Just on three years ago we began the journey to welcome Year 7s to Hillbrook. As a secondary school we had the unique opportunity of imagining what Year 7 could be, free from the constraints of existing buildings, staff and curriculum.

We started by envisaging new buildings and social spaces, looking at which existing facilities needed to be expanded, and developing a curriculum that would engage and challenge the Year 7s.

We visited schools around Queensland, other states and internationally, looking at building design, classroom layouts, and how Year 7s were integrated into those schools. We also explored the use of technology, curriculum models and how we would best organise their learning environment.

Community is a fundamental aspect of Hillbrook so as a staff we discussed how to provide a supportive environment, integrating our new students through the use of inclusive social spaces and pastoral care programs.

We believe that placing the Year 7 classrooms at the centre of the school and our model of a Home Class with a core teacher, strikes the right balance between supporting students and developing their independence.

Students will be with their Home Class teacher for nearly half of the week and then move throughout the school for specialty lessons in Languages, Art, Drama, Music, Design & Technology, Home Economics, PE, Computing and a new subject we have been trialling this year; Philosophical Inquiry.

The Year 7s will also be part of our Outdoor Education program as well as participating in various co-curricular activities. It’s been an exciting time in Hillbrook’s journey and we look forward to welcoming our Year 7s and Year 8s at Family Day later this year and on their first day of school in 2015.

GEOFF NEWTON PRINCIPAL
Our History—Making Year 7s

In many ways, 2015 will be a year of firsts. Azerbaijan is playing host to the first ever European games; never before hosted outside its home continent, the AFC Asian Cup is being held here in Australia; and the boys from One Direction are set to open their very own themed cafés around the world. As I’m sure you will agree, the missing ingredient in excessively excited teenage girls has been caffeine. Thanks, One Direction.

On a serious note, however, the most important ‘first’ for us, members of the Hillbrook community, is undoubtedly Year 7 joining the school for the first time.

Throughout the (now) thirteen years of formal education students experience, each year level is different in regards to their learning, social and emotional needs.

Placed at the beginning of junior secondary, Year 7 is an important year for bridging a gap between childhood and adolescence. In recognition of this, Hillbrook is developing a Year 7 program that specially caters to these students.

The Year 7 curriculum will be learner focused. Students will be presented with multiple opportunities to develop their higher-order thinking skills, to make meaning across many subject disciplines and to negotiate their own learning through various inquiries. It is our goal that students will be engaged not only in our Hillbrook community, but in the wider world. The Year 7 program will have an emphasis on student/teacher relationships through extended contact with a small number of teachers. With a technology-rich, purpose-built Year 7 area, the Seniors of 2020 will not only have an exciting learning environment, but also have a unique opportunity to set precedents and traditions for cohorts to come.

It will not only be the first Year 7 students, and our final Year 8 cohort, who are welcomed into the Hillbrook community in 2015; many staff (myself included) will also join the school. Hillbrook’s motto is In Balance We Grow, and in many ways, there will always be a special connection between the pioneering staff and students of the initial Year 7 cohort at Hillbrook as we grow together within the community and create Hillbrook history.

WENDY O’SHEA YEAR 7 LEARNING LEADER
Welcome
New Year 7 Teachers

GinneSe JoHnStoN
YEAR 7 HOME CLASS TEACHER

Ginnese joins us from SPARQ-ed (Students Performing Advanced Research Queensland) which is run by Queensland Academies and the UQ Diamantina Institute. Ginnese facilitates online Scientific Inquiry courses, research projects and molecular biology lessons for public and private school students from middle and senior years.

Previously Ginnese worked for a short time at Mt Alvernia College after coming to Queensland from NSW where she taught Year 7-10 Science, Maths, Agriculture and ICT, as well as teaching senior Chemistry and Biology.

Other school roles and projects have included Environment Coordinator, Head of Welfare and Year Advisor, organising and running a laughter club, a walking club, a stream-watch club and meditation club for senior students.

TeGaN BaumGaRt
YEAR 7 HOME CLASS TEACHER

Tegan joins us from Clayfield College where she is a Year 6 Core and ICT Teacher and Indigenous Liaison Officer. Tegan is heavily involved in the middle school's extra-curricular dance, musical and sports programs. Prior to Clayfield Tegan taught at the Gulf Christian College in Normanton.

Tegan has a strong interest integrating ICT in daily classroom activities, and centres much of her learning and teaching strategies on theories as such Gardner’s Multiple Intelligences and Vygotsky’s zone of proximal development; and in doing so aims to cater for the variety of learning styles, preferences, difficulties and interests of the students in her class.

In her spare time Tegan teaches tap and jazz having been a dancer since the age of 4!

Wendy o’SHea
YEAR 7 LEARNING LEADER

Wendy joins us from Clayfield College where she is a Year 7 Core teacher, Middle Years English teacher, and has been the Year 7 – 12 Debating Coordinator. Wendy completed her Masters of Education in 2013, majoring in literacy. Wendy has also worked at Downlands College in Toowoomba and St Andrew’s College, Cairns where she was Head of Department of Middle School SOSE.

Wendy enjoys the collaborative nature of planning and teaching within the Year 7 Core teaching team and developing her teaching approach through dialogue with her middle years colleagues. She has been heavily involved in the interpretation and implementation of Australian Curriculum documents (especially in English, History and Geography). Wendy has also taught Dance, Drama and Religious Education, and held the position of Middle School Social and Emotional Learning Coordinator.

SteeVeN DrIveR
YEAR 7 HOME CLASS TEACHER

Steve started teaching in 2005 and joins us from Groves Christian College where he taught Years 7-9 Science and Maths, was Head of Year 8 and worked with staff and families to assist students in managing their behaviours.

Steve balances his interests and energy for maths and science with a passion for the Performing Arts. He has written and starred in three nationally toured musical comedy shows, and written material for several national radio stations. This experience assisted him in the development and teaching of Drama for Years 8 and 9.

Steve is also a keen musician, coordinating musicians for Chapel services and school events and has coached touch football, taking girls and boys teams to Queensland competitions.

Steve sees every child as having unique gifts, and by exposing them to various ideas, cultures and points of view they are able to develop a greater understanding of their place in the world, while at the same time developing a healthy respect for others.
Philosophical Inquiry

“I cannot teach anybody anything. I can only make them think.” Socrates

We are on the way. Seventeen intrepid pioneers (who look just like Hillbrook teachers) are learning about, experimenting with, and engaging with Philosophical Inquiry. They come from all corners of the school: all year levels and all subject areas.

I have been working with many individual teachers to plan units of work and specific lessons, and I am also visiting classrooms. These teachers have bravely led their colleagues through a set of awareness-raising activities, thus ensuring that Philosophical Inquiry is understood by the whole community and not just those who are specifically teaching it in their classrooms.

Visits have been undertaken to observe and talk about philosophy at Somerset College and East Brisbane State School, and together with our Chaplain, Reverend Sharon Baird, I presented the details of our journey so far to a group of philosopher/educators at the Federation of Australian Philosophy in Schools (FAPSA) conference in Canberra in the winter holidays.

We are keen to see what differences the regular teaching of Philosophical Inquiry makes to students, so have entered into a research partnership with QUT to investigate, amongst other things, possible changes in the students’ reasoning, creativity and learning.

The big tasks now are to develop a curriculum for our first cohort of Year 7 students, and to train their newly appointed teachers. We will also be looking at the Year 8 Religious Studies curriculum for next year with a view to adding some philosophical inquiry – think of it as not only learning about religion, but also learning from it.

It is a privilege to work with such a dedicated, clever and enthusiastic group of teachers who are determined to do the very best they can for their students. With the new students almost upon us, things are gathering speed. I am excited!

LYNNE HINTON \*PHILOSOPHICAL INQUIRY TEACHER COACH AT HILLBROOK // ADJUNCT PROFESSOR, QUT

Something I like about philosophy...

FROM SOME YEAR 10 STUDENTS:
“Seeing if there is a better way at life.”
“Having the time to sit in silence and just think”
“The fact that the same thing can mean such different things to different people.”
“Trying to think about the point of life or why I am who I am and not someone else and thinking about this so much that I scare myself!”

FROM THE TEACHERS
“I enjoy the fact that Philosophical Inquiry at its core is about ... articulating both the thinking process and the results of the thinking process.”
“I enjoy that it is collaborative and engaging for students”
“I can see the end product now. I can see the impact it could have on our school. Having a community that gives respect to thinking ... is a community I want to buy into.”

AND ONE FOR YOU:
I wonder... A barber claims to shave everyone in the village who does not shave himself, and to not shave anyone who shaves himself. Who shaves the barber?

(Thank you Bertrand Russell – philosopher and mathematician extraordinaire.)
Water Security has been identified as a significant challenge for many emerging nations. Our Year 7 Science students will focus on this issue by determining whether there is enough fresh drinking water for the world’s population. Students will use our significant local water resource, the Kedron Brook, as a case study. They will investigate the human impact on water conditions, the chemistry of water, the ecosystem and the diversity of living organisms that depend on the Brook, subsequently developing strategies to help improve water quality.

In Year 7 English, students will build their communication skills by engaging with a variety of texts. Over the year they will read, view, produce and discuss various types of texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and spoken performances. For example, they start the year reading and analysing life writing, before producing their own stories about themselves. Students will also be challenged to think about their place in the world by exploring texts from different times, cultures and perspectives. For instance, in a unit based on myths and legends from different cultures and times, they transform a myth into a different genre for a modern audience.

As part of their Global Studies course the students will be involved in investigating past cultures and societies, such as Ancient Egypt, Ancient Greece and Ancient India. They will critically analyse the key features of these ancient societies and prepare evidence-based conclusions for why they changed over time. Students will also engage in developing their understanding of why people choose to live where they do. They will examine a range of factors that influence these decisions and prepare specific strategies to enhance the liveability of a particular place as a case study.

The Year 7 Mathematics course will include a very practical yet vital element of mathematics, indeed all our lives, that of financial literacy. In a world where the naïve consumer is often exploited, students will be engaged in developing their understanding and skills in this area. For instance, they will examine statistics and how they can be manipulated to make a sale sound fantastic! Budgeting and consumer rights will also be a focus for this unit.
There has already been a huge amount of work completed as part of our current campus plan. The start of 2015 will see the completion of the major changes and buildings needed to accommodate 720 students on our campus. In addition to our two major building projects (the Year 7 Precinct/ Maths Building and our Outdoor Education Centre) the following is a list of other renovation/building works undertaken throughout 2014:

- Increase seating and additional Music and Drama practice rooms in our Performing Arts Centre
- New Year 7/8 Manual Arts workshop and refurbishment to existing Manual Arts and Visual Art workshops
- Refurbish and enlarge Home Economics kitchen and textiles workrooms
- Relocate language classrooms
- Refurbish and expand existing student welfare services (counselling, chaplaincy and careers guidance)
- Build two new sets of male/female amenities
- Build additional covered student activity spaces (eg. handball and volleyball courts)

Again we would like to thank our students and staff for their patience and good humour during the construction process.

Readers’ Cup @ Hillbrook

To help build and sustain a reading culture in the school, our Library actively promotes a program of developmental recreational reading enhanced by a variety of literacy activities.

We meet weekly with Year 8s and 9s to develop a love of reading and work with other year levels in conjunction with their English coursework. We look forward to extending the program to our Year 7s from 2015 and have already commenced purchasing books for their collection.

One of the planks in our literacy and reading programs are the annual Readers’ Cup Competitions in the junior grades. We devote a term of class reading lessons to this activity.

Readers’ Cup is a fun reading competition that sees groups of five friends read a set of designated novels over a 6-week period. The ‘set texts’ are specifically chosen for their appeal to young readers and are to cover all genres and challenge levels.

At the conclusion of the reading time period we run a round one class quiz with the six groups competing to answer basic questions about each story. Once we have a class winner, each of these final teams meet a second time to compete in a final round quiz to find the Year 8 or Year 9 Readers’ Cup champions for the year.

In addition to the in-house RC competition we also participate in Inter-school Readers’ Cup competitions. This takes the reading challenge up a notch and appeals to our really keen readers.

Our school Library is committed to actively supporting and promoting recreational reading in a myriad of ways with these competitions and more, because we believe literacy underpins all academic success. Happy reading!

“Hillbrook – a reading community; a community of readers”
Student Support at Hillbrook

SUE FORBES // GUIDANCE COUNSELLOR

Hillbrook is committed to providing pastoral care to students across all year levels. This is considered fundamental in providing well balanced education. Pastoral care may take many forms and involve a wide range of staff. Through the services of a dedicated counselling team, students can be assisted in a variety of ways including personal, educational and mental health concerns. Personal counselling may involve matters relating to depression and anxiety, social and relationship difficulties and mental health concerns. Educational counselling usually includes support in career choices and decision making including subject selection and future pathways.

Issues may vary across year levels with early adolescents often requiring support in the areas of transition, anxiety and social difficulties whilst students in the senior years may experience increasing concerns relating to mental health, depression, stress and anxiety. Referral may be made for educational assessments and to private providers should the students’ needs require it.

The Counselling Team includes Sue Forbes, Michael Johnstone and Catie Dunlop. Students may be referred by staff, parents or they may self-refer. While parents are welcome to make direct contact with the counsellors, it is often useful for initial contact to be made with the student’s Home Teacher. This support is complemented by that provided by our Chaplain, the Enrichment Centre, the Student Management Team and a group of trained senior students who make up the Student Support Team.

Design & Technology

LARRY SCARONI

In the wider world, people engage every day in product design as commercial, industrial or personal activities, to solve real-world problems, satisfy human needs and wants, and capitalise on opportunities. The Design and Technology curriculum follows this process and involves the design and realisation of practical products for the solution of particular contexts.

Students at Hillbrook use the design process, which involves investigation, ideation, production and evaluation when they design their products. They also evaluate the appropriateness of products by considering social, ethical and environmental/sustainability issues pertaining to materials, production techniques, disposal, safety and product use.

Technological developments are continually expanding the range of materials, tools, equipment, processes and techniques that can be used in the manufacture of products. Here at Hillbrook, we have embraced new technologies by introducing 3D printing, 3D routing, and laser cutting into our curriculum. These technologies are opening up new and exciting challenges for our students, with the initial planning, prototyping and final practical outcomes reflecting real world experiences.

Earlier this year we saw the refurbishment and expansion of the Design and Technology facilities with the inclusion of a purpose-built design studio and Year 7/8 workshop.

Home Economics & Food Technology

JULIE NASH

Home Economics students have enjoyed another year moving forward with new technologies. Year 8s have been able to access apps on their iPads, and various instructional videos. A new Scan and Cut machine made appliqué easier. Students scan their designs, insert fabric into the machine, cutting complex shapes with great precision. Foils, dyes, fibres and sparkles are just a few new additions to the many embellishment techniques students use on their textile creations and the embroidery machines have become very popular.

In the kitchen, students have enjoyed using our new Thermomix, pasta makers, milk shake machines and sandwich toasters.

This year (commencing with Year 9) we introduced Food Technology as a new subject. The first major event for this class was the annual visit from celebrity chef Dominique Rizzo followed by cooking and theory work culminating in a High Tea for students’ family and friends.

We are looking forward to new and exciting facilities next year as our subject area undergoes a significant refurbishment. A brand new and larger kitchen is planned with the addition of a kitchen garden for access to a variety of fresh herbs and vegetables. The dining room is expected to include a covered outdoor dining area and our textiles room will be remodelled to offer more space and a larger wet area for creative textiles.
SPORT & PHYSICAL RECREATION

The year has been busy and extremely successful for many of our athletes. As well as competing at our weekly interhouse team sport competitions, and Swimming, Athletics and Cross Country carnivals, qualifying students have also participated in various regional and district competitions.

Hillbrook has fielded both boys’ and girls’ interschool teams in Aussie Rules, Touch Football and Volleyball and girls’ Netball teams. Congratulations not only to the teams that competed at a premiership level but to all students for their commitment to their team and belief in fair competition.

The following is an excerpt from an email we received from one of our parents regarding sport at Hillbrook:

“What an absolute joy to see these boys, their comradery, their mateship and their testosterone oozing as they screamed the Hillbrook war cry! and it wasn’t just our boys that were doing all of that. Past Hillbrook students were there as well – so loud and proud!

I had hoped that sending my son to Hillbrook would broaden his horizons beyond the sporting field. In so many ways he has grown into a wonderful young man, yet still very reserved and not at all musical or creative/theatrical. His blind passion for anything involving a ball is as strong as ever. It is just what floats his boat.

Contact sport, and the pure rawness of it, is something I do not understand. But I have learnt from watching our eldest son how it is a physical need that some boys, not all, just have to have fulfilled. It seems nothing else takes its place.

So I applaud the Hillbrook teachers who have allowed our children the opportunity to flourish on the sporting field with their mates, yell at the top of their voices, crash into the opposition and feel that buzz that comes with competition – no matter what level."
This year’s ABW competition saw six Year 10 teams undertake the challenges of taking over and running a sporting goods manufacturing company for a simulated two-year period. Students were required to analyse and interpret company financial reports and make marketing, operational and financial decisions each quarter. Students also rebrand the company and create a sporting goods product which becomes the focus of their display at a trade fair. Students created a corporate identity, originating an innovative idea, creating a website, writing a company report and presented their results at an Annual General Meeting. Students were mentored by two Hillbrook parents Stephen Hartley and Bradley Parsons and we thank them for their support.

GREAT AUSTRALIAN SCIENCE BYTE

Year 10 and some Year 11 students have been involved in The Great Australian Science Byte, an online course run by The University of Sydney. The course involved using spreadsheet skills to analyse data. Students showed a high level of independence and motivation to learn the material and submit answers. Pictured students received Certificates of Commendation with one student making it into the top 20 students nationally! Well done everyone.

YEAR 11 CAMPS

INFORMATION TECHNOLOGY SYSTEMS

The Year 11 ITS unit, Graphic Design Fundamentals, gave students the opportunity to work with an actual client for their project, Jeremy Batt of Battman Personal Training. The students’ brief was to design a new logo for the client based on their requirements, apply it to a set of 4 stationery-set items and four pieces of merchandising material. Throughout the four week project students liaised with their client regarding logo sketches, final Photoshop designs, and use of the logo on various stationery and merchandising material.
STUDENT REPRESENTATIVE COUNCIL EXECUTIVE

Congratulations to our elected Executive for 2014-2015, formally recognised at their induction ceremony early in October. This is a formal leadership position within our school and we look forward to the new team’s positive contribution. Congratulations to Year 11 students: Daniel Best, Heather Brennan, Patrick-Charles McLaren, Elodie Tischer, Kate Hatchman, David Lewis, Ashleigh McVeil, Jessica Reed and Dominic Ryan. A special thank you also to our outgoing Executive for their significant contribution over the past 12 months: James Bendixen, Rachel de Lastic, Abbey Geran, Iris Hall, Sophie Hill, Maddison Lavell, Amy McKinnon, Callum Mulvey.

PHOTOGRAPHY COMPETITION

For the first time since it began eleven years ago, our photo competition was opened to future Hillbrook students, making it our most exciting year yet! Three future students received commendations for their entries, and our guest judges were overwhelmed by the increasingly high quality of photos by both students and adults. 531 fantastic photos were entered by parents, staff, students, graduates and future students, the most popular photos (people’s choice) have been selected to be included in the 2015 school calendar.

SEMI & SENIOR FORMAL

Our Year 11 Semi-Formal was held at the Brisbane Powerhouse in August and our Year 12s celebrated the end of Term 3 (and the light at the end of the tunnel) at their Formal in September at Hillstone St Lucia. Thank you to teachers and students who worked together to create two such magical evenings.
**Past Connections**

**CAITLYN SMITH**  
*GRAD 09*  
Caitlyn graduated from QUT Creative Industries in 2013, having developed a passion for Graphic Design. Caitlyn has recently set up her own business CSD, doing freelance work for various companies (including Vulcana Womens Circus and the Gaythorne RSL), has recently partnered with Bizz Design and launched her own website www.caitlynsmithdesign.com.au.

**SARAH JARVIS**  
*GRAD 03*  
Leut. Sarah Jarvis RAN married Leut. Commander Ian Walker RAN at Lennox Head on March 29th. The celebrant was Hillbrook’s previous Chaplain, Fr Phil Hardie. Sarah (a nursing officer) and Ian are currently based in Darwin until the end of 2014 when they will be posted south of Sydney.

**LACHLAN JAMES**  
*GRAD 1999*  
After completing undergraduate studies, Lachlan moved to Vancouver, Canada where he worked in the exercise and health science industry for 9 years. This included managing his own sports science company focusing on the strength and conditioning of athletes at all levels of competition. Following the completion of two Masters Degrees Lachlan was awarded the Australian Post-Graduate Award scholarship to undertake a PhD at the University of Queensland in 2014, his area of research is the physiological characteristics of high performance athletes.

**MATTHEW NEWTON**  
*GRAD 07*  
After graduating from Hillbrook, Matthew completed a Bachelor of Journalism/Arts at UQ. Matt managed to drag a four-year dual degree out to six years, which included several part-time semesters and a six-month stint teaching English at Hillbrook’s sister school, Dulwich College Suzhou. Matt then spent 3 months travelling in Europe and is currently working as a journalist for two newspapers in the Whitsundays.

**JESS BLUMMELL**  
*GRAD 07*  
Jess married Tim Morel in June at the Hillbrook Tree of Life Chapel with retired Hillbrook Chaplain Fr Theo enthusiastically conducting the service! Jess graduated from UQ in 2011 with a Bachelor of Art and a Bachelor of Education and is currently the Head of Music at Windsor State School.
JOHN O’SULLIVAN WILLIAMS
Commencing in 2015 John has been appointed as the Head of Arts (Music, Art and Drama) at St Margaret’s Anglican Girls School. John has been a vibrant member of the Hillbrook teaching staff, Drama Joint Co-Ordinator, Student Representative Council Executive mentor, member of our Student Management Team and School Board. We wish John all the best.

KATHY OWEN
Kathy, our Visual Art Co-Ordinator has recently been appointed to the position of Senior Education Officer – Visual Art with the Queensland Assessment Authority, Quality Assurance sector. This is a Queensland Government position and is a temporary contract for 12 months. Kathy will visit schools throughout Queensland advising and sharing her expertise and we look forward to her returning with new and exciting ideas for our Visual Art program in 2016.

EMILY SMART (NEE HAYNES)
Emily married John Smart, a Qantaslink pilot on 20 September. Their wedding took place in Emily’s hometown of St. Arnaud (Central Victoria) with many friends and family members helping them celebrate. The couple honeymooned in Singapore and Vietnam, and are now settling into married life in Brisbane.

JODIE WILSON
Congratulations to Jodie, Andrew and big sister Xanthe on the safe arrival of their new baby girl Sophie Belle on 28 August weighing 3.44kg (or 7lb 10z for the more traditional readers!)

ADELE (DEL) EDWARDS
Retired in July, Del joined Hillbrook in 1990 teaching Home Economics across all year levels. Del was involved in all aspects of the school including developing curriculum documents to inspire our students. We wish Del all the best in her retirement as she spends quality time with her family.

GEOFF NEWTON
Each year the Australian Council for Educational Leaders [ACEL] recognises outstanding leaders by conferring leadership awards. Our Principal, Geoff Newton was one of eight Queensland educators to be honoured with a fellowship award this year.

It is better to know some of the questions than all of the answers.

JAMES THURBER