the line or, in this case the rope. Although not everyone completed the course, and not everyone took on the black course, we still appreciated everyone and understood their reasons as to why they could not do it.

So I say to the Year 8s of 2014, believe in yourself and help your cohort in whatever you can because, in one year, you will have to rely on each other for guidance and support. They will also rely on you. So cheer them on, clap, laugh and most of all be there for one another. Learn to appreciate one another and support each other, and get used to it, because in the Year 9 workshop in 2015, they will have you on the ropes!

Aaron Dirkx

I have to admit I was filled with trepidation about the day ahead… having to complete one high ropes’ course was bad enough, but three - each more challenging and higher than the previous one! I was quietly terrified and realised what a great actor I could be, telling the students how exciting the day ahead was going to be and what a great sense of achievement they would feel afterwards.

I volunteered to look after “the injured and terrified” to complete the green “easy” course only. There were only three of us, the rest of the Year 9 cohort put their hands up to do all three courses! Wow… what a response!

From the get-go I had “jelly legs” and started to talk aloud to myself. But it turned out to be the spirited boys in front of me who pulled me, and lots of their peers, through the experience. They made me attempt and complete the red course and, wonders will never cease, they got me through the black course!
too!!! I have never felt so terrified in my life since the day I had to jump out of an aeroplane but then, I didn’t have a choice, I was strapped to an instructor who pushed me out!! But this time, I had the choice. I can’t say I enjoyed it, but the sense of achievement from completing this course was immense.

Much more than that was my feeling of absolute pride in our students for displaying virtues of courage, determination, empathy, compassion and kindness for others. It was a pleasure to be around those students on that special day. It amazed me to witness just how resilient our Year 9 students became that day - and will I return to climb those ropes another day? No, thank you!

Ali Birks – HPE Teacher

The High Ropes Course was a great opportunity for the Year 9 cohort to come together and work together as a team. We all managed to achieve goals as a group and as individuals. The course definitely exposed different aspects of ourselves that we did not know we had. It was a chance to identify both our strengths and our weaknesses, and highlighted those who were willing to show support and encouragement.

Overall, it was a fun and enjoyable day which presented us with useful physical, emotional and psychological challenges.

Rebekah Tenenbom

The week culminated with a super finale, which ended with groups being able to show their home made inspirational movies, which were designed to spread the message of how to make a positive difference in someone’s life.

One final surprise saw the students enjoy a BBQ cooked by the teachers, which was accompanied with ice creams and a war cry from the seniors, who were so excited to see the group enjoy the workshop as much as they had several years ago.

Marc Olivier – Workshop Co-ordinator
Applications to Bond University are currently open. Apply direct to Bond and receive your offer now for 2015*.

“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.

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*Excludes Bachelor of Medicine, Bachelor of Surgery.