Our Hillbrook Library and the National Year of Reading

The book is dead, long live the book!

The innovation of the printing press by Gutenberg nearly 600 years ago unleashed a tidal wave of knowledge, thoughts and ideas that became accessible to the greater public changing our world forever. Gone was the era of few people with access to most knowledge.

Many times over the last 50 years commentators and futurists have predicted the demise of printed material, with the paperless office and the rise of visual and auditory means of communicating as the preferred medium. Yet despite all this we are printing more books than ever. We are also reading more than ever, whether in paper or electronic form, the book continues to delight and inform.

Today a world without access to books in whatever form is unimaginable and as you read this edition of Connections in this the “National Year of Reading” you may recall a book that had a lasting impression on you or changed your life and/or beliefs. That is the power of the written word in whatever (e-print or p-print) format; long may it live!

Geoff Newton, Principal
Students and parents who joined Hillbrook after 2009 will have no memory of the wonderful transformation that took place to give us the beautiful Library building we now enjoy. I thought it worthwhile to look back and appreciate where we have come from.

We used to affectionately joke that the old Library building was like an old hall - it was serviceable but not a thing of great beauty. In 2008 the school was in a position to do something about this and we can thank all those who've contributed so generously to the Library Building Fund over many years.

The original Boys’ Home building was used as a Chapel and Refectory, and later in the early days of the school as a Manual Arts classroom. So, it was apparent from the outset that any refurbishment had to be mindful of these histories and stakeholders. To this end the architects, Brand and Slater, worked with us to produce a singularly beautiful design that addressed contemporary educational needs. These constraints, in fact, worked ultimately in our favour and have given us a striking interior, but doubtless added to the final cost! We decided that any new building had to have:

- Multiple, separate learning spaces
- Space for 30 computers and other e-learning tools
- Areas for quiet reading and socialising
- Space for adequate display of very large and varied collections
- Flexible space to accommodate large groups of students, ideally a year level cohort, for author visits and guest speakers
- A well-planned work area for staff including meeting space
- Adequate storage for Library resources and equipment
- Be well-integrated with the outdoor environment

My initial reservations about supervision of the sunken reading pit have been completely unfounded and it is a treasured space for all ages. The little ones from the Hillbrook Crèche love to come over for a regular story time and our students head there for quiet reading throughout the day. The cafe booths and the two banquettes are very popular and house groups of chattering kids at every break time. Research classes seem to prefer to cram in together on the informal seating either side of the computers, often leaving the two classrooms empty. This has been an
My Library Journey
by Kathy Christensen
Library Aide

I have worked at Hillbrook for the last two years and it has been a wonderful experience.

At Hillbrook the staff are very friendly and the students very respectful. The workplace is brilliant and although at times the library can become very busy and frantic, and you seem to be running around achieving very little, it is always a happy place to work.

From helping the students work the printer/photocopier, to chasing them up for the return of their overdue resources, binding their assignments, processing new resources, or amending the catalogue into a standardised format; working in the library is never boring.

I know I am lucky to be able to work in an area that I enjoy so much, and even in this technological era where there is always something new to learn, libraries will always be a place where the book rules.

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What Working in a Library Means to Me
Margaret Spiteri
Library Technician

Libraries are a hive of activity, ever changing and an integral part of a thriving school community. Working in libraries for the past 11 years, (two at Hillbrook), I’ve had the opportunity to work with some very friendly, dedicated and inspirational people.

My time is spent sourcing and cataloguing new resources, maintaining the library database and helping students and staff with various requests. The Hillbrook library is never boring, something is always happening with lunchtimes busy with students enjoying the wonderful space. The chess table is a big hit, with many championships won and lost each day. Helping students find resources for research or pleasure is easy, as we have an excellent selection of library resources. It’s a joy to be a part of such a vibrant working environment. The days seem to fly by!

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The library houses 6370 non-fiction resources, 5330 fiction books, 1500 classic and adult novels, 133 DVDs and 122 pieces of electronic equipment for loan. Access to over 20 databases and online resources

added bonus as they then are available for languorous sessions on cushions for the junior reading classes. Our new chess table is also hugely popular with students looking for quiet headspace in a busy day.

We took the opportunity to re-jig many of our collections when we moved back in, the most significant change being to re-shelve the fiction into discrete genre-based mini collections. It was a big leap of faith and quite a bit of work, but the students happily browse for themselves and have no problem at all finding what they want to read, which can be a challenge for youngsters in a traditionally integrated fiction collection.

The library houses 6370 non-fiction resources, 5330 fiction books, 1500 classic and adult novels, plus 133 DVDs and 122 pieces of electronic equipment for loan. We provide access to over 20 databases and online resources via our Library homepage and cater for all year level classes every day.

I believe that the Library has always been at the heart of Hillbrook, we are very much “A community of readers and a reading community”. This is a wonderful space for coming together and for working independently, for research, reading and relaxation, for socialising and for scholarship. If you have not been in to see the Library, please consider yourself invited!

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www.hillbrook.qld.edu.au
Reading @ Hillbrook in the Digital Age
by Loris Phair, Teacher Librarian

In this, the National Year of Reading, it is timely to examine the purpose of our literacy goals in tandem with developments in digital reading technologies. We all understand the value of being literate but now we are facing a paradigm shift that will affect the culture of reading on a scale that we can barely comprehend.

Adolescence is a critical time in the development of a lifelong reader and there is a sharp drop off in reading for pleasure between the ages of 9 and 17. But reading brings more benefits than just improving literacy skills. The rewards of a love of reading last a lifetime; building empathy and resilience, communication skills, personal development, well-being, imagination, creativity and curiosity. For today’s teenagers, even for those who love to read, books must compete with a host of other technologies, from computer games to mobile phones.

At Hillbrook we offer a raft of opportunities for our students to access, engage with, and build a love of reading. Reading stills the body allowing rest and quiet without passivity. Engaged in the book, in company with the writer, the mind can roam where it will, experiencing vicariously a variety of situations and characters.

Psychologists and neurobiologists have begun studying what goes on in our minds as we read and their discoveries add scientific weight to the transformative power of reading. As well as benefits to vocabulary and literacy, a much broader impact is taking place, particularly with narrative literature which has a complex effect on the human brain. We don’t just respond to fiction or merely appreciate it, we create our own version or enactment of what we read. Using scans to examine cellular activity in people’s brains as they read, researchers see ‘simulation software’ at work. Readers mentally ‘picture’ each new situation encountered in a narrative. The neurons activated by reading closely mirror those involved when they perform real world activities. For example, when a character in a story walks through a building, electrical charges in the reader’s brain flow to the cortex area involved in spatial representations and navigation. When we open a book it seems that we really do enter, as far as our brains are concerned, a world not just conjured out of the author’s words but also from our own memories and reactions. It is our cognitive immersion in that world that gives reading its rich emotional force.

How will digital developments impact on today’s readers? Will the transition from print books (p-books) to e-books affect the way our students read? E-book makers feel p-books require a digital upgrade. Early e-readers simply replicated the traditional static book, but new models offer onscreen tools, messaging systems, video clips and other eye-catching diversions that take the reader away from the narrative text. The traditional book calms the mind, and the immersive reading it encourages is broken if a book’s words need to compete for a reader’s attention with the welter of bells and whistles the e-reader can inadvertently promote.

The brain circuits of illiterate people are very different to those of people who have learnt to read. Reading transforms the human brain; which transforms the mind; which transforms the life of every reader. The brain’s reading circuitry will adapt itself to the demands of the writing system, the formation process, the content of what is read and finally by the medium. Clearly, reading is not just a mechanical process to master, but in fact shapes our brain circuitry for life. This means the very plasticity of the brain that allows novice readers to build fresh circuitry when...
first learning to read, could prove to be not only a gift, but also our Achilles heel. When reading on a printed page our eyes move from left to right following the words, with stops to process meaning as we move systematically across and down the page. Initially reading on a computer screen is similar to reading a printed page, but as our eyes fatigue they stop reading all the way across the screen and only read the left-hand side, moving vertically instead of horizontally, scanning in an E or F pattern. Computer and digital media invite us to skim words and images and move quickly from page to page without pausing. Instead of enjoying language and getting lost in what we read, we are trapped in the ‘here and now’, without time to stop and think, or develop the ability to reflect on the very things needed for a strong imagination and deep understanding. The immersion in digital reading technologies will change and to some degree supplant traditional reading circuitry. No one really knows how this new circuitry will impact on our brains or what this ultimately means for the culture of reading. What we do know is, over centuries our species has honed our reading brain to learn to integrate decoding skills with what we call deep-reading processes: analytical thought, inferential reasoning, perspective taking, critical analysis, imagination, insight, novel thought to name a few. Deep reading is developed through traditional reading practices and its circuitry. We must ask if the time-consuming focused nature of this kind of reading will atrophy (or never develop) in a culture whose principal mediums for reading increasingly advantage multi-tasking immersion in digitally dominated forms. Will the new media impact on the capacity and motivation of novice readers to develop the more sophisticated deep-reading that encourages them to think deeply and reflectively with intellectual autonomy? Will digital tools enhance the reading experience or disrupt it? Will the flexibility of digital texts improve the reading experience for many readers, propelling them into deeper engagement or will such enhancements serve as further distractions? One thing is sure, the reading brains, and consequent reading capabilities, of the next generation are being altered by digital texts and we are yet to see the full impacts.

In the meantime, the Hillbrook Library will continue to promote the reading of both traditional and digital texts to all students. We will continue to program reading sessions for Year 8s and 9s. We will continue to lead community and student book clubs, run reading competitions and offer reading extension activities to enrich assignments. We will take them to literature festivals, participate in interschool Readers Cup competitions and invite authors to present to our young readers and writers. We will immerse our students in a print rich and engaging Library environment, where reading is seen as an accessible and relaxing joy to carry into their adult lives, regardless of its ‘container’.

Loris Phair
Teacher Librarian

What Reading Means to Me

Geoff Newton, Principal

I have to confess to a long affair with libraries and books. I love reading and can’t go a day without reading for enjoyment. I vividly remember the first library I belonged to, Sunnybank Public Library. I was 10 and I’d ride my bike there once a week. The library was a small old wooden building that smelt of mouldy books.

To me each book is a little universe in itself. They presented ideas I may never have thought of, and transported me to places I had not or could not visit. Not to put too fine a point on it, they have shaped who I am.

Books have always allowed the reader to add their imagination and perspective to what the author has written. This is an immeasurable yet unique gift from the writer to each and every reader, one I know that is just as true today for students as it remains for me. In short, books are written magic.

I’m sure you will agree that a favourite book is a treasured thing, like visiting an old friend, enjoyable and comfortable to be around. My favourite 3 books are Lord of the Rings, The Book Thief and The Prophet, they illustrate why I read; for enjoyment, enlightenment and the beauty of language.

National Reading Hour

2012 The Year of Reading

On a Thursday afternoon in June our entire junior school spent the last lesson quietly reading with their teachers. We were celebrating the National Year of Reading with our very own Hillbrook Half-Hour. Each class accrued points according to how many students read uninterrupted for the whole lesson. We were aiming for 180 aggregated reading hours – 30 minutes per reader. Because some classes managed to start on time they collected the full 45 minutes of the lesson, and so we ended up with 190.5 hours. Even students away on camp, or absent from school contributed their 30 minutes of reading on the day. Well done everyone!
"The Curious Incident of the Dog in the Night-time"
by Mark Haddon
(Review by Neil Murphy, Hillbrook parent)

You have to read The Curious Incident of the Dog in the Night-time by Mark Haddon, it’s sold over 2 million copies, which is quite remarkable considering it’s unlike any other book you have probably ever read.

It’s the story of a murder investigation by Christopher Boone. The victim in this case is a neighbour’s dog which has been impaled on a pitch fork, and Christopher is a teenage boy who has a form of Autism which makes it very difficult for him to understand or express emotions.

The book is written as if Christopher is writing a class assignment. The chapters are in prime number order because Christopher is a mathematical genius and likes prime numbers. He has a very logical way of looking at the world and when presented with this mystery, he follows the lead of Sherlock Holmes and applies absolute logic to his investigation. He’s a very logical boy.

As Christopher continues to investigate the mystery, you learn more about his family and his past and it becomes clear that the dog’s murder is not the only mystery in Christopher’s life.

As the story progresses you are gradually immersed into Christopher’s way of thinking. You begin to see and interpret the world through Christopher’s eyes, and get some understanding of the effort involved in getting through each day.

The story draws you in gently. It will make you laugh and is very entertaining, leaving you with empathy for those who see our world differently.

“The Other Hand”
by Chris Cleave
(Reviewed by Alison Hatchman, Hillbrook parent)

This is a fascinating story about a Nigerian girl, named “Little Bee” and an English woman, Sarah, and how their lives become intimately connected. It is written in the first person starting with Little Bee’s account of her release from an English Immigration Detention Centre in May 2007. Sarah introduces herself, her husband and son and reflects on how she first met Little Bee in the summer of 2005. The story develops intricately from there, moving effortlessly back and forth in time.

I was immediately enchanted by the style in which Little Bee writes with naivety but great insight. For example, of the detention centre she says “The corridor was dirty but it smelled clean. That is a good trick. Bleach, is how they do that.” As a result I couldn’t put the book down and the story became more enthralling all the way to the end. Though the book is funny it also has a number of very confronting scenes and the overall theme of what drives people to become illegal immigrants and how they are treated is very sobering.

I was very lucky to read this book on holiday so I could just keep going until the end. I was left wishing there was more, but numbed by the brutality of the situation in Nigeria and the plight of all illegal immigrants.

I highly recommend this book, though it’s not for the faint at heart or a sensitive young teen, although I would love to get my 16 year old son to read it. We are camping during the holidays and I will get him to pack it, in the hope that he will find some reading time.

“Still Alice”
by Lisa Genova
(Reviewed by Sue Wensor, Hillbrook parent)

I am quite a voracious reader, but Still Alice sat on my bedside table for over three weeks after borrowing it from the library. My husband commented after reading the back cover “that one seems a bit grim”, I struggled to get the enthusiasm to start, but then could not put it down.

This is the story of a woman, about my age, who gets early-onset Alzheimer’s disease. She is a highly successful professional and the book deals with her diagnosis and how she attempts to cope with the illness and keep her job and her life together. It is written from Alice’s perspective, but encompasses how it affects her husband and three grown-up children. It uses others’ reactions for Alice to gauge just what she is losing as the illness progresses.

The book outlines coping mechanisms for her to continue to lead her life as independently as possible, and details the trauma of suddenly having no idea where she is or how to do something that she has done on a daily basis for years, like making dinner or a phone call. Fear and confusion are conveyed poignantly in the text as the old Alice slips away.

Shortly after her diagnosis Alice creates a suicide plan using her Blackberry. She invents a daily quiz with 5 simple questions, and instructions what to do if ever she cannot answer them. She is triumphant as she answers questions to her satisfaction each day. But the devil is in the detail, initially Alice answers with great precision, i.e. “when is your second child’s birthday?” changes gradually from 3:01pm, 19 June 1998 to simply “June”.

There is no doubt that Still Alice is a sad book, and of course it makes us question our middle-aged moments of forgetfulness, but it is also a very good read, offering insight into this terrifying disease, and the feelings of love, strength and the bonds of family.
Vietnam and Cambodia Cultural Tour

During April, 20 Art students and 5 parents and staff travelled to Cambodia and Vietnam. On the students’ return to school, they held a “Market Day”, selling traditional food and many of the Vietnamese items purchased during their trip. All money raised was donated to the Vietnamese orphanage our school has been supporting, and which the students had the opportunity of visiting during the trip.

Japanese Exchange Students

For many years we have been welcoming groups of students from Japan to experience school life in Australia. We recently hosted two groups, 16 students from Kaimoi and 6 students from Yuhigaoka Gakuen.

During September a group of 12 Hillbrook students and 2 teachers visited Osaka, Kyoto, Nara and Hiroshima. These exchanges promote cultural understanding between our countries and we look forward to continuing the exchange program in the years to come.

Farewell Keiko

In June we farewelled our Japanese exchange student Keiko Wada (sponsored by The Gap/Ashgrove Rotary Club) who was with us for 12 months in Years 11 and 12. Keiko’s dream is to be a chef and return to work in Australia. We wish her all the best for the future and look forward to meeting her again.

German Trip

One of the ultimate goals of students learning German is to have the opportunity to be immersed in the culture of that country. During April, 23 students from Years 10 and 11 embarked on a 3½ week exchange and tour of Germany. It was a highly successful trip as students connected with their host families whilst they attended school. Students learnt very quickly to master new phrases and grammar, to effectively communicate with their exchange buddies and new friends. Students also participated in local sightseeing excursions and enjoyed an 8-day tour of Germany and Austria.
The Year 10 Business Studies class displayed their business expertise at the ABW presentation and awards day on Saturday, 8 September. Each of our 3 teams received numerous awards with our Pro-Tech team awarded Overall Champion Team.

During the 6 weeks of the competition students took over an underperforming sporting goods manufacturing business. Their objective was to rebrand and produce a highly efficient and profitable business. Students participated in a computer simulation necessitating 29 decisions across areas of operations, marketing and finance (each quarter) over a 2 year period to improve the profitability, market share and share price of the company. Students were also required to present a trade display, create a website, write an annual report, deliver an oral presentation to shareholders, create a corporate identity and originate an innovative idea.

A big thank you to our business mentor (and Hillbrook parent) Stephen Hartley from Creative Corporate Solutions Pty Ltd for giving up his time to support and advise the students.

It was difficult to find a creative outlet where I felt at home as I did on the stage at Hillbrook. So, came about the idea of founding Basement Arts, a drama company to cater for past students who want to reunite and rediscover their creative spirit, and to share this creative spirit with current students. After debuting our first production mid 2012 we have established a solid foundation of members comprising past and present students who are all nuts about performing. We hope to see many more faces for what we hope will be an ever-present and evolving part of Hillbrook and the wider community. http://www.facebook.com/Basement.Arts.Theatre

On 23 August some very industrious Year 10 students attended the State Finals of the Science and Engineering Challenge at The University of Southern Queensland, Toowoomba. After a very early start, the students worked hard on each of their challenge tasks, winning the Future Power challenge. We were up against some strong competition and our students performed wonderfully.

The Class of 2002 gathered in June at the Newmarket Hotel to celebrate 10 years of growth and success since their graduation from Hillbrook.
Laura Taylor National Sorry Day

Laura Taylor (9 Red) was invited to present a speech at the National Sorry Day Dawn Ceremony in Teralba Park on 26 May. Laura gave a moving speech and read the following from the remembrance plaque:

They took the children away. Our souls will cry no more, for now we are going home.
Parent Feedback

Dr Susan Irvine,
Senior Lecturer, Faculty of Education QUT

Now that first semester is over, I have been reflecting on Samuel and Georgia’s transition to university. Whilst I knew that Hillbrook had done a great deal to support a successful transition, I now better appreciate some of the finer details of this work. In particular, the contribution that history teachers have made to their successful transition. Thanks to your work over several years, Samuel and Georgia each knew how to research a topic, to identify quality sources, to analyse these and take notes, and, most importantly, how to write a scholarly essay with an introduction, body and conclusion.

Many of our first year students do not have these skills, and first year teachers spend a great deal of time scaffolding students in these areas. The fact that Georgia and Samuel already had these skills meant that they were able to engage immediately with relevant texts and to work independently on assignments. I have been thinking about the value of history in terms of these skills and dispositions, and thought I should share this feedback with you.

The Hillbrook Creche is expanding

A special part of Hillbrook’s learning community is its Creche, a multi-age Centre which provides children with a warm, safe and nurturing play-based environment that promotes self-understanding and self-esteem.

Due to the high number of enrolments from school staff and strong interest from community users, the school plans to expand the Creche (during the next Christmas holiday period) to accommodate approximately 20 children. Creche staff are excited about the proposal and the support that the new layout will provide for the children’s developmental and educational Early Childhood programs.

EAC – Q&A event

In Term 3 our Education Advisory Committee hosted “Sometimes The Road Of Adolescence Gets Rocky: When Should We Be Concerned?”

The evening was a Q&A style forum where our panel of experts included Paula Barrett, Jayne Murdoch, James Scott, Dan O’Brien and Michael Johnstone as facilitator. Parents enjoyed hearing from each other, and lively discussion embraced the following concepts:

1. As parents we need to be smarter, stronger, wiser and kinder to help guide our children through adolescence, acknowledging the importance of setting boundaries with clear expectations and consistent consequences, even if at times it can feel like a declaration of war.
2. Love our children and accept them for who they are, but be curious if their patterns of behaviour start to change. Problems with sleeping, eating, socialising, or school attendance can be normal for young people. Yet changes to their normal pattern may also indicate some complex issues impacting upon them.
3. Model the behaviour and values we wish our children to develop. Engage adolescents in discussions about boundaries and consequences, involve them in negotiating changes as they mature and take on more responsibilities.
4. Be curious about our children, about what they are doing, thinking and feeling. They may feel their privacy is challenged, yet they will understand we care deeply about them.
5. Keep a balance with the activities our children spend time on. Socialising and gaming over the internet is very popular, yet can be time consuming, even addictive and quite poor for their health. Scheduling different activities, such as no-technology family time, can provide a nice balance.

Cathedral Service

How are we meant to love and serve the world? The answer can be found in two fish and five loaves of bread. A simple and miraculous story but one that holds an important message. What we have to offer can make a big difference... depending on what we do with it. What do you have and how might it change the world we live in?

Our annual Cathedral Service was held at beautiful St John’s Cathedral, a wonderful place for reflection and contemplation. The service is a coming together of the school community, and an opportunity for each Home Class to share their offerings of service to those people in most need. We welcomed guests Bishop Jonathan Holland and Dr Ness Goodwin – Executive Director of the Anglican Schools Commission. Mr Stephen Harrison, Director of Mission, also from the Anglican Schools Commission, challenged us to love and serve the world. Our own Reverend Sharon co-ordinated the service and we thank her for her leadership of the spiritual and religious life of our school.
Reece Southall (8 Green)

In August Reece competed in the Optimis Sport Distance Swim Challenge in Los Angeles, USA. Reece, alongside 32 swimmers, competed in the 4.8 mile (7.7km) Ocean Swim event. Despite being the youngest swimmer in the event by 3 years, Reece finished 3rd overall following a total swim time of 2 hours and 13 minutes.

Hamish Granger (9 Red)

After placing 2nd at the Regional Cross Country competition, Hamish competed at the Metropolitan North Cross Country and was subsequently selected to join the Queensland Cross Country team competing in Adelaide. Hamish has also competed in the Metropolitan North Athletics competition, breaking records in the 800 metre and 1500 metre events.

Congratulations to all our students who have represented our school at various regional events.
Nathalie Zimotti (nee Keil, Grad. 03)
Nathalie married Michael in July and resides in Schwieberdingen, Germany. Nathalie is currently employed as Assistant to the Sales Director of a multinational company.

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Connections is printed on Revive Laser, Australian made, recycled paper.

Karl Withers (Grad. 11)
Karl has represented Australia at the World Mountain Bike Orienteering Championships, held in Hungary.

Amelia Powles & Brett La Frantz Engagement (Grads. 01)
When Brett recently proposed to Amelia he secretly enlisted the help of Hillbrook. Amelia returned to her old Economics classroom, where Brett proposed. They will be married next year.

Tegan Stanley (Grad. 03)
After completing a Bachelor of Business and Hotel Management, Tegan has been traveling through the UK, Europe and Asia, volunteering in Kenya and nannying in London.

Amelia Powles & Brett La Frantz

Kathryn Ekersley (Grad. 03)
Kathryn was awarded a Bachelor of Applied Science with Distinction, graduating from QUT. Kathryn is now working as a Medical Scientist with the NT Department of Health and Families.

Tori Brown (Grad. 07)
Tori Brown celebrated her marriage to Timothy Harder in early July in Kansas, USA. Mum Anne (a past P&F President) and her brother Alex (grad 2009) also attended the ceremony.

Tori Brown

Jonathan Simpson (Grad. 10)
John has recently hiked the Pilgrim’s Trail, commencing at Le-Puy-en-Velay, walking for 5 weeks, reaching Santiago de Compostela on the west coast of Spain. He plans to work in London before arriving home in 2013 to commence university studies.

Sue Petersen

Sue Petersen began a new era in Outdoor Education at Hillbrook 17 years ago. Her leadership of the department, enthusiasm for new ideas, development of the Years 10 and 11 camp programs were great innovations and recognised when Hillbrook won the Outstanding Achievement (Organisation) Award at the Qld Recreation Awards in 2009. We wish Sue and her husband Paul well as they embark on an exciting phase of their life, managing a caravan park at picturesque Stuarts Point, NSW.

Andrew Bretherton

Glenn and Sarah Stevenson welcomed their first son, Henry in April.

Kristin & Jamie Mason

Kristin & Jamie Mason celebrated the birth of Amity Rose born on August 3.

Amelia Powles & Brett La Frantz

Sally & Jason Thatcher welcomed baby Anna, born on 28 April.

Nicole, Brant & Jos Tate joyfully welcomed Mim Frances, born on 3 July.

Natalie Simpson

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IMPORTANT DATES

07 November 2012
Celebration Evening

16 November 2012
Year 12 Graduation Day

30 November 2012
Year 8 – 11 Last Day of Term

29 January 2013
First Day Years 10 & 12

30 January 2013
First Day Years 8, 9 & 11

HILLBROOK

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