What is a teacher?
A guide, not a guard.

What is learning?
A journey, not a destination.

What is discovery?
Questioning the answers, not answering the questions.

What is the process?
Discovering ideas, not covering content.

What is the goal?
Open minds, not closed issues.

Allan Glatthorn (1987)

The ‘educational world’, as the above poem highlights, is in many ways at the crossroads. One way leads to a functional view of educational outcomes where success is measured in test scores, and where teaching and learning is geared to this. It’s a very narrow road and as you will read in Bertelsmann’s study, you end up back where you began.

The other road, and it’s not really a road, can lead anywhere and everywhere, and requires only a compass.

This edition of Connections focuses on educating for a future world. We have gathered thoughts from a number of educational experts to illustrate what they believe are important skills for this generation’s future.

We hope you enjoy learning and thinking about this crucial topic.

Geoff Newton
PRINCIPAL
“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”  — Alvin Toffler

Alvin Toffler wrote these words over 40 years ago and it is still true today. The successful people, organisations and countries of the future cannot rely on past knowledge, but must have the skills to learn, unlearn and relearn. How to do this in schools is still a vexed question. However, we believe, as do others, that there is a way forward.

While it’s obviously not possible to know exactly what knowledge is needed by our current students in 10, 20 or 30 years; it is possible to have an educated guess at the skills and/or capabilities that will ‘future proof’ young people so they can lead meaningful and successful lives.

Importantly, these capabilities have always been valued by humanity, but as we become increasingly specialised in our learning and our careers, these higher-order capabilities have become even more important to not just a few, but for the majority. In this Connections edition we have summarised the thoughts of seven experts in curriculum in search of some answers to the question, ‘How do we future proof education?’

We begin our tour with Lee Crockett, a leading figure in 21st century digital skills. He argues that the traditional skills that have served us for centuries are no longer sufficient.

The 21st century skills of problem solving, creativity, analytical thinking, collaboration, communication, ethics, action and accountability are now almost universally accepted as necessary skills for success in this century. He furthers this viewpoint with the need to develop the five fluencies illustrated above as a means of teaching these skills. We cannot just hope that students pick up these skills along the way, they must be explicitly taught. In short, the traditional didactic style of teaching cannot provide opportunities for deeper thinking, exploration, intellectual risk taking and collaboration necessary in a digital world of great complexity.

Howard Gardner of multiple intelligences fame believes that there are ‘5 minds for the future’ that need to be addressed by educators in preparing students for an unknown future.

The ethical mind ponders the nature of one’s work and the needs and desires of society. The disciplined mind has mastered at least one way of thinking — a distinctive mode of cognition that characterises a specific scholarly discipline, craft, or profession. The synthesising mind takes information from disparate sources, understands and evaluates that information objectively, and puts it together in ways that make sense to the synthesiser and others. The creating mind breaks new ground. It puts forth new ideas, poses unfamiliar questions, conjures up fresh ways of thinking and arrives at unexpected answers. The respectful mind notes and welcomes differences between human individuals and between human groups.

Louise Stoll sees future-oriented education centring around 5 Essentials for Sustainable Leading for Learning.

The first ‘essential’ revolves around learning communities, where members are committed to personal learning; moving out of our comfort zone into the learning zone. Leadership for learning communities needs to be intentionally developed, believing that everyone can be a leader, committing to promoting and enabling creative leadership. Educational leaders need to collaboratively, imaginatively and strategically promote and model creativity, stimulate risk taking and confidently use failure as a learning opportunity. Sustained leadership requires leaders to maintain their core purpose in the face of dramatic circumstances and nurture well being, their communities’ and their own. The fifth essential is humour and celebration, helping young people and adults alike to feel good about ourselves. Laughter plays a crucial role in social connections, mitigating negative emotions, and diffusing tension and stress.
Yong Zhao also believes that creativity is important but we seem to lose it as we grow older. We start out as very creative 5 year olds, but our creativity decreases at an alarming rate from then on.

Maybe all of our mental resources are diverted to the functional aspects of life.

» 80% of 5 year olds are creative
» 30% of 10 year olds are creative
» 10% of 15 year olds are creative
» 2% of 44 year olds are creative

However after retirement creativity seems to return somewhat. Why? Zhao believes, more concerningly, that traditional schools have been about producing employees with certain skills sets, and there has been no need for creativity.

His view of what is needed in future schools is built around the characteristics of entrepreneurs. They are both made and born, and all exhibit the following general behaviours, some of which are very hard, but not impossible to teach:

» Confidence » Passion » Risk taking
» Friendliness » Uniqueness

Even Bloom’s Taxonomy, a staple of educators and one that has provided a hierarchy of behaviours for the learning process for decades, is under review from the impact of digital devices.

Andrew Churches has updated Bloom to cover the new behaviours and learning that is emerging as technology becomes more available.

Daniel Pink rounds off our tour of future thinkers with his ‘whole new mind’ concept.

He argues that we have been a left-brained society for some time, but the future will see the rise of the right brain, and that people who use both halves, the creators and empathisers, the meaning makers, story tellers, big picture thinkers, pattern recognisers will reap the rewards of the coming conceptual age.

His ideas on who and what will survive in this world are encapsulated in three questions about how you earn a living:

1. Can someone overseas do it cheaper?
2. Can a computer do it faster?
3. Is what I’m offering in demand in an age of abundance?

If your answer to question 1 or 2 is yes, or if your answer to question 3 is no, you will be in deep trouble.

He has identified 6 aptitudes (together with reasoning) that are needed to meet the demands of the new era.

1. Not just FUNCTION but also DESIGN
2. Not just ARGUMENT but also STORY
3. Not just FOCUS but also SYMPHONY
4. Not just LOGIC but also EMPATHY
5. Not just SERIOUSNESS but also PLAY
6. Not just ACCUMULATION but also MEANING

Almost without exception creativity, collaboration, social skills and meaning making are common elements. So, what can we do as parents and educators to promote these capabilities?

Bibliography
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Zhao Yong, Catching up or Leading the Way, Corwin, 1 edition (2012)
Zhao Yong, World Class Learners, Association for Supervision & Curriculum Development (2009)
And... what are we doing at Hillbrook?

As with most things, the easy answers are usually simplistic and wrong, and the real answers are usually messy, complex and ever changing.

With this in mind, here are 6 ways McCain suggests will support and develop our young people at Hillbrook: —

1. Resist the temptation to ‘tell’
2. Stop teaching decontextualised content, it needs to be relevant
3. Stop giving students the final product of our thinking
4. Make a shift in our thinking — problems first, teaching second
5. Progressively withdraw from helping students
6. Re-evaluate evaluation; make it real

Our theme this year has been about Building Capacity, not Dependency, and we believe this approach complements the thoughts of Ted McCain and the other experts featured in this article.

We strive to provide and nurture active learning that is real learning; collaborative learning that is deep learning; and being accountable for our own learning, that makes it personal.

It’s important to remember as well that this is not just a school issue, everyone can encourage young people to develop the skills needed for the 21st century.

What is learning?

A journey, not a destination.

Castle Wars

When studying the Middle Ages, castles have been a perennial favourite topic for students. However, short of venturing to Europe to see one in real life, it felt a bit dry to study them in abstract, especially siege warfare. This year we decided to build our own castle and lay siege to it.

Whilst some of our ‘besiegers’ were more ‘berserkers’, we’re pretty sure they got a better idea of what a siege might have been like.

Facing the gauntlet of various (non-lethal) missiles was a lot more fun and memorable than an onscreen presentation.

Bertelsmann Study

A study that was conducted by the Bertelsmann Foundation in Michigan back in 1998 clearly demonstrates the effectiveness of cultivating higher-level thinking as well as measurable learning and retention. In the study, two groups of 100 social studies students were taught the same information by two different methods. One group was taught in the traditional way that’s all too familiar to us: full-frontal lecturing with students sitting in rows. They poured over worksheets and were hammered with drills, drills, and more drills, and traditional tests and quizzes.

The second group learned primarily through problem and process-based approaches. This group of students worked both individually and in groups. They benefited from self-assessment, peer assessment, and teacher assessment. They focused on creating real-world products to solve real-world problems.

At the end of the year both groups were tested using the same traditional state-mandated exams for social studies. The results were stunning and most likely not what you would expect. The scores were nearly identical for both groups, regardless of how they learned.

One year later unawares and therefore unprepared, the students were given the very same test that the previous year they had passed with both groups performing equally well. The results were astonishing.

The group that was taught using traditional methods was able to recall only about 15 per cent of the content. To make matters worse, an analysis of the results and students’ thinking indicated that they viewed social studies as a series of itemized facts — this happened on this date, this happened on that date, and one event did not influence another in any way. Thers is an excellent example of lower-order thinking.

The group that was taught using problem- and process-based learning approaches recalled more than 70 percent of the content. More importantly, they demonstrated a deep understanding of the integrated nature of their learning. In other words, they not only remembered the content but also understood its significance. They were able to make abstract connections between events. Effective learners make attachments or connections between their existing knowledge and new information.

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Sustainability Day

As always community solutions to global problems were in focus during our third Sustainability Day, held on 1 June 2013.

Sustainability Day at Hillbrook is not a school fete or school fair. It is about bringing our community together to focus on community solutions to global problems. On the day we had approximately 65 stalls promoting sustainable concepts and materials.

We would like to offer a heartfelt thank you to our parents who worked tirelessly on the Sustainability Day committee to organise the event and also our parents who gave their time with baking and cooking to help provide for the various stalls and then operated the stalls on the day. Thank you also to our staff and students who were so involved in helping make the day run so successfully. Your passion and energy were greatly appreciated and helped raise over $6,000, which has been donated to a number of very worthy charities.

Athletics Carnival August

This year saw the Athletics Carnival move from its traditional location at the Mt Maria playing fields, to our own oval and adjacent AFL fields. This proved popular amongst the staff and students and seemed to provide more of a ‘Hillbrook’ feel to the day. Team White once again took out the overall championship resulting in a clean sweep of all three carnivals. As always participation by the students on the day was fantastic, it was exciting to see so many people giving it their best for their colour, year level, Home Class and themselves.

Each year 26 Year 12 students are elected by their Home Classes to be Sports Council Representatives. These students bring the carnival atmosphere to life, with fun and colourful skits during the opening assembly, to leading war cries during the 100m finals. This year’s group did a fantastic job on the day and behind the scenes in the lead up to each carnival this year. Thank you also to staff for their tireless efforts on the day.
Interschool Touch Carnival
Seven teams (a record number for Hillbrook) represented our school at the Touch Carnival. It was a very successful day for Hillbrook, with each student demonstrating exceptional sportsmanship competing against the other 14 schools. Four Hillbrook teams made it to the semi-finals, with both our senior girls’ and boys’ teams playing in grand finals. The games were close, particularly in the senior boys’ game against Citipointe. Unfortunately, it wasn’t to be for either of the senior teams in the grand final, however we are extremely proud of their efforts. Special thanks to the expert coaching and support from teachers and parents.

ACEL Teaching Award
English and Drama teacher, Lis Hoey, was nominated by fellow Hillbrook teacher (and past student) Catie Dunlop for the ACEL Qld Inspiring Educator Award. The Australian Council for Educational Leaders is the main national professional association for educators. Congratulations to Lis as the recipient of the 2013 award.

Brisbane Christian Interschool Competition
On Monday 5 August, four netball teams and two soccer teams participated in the Brisbane Christian Inter School competition. All the teams put in a solid effort, and were able to achieve wins in both senior and junior divisions. Well done to the Senior Division 1 netball and soccer teams, who won the overall competition coming through undefeated. Thanks to all the coaches and staff who assisted the players during training and throughout the day.

QLD Volleyball Schools’ Cup
In early August three teams (two girls’ and one boys’ team) travelled to Toowoomba for a three-day competition. This competition involves over 1,000 players with teams travelling from all over Queensland to participate.

Each team supported the others when not playing and all teams played well and with great sporting spirit. We would also like to thank two of our past students, Brandon Young and Manissa Descovich, who have coached the Senior Girls’ Team for the past two years.

Inaugural Junior Gifted and Talented Conference
On Tuesday 27 August some very innovative students from Years 8 and 9 attended the inaugural Junior Gifted and Talented Student Conference. Students were able to engage with interesting topics such as quantum theory, medical ethics and animal rights. Our students were able to discuss these topics with each other as well as students from five other visiting schools. Hillbrook hosted the event, our students were a credit to our school and thoroughly enjoyed the day. We look forward to hosting the event again next year.
Eco-Friendly Surfboards

Year 12 Technology Studies student, Carla Graham, was keen to design and craft her own Alaia timber surfboard.

Carla sourced the necessary materials and background information from Dovetail Surfboards, which has resulted in the formation of a community partnership. We are working in conjunction with Dovetail to develop a more ‘sustainable, eco-friendly surfboard’ that can be produced here at Hillbrook.

We are currently using a sustainable timber (Palownia), and in the future we will be focusing on purchasing recycled eco-friendly inner-core foam and using Bio Resin.

We are excited to offer Surf Board Making through our extra-curricular Project Active program.

Student Representative Council Executive 2013–2014

Following their election (conducted by the Australian Electoral Commission), our SRC Executive for 2013–2014 will have their formal induction ceremony on 17 October. The SRC is a formal leadership position in our school and we look forward to the new team’s positive contribution to our community.

We are pleased to congratulate Year 11 students James Bendixen, Rachel deLastic, Abbey Geran, Iris Hall, Sophie Hill, Maddison Lavell, Amy McKinnon, Callum Mulvey, Matthew Page and Mitchell Starkey on their election to the Council.

The induction ceremony will also allow our school community to acknowledge the significant contribution by the previous SRC Executive (2012–2013) students Isabella Boccalatte, Peter Dal Bon, Claire Gaunt, Lydia Irvine–Collins, Frazer McCabe, Dermot McNamara, Anna Swete Kelly and Sam Wilkinson.

Horse Riding Parent Outdoor Program (POP)

In August, 15 parents and Outdoor Ed teacher, Simon, spent a weekend enjoying vast country skies, camp drafts, mustering, moseying along horse riding trails and gourmet meals with the crew from Equathon at their picturesque property at Widgee. This POP camp (minus the catered gourmet meals!) is based around one of our Year 11 camp options.
Drama Trip
For our biennial Drama trip, 46 students and 5 teachers ventured to Melbourne and Sydney for a collage of tours, performances, workshops and all things touristy during the June/July holidays. Participants attended a variety of performances including *Legally Blonde*, *Circus Oz*, *The Crucible* and *War Horse*, as well as attending two workshops with the highly esteemed theatre institution NIDA.

Australian Business Week Competition
During the ABW program, Year 10 Business Studies students take over an under performing company and turn it around to become a profitable business. The company decisions are made in terms of marketing, operation and finance, and are entered into a computer simulation, which produces the results of these decisions. The students also have to rebrand the company and create a theme, product or promotion for their company and a trade fair display. Other aspects of the competition include creating a corporate identity, originating an innovative idea, creating a website, writing a company report and presenting their results at an annual general meeting.

All four teams worked extremely hard throughout the competition with each placing in numerous categories.

Bass Tech
1st Computer Simulation, 3rd Written Report, 3rd Corporate Image, tied 3rd Innovation

Sportrix
Tied 3rd Computer Simulation, 2nd Trade Display, 2nd Website

X-Tek
2nd Computer Simulation, 2nd Written Report, 3rd Oral Report

Spy-Tology
Tied 3rd Computer Simulation, 2nd Oral Presentation, 2nd Corporate Image and tied 3rd Innovation

Year 11 Semi Formal @ Brisbane Powerhouse & Year 12 Formal @ Dockside
Cathedral Service

Our annual Cathedral Service was held at St John’s Anglican Cathedral in August. Classes presented a myriad of community service projects, ranging from raising funds for charity through BBQs and stalls at Sustainability Day, to collecting toys for sick children in the Royal Children’s Hospital.

We celebrated the work of our Year 11 students through the Community Action Program and acknowledged the tireless efforts of Ms Bernadine Lane and the Yr 11 PSD teachers in supporting our students in their efforts to complete 20 hours of service to others in the community.

Our guest speaker, Mr Brad Chapman, from the Anglican Board of Mission—Australia, challenged us to be better global citizens and do all we can to make a positive difference in the lives of others, and in particular those in developing nations.

Basement Arts

Thank you for the support that Basement Arts’ recent production received. *Darwin*, written and directed by past student Joshua Wilkinson (Grad 10), was a resounding success due to the innovative sound design and script. The cast comprised of two Drama teachers and past Hillbrook students with past and current students comprising our crew.

Basement Arts continues to be one of the very few theatre companies in Brisbane honouring the principles of community theatre in terms of diversity, access and participation. We prefer to facilitate and encourage all our artists to own their work by leading in their chosen areas of passion and/or expertise. The performances we have had this year are a testament to this process. Our aim is to produce professional, yet inclusive theatre that allows us to extend the creative connections with our wider community. To us, as teaching artists, we embrace the notion that Hillbrook is first and foremost a learning community. As Drama is co-curricular and part of the curriculum, Basement Arts strives to enrich and strengthen the Drama component of the school community. It has become integral for our current students, as they are able to access and be a part of live theatre.

Basement Arts is not just about traditional theatre though, we also offer other opportunities for artistic expression including dance, Theatresports (improvisation) and Basement Arts’ Teacup Theatre for young children aged 8 to 12.

We’re very proud of our company. At any one point our actors, dancers, designers and directors include over 45 artists ranging from 8 through to 50 years of age. We’re not resting on our laurels though, instead looking to provide engaging and exciting possibilities well into the future.
Year 12 Biology Camp
Students attended a two-day camp to Hastings Point to investigate the impact of Global Warming and Human Impact on both the Rocky Shore and Sand Dune ecosystems. Data sampling of both ecosystems was undertaken and students then analysed and reported their findings in a full report.

Japanese Exchange Students
In early August students from Hatsushiba Ritsumeikan High School, near Osaka visited Hillbrook for 12 days. Students enjoyed whale watching, meeting and holding Australian wildlife, shopping, quizzes, food tasting and interaction with our students in various classes. A huge thank you to our wonderful host families. We are looking forward to visiting Japan in September 2014 and seeing the differences between Australian and Japanese schools.

Music Concert

2003 Graduates’ Ten Year Reunion
**Smiling for Smiddy Cycle Challenge**

During the September holidays 25 students from Years 9 to 12, 4 teachers and one past student took part in our inaugural 400km Cycle Challenge reaching their fund raising goal of $40,000 for the Smiling for Smiddy, Mater Foundation cancer research program. The ride wound through the Darling Downs commencing at Miles, making their way back to Hillbrook via Chinchilla, Jandowae, Bell, Crows Nest and Kilcoy. We would like to thank the Anglican parishes of these towns who supported us with meals and accommodation throughout the challenge.

Also, a special thank you to our riders, their parents and Hillbrook staff who supported the organisation of the challenge and training sessions in the lead up to the ride, and to the businesses, families and friends who generously sponsored and encouraged our riders throughout the challenge.


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**Staff Connections**

- **Matt, Zoe and (big sister) Adele Flinders**
  - waited patiently for the arrival of baby daughter, Elise Clare, keeping us all on tender hooks, who arrived on 19 July.

- **Lab Assistant Magda Soto and husband Ross**
  - welcomed their baby daughter, and first born, Luciana Victoria in May.

- **Trent and Nicole Palmer**
  - are the very proud parents of a baby daughter, Lucy Louise, who arrived in May.

- **Teacher Librarian Loris Phair**
  - hurriedly boarded an aeroplane to be in Melbourne in time to welcome her first grandchild, Henry Wilberforce Sutton, born to parents Kate and Zach on 3 September.

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"My two best moments at camp were when I was at the top of the pyramid and when we were all watching the sunset. I liked being at the top of the pyramid because even though I was really scared, the views were amazing. And the sunset was really inspirational and peaceful and it was just a moment that will be with me for the rest of my life."  

*Georgia, Year 9*

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**Outdoor Education**

**Smiling for Smiddy**

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*Georgia, Year 9*
Past Connections

Amanda Montgomery (nee McClintock, Grad 09)
Amanda married Ryan Montgomery in October 2012 at the Hillbrook Tree of Life Chapel and their beautiful son Noah was born on January 13.

Kim Groves (Grad 03)
Kim has completed a degree in Peace and Conflict Studies at UQ, with Honours. Kim has been working for Fundación En Via, a non-profit organisation in Mexico. En Via works to empower women and fight poverty, by providing interest-free microloans, educational programs, and responsible tourism. For more info: www.envia.org

Lauren Whiting (Grad 08)
After completing a Diploma of Applied Fashion Design and Technology, Lulu commenced work with Christian Dior Couture. Lulu has relocated to Mount Isa, working as a Recruitment Consultant, managing a team of 50+ workers in both the mining and civil construction industries.

Sam Betten (Grad 05)
Sam has been pursuing a career as a professional triathlete, spending much of the year living and racing abroad. Sam has recently represented Australia in the Ironman 70.3 Triathlon World Championships held in Las Vegas, where he placed 18th out of 57.

Brittany Cucchiaro (Grad 08)
After graduating with a Bachelor of Health Science, Brit spent 5 months travelling in South America where she spent several weeks caring for Capuchin monkeys at CIWY animal refugee in Bolivia. Brit is now working at the Rockhampton Hospital as a Dietitian. For more info: www.intiwarayassi.org/

Emma and Alex Gee Kee (Grads 07 and 09)
Emma and Alex graduated from university in December 2012. Emma completed a Bachelor of Occupational Therapy at UQ (Honors) and has commenced a 2 year scholarship to complete her Masters of Philosophy. Alex completed a Bachelor of Business (Human Resource Management) at QUT with Distinction and is currently working for Stadiums Queensland.

Letitia Miller (Grad 09)
Letitia initially commenced a Bachelor in Health Science and then Bachelor of Pharmacy but eventually decided to study Midwifery. Letitia is now in her second year of a dual degree in Midwifery and Nursing at UQ and passionately enjoying this line of study.

Olivia Everitt (nee Porgand Grad 07)
Olivia Porgand married Rhys Everitt in November 2012. Olivia and Rhys are living in Cairns where Olivia is working at the Tanks Arts Centre.

Nelika McDonald & James Paterson (Grads 00)
Nelika recently celebrated the publishing of her first novel The Vale Girl. Nelika and James (a graphic designer/illustrator) are working on a children’s book; they have recently returned to Brisbane to await the arrival of their first baby.

Aaron, Cameron and Melinda Nicoll (Grads 07, 09 & 12)
Aaron is in his final year of Mechanical Engineering, currently working for Thiess and continues his love of sailing.

Cameron is still keen on rock climbing and has been working as an Outdoor Instructor at Mt Barney Environmental Lodge after being offered a traineeship there following his Year 11 camp.

Melinda has commenced her first year at QUT (Primary Teaching) and continues to teach dance and work at Eatons Hill OHSC.

IMPORTANT DATES

27 Oct
Family Day (Year 8 Orientation)

06 Nov
Celebration Evening

15 Nov
Year 12 Graduation

29 Nov
Last Day of Term
Yrs 8 – 11

28 Jan
First Day of School 2014
Yrs 10 & 12

29 Jan
First Day of School 2014
Yrs 8, 9 & 11