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While formal teaching and learning is the core business of all schools, pastoral care is an equally important part of the School’s role in the life of its students. In fact, I would argue that students who are well-balanced, resilient and confident in their ‘skin’ are more efficient, engaging and successful learners.

There are many formal pastoral care courses, forums and strategies that can be used to assist students navigate the challenges of ‘growing up’. The reality is that a strong foundation and commitment to moral and ethical behaviour is an excellent start for all. Young people develop an appreciation of that which is appropriate by watching their peers, parents and teachers but, in order to operationalise such behaviours and attitudes for themselves, they need a critical friend or adult to explain how to behave in various contexts, and to explain how their choices can have a significant impact on themselves and on others. Young people often model the behaviours they see online, in the media, or, on that which they observe in their daily lives, and then believe that these are the expectations and norms of society. Sadly, some of the behaviours they see are far from ideal and, although becoming more prevalent in society, are far from being socially acceptable.

As parents and educators, we help young people to grow and develop. We participate in a special relationship that enables us to have important conversations with them that may shape their life for the better. Such relationships could be considered a form of mentoring. A relationship in which one person - a teacher, a parent, a family member, or a friend - helps the young person reflect on their choices, behaviours or attitudes, serves to provide a positive insight and impact on their view of the world, and their interactions and impact on others. In many ways, these relationships can be life-changing and of immense benefit to both the ‘mentor’ and the young person.

In this edition, we explore some of the achievements of a number of positive, engaging and high achieving students within our College. These students have that special person in their lives, have been inspired by another, and had the confidence, drive, commitment and dream to achieve in their selected areas. Our College is blessed to have so many fine students and, following my above arguments, to have young people who have been guided and wisely mentored by special people in their lives.

Regardless of the challenges in our daily lives, we all have the obligation to mentor and support the next generation to the best of our ability. This must commence with basic manners, an appreciation of moral and ethical behaviour, and extend through to career mentoring and coaching.

It is my deepest of wishes that all young people have such support and strong moral guidance in their lives, and from every adult they engage with during these critical years.

I commend this edition of Vision Splendid to you, and hope that you will find synergy in these comments and look to mentor, guide and develop tomorrow’s leaders today.

Brian Grimes
Principal
Tristan Cargill is an accomplished violinist and archer. Involving a high degree of skill, precision and passion to be successful, Tristan has dedicated himself to his music and sport over many years, but it is to his archery success that this tale now turns.

Tristan first started making bows at home out of different types of wood from tree branches, then laminating woods to make them stronger. Despite this enterprising industry, home-made bows were only a first step to becoming an archer, but no substitute for the real thing. Reward for passing his AMEB fourth grade violin exam brought about the means to purchase a Recurve bow. This bow is a close relative of the original type of bow for shooting, the Longbow, of Robin Hood and medieval archery fame; it features a curved set of limbs and a single string. This bow lasted only six months before the desire to own a Compound bow finally won over his much pestered parents. A Compound bow consists of two strings and cables intertwined through two cam modules at the top and bottom of the bow, making the bow really accurate and extremely fast.

At his own admission, Tristan had no idea how to shoot with a compound bow. Shooting at home did not give him the capacity to shoot at clubs around Australia; he needed a beginner’s course to gain the necessary licence. That done, on his first weekend of competition, he obtained two records in Field Archery, setting a new Queensland record on the first day and then beating that the following day by setting a new Australian tournament record. “This was one of the most exciting events in my archery career,” recalls Tristan. Another highlight for Tristan was achieving his goal of breaking a cub Australian tournament record that had stood unchallenged for 23 years, a score of 1400 on the cub 1440 target event, which he achieved on 21/04/2012 with a score of 1410. Tristan now holds the cub Australian tournament record of 1420.

Getting serious about archery, Tristan shot this blue Compound bow for two and a half years, through cub level (up to 12 years of age), and for 12 months of intermediate level (13 to 14 years), before recently purchasing the more upmarket orange Compound bow that he uses now. Records have tumbled over the years and Tristan’s name proudly appears on so many Queensland and National tournament records. You could say that he has been a dominating force in his cub and intermediate division competitions from 2011-2014.

Training in this popular, yet expensive sport, involves two hours a day with Tristan shooting arrows at a home target. He seems a ‘natural’, one of those born-to-be athletes for whom success after success is just what happens every time he draws the string, draws the bow, aim at the target and tightly squeeze the release, so that it can release in a more controlled manner than flinching when you punch it. This process started to become more secure in my head, which was a great help in the nationals in Adelaide.

Overcoming ‘target panic’, like any state of nervousness, means that Tristan must practise every day and train his mind and body to follow a set process every time he shoots an arrow. It is in that rehearsal of these steps that the concentration and focus returns, quietening the nerves and promoting confidence.

In the 2014 youth archery nationals in Adelaide, Tristan put this method into perfect practice.

My first end was shocking, which was followed by a score of 55 (out of 60); about 3 points off my average for the distance. The second end wasn’t much better with a one point increase to 56 points. Mainly due to the nerves, I felt my shooting had to come to grips sooner or later, or I was in trouble. Finally, the scores started flowing as I focused on my process for each shot more than before.
The National Youth Archery Championships (NYAC) is the biggest competition in Australia for the whole year and in 2014 was held in Adelaide. 150 of Australia’s finest archers under 20 years of age gathered, and took part in the four different disciplines and divisions of FITA archery over the period of one week: Target; Match Play; Field; and Clout.

Each discipline male/female and bow type in archery requires a different skill set in order to be successful.

The **Target** event requires that the archers compete in a set of four different distances on different sized target faces.

**Field** archery is where the competitors walk a course, shooting three arrows at one set distance target and size face; then moving on to a different distance to shoot the next set of arrows.

**Clout** archery is a style of archery where arrows are fired up into the air, so that they can land on a target laid on the ground ranging from 125m away to 180m, depending on your age category. It relates back to medieval times, where archers would fire arrows into the air, which would arc downwards to hit the enemy.

**Match Play.** Here, the individuals are placed in a ‘knock-out’ event, until one winner remains based on their score in each match. The winner of this match will then advance onto a higher ranked competitor, until only four competitors are left on the field in a category; it is also divided into male and female, competing for the gold, silver and bronze medals. This style of archery is usually the favourite discipline of most archers, as it is a nail-biting fight for the medal against a fellow competitor.

Fierce competition naturally exists between the states, with Queensland placing 1st in Recurve and 3rd in Compound at tournament’s end. NYAC offers a one and only opportunity in the year to attempt National Tournament Records, some of which have remained unbeaten for many years. It is a truly special event when a new record is set. The team for the Trans-Tasman Challenge is selected with reference to the scores obtained at NYAC.

The competition brought exhilaration and also disappointment. Achieving a score of over 1400 is quite a challenge, but one that Tristan had set for himself in this competition. Carrying a deficit into the final target distance, it came down to the very last arrow.

The last arrow, I felt the pressure hit me, but I told myself that it could be done. Drawing, like I had done it 1000 times, I steadily aimed and released, hoping that it was the 10…. I gave my dad the thumbs up, a sign that he had eagerly been waiting for. He was just as happy as I was - a 1402 in the biggest target competition of the year. It was touch and go whether I would get the 1400+, but getting it gave me a huge amount of pride ready for the next day of shooting; match play.

It was in the Match Play event that Tristan excelled. This time the medals were up for grabs and he knew exactly which one he wanted. Having knocked out a very good archer in a ‘shoot-off’, Tristan came through a second tight contest to earn himself a place in the gold medal decider.

The gold medal match was going to be the hardest challenge of all, shooting against Harry Howden, a “cub archer,” who also achieved a 1402 on the target competition day. By now the light on the field was making it hard to see and, being a compound archer, this made it extra tricky with a “clarifier lens” in my peep sight. Shooting 45m was the other trick in the match (as a cub, Harry was shooting 30m). Even hitting the target would be a challenge. After about the 4th “end”, we were 5:3 (in my favour) with Harry able to win two points in the next “end” taking us to a “shoot off”. Knowing that “shoot offs” were his strength, I fought hard to “tie” the match or win by at least one point. Shooting a 28/30 each, we were tied in the match, meaning that I had won the Championship, scoring 6:4 overall, and achieved the gold medal.

Clearly archery is a sport, like so many others, that requires physical stamina and a strong mental attitude; an attitude that sees the archer overcome mental challenges to grasp success. It helps to have a role model to aspire to and to learn from. Tristan’s main inspiration for shooting is Reo Wilde in the American Archery team, who is currently one of the best archers, if not the best, in the world. His great attitude towards the sport gives Tristan inspiration while he shoots, enabling him to keep a good head at all times.

Tristan has many goals already set for his future in this popular sport. From 2015, he will move to cadet level, which will see him shooting targets with a minimum distance of 30m, moving to 70m. Already training has begun for this distance. This level will also provide him with the opportunity to participate in world archery, competing overseas.

In the future, I am aiming (excuse the pun) to become part of the Australian Youth team to compete in the biennial International Archery competition for Youth Archers from across the world.

Everything so far points to this being a realistic goal. But for now, Tristan balances his two loves, music and sport. As a member of the Queensland Youth Symphony Orchestra rehearsing every weekend, and a competitive compound archer with daily practice, life is very full, really enjoyable and most successful. What an inspiration!
Sometimes it feels like a crime to go indoors when the skies are clear, even for a night at the opera. That’s why Opera Australia, in partnership with Bleach Festival 2014, are taking the opera out of the theatre and onto the beach.

Picture a giant sandcastle on the beach at Coolangatta, families enjoying a picnic, children making sandcastles as the sun goes down, and miraculously beautiful music. And there you have a uniquely Australian production of one of the world’s favourite operas, Mozart’s The Magic Flute.

This new production will be directed by Michael Gow and will star some of Opera Australia’s finest singers, alongside a chorus drawn from community choirs and the Gold Coast’s own surf lifesaving clubs.

Together, they will battle the serpent, put a spell on the guards and rescue the princess, before sending you home, with stars in your eyes, sand in your shoes and songs in your heart.

Thursday 7 November, 2013, 6pm:
The Basement, Arts Centre Gold Coast. Community choir representatives and other interested community members were invited to attend an information session about Opera Australia’s Gold Coast Community Choir. A range of people from various educational organisations, community groups and community choirs welcomed this invitation to hear about this exciting opportunity for Gold Coast locals. The session was able led by Mrs Frances Gordon, Opera Australia’s Community Partnerships and Education Manager.

Opera Australia was looking to form a community choir on the Gold Coast to be the chorus in Opera on the Beach 2014, and the production of Mozart’s The Magic Flute, to be presented by Opera Australia, in partnership with Bleach Festival City of Gold Coast Tourism and Events Queensland, from 9-11 May, 2014. The Community Choir was open to all singers of all abilities, both amateur and professional, both experienced and inexperienced. Opera Australia was looking for 40 voices: 40 members from the local community, who were excited and enthusiastic, and who were able to bring a true sense of community and community involvement to Opera on the Beach.

Friday & Saturday, 29 – 30 November, 2013:
Gold Coast Arts Centre. Auditions for the Opera Australia Gold Coast Community Choir were held. Interested singers from around the Gold Coast region, and beyond, welcomed the opportunity to audition, in the hope of being offered a position as part of the community choir, which would ultimately form the opera chorus for Opera on the Beach. On each day of the auditions, singers were greeted with enthusiasm and appreciation, no matter what each individual’s range of experience was. Simon Kenway, the Musical Director and Chorus master for this production, listened and encouraged all participants, calming their nerves and reassuring their eagerness to sing and perform. Mr Kenway is a highly respected orchestral and operatic conductor, and highly regarded as a music educator. He has served as Principal Chorus Master of Opera Australia and Chief Vocal Coach for
Sydney Conservatorium Opera School. He now works as a freelance conductor internationally and in Australia.

The Opera Australia Gold Coast Community Choir was a community initiative by Opera Australia, with the support of the Australia Council for the Arts. It provided an incredible opportunity for local singers and interested members of the community to be involved in this landmark production—a full operatic production staged on Greenmount Beach, Gold Coast! Chorus members were given the amazing opportunity to immerse themselves in a fully staged operatic production, be directed by leading Australian arts professionals, join a new group in the community, and perform before their family and friends.

Opera Australia, in partnership with Bleach Festival, invited everyone to experience the magic of opera in a unique setting, quintessentially Gold Coast. Set on the beach at Coolangatta, Opera on the Beach transported audiences to a world of tombs and mummies; to where a young explorer discovered mysterious creatures and characters from Ancient Egypt; to a world where ideas matter and music saved the day.

Performed in English, this uniquely Australian production of Mozart’s The Magic Flute starred some of Opera Australia’s finest singers and artists: Milica Ilic as Queen of the Night (a graduate of the Queensland Conservatorium Griffith University); Jason Barry-Smith (also a graduate of the Queensland Conservatorium) as Papageno; Jonathan Abernethy as Tamino; and Conal Coad as Sarastro, all of whom performed alongside the chorus drawn from community choirs and the Gold Coast’s own surf life saving clubs. Fittingly for such a sensational feast of music, a fireworks finale concluded each evening performance.

This was a spectacular event and one amazing opportunity for four talented members of the A.B. Paterson College community, who were selected in the community chorus: two teachers, Tania Vadeikis and Rachel Newcombe; and two Year 12 students, Myora Kruger and Madison Eastwood.

Their experiences are highlighted in their reflections over the page.

Tania Vadeikis
'Opera on the Beach' was an amazing experience. As a member of the chorus, I was welcomed with open arms by the principals and the crew. I met with director Michael Gow and conductor Simon Kenway, and discussed with them a future in the entertainment industry. I learnt a lot about classical singing from Simon, and was surprised by how much my vocal technique improved over the course of the production. I was thrilled to meet the leads and got to speak with them and hear their stories of how they came to be where they are today. It was exciting to hear that many of them came from a similar background to me and shared what I intend to do - having classical training and then pursuing a career in classical voice, whilst studying classical voice at university. Everyone was very friendly and very willing to help out in any way possible. The performances went perfectly with the highlight always being the Queen of the Night’s Aria, which could be heard echoing off the buildings that surrounded the beach. My favourite part of it all would have to have been getting to know the wonderful people involved in the show, and I know that I will be seeing all of them throughout my future as a singer. It was a really great learning experience and I absolutely loved every second of it.

Myora Kruger

Opera Australia’s production of ‘The Magic Flute’ was certainly a once in a lifetime opportunity. This production gave me the opportunity to work with experts in the field I wish to enter after leaving school. It allowed me to experience the performing world first-hand in a professional and encouraging environment. Becoming a member of ‘The Magic Flute’ chorus gave me the chance to work with others who are also beginning their performing journey, as well as those with many years of experience behind them. This production was my first opportunity to perform on a professional stage with a full creative team and specialised company for support. Opera Australia’s ‘The Magic Flute’ was certainly an experience I will never forget.

Madison Eastwood
I spend every day encouraging students to sing and helping them to develop and grow in their music making. ‘Opera on the Beach’ was a lovely experience for me, as it was an opportunity to be encouraged and to develop and grow in my own music making! I love teaching in the Junior School, but it was refreshing to take time out from singing ‘Big Black Train’ with Prep to singing Mozart with Opera Australia. The most enjoyable part of the experience for me was that I got to take part in it with Year 12 students Madison and Myora, and past student, Tim. I remember teaching Madison to sing in Prep, so it was very satisfying to see how far these students have come and to move from teaching them, to now making music with them as equals.

Rachel Newcombe

It was a terrific experience to be involved with fellow opera singers that, like me, fully appreciated the experience in being involved with a top quality production that encompassed all art forms as one. The coaching and directing from leaders in the field of opera helped us as chorus members to be a vital part of a vibrant, engaging and truly unique production of Mozart’s Magic Flute. It was encouraging to see that the Gold Coast community fully supported ‘Opera on the Beach’ with over 8,000 people attending over the three nights. This serves as a symbol and a fine example that the Gold Coast welcomes high quality artistic productions, and is more than ready to have an exciting cultural precinct as a feature in our wonderful city.

Tania Vadeikis

As the winners of the Courier-Mail competition, a group of Arts Faculty students and staff found themselves viewing the final dress rehearsal for the production of Opera on the Beach on 8 May, whilst warming themselves with hot chocolate, cosy blankets, beanies and jumpers. It was a rare and magical opportunity to watch their peers and teachers perform in a professional production. Despite the occasional autumn shower, the audience was treated to a wonderful musical display, supported beautifully by a visually stunning set and fireworks display, and accompanied by the soothing sounds of the rolling waves at Greenmount Beach.
Saturday 17 May, 2014, saw over 80 past students join us for the inaugural sports afternoon and the Official Launch of the Old Collegians, the College’s Alumni Association. It was wonderful to see the friendly faces of so many past students, and talk with them about their time at the College, and also about the paths they have taken since then.

Past students were welcomed back by current students and staff, and many participated in volleyball, netball, basketball, touch football, and football games against current students in the A teams. There was a remarkable amount of enthusiasm on the part of the past students, even though the current students took the lead early in the matches! That old competitive spirit was definitely still alive and well, and many past students expressed the desire to come back next year, following intense training, and play again!

The early evening event to launch the Old Collegians was attended by our sports players and others from past years who joined us for this function. With graduates present from our very first graduating year, 1994, a large number of students from 2012 and 2013, and students from most years in between, there was a wonderful mix of the College’s student history.

Third College Principal, Mr Brian Grimes officially launched the Old Collegians by welcoming our past students and spoke about the significance of the College’s past, present and future. He acknowledged the selfless contribution of members of the College community since the inception of the College, and encouraged our past students to involve themselves in the College’s and its students’ futures.

With College tours led by our current seniors, many of our Old Collegians members were treated to viewing the College’s progress through its facilities and hearing about current teaching and learning. Many expressed amazement at the changes in ‘their College’, and we were proud to showcase how far the College has progressed over time.

Past Year Books and photos of people and events, past and present, were on display, along with plans for the newest building project - the new Prep classroom - providing a strong sense of the equal importance of the past, the present and the future at the College. Many trips were taken down memory lane, as our guests poured over the Year Books and reminisced about great times and special experiences.

High school sweethearts, Tim and Katie Walmsley (1999) certainly had a few tales to tell of their time here at A.B. Paterson College! Tim proposed a toast to the College on behalf of the Old Collegians and spoke about his son, who is enrolled to start his school life here at A.B. Paterson College in Prep 2015.

Our Old Collegians were encouraged to involve themselves in events next year, when the 25th Anniversary of the College will be celebrated – a remarkable milestone.

The College has now officially welcomed back, through the Old Collegians, nearly 200 past students as members of the Association. We will continue to strive to make contact with those past students for whom we do not have contact details. We ask those reading this article, and who are past students, or who are in contact with past students, to encourage them to contact the College to register their current details. Emails can be sent to Mrs Angela Hirsch at: oldcollegians@abpat.qld.edu.au.
On returning to the school for the first time since graduating in 94’ (where did the time go!) was an experience, as much as a trip down memory lane. As much as it is a trip back in time, it is not somewhere that one will leave with their ego intact! I shall not hold anything against the lovely ex-student from 2004 who, on first introduction, burst into “Wow and I thought I was old, “on seeing my graduation date!

Going back to the school, I was amazed at the transformation from the days when we only had one main building, and lessons took place in demountables, to today where it has a virtual library containing the most up-to-date technology. I was impressed, to say the very least, at how much the school has matured into one of the most tech savvy, modern schools I have encountered.

**Samantha Breit - 1994**

It was a great opportunity to come back to the College for the Old Collegians launch. With this year marking 10 years since I was a student at A.B. Paterson, it was outstanding to see the amazing development the College has undergone, and a great privilege to be shown some of the current and future progress to come! Playing on the sports courts again was a shock to the system against the lovely ex-student from 2004 against the current Open A team. The relaxed nature of the event made it easy to chat with those from my graduating class and other past students. The collection of year books and the picture slideshow allowed me to see how far the College has come from my first year in 1996. I look forward to attending future events and expanding my network of friends to include those from a variety of year groups.

**Rebecca Hirsch - 2004**

May 17th saw the first A.B. Paterson College, Old Collegians day. It turned out to be a great opportunity for past students like myself to once again participate in some College activities. The day was filled with various sports events for all to get involved with, and it was a lot of fun to be running around on the field playing against the current Open A soccer team after such a long time. Tours were available for past students and it was great to see how much the school has changed and progressed since my graduating in 2009. Overall, it was a great day to catch up with friends and meet new people who share the same College background.

**Houston Small - 2009**

The Old Collegians Day was a great opportunity to catch up with old classmates and reminisce on old times. The relaxed nature of the event made it easy to chat with those from my graduating class and other past students. The collection of year books and the picture slideshow allowed me to see how far the College has come from my first year in 1996. I look forward to attending future events and expanding my network of friends to include those from a variety of year groups.

**Matthew Stopel - 2007**

The factor that has resounded with me, since the day, was the strong sense of community that was established and the bridges that were built between the past, present and the future. One student told me that once she got into her Uni degree and then into the workplace, she realised how important the motto Excellence, Care and Commitment was, and she now uses the College’s motto as a foundation and a guide to how she lives her life. Through her comment on the College’s motto, I really understood that the school can have a far greater impact on people’s lives than simply their education. It in fact builds students’ characters and personalities, and the Old Collegians Association can be used in the future as an avenue for past students to show appreciation for the monumental impact that school has on their lives, both in an educational respect and on a personal level.

**Lachlan Woods - 2014**

The official launch of the Old Collegians, held on the 17 May, was a wonderful experience to be a part of. For me, personally, it was an invaluable experience, particularly being able to reconnect with old friends, but also to be given the opportunity to listen to the stories of past students. There was one lady, a graduate of 2001 that I had the privilege of showing around the school. She resonated with me because she was so passionate about the school’s development within the last thirteen or so years. To see her pride and excitement in the College’s growth was honestly quite touching. As my fellow Year 12s and I will be graduating in a matter of months, this gives us something to look forward to, knowing that we will continue to be a part of the College community for the many years to come; and continue to foster one of our goals – school spirit and unity.

**Makenna Baily - 2014**

Returning to A.B. Paterson for the Old Collegians meeting was interesting. A lot of the school grounds have been enhanced and the demountable buildings I remember have been retired. I felt like I was 17 years old again walking around the grounds, until our escort who is a senior, told us she was two years old when we graduated! At A.B. Paterson I met the friends I still have today and my husband. I was reminded of these meetings as we walked around, still being greeted by every student that passed us (it was nice to see that some things never change). My son will become a student next year when he starts Prep and I am both touched and excited for our next generation to obtain the same childhood we did, while we watch as parents instead of students. A.B. Paterson has journeyed full circle with us and will continue to be a very important part of our family’s past, and now present, and future.

**Katie Walmsley - 1999**
A.B. Paterson College participated in the Adopt a Commonwealth Country Programme in 2011; our adopted country was St. Kitts and Nevis. The programme gave 75 local primary and secondary schools the opportunity to learn all about a Commonwealth country, in support of the Gold Coast’s bid to host the Commonwealth Games in 2018. Not only did this programme educate students about their particular country, its cultures and customs and the Commonwealth Games, but it also encouraged schools, at that time, to actively contribute to the bid.

What did we learn about St. Kitts and Nevis?

St. Kitts and Nevis are two idyllic sun-drenched Caribbean islands in the northern part of the Leeward Islands group of the lesser Antilles in the Eastern Caribbean. The two islands are separated by The Narrows, a channel some three kilometres in width. St. Kitts is the bigger of the two islands, oval in shape except for a long narrow peninsula to the southeast. Nevis is circular, surrounded by coral reefs and is almost entirely a single mountain, Nevis Peak. The centre of both islands is dominated by a volcanic mountain chain. This is our beautiful adopted country.

St. Kitts and Nevis joined the Commonwealth in 1983, a full 10 years before their National Olympic Committee was recognised - the committee responsible for organising the country’s participation at the Commonwealth Games and the Commonwealth Youth Games. They made their debut in the Commonwealth Games in 1978 and returned to compete in the Games in
1990. Since then, they have fielded a team uninterrupted, winning their one and only medal in Manchester 2002 - and what a medal to win! Kim Collins took out the coveted Men’s 100m blue ribbon event in 9.98sec.

Now three years on, following the successful campaign for the Gold Coast to host the 2018 Games, the College has been invited to re-connect with its adopted Commonwealth country, and contribute to a piece of artwork for the Commonwealth Games Association of St. Kitts and Nevis.

Chontelle Jeynes, Year 8, created the piece of artwork to be presented to the delegates of St. Kitts and Nevis at the Glasgow Commonwealth Games, inviting them to the Gold Coast Commonwealth Games in 2018. The Gold Coast 2018 Commonwealth Games Corporation will deliver the school’s piece of artwork to the Commonwealth Games Association at the Glasgow 2014 Commonwealth Games later this month.

Given one week to complete the task, Chontelle had to put in a few late nights to meet the tight deadline. It was literally a race against time. Below Chontelle explains how she met the challenge of creating this significant artwork on behalf of her school, community and country.

I really enjoy painting; however, the task was a bit tricky as I had a limited palette of 34 colours and, when you add water to the paint pigment, it changes the tinting strength, so it is hard to get a strong vibrant colour on the canvas. Then you have the actual indentations on the canvas, so you need to use really fine brushes to fill them in to give it a full coverage. I used many different blending techniques, especially with the effects on the barrel wave and the ocean. I mixed about four different blues and greens to give the water movement and depth. I also used a sponge to create water droplets.

I wanted to make the sun ‘pop’, to show how beautiful the Gold Coast is at that time of the morning, especially as I love to surf at the Spit. I went down to Surfers Paradise, just on sunrise, to take some photos of the skyline and high rises, so I could get a good idea of colours for the buildings and to see the way the shadows fall. The photographs made the buildings look like a watercolour painting. For the sunset, I used different shades of yellows, oranges and reds that worked really well on the canvas. To give the grass and hills in the background a 3D effect, I used different shades of greens and yellows. I really enjoyed watching my painting come to life with colour; it was an experience I’ll never forget.

When I had finished my art work and brought it in to school to show Mr Taylor, he gave my homeroom the opportunity of a lifetime, to sign it along with me, and they were really thrilled. Now my great artwork is making its way to Glasgow, waiting to be presented at the official opening and viewed by an estimated 1.5 billion people around the world.

Thank you; it was a privilege to be chosen and to be representing our school and the Gold Coast. I can’t wait to watch the opening ceremony of Commonwealth Games in Glasgow!

Chontelle Jeynes

And so, with the XX Commonwealth Games, Glasgow, 2014 only days away (23 July–3 August), the count-down for the Gold Coast (4-15 April 2018) has already begun - only four more years to go!

For more information go to http://www.gc2018.com/
This year has seen a major development in the Junior School syllabus, with the refining and cementing of the Geography curriculum in all classrooms. With the new key learning area implemented in a draft version last year, this year provided the opportunity for reflection, consolidation and refinement. In addition, this allowed teachers adequate time to embed technology and 21st century learning skills, as well as create collaborative and engaging learning opportunities.

By implementing this change in the Junior School curriculum, it provides the opportunity for learners to integrate their understanding of natural sciences, social sciences and humanities, and think critically about change for the future. This is achieved by teaching the two interrelated and integrated strands of knowledge and understanding, and inquiry and skills, at each year level. Inquiry and skills are developed through a specific framework used across the Junior School, whereby students plan an investigation, collect data, evaluate results, analyse information and propose future actions. This process allows learners to apply their understanding to a real world context.

The Geography curriculum has been implemented in a variety of engaging ways across the Junior School, with strong foundations of knowledge and understanding being built in the lower primary and further developed each year. This journey begins in Prep, with students developing the skills to identify and understand the concept of place. They begin to create maps, focusing on their own home as a special place. Students choose their favourite room and justify their decision using some directional language. After this, learners make and evaluate a diorama to consolidate their understanding.

In Year 1, the focus shifts to students being required to appreciate the natural features of the world around them. A deep understanding of the weather patterns and seasons is fostered during lessons. Students compare the weather in various locations to their own local area. Geographical information is sorted into categories, and students design and test their own wind gauges.

During Year 2, a greater awareness of the world outside of Australia is developed. Students are required to record geographical data and information. They use visual representations and appropriate terminology to locate continents and oceans.

In Year 3, students further enhance their understanding by focusing on climatic zones and the effect these have on the lives of communities and individuals. Students create their own maps and use visual representations to symbolise natural and man-made features.

Students continue in Year 4, by considering the term sustainability and clarifying their understanding around this concept. They begin to investigate how to be active citizens by encouraging sustainable processes, focusing on themselves and their homes. Learners view a variety of sources of information and are required to draw conclusions.

In Year 5, students consolidate their knowledge and understanding of geographical concepts by comparing and contrasting different continents and cultures. They explore the similarities and differences between places, with reference to climate, land usage, economy and infrastructure. Interconnections between people and their environments are explored to broaden student awareness of the world around them, with a focus on the development of inquiry skills.

During their final year of Junior School, Year 6, students explore the differences in the economic, demographic and social characteristics of countries around the world. They identify the various connections Australia has with other nations and how these connections change people and places. They also learn to identify the locations of the major countries of the Asia Pacific Region, and develop an understanding of geographical diversity within this region.

The inclusion of Geography in Junior School classrooms has widened the range of learning opportunities available and allowed the incorporation of a variety of pedagogical approaches. With a strong focus on 21st century learning, these approaches are enhanced with a stronger emphasis on collaboration and through the integrated use of digital technology. Students have thoroughly enjoyed the inclusion of Geography as a key learning area and will continue to develop their skills at each year level juncture.

Lisa Shaw
Junior School Teacher - Year 3
“This term in Geography, I had an amazing time! I loved going to the Collaborative Learning Centre and using the interactive tables, learning about the lines of latitude and longitude, using Google Earth and atlases. I adored making passports and going to the following countries with my peers: Canada, America, Spain and France. We did many activities this term such as mapping, learning about urbanisation, climate zones and different landmarks such as valleys, mountains and beaches. Finally, I had to choose a country out of the four I had visited. Due to the rich culture and festivities, I chose Spain to research. I learnt many things about Spain while doing this assessment that I didn’t know before, such as the Sonar Festival that celebrates electric music, which takes place in Barcelona, one of the most heavily urbanised areas in Spain. In conclusion, Geography has been an amazing experience this term, due to all of the opportunities I have been given. I have had an absolute blast and, by a large margin, Geography is my favourite subject!”

Jodie Kim Down – Year 5

“In Geography we have learnt how to use a globe properly and have researched information on a chosen country, but the most fun thing was being able to go to different countries: Canada, USA, Spain and France! Our Year 5 classes have been turned into different countries to travel to. We even had our own passports! We have learnt so much about Canada, USA, Spain and France. We learnt about the culture of these different countries, their location, population, capital cities and much more! Year 5 has really enjoyed travelling the world and learning about different places.”

Francesca Guerrini – Year 5

“Most of all I enjoyed the Geography rotations in the CLC when we researched about different countries using the tables, our slates, atlases and globes. I also enjoyed going to the other three classrooms to research about the different countries; SB was France, SG was USA, SF was Spain and my class (SC) was Canada.”

Maria Nadezhdina – Year 5

“I enjoyed doing Geography because it was interesting learning about better ways to keep our Earth clean and healthy.”

Adam Reimer – Year 4

“I liked learning about how to reduce, reuse, recycle and replace. It made me feel better about the world and how it is changing. I really hope others are like me and will lift their game to keep our planet healthy.”

Carys Tyne – Year 4

“I really love Geography because we get to find out more about the planet and how to be sustainable. I like finding out how to save our planet for the future.”

Kate Shreeve – Year 4

“I liked it when we got to do group work together in the CLC. We got to make giant posters about weather and climate in different parts of the country. It was really fun!”

Tyghe Voss – Year 3

“I really enjoyed Geography when we were doing states and mapping, because I learned where the capital cities and states were. We also learned that there were two territories because I thought there was only one, the Northern Territory. I loved going to the CLC to learn about climate and weather.”

Anabelle Taranto – Year 3

“I liked naming places and learning new things from the Atlas. When we went to the CLC, I liked looking on Google Earth and searching for places.”

Thomas Lindemann – Year 3
On 29 March, the A.B. Paterson College Class of 2014 kicked off the formal season at the Hope Island Links Resort. From dapper suits and glittering dresses to vintage carriages and state of the art supercars, the Red Carpet was alight with camera flashes comparable to that of a Hollywood awards show.

Blaire-Anne Thomson recalls, “My friends and I had been preparing for the big night since Year 10 and, after counting down not only the days, but the hours and seconds, it was surreal.”

Pure elation filled the air as the excited couples arrived to find the crowds had turned out in their hundreds.

“Seeing everyone in their suits and dresses was exciting, everybody looked so grown up – definitely a night to remember,” reflects Madison Dickfos.

“It was great to see all our friends and family there to celebrate with us, along with our teachers, and even Junior School staff members who had watched us grow over a number of years,” says Guan-Tse Wu of one of his impressions of that special evening.

The elegant décor of pastel pinks and blues was complemented by the table setting, designed expertly by the Year 12 formal committee members Makenna Baily, Shannon Vogler and Sinead Wone among others.

“The event was in the works for a number of months and was almost entirely organised by us! It’s great that we were given such a large say in the decisions – it was an unforgettable night,” says Shannon Vogler.

The Year 12s attended a number of dance practices, learning the Waltz and the Pride of Erin, though it seems the informal dancing proved a highlight for the students.

“People that you would never expect to see dancing were up on their feet, as were a lot of our teachers – it was a great bonding experience for our cohort,” Jesse Addams declares.

The glitzy and glamorous evening was in the works for years prior – many thanks must be extended to members of the Formal Committee and everyone involved in making the memorable night such a success.

Emily Selleck
Chloe is all smiles with completed hair and makeup.

9am: Chloe has a nail appointment at Lumiere Beauty. Nail artist Zoe says a simple gel with French Tip is very popular this formal season.

12noon: Chloe’s Hair and Make Up appointment at Salon Nook was booked months in advance.

4pm: Chloe’s partner, Samuel Tredinnick arrives for pre formal photographs.

7pm: Chloe and Samuel arrive on the Red Carpet.

Formal has to be one of the most enjoyable nights I have ever had. So beautifully decorated, the room and the balloon drop were amazing. The dancing may have been a bit dodgy due to a lack of space, but Mr Andrews’s dancing certainly made it better. I’d really love to go back. The fact that it was my birthday, and everyone sang “Happy birthday” to me made it super special too. Definitely a night to remember!! Rachel Lange

Formal night was amazing! I loved being able to prepare and share such a special night with my cohort. The atmosphere throughout the night was incredible and I enjoyed seeing all of the girls in their stunning dresses and the boys looking their best. It was definitely an unforgettable night. Meghan Beckett

The highlight of the evening had to be Tommi Muller owning the dance floor. Jordan Sim.

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College Captain, Lachlan Woods, is a 2014 recipient of one of The Returned & Services League (RSL) of Australia (Queensland Branch) and Bond University RSL Youth Development Program grants in the Community Leadership and Civic Participation category. Over 1000 Queensland students have benefited from this generous programme since its inception in 2007. Lachlan is using his grant to travel to the US to represent Australia and the College at the Global Young Leaders Conference. Founded in 1985, the Global Young Leaders Conference challenges students to broaden their world view. Being able to take part in this programme will see Lachlan engage in forums and tours in Washington DC and New York, learning from some of the world’s top business leaders, policy officials, lobbyists, journalists, diplomats, and academics, as well as other young leaders from around the world.

As part of the journey towards the RSL Youth Development grant, Lachlan advocates undertaking volunteer work with the RSL, getting to know members of the local RSL sub branch and researching our nation’s history and involvement in conflicts around the world. Lachlan learned many lessons about leadership and the Australian values of care, compassion and mateship through the RSL. He was invited to join the RSL Southport Branch on 24 April to commemorate Kapyong Day, and to address the Australian and Korean ex service personnel, who had come together to honour this significant action during the Korean War. Here is Lachlan’s address:

Firstly, I would just like to thank you for giving me the opportunity to come and talk today about Kapyong. My late grandfather served as a United Nations medic throughout the Korean War so, even on a personal level, it is truly a privilege to come here and remember one of Australia’s most significant battles. So once again I thank you for giving me this opportunity.

Before starting to write my speech last week, I sat down and reflected on what I knew about the Korean War and, more specifically, about the Battle of Kapyong. I started to open my history books, did some searching on Google and, through this process, what struck me was that too often in the history classroom, and in the history books, we focus on the numbers of war - whether it be the number of men lost, the strength of opposition forces, the strength of ally forces - the list of numbers goes on and, while these figures provide us with an accurate depiction of how each war progressed and ended, what they don’t portray is the spirit, character and the virtues shown by each and every soldier who has fought throughout our history. What the numbers don’t show is the true grit, determination and courage rooted in the fighting, never-say-die, ANZAC spirit.

So today, just for a moment, I would like to forget about the numbers and I would like to humanise the Battle of Kapyong, as this spirit shown by our soldiers is what is eternal and what we pass down generation to generation. Today, I would like to talk about the courage and determination shown by every single soldier who fought in the Battle of Kapyong.

First, I want to share a quote from the Australian War memorial’s website that encapsulates the true character and spirit of the soldiers in Royal Australian Regiment’s 3rd Battalion.

"If any one factor stands out in Royal Australian Regiment’s 3rd Battalion conduct at Kapyong, it is the unfailingly high morale which its members showed throughout the battle.”

This "unfailingly high morale" was shown through extremely taxing and dangerous conditions. The men in the 3rd Battalion, supported by the 2nd Battalion of the Canadian Light Infantry, were presented with a number of challenges throughout the battle.

The first challenge presented was geographical, and it was the fact that the Kapyong valley was too large an area to defend with the forces available. This meant soldiers were spread extremely thinly over the hills.

Challenge after challenge, hour after hour, the 3rd and 2nd Battalions showed incredible bravery. During the first day of the battle, they were forced to fight off waves of attacks throughout the day, which continued through into a cold Korean winter’s night. At dawn, it was then found that the Chinese had infiltrated their position and a counter attack was needed to eject them. The courage of the men was once again proven after they discovered Chinese occupying some old bunkers, which led to hand-to-hand fighting with the use of grenades and bayonets.

Clearly the strength and valour of these men was proven on just the first day of battle; however, they continually showed their strength on the following day, 24th April, when the conditions were even more demanding. The Australian and Canadian battalions were forced to deal with an open position, exposed to the enemy on all sides, and cut off from other battalions by several kilometres and under constant fire.
The greatest test of morale was, however, the final withdrawal, which was carried out by exhausted men in extreme danger, without giving way to depression, fear or panic of any kind. According to the Australian War Memorial, many of the men who have related their experiences of this battle, both officers and non-commissioned officers, have remarked on the cohesion and spirit shown by the whole battalion, right up until the time they reached safety.

This is the spirit, mateship and the character I believe is truly important, and what I believe my generation and future generations must be learning about in the classroom.

The Battle of Kapyong also holds some important leadership lessons that would be of great value to any teenager or young adult. While commendation for the battle belongs to all members of the battalions, Colonel Ian Bruce Ferguson showed amazing bravery and strong leadership throughout the battle. Diary entries outline how he demonstrated great concern for his wounded men.

He exposed himself to enemy fire by getting out of the tank, speaking to the wounded, and walking among his troops as if it was just a practice drill back in Australia. Cool in his relations with his subordinates, he had a great capacity to raise morale when he addressed his companies. His Battalion, both his officers and non-commissioned officers, were a reflection of him and they all showed these characteristics.

Once again, these are the stories I believe that hold the most important lessons to future generations, as they teach important lessons such as humbleness, fearlessness and determination.

Clearly, when we breakdown the Battle of Kapyong far just a moment, ignore the numbers and focus on events and the people, we can understand the battle at a deeper level. This is where I truly believe the real lessons and legacy is for my generation and generations to come.

So ladies and gentlemen, in conclusion, The Royal Australian Regiment’s 3rd Battalion, and 2nd Battalion of the Canadian Light Infantry, that fought in the Battle of Kapyong showed incredible bravery and determination, and every single soldier personified the Anzac spirit. As a young 17 year old Australian, I can truly say that these virtues and the lessons in leadership, mateship and perseverance are what I hold close to my heart and what I believe should be passed down from generation to generation, and never forgotten.

Lachlan Woods

Brave Australians died in the Battle of Kapyong and many were wounded in the battle to halt the Chinese advances and prevent Seoul falling into enemy hands. On ANZAC Day 1951, the Australians rested after their long fight.

At last I felt like an ANZAC, and I imagine there were 600 others like me.

Capt. Reg Saunders Officer Commanding, C Company, 3 RAR.

Lest We Forget.

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*Sold record sale 2013, source RP data
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The development squads consisted of boys and girls from Years 9–12, who had been put through a stringent selection process and an involved training regime since Term 3, 2013. Several training sessions a week, added to sessions during the holiday break, had the desired effect of bringing the players together as a unit with a dependence on each other to achieve their goals.

Both squads played three games across the seven day stay in Adelaide. Our first game was against Pulteney Grammar, which was located next door to our hotel. Like all the other games, our first games were very intense, demonstrating high quality skills as well as a competitive edge. Unfortunately for both teams, the games ended with marginal losses, but the process was still a great and encouraging start to the tour.

Between our first and second games, we had the incredible opportunity to visit the Adelaide Football Club at their training ground, where we witnessed their training and game planning sets. We were also lucky enough to be offered a guided tour of their facilities, including the visiting team and home team changing rooms.

At the end of the training session, the entire Adelaide United team and their coach came to speak to the students and take photos and sign autographs. This was an unexpected, but very welcome and appreciated gesture from the players and staff. We also had the opportunity to see them play that same evening against Melbourne Heart, and this turned out to be one of the most exciting and eventful games of the A-League season.

Our second game was played against Westminster College. Again, the games were played at a very high level but also in good spirit. This time, the opportunity to have settled in gave us a much better gauge on our true ability. The girls played a very exciting and close-fought game; and the boys had their biggest win of the tour. Both squads demonstrated their great camaraderie and teamwork.
The very next day, we played our third and last game. By now the weather, which had been fantastic all along, had turned and it had become cold and very wet. Our opponents this time were Pembroke College. Once again, the games for both the girls and the boys were full of highlights but, unfortunately, the weather and hectic schedule slowed us and again we were marginally defeated. Throughout the tour, players and coaching staff concentrated on taking away the positives from the games and experiences.

We would like to thank all three schools who hosted and received us with open arms. This experience was made even better because of the time and help offered to us by the students and staff of the schools, and their families.

The touring group finished our time in Adelaide with a dinner and awards presentation evening. The following are some of the awards presented:

**Trophy for Best and Fairest Player of the Tour:**
- Boys: Zachary Peters
- Girls: Irthe Terpstra and Meghan Beckett

**Prize for the most outstanding Tourist:**
- Boys: Zachary Peters
- Girls: Annalisa Guerrini

**Players’ Player Award:**
- Boys: Rashaad Chothia
- Girls: Tess Maddison

I would like to take this opportunity to thank every one of the touring students, who demonstrated great commitment to the tour and its purpose, and behaved in a manner befitting our College motto, “Excellence, Care and Commitment.” The coaching staff are very proud of both teams.

I would also like to thank Mr Brian Grimes for his support and encouragement of the teams and the tour; Mr Ian Taylor for his tireless work and enthusiasm helping us go forward; Mrs Sue Kelly for her support and excellent advice in helping us obtain our tour uniforms and accessories. All of these people made preparation for the tour that much easier and achievable. The parents and guardians of our students and the community at large, thank you for your support and encouragement. This tour would not have taken place without your help.

“*The Adelaide Football tour was not only an opportunity for our team to work together versus challenging sporting competitors, but also a travel experience to enjoy in a different and exciting environment.*”

Adam Jenks

Ms Elisa Valade is thanked genuinely for her expertise and knowledge in sports’ medicine and injury treatment and, above all, Mr Peter Brookes is recognised and thanked for the extraordinary amount of time he spent organising the tour and supporting its participants to the point of perfection. Both members of staff made this experience safe and enjoyable for all, and have set up a great precedent for future tours.

Here’s to the first A.B. Paterson College Football Development Tour and to the many more of these great opportunities to come in the future. It has been an honour and pleasure to have been a part of this inaugural football development touring party.

Victor Laredo-Rodriguez
Open Boys’ Football Coach
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