

COLLEGIAN

The MAGAZINE of Brisbane Boys' College

December 2019



A New School of Thought

Combining best practice teaching and learning
with the science of wellbeing.



COLLEGIAN

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A SCHOOL OF THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION

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EDITORS HAVE COMPILED THIS EDITION OF COLLEGIAN FROM VARIOUS SOURCES. WHILE EVERY CARE HAS BEEN TAKEN TO ENSURE THE INFORMATION IS PUBLISHED ACCURATELY, THE EDITORS CANNOT ACCEPT RESPONSIBILITY FOR ANY INACCURACIES IN THE CONTENT OR AUTHENTICITY OF THAT INFORMATION.



Foreword

MR PAUL BROWN, HEADMASTER

It has been said that the strength of a school comes from its stories and traditions, but the future of a school rests in its relevance and innovation.

At BBC, we are a school with traditions and stories, virtues and values, but also a school that has an innovative predisposition, is open to new ways of thinking and is determined to be relevant to the needs of our students as we enter the third decade of the 21st century.

2019 has been a year of outstanding accomplishment. We have seen our boys at their best across a comprehensive range of activities both at home and abroad. We have also seen boys in their day-to-day school lives actively participating in the life of the College, contributing to the best of their ability and with a sense of collegiality and authentic school spirit. For a school to have a tangible sense of *esprit de corps*, and a palpably positive and inclusive quality that is so evident at BBC, every boy has a part to play.

So what is the purpose of a BBC education? Certainly, it is to enable our students to be provided with the skills and cultural knowledge to enable them to participate successfully in society.

Knowledge is both cognitive and experiential. Learning is both academic and affective. To be a school of excellence we need to engage the spirit, the mind and the emotions of our students.

An education should also allow students to develop convictions, to understand ethics, to ask challenging questions. Our society benefits from people who are both robust and compassionate, who are not afraid of life or of other people. Our society benefits from people who develop virtues within themselves.

An education helps us to work out both what we want to do and who we want to be. W.E.B Du Bois, historian, civil rights activist and the first African-American to earn a Doctorate, wrote, “*Education must not simply teach work – it must teach life*”. We accept the practical and individual benefits of an education. However, the real purpose of an education is to build community. We learn best when we see education as a means of contributing to others, both for those we know and for those we do not know.

We strive to be a world class school so as to help our students be confident and competent global citizens with the capability to change the world. A world class school is one in which every child is provided with the opportunity to achieve. We know that our students are highly capable and will rise to a challenge that is presented to them.

We can assist their development by providing opportunities for them to stretch themselves, knowing that there is no greater joy than the feeling of accomplishment that comes from going beyond what we thought was possible.

The College could not operate as effectively as it does without the commitment and enthusiasm of dedicated, hard-working and gifted teachers who build powerful working relationships with their students. Therefore, I would like to acknowledge and thank them for their dedication to delivering on our mission. A mission that seeks to develop articulate, cultured and highly-educated young men of conscience and compassion; who know themselves and demonstrate support for others; who have the tenacity to endure and overcome adversity; and who are prepared to take their place in society and contribute to the broader community.

It is this collective ambition to enhance every student's wellbeing, alongside providing best practice teaching and learning, that focuses our decision-making around providing opportunities for our boys to grow; spiritually, academically, pastorally, and in their cultural and sporting endeavours.

We acknowledge four long-serving academic staff members who concluded their careers at BBC at the end of the 2019 school year.

Mr Colin Noy retires after 39 years of service to the College. Mr Noy was employed as a Mathematics and Science Teacher and served for eight years as a Boarding Master. He held several additional positions of responsibility and was also recognised as an Advanced Skills Teacher and Lead Teacher. Mr Noy was involved in Chess, however in more recent times his name has become synonymous with Robotics and he has overseen the growth of this activity to a point where BBC are internationally acclaimed in this field of endeavour.

Mr Stephen Mann has been a teacher of English, Citizenship Education and History at the College for 37 years. During his career, Mr Mann served as Flynn Housemaster, Director of Activities and has been involved in Rugby and Athletics. Mr Mann was recognised as an Advanced Skills Teacher and was later awarded Highly Accomplished Teacher status.

Mr Scott Grice leaves the College after 29 years of service as a Mathematics Teacher. Mr Grice has held additional positions of responsibility within the Mathematics Department and has contributed to the Football and Cricket program. Mr Grice was recognised as an Advanced Skills Teacher and was later awarded Highly Accomplished Teacher status.

We wish Mr Noy, Mr Mann and Mr Grice all the very best for their future and express our gratitude to them for their outstanding service.

We also farewellled **Reverend Graham Cole** after 28 years of loyal and faithful service to the College as Senior College Chaplain. Since joining our community as College Chaplain in 1992, Reverend Cole has led hundreds of our boys on their own unique spiritual journey, imbuing an understanding of what it means to be a Gentleman of Honour and leading by example. Widely known and loved by our BBC community, we pass on our collective well wishes and thanks to Reverend Cole and his wife, Sue as they prepare to embark on the next chapter of their lives.

At the end of the academic year we also farewellled **Mr Keith Dalleywater**, Head of Junior School, as he and his wife, Diana, return to NSW to be closer to family and where Mr Dalleywater will take up a new leadership position. We thank Keith for the significant contribution he has made to our Junior School over the past three years and wish him all the best for the future.

We have articulated our commitment to that ambition through the launch of our 'Be Confident' campaign and website, recognising that it has never been more important to give boys a well-rounded approach to life as part of their education – an approach we refer to as *A New School of Thought*.

My message to the boys of BBC remains consistent; be creative at school, have a go, be curious, engage with the big ideas but be disciplined in every aspect of your school life, enjoy the grounds and gardens, enjoy your friendships, work hard to be the best you can be, learn to be humble but still contribute positively with all your heart, be active, learn to question, do not compare yourselves with others, be a trustworthy person. And see the purpose of your learning as being about the contribution you can make.

I wish to thank everyone who has contributed to making 2019 such a great success. My particular thanks to my Executive Team who go above and beyond, who always view the glass as being 'half full' and who devote themselves to this great enterprise.

The College Council serves the school well and I thank them for their vigorous and vital engagement with the issues of the College. I recognise the commitment and work that is performed on a voluntary basis by these keen supporters of the College.

I would like to express my heartfelt gratitude to our parent community for their commitment and enthusiastic support of the College. I also wish to thank Old Collegians, the P&F Association, Parent Connections, Support Groups, benefactors and friends, business partners, contractors and consultants, and, of course, the students of Brisbane Boys' College.

The centenary of our Old Collegians' Association in 2020 will provide an opportunity for our community to come together and celebrate our unique BBC spirit and traditions. I encourage you all to join us at our Gala Dinner Dance – our flagship centenary event – to be held at the Brisbane Convention and Exhibition Centre on 31 October.

At BBC, we are indeed blessed with a proud and compelling school narrative, however I have no doubt that the College's best days are before us. I look forward to the future with zest and confidence and look forward to your company on the journey. ■



A LOFTY LEGACY



AFTER 28 YEARS, BBC'S LONGEST SERVING CHAPLAIN PREPARES TO RETIRE

He's got a knack for numbers and names. The former thanks to a background in business and the latter, well that one, as Graham puts it, is a gift from God.

And it's perhaps this very gift that has enabled Graham to connect broadly – and yet deeply – with so many people in his 28 years at BBC. A hello in the hallway or a shout out in the school yard, helping boys (and staff, and parents, and Old Boys) to know they are known.

As Graham prepares to retire at the end of 2019, reflecting on his time, numerous

names come into conversation. He's had a remarkable impact on the lives of many – as have others on his – and it's clear it's their stories that Graham will treasure and his willingness to listen, that the community will miss.

Almost three decades of dedicated service make honouring his weighty contribution tricky. Beyond being the longest serving Chaplain, he's also held the role of Head of Christian Education, Master in Charge of ISCF, has refereed Rugby and coordinated the referee

program for 25 years, managed Year 10 Dance classes, coached Cricket, run country community service trips, assisted with Interact Club and has played an enormous role in the Boarding House – joining boarders for dinner twice-a-week without fail.

So where to begin? The calling. The classroom. The overwhelming joy. Or at times, the immense sadness. All have their merit. Each adding depth and context to the story of a man affectionately known as Rev. **We'll call him that from hereon in.**

FINDING BBC

"Funnily enough when I was at school, I wasn't interested in God at all. But around the age of 19, I started to ask questions about my life – 'What's my purpose?' And then I met Rev Ray Hunt, the Minister of Wesley Mission. I was so impressed with the interest he showed in me and the love he had for so many people. I didn't fully process it at the time except to think, I want what he has. Turns out what Ray had was a relationship with Jesus."

Rev had found his faith. Yet it took him a Degree in Business Management and a job in retail (yes, Rev worked in Myer!) before he would first find BBC and later school chaplaincy.

"Halfway through my degree I became a Christian and was sensed to the call of ministry. I started working at BBC in 1981 as a boarding master, staying for two years while I completed my theological studies."

During this time, Rev met and married the love of his life, Sue, with the pair moving to the Beenleigh/Coomera district shortly after, before heading west to St George, where Rev spent five years as the Uniting Church Minister.

But it took two phone calls for Rev to find his true calling.

"In early May 1991, I received a call from BBC, to see if I was interested in taking on the role of Chaplain. I said no. As a country girl from Kingaroy, Sue loved St George. We'd started a young family and we were happy there."

Some months later, Rev received a second call. It felt right.

Then Headmaster, Milton Cujes, wasted no time, driving six hours west with BBC Councillor Eric Rea to meet with Rev.

"It was a really weird interview, they simply came along and said, 'When can you start?' So, in the first 10 seconds I already knew I had the job," Rev recounts.

By the beginning of 1992, Sue and Rev had moved into the Chaplain's house next to Oakman Park with their three young sons – Jonathon, Justin and David. The Cole's connection with the College was cemented.



A NEW CHAPTER IN BBC HISTORY. IN 2020, A NEW HOUSE WILL FORM, BEARING TESTAMENT TO THE IMPACT GRAHAM HAS HAD ON GENERATIONS. COLE HOUSE WILL CONSTITUTE BBC'S TENTH HOUSE.



1981

Graham arrives at BBC to fulfill the position of Boarding Master, staying for two years.

1992

By the beginning of 1992, Graham and his family move into the Chaplains house next to Oakman Park.



Graham commences as Chaplain, his connection with BBC is cemented.



ENDURING FAITH AND UNWAVERING ENERGY

When watching Rev, he appears to have an endless – almost unworldly like - energy supply. So, what's his secret?

"A few things have preserved my longevity. The first is my relationship with Jesus, knowing that when I'm weak, God's strength can empower me. Living in a strength beyond my own has been very powerful for me."

And then there's sleep. "I've been fortunate that I do sleep well. It's rare for me to have a bad night and this should never be underestimated!"

Yet for Rev, the real trick to sustaining energy is taking the time to renew it. "I have my Bible and devotional book with me in the early morning and it's amazing how much inspiration comes from those quiet moments at 5.30am when free from the phone and email."

"The Ministry Team have also been wonderful pillars of strength. It has been a pleasure to work alongside them and this journey would not have been possible without their support."

RELATIONSHIPS, NOT RELIGION

Perhaps Rev's greatest source of energy has been the boys themselves. "I think every staff member here would say that the boys really do add to our life," he explains.

"I've seen boys so keen to discover what it means to have a relationship with God. They ask questions, share their thoughts and it's just awesome to see them stand up in front of their peers and talk about their faith."

And it's these same philosophical questions that led Rev to find his faith that the boys are most interested in.

"Rather than looking at passages from the Bible, we start with questions like, 'Why am I here?', 'How can a loving God allow suffering in the world?' and 'What constitutes a believable belief?'"

They're big issues to grapple with and a creative approach has been critical to ensuring discussions around faith remain relevant to the world boys live in.

"We haven't discounted the Bible, in fact we're using it as much as ever," explains Rev.

"I don't feel I've been teaching boys religion. My role is one of encouraging them to see the value of pursuing their faith. I often refer to the great commandment, 'To love God with all our strength as we love ourselves'. A strong relationship with yourself, others and your God is vital today – and it's so important that boys have the opportunity to develop all three of these relationship areas."

BROAD SHOULDERS

A strong faith has no doubt enabled Rev to journey through his time at BBC with broad shoulders. From big joy to deep grief, the load can be emotionally intense and heavy. Rev remains a pillar of light and strength regardless.

In moments of happiness and hardship, he is there, almost intuitively - aware of where and when he's needed and equally when he's not.

"It's been so special to conduct weddings for Old Boys," says Rev. A number that likely stands around the 400 mark. "But there's been much sadness too. We've lost staff, students, parents and Old Boys and while so incredibly difficult to say goodbye – knowing how loved they were by their families – it has been an honour and a privilege to lead those services."

A CONSTANT IN CHANGING TIMES

Serving under five Headmasters including Graham Thomson, Milton Cujes, Michael Norris, Graeme McDonald and now Paul Brown, in Rev's time, BBC has grown from around 670 students when he first arrived in 1981 to 1,500 today.

As the College has evolved in line with changing times and educational practices, Rev has both seen and contributed to its ongoing transformation.

But while change has been constant and characterised by continued innovation, a commitment to honouring the College's heritage has held steady too.

"The BBC identity is a really important one. I've seen the school remain open to change over the years, open to creative ways to



2000

Beyond being Chaplain, Graham holds many roles, contributing in various ways.



2019

As Graham prepares to retire, it's clear he's had a remarkable impact on the lives of many.





express who we are, but at the same time, dedicated to guarding the foundations on which this great school was built."

Rev likens this way of being to a recipe – BBC's secret sauce.

"We all share a common vision, a common bond and a realisation of just how good the BBC recipe really is and I have come to realise that we are custodians of this superb mix.

"It is a recipe that is to be enhanced and renewed but not at the risk of losing some of the foundational elements of the recipe.

"Key ingredients include learning and teaching, sporting involvement, music and drama, outdoor education, community service and the spiritual life of the College. The list is endless. Some ingredients have vocal advocates. Others ingredients seem less demanding and are subtle, more implicit and even assumed.

"In this regard, the ingredient I am referring to is the Christian foundation of our College.

"One of the greatest challenges for a foundation is that you cannot always see it and yet it is vital for the life and wellbeing of our students, staff and parents.

"Drawing on the life of Christ continues to inform us with wisdom at so many levels within the life of our school in areas such as servant leadership, integrity, forgiveness and new beginnings."

A LASTING LEGACY

Anyone who knows Rev, knows he loves a chat. Anywhere. Anytime. With anyone. In the Chapel. Down at Toowong. On the sidelines. Rev somehow appears to find time for everyone. And you'll regularly hear him singing the praises of those he passes.

"You're a mighty man!", "What a good guy!", "Here comes the great man!", "How good is that!"

Yet perhaps most mighty of all is Rev's personality, with all in agreeance that while BBC will be an unusual (and possibly quieter!) place without the mighty man himself, his presence is likely to linger long after he has gone. You see, after 28 years, Rev's branches spread wide and his connections with the BBC community run deep. His contribution has been immense, his passion unquestionable and his legacy, lofty. ■

WE ASKED THOSE WHO KNOW GRAHAM BEST TO SHARE THEIR REFLECTIONS ON HIS TIME AT BBC AND CONTRIBUTION TO THE COLLEGE.

"Graham's loyalty and insightful contributions helped the College to successfully accommodate to changing times." – **FORMER HEADMASTER**

"He is one of the unique and rare people who you know will go to any length in order to serve and sustain the people around him. He has an incredible ability to build genuine and empowering relationships with every student at the College and it would be an injustice to try and represent what an impact that relationship has had on my life in just a few words."

– **STUDENT**

"He has sadly had to deal with more grief than a human should have to. Graham is indeed a man of deep compassion. He is moved and challenged by the difficulties faced by others – sickness, loss and stress. He feels the hurts of others deeply, but this is a great strength too, because those who are hurting are keenly aware of his genuine empathy and support."

– **OLD BOY**

"He is extravagantly generous with his time and will make sure that the physical, emotional and spiritual health of a student is cared for in every situation. I have personally witnessed him drop everything as soon as he sees a student who requires pastoral care."

– **COLLEAGUE**

"Anyone who got to witness his profound connection with staff, students and parents, all of whose names he seemed to know, realised this was much more than a job for him. The call of God reached into every aspect of his life."

– **PARENT AND OLD BOY**

"When honouring Graham, one must not forget the remarkable support from his wife, Sue. She has sacrificed much to allow Graham to complete the volume of face-to-face work he has done. All of us are indebted to her – thank you Sue."

– **FORMER COLLEAGUE**



INTRODUCING BBC CHAPLAIN, MR STEPHEN WARD

We look forward to welcoming Mr Stephen Ward to the position of College Chaplain at Brisbane Boys' College from 1 January 2020.

For the past nine years, Stephen has been the College Chaplain at John Paul College and in his previous role as College Chaplain at Warragul Regional College during the late 1990's and early 2000's, Stephen was awarded a 'Centenary Medal' by the Governor General and Prime Minister for service to youth in schools.

Stephen sees his vocation as a Chaplain as being the calling of God in his life. He says that, "there is nothing better than being in a school environment where you can help young people explore faith, values, service, identity, gifts and talents". Stephen's years of experience in Christian Ministry and in education stands him in good stead to serve the needs of the BBC community.

While Stephen officially commences his employment in 2020, he has regularly visited the College during Term 4, 2019.

We look forward to Stephen joining the College and wish him every success in his role.





ASPIRE

*A New School of Thought Approach to
Positive Education and Student Wellbeing*

MS SUSIE AHERN DIRECTOR OF POSITIVE EDUCATION AND WELLBEING

Parents choose BBC for the quality of teaching and for the safe and supportive environment that exists at the College. Our commitment to student wellbeing has never been more important as we live in a time when the pressure on young people is greater than ever.

The nature of pastoral care has changed profoundly in recent years, shifting from a welfare model to a wellbeing model. Further to that, our responsibilities around the protection and care of students have never been greater.

As outlined in our 2019-2021 Strategic Direction, the College has made a commitment to build upon our strong pastoral care foundations through an evidence-based approach to positive education to create a strengths-based, holistic, wellbeing

environment; provide a whole-school wellbeing curriculum to guide our students to take responsibility for their actions, learning and concern for others; and to nurture the resilience and tenacity of each student so they can thrive throughout their lives.

Recognising that knowledge-based learning is no longer enough, BBC has adopted an innovative approach to education that integrates best practice teaching and learning with the science of wellbeing, placing an emphasis on building resilience and confidence. It is through this framework of positive education that we are preparing boys to lead purposeful and fulfilling lives.

Our positive education framework, based on the science of positive psychology, places the wellbeing and happiness of each boy at

the heart of our decision-making. This whole school approach is designed to develop and reveal a child's ability to engage effectively with their character strengths in order to build and foster positive relationships, manage their emotions, prioritise their health, develop an altruistic outlook, excel intellectually and lead a purposeful life. Our aim is to produce well-rounded, resilient individuals who are capable of thriving personally, academically and professionally.

Our Junior School students develop a deep, personal awareness of character strengths by exploring Kindness, Empathy, Gratitude, Mindfulness, Growth Mindsets, Keys to Happiness and Journalling and Storytelling while our Middle and Senior School students drill down into specific 'aspirations' that

develop and enhance a more Altruistic, Spiritual, Physical, Intellectual, Relational and Emotional – 'ASPIRE' approach to life.

21st Century intra and interpersonal essential skills, such as critical and creative thinking, communication, collaboration and digital citizenship, are embedded within the ASPIRE framework to ensure our boys have every opportunity to be future-minded and inquisitive lifelong learners, caring citizens and resilient individuals.

All students and staff participate in Positive Education on a weekly basis via tailored and targeted Prep to Year 6 class activities and Years 7 to 12 Mentor Group, Year Level Forums and Assemblies. The framework supports numerous wellbeing initiatives such as year level specific camps, College assemblies, newsletter articles, Parent Seminars, Staff professional development, student portfolio initiatives and service projects.

Historically, BBC has operated a vertical system of pastoral care based on our House system. Other schools operate horizontal systems of pastoral care based on year levels. Our refreshed approach, to commence from the beginning of the 2020 academic year, is to utilise the strengths of both systems to move from a single point of contact to a dual point of contact – House based and Year based.

Our House system is the place where the sense of who and what BBC is, resides. The Head of House (and the House system) is the keeper of the BBC flame and the champion of the BBC tradition within the community.

I'M PLEASED TO INTRODUCE A REFRESHED STUDENT WELLBEING MODEL FOR BRISBANE BOYS' COLLEGE: ONE THAT IS GROUNDED IN THE SCIENCE OF POSITIVE PSYCHOLOGY, IS INSPIRED BY CHRISTIAN EXAMPLE AND DRAWS INSPIRATION FROM THE BEST PASTORAL CARE SYSTEMS AND EVIDENCE-BASED RESEARCH FROM AROUND THE WORLD.

MR PAUL BROWN, HEADMASTER

The College will retain and nurture the House system as the forum for celebration, connection, service and spirituality at a whole school level and to ensure students have the opportunity to connect with boys across all year levels.

To further support our House system, we have established a tenth House, named 'Cole House', in honour of Reverend Graham Cole and in recognition of his commitment to the care and concern of countless boys and families of the College.

While student wellbeing practice constantly evolves, research clearly indicates that one of the key domains of an effective system is one that is 'Preventative and Proactive'; promoting knowledge and skill building within students that anticipates 'critical incidents' with an aim of preventing or reducing impact.

With this in mind, from the commencement of 2020 we will be introducing Year Team

Leaders across all years from Years 7 to 12. The Year Team Leaders will be supported by Assistant Year Team Leaders and each year level will comprise approximately ten Mentors leading their mentor groups. In the Junior School, classroom teachers assume the responsibility for the leadership and wellbeing of students in their class. The introduction of a year based structure allows us to provide a purposeful, targeted, age-specific and sequential wellbeing program from P-12 that develops boys' self-efficacy.

Our whole school student wellbeing program draws inspiration from our Christian ethos, is grounded in the science of positive psychology and is informed by best practice models of pastoral care and evidence-based research from around the world.



ASPIRATION	CHARACTER STRENGTHS	JUNIOR SCHOOL	MIDDLE AND SENIOR SCHOOL
ALTRUISM	Fairness, Leadership and Teamwork	Year 5 Joyful Me	Year 11 Altruistic Me
SPIRITUAL	Bravery, Honesty, Perseverance and Enthusiasm	Year 6 Reflectful Me	Year 12 Spiritual Me
PHYSICAL	Forgiveness, Modesty, Common Sense and Self-control	Year 3 Mindful Me	Year 9 Physical Me
INTELLECTUAL	Creativity, Curiosity, Open-mindedness, Love of Learning and Perspective	Year 4 Gritty Me	Year 10 Intellectual Me
RELATIONAL	Kindness, Love and Social Intelligence	Prep Kind Me Year 1 Empathetic Me	Year 7 Relational Me
EMOTIONAL	Appreciation of Beauty and Excellence, Gratitude, Hope, Humour and Belief	Year 2 Grateful Me	Year 8 Emotional Me



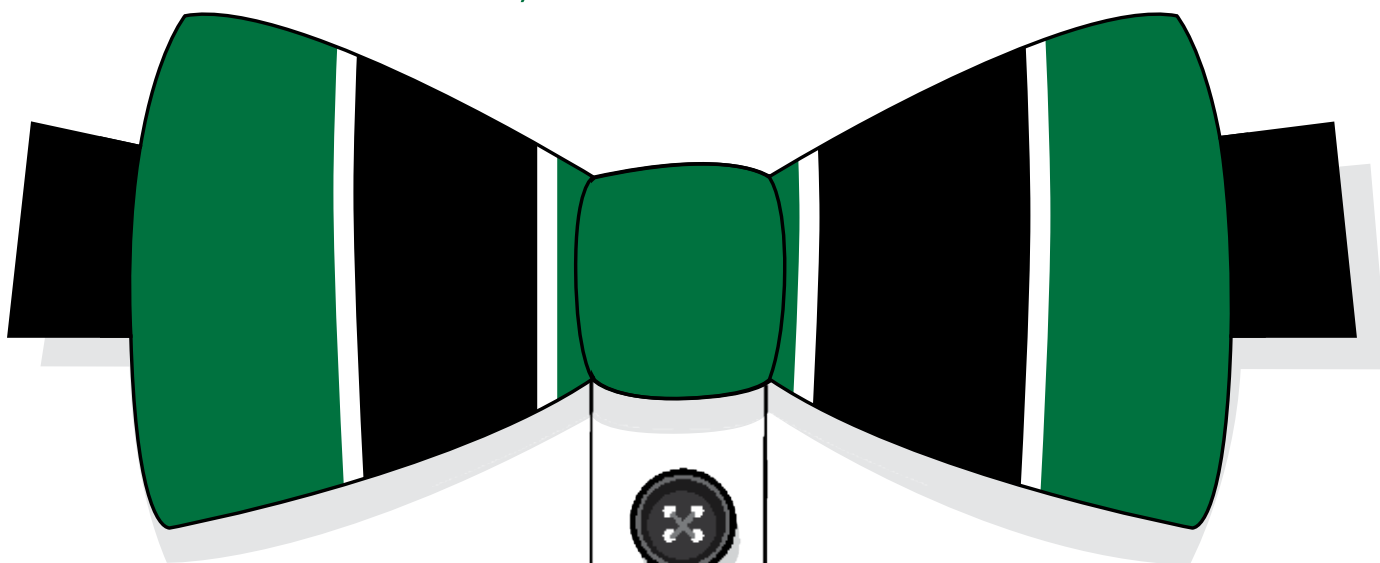
Positive psychology aims to proactively increase mental fitness and wellbeing of students and staff. It plays a crucial preventative role in reducing depression, anxiety and stress within the school environment.

For any system to be a success, it relies on the people involved and the relationships that are formed and nurtured. At BBC, the wellbeing of boys is the responsibility of no one person; it is the responsibility and privilege of all and it takes the combined efforts of staff and parents to ensure we are meeting the current and future needs of our boys.

If we are to build the leaders of tomorrow, it is our duty to ensure we are at the forefront of providing a quality, well-rounded education that combines best practice teaching and learning with the science of wellbeing – it's an approach we at BBC have termed *A New School of Thought*. It is an approach that places us at the forefront of positive education as we strive to develop confident young men ready to face the world with courage, compassion and conviction. ■



“120,000 SECONDS TO GO.”



BEHIND THE BOW TIE

Just 32 days out from retirement, Colin Noy has carefully calculated his remaining teaching time. Not the weeks, or days, or even hours for that matter, but seconds. Each lesson amounts to 3,000 seconds and with forty lessons to go, it's simple, right?

What? You say. Well, 'a watt' is the rate of use of energy; one Joule per second, so a 40-watt lightbulb converts 40 Joules of energy per second into light and sound. Responses like these are characteristically 'Col'. It's how he's wired. His quirky and quick-witted nature as prevalent and prominent as his penchant for bow ties.

And it's perhaps his unique style of thinking and way of looking at the world that has enabled Colin to make such an incredible impact in his 39 years at the College.

Colin has held many roles, starting as a Science and Maths teacher in 1981, when there were just four administrative and two grounds staff on campus.

Since that time, he's taught Science, Mathematics, Information Technology, spent 24 years as Biology Coordinator and the same amount of time on the Queensland Curriculum and Assessment Authority (QCAA) panel.

He was Junior Flynn Housemaster for a year, Master in Charge of Chess for ten, Photography Club for 16, coached Rowing for six and has duly performed discus duty at the Interhouse Athletics Carnival for the last 36 years.

But if you know Colin, or know of him, it's his enthusiasm and passion for all things Robotics that likely springs to mind when you hear his name.

And that's because Colin is the man behind BBC's thriving Robotics Club; the man responsible for building it from the ground up.

REWINDING TIME AND TECHNOLOGY

"In 2001, Ryan Wong came to me and said, 'I'd like to compete in a new Robotics competition, it's called RoboCup Junior. Has the Science department got any budget to buy the equipment so I can enter?' Ryan was in Year 9 at the time," Colin recounts.

"I approached Barry Wilson, our head of department. Some project money was available. We bought the equipment, Ryan built the robot and took home third place in the State and National soccer competition."

Robotics began to emerge – as a field globally and an activity at the College.

In 2002, the BBC Robotics Club was born. And in its 18 years, it's grown from seven students to more than 235 boys from Years 3 to 12 involved today.

"To begin, my intention was to provide an opportunity for boys to develop interpersonal and problem-solving skills through Robotics. That intention remains today. But we've also seen the relevance of Robotics grow significantly too.

"It's a true STEM activity, where all aspects of Science, Mathematics and Technology are combined through Engineering principles.

"Many speak of STEAM, with the addition of Art. I would say BBC Robotics takes it one step further with STREAM, as a strong research component is also involved.

"Robotics has allowed boys to achieve beyond their wildest dreams, represent their

country and become world champions; and, as automation continues to infiltrate our daily lives, it can provide students with a definite career path too.

And that it has, with BBC Robotics students going on to work for tech giants like Google and at home, CSIRO, on projects like programming autonomous mining vehicles to self-map terrains and avoid obstacles.

ENCOURAGEMENT AND COMPONENTS

"I've watched our program help shy young boys grow into confident men with a purpose; men who are not afraid to tackle the world and its problems head on," says Colin.

"The kids surpass me with their knowledge and ability very early on in the piece and my role has always been one of 'finding a way to make their ideas happen' and that has often meant finding funds – Robotics does not come cheap.

"I've allowed the boys to dream, have encouraged them to imagine and where possible provided them with support, both through encouragement and components.

Two very different measures, but of equal importance.

"I've tried not to say no to any reasonable request and have always gone out of my way, to find a way, to supply the boys with what they need.

"In return they have shown their appreciation through their persistence and dedication and this has translated to results on the competition field."

THE TEAM TO BEAT

BBC is currently the leading school globally in Robot Soccer. The team to beat, thanks to four World Championship wins in the soccer event over five years. It's an impressive achievement made possible by bold visions and impressive skills.

"Our soccer program is the brain child of BBC Old Boy, Stephen Lau (OC 2013). Stephen is incredibly skilled in the field and has worked tirelessly with students to sustain this level of success.

"Our program has been supported by many talented Old Collegians who have risen through the ranks of competition and, while at university, come back weekly to share their knowledge and experience and to train boys in robot construction and programming.

"At the highest level, boys are working

beyond a Masters degree in electronics, construction and coding thanks to the expertise of past students that have been able to offer robotics at this specialist level.

"In effect, they pay their experience forward. We've reached a point where expert tutoring is self-sustaining. And that means I can leave knowing the future of Robotics remains bright."

PARTING WISDOM AND A STAR IN THE SKY

At this year's Robotics Prize Night, Colin left his tribe with sound and heartfelt advice.

"Boys, if you want something badly enough, then almost anything is possible. The choice is yours to make. Sometimes the pathway is not straight and there are many twists, turns and forks in the road. Stay true to your dreams, work hard and treat everyone fairly and with respect.

"Success is not measured by the winning of a competition but by the effort that is put in to try and get there. Robotics, as life, is a journey. Enjoy the journey. Don't hurry to reach the destination.

"Thank you for giving me much joy and satisfaction watching you strive for your goals. The future is not yet written. Make your story a noteworthy one. I am proud of every one of you."

And for a 'characteristically Col' sign-off; "In the words of First Officer Spock, USS Enterprise.... Live long and prosper. Signing off as MIC. Beam me up Scotty."

Reflecting on Colin's journey, it's clear his imparting wisdom is indeed lived wisdom. And just as he has encouraged respect, he's earned it too, his parting gift evidence of the high regard in which Colin is held.

BBC boys presented Colin with a gift he will forever treasure – a certificate of registration for a star in the Constellation of Lupus, simply named the 'Colin Noy MIC' star.

A star, Colin informs, will be there for 4.5 billion years, just in case you were wondering.

"It was an honour and I will enjoy searching for this magnificent memento in the night sky as I enjoy retirement and more time with my family. Eighteen years ago, I had no idea where things would lead. What an incredible journey it has been." ■



BOW TIE BACKSTORY... OF COURSE THERE'S ONE!

"When I arrived at BBC, Graham Thomson was the Headmaster. He was an inspirational man who I respect deeply. He was also a stickler for uniform, which was great because it created a high level of standards. All male staff, and boys, were required to wear a tie.

"But when I almost lost my beard, thanks to my tie dangling in a container of chemicals when conducting a science experiment in class, I approached Graham to ask if boys (and teachers) could remove their ties during experiments.

"He responded with, 'They can tuck their ties into their lab coats, but it is my wish that the boys wear ties at all time as part of their uniform.'

"Can I wear a bow tie? I asked.

"Yes, that's fine." Conversation closed. Tradition created.

Colin has donned the bow tie – with flair and style – ever since. His love of the fashion icon that replaced the cravat, honoured with students recently commissioning BBC's first bow tie through the College Shop. A bow tie, worn proudly by the man himself at this year's Speech Night, Colin's final.

"THANK YOU FOR MAKING THAT CALL ALL THAT TIME AGO TO START WHAT IS TODAY BBC ROBOTICS, PROVIDING ME WITH CONTINUOUS CHALLENGES AND A WONDERFUL GROUP OF LIKE-MINDED FRIENDS TO DO IT WITH. WITHOUT THOSE EXPERIENCES I WOULDN'T BE LIVING IN SILICON VALLEY WORKING IN ONE OF THE LARGEST TECH COMPANIES IN THE WORLD TODAY."

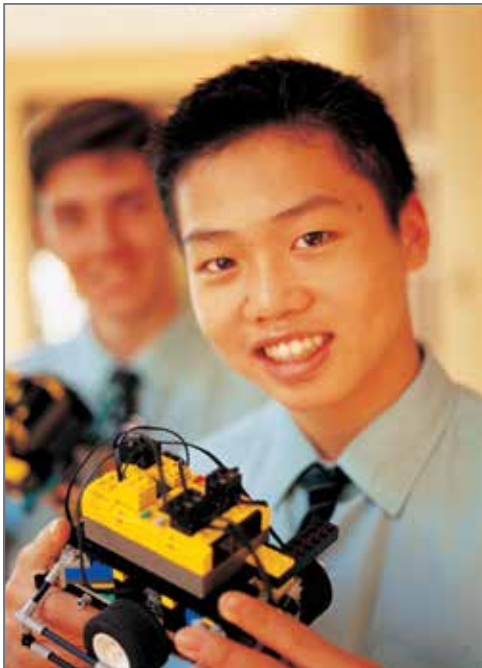
DAVID FINSTER, BBC OLD BOY (OC 2007)



MAKING HEADLINES



Collegian is no tabloid, but Robotics has consistently made the editorial cut, with the boys' successes featuring heavily in the magazine since the program's inception in 2002.



SEPTEMBER 2002

"BUILDING THE FUTURE"

Following the successful pilot of a Robotics elective in Year 9 and a Robotics Club earlier that year, BBC prepares to introduce new Robotics subjects in Year 7, 9 and 10.

DECEMBER 2003

"ROBOTICS FUTURE BRIGHT FOR BBC"

Two teams were awarded third prize and one team placed fifth in the Australian RoboCup Junior Competition at the University of Queensland.

SEPTEMBER 2005

"NATIONAL ROBOT CHAMPIONS"

Year 10 student John Scott and Rob Walker from Year 9 become national Robotics champions, winning the Premier Rescue Division at the Australian Robotics Championships in Sydney.

MAY 2006

"SCI-FI REALITY"

BBC prepares to send two teams to the International RoboCup Junior Competition in Germany.



JUNE 2007

"ROBOTICS CLUB OFF TO USA"

Following on from their success in Europe, two teams are invited to represent Australia at the USA RoboCup Junior World Championships in July.



DECEMBER 2009

"SHORT CIRCUIT TO THE WORLD"

The Robotics contingent qualifies to represent Australia at the 2010 World Championships in Singapore.



DECEMBER 2012

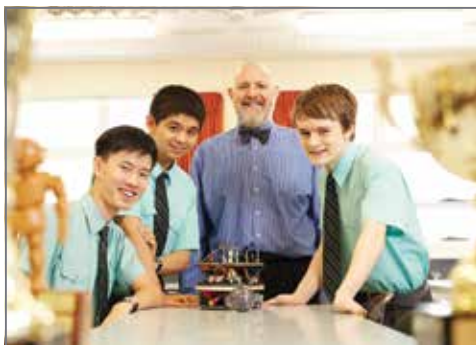
"TRIUMPH IN NATIONAL ROBO WARS"

BBC claims victory in the top division for the RoboCup Junior Australia National Championships for the fifth year running.

DECEMBER 2013

"BBC ROBOTICS SEES ROBUST GROWTH"

A record 160 students participate in Robotics. Outstanding results in the RoboCup Junior Queensland and Australian Championships see boys prepare to compete in the 2014 World Championships.



DECEMBER 2014

"MOVE OVER GERMANY, ROBOTS INCOMING"

BBC's Open Robot Soccer team secures success at the RoboCup Junior Australian Championships and prepares for the World Championships in 2015.



DECEMBER 2016

"TRANSFER OF LEARNING"

Drones, droids and robots are a daily occurrence at BBC thanks to a growing and flourishing Robotics program. LJ Stand qualify to represent Australia at the 2017 World Championships in Japan.



DECEMBER 2017

"BBC CROWNED ROBOTICS WORLD SUPERTeam CHAMPIONS"

A team of five BBC students defy the odds and defeat teams from leading technology giants; China, Germany and Japan. BBC crowned World SuperTeam Champions in Nagoya, Japan.



DECEMBER 2018

"BBC ROBOTICS ON WORLD STAGE"

Four teams travel to Montreal, Canada to represent Australia in the RoboCup Junior World Championships. Teams LJ STAND and FG&B take home the titles in Robot Soccer.



AUGUST 2019

"ROBOTICS WORLD CHAMPIONS"

Three BBC teams qualify to represent Australia in the 2019 RoboCup Junior World Championships in Sydney... and they won!

BBC NEWS

22 **Academic Achievements**

2019 highlights in the academic arena

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BBC teachers work collaboratively to leverage the skills, wisdom and talent within the College faculty

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Farewell to our departing Head of Junior School, Mr Keith Dalleywater

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Learning How to Learn

Practical strategies and learning techniques for our boys



ACADEMIC MATTERS

NEW LOOK SCHOOL YEAR

DR LEIGH HOBART | HEAD OF ACADEMIC PERFORMANCE AND INNOVATION

Since the beginning of 2019, Year 11 students have been engaged with the new Senior Assessment Tertiary Entrance (SATE) system. This includes the Queensland Certificate of Education (QCE) and Australian Tertiary Admissions Rank (ATAR) and replaces the Overall Position (OP) ranking. Engaging in the first new Senior syllabus reform in over 20 years, the boys of Brisbane Boys' College are well positioned. The high expectations and consistently pleasing academic results continue to see us placed as a top performing Queensland school.

There are several differing factors between the outgoing OP system and SATE. Firstly, there are new syllabus documents for senior students. Foundational Units 1 and 2 are covered in Year 11, with Unit 3 starting in Term 4. Importantly, in this process boys are encouraged to select subjects which are of interest to them and are prerequisites for university courses they are considering. As a result, BBC has increased its offerings to boys by introducing subjects such as Psychology, Engineering and Philosophy and Reason. These have been very popular with multiple classes allocated.

Another difference is that the results from Units 3 and 4 are used to calculate student ATAR results. The assessment scores from each of these units combine to give students a mark out of 100 for each subject. Generally, a student's top five subject results (regularly out of six subjects studied) are submitted

to the Queensland Curriculum Assessment Authority (QCAA) and ultimately Queensland Tertiary Admissions Centre (QTAC) for calculation of their ATAR.

Some assessments in Units 3 and 4 are internally developed assessments; external exams represent the remaining 25 percent or 50 percent (for Science and Mathematics subjects). To ensure quality assurance throughout the state, internal assessments are endorsed by trained teachers working with the QCAA. Selected, completed assessments are then confirmed again by trained teachers from across the state working for the QCAA. Many of our BBC Senior School teachers are Endorsers and Confirmers, with some also being acknowledged for their professionalism by being named Lead or Chief Endorsers. We have already had our Internal Assessment Instruments 1 and 2 endorsed, ready for implementation during Unit 3. The next endorsement event will happen in late January to ensure that the third Internal Assessment Instrument (IAI) meets expectations. The first Confirmation event of teachers' judgements for the first assessment instrument occurs in late April.

Our Year 10 programs have also been reviewed to best prepare our young gentlemen for the new system. To minimise subject changes, subject choices have been designed to reflect the senior subjects. Boys also engage with more elective subjects before making senior subject selections.

We have also refined our subject selection process for Year 10 students incorporating Morrisby profiling, SET Plans and ASPIRE Week. This is to help boys avoid making subject changes during Year 11 so they can optimise the foundational units offered during that time.

The most significant difference with the SATE system is the introduction of external exams set by the QCAA. Mock exams are available to the public through the QCAA website and many subjects have implemented internally developed mock exams during this year, to prepare students for the conditions. Boys will have multiple opportunities to practice and prepare for these exams which will be held from 26 October through to 17 November.

It is expected that all boys will complete a QCE. To support this process, Mr Dominic Piacun has been appointed as Senior School Curriculum Coordinator in order to monitor progress and work with classroom teachers, Year Team Leaders, Heads of House and Heads of Department to ensure all boys are on track to achieve this. He will also be monitoring boys' progress with achieving their ATAR score.

We are excited by the future of this system and appreciate the transparency and clarity of process that it enables. Our boys have been well prepared and we look forward to seeing the results of their hard work in 2020. ■

2019 ACADEMIC ACHIEVEMENTS

At BBC our curriculum is designed to develop boys' minds to be forward thinking and to assist them in exploring their passion and purpose in life. Our teachers aim to assist each and every boy to reach their potential as we prepare them to take their place in the world as confident and capable young men.

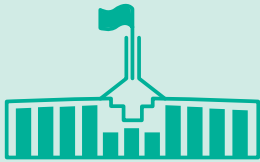
We teach our boys to question the status quo and solve problems to make the world a

better place, now and in the future. Our job, as educators at BBC, is to know each boy well, to tailor his experiences and support him as an individual. Our approach is, of course, supported by a range of initiatives, both in and out of the classroom, designed to strengthen his learning experience.

Highlights in the academic arena abounded in 2019, with successes both

nationally and internationally.

In acknowledging the achievements of our boys, it is equally important to acknowledge the role our dedicated staff play in supporting boys to thrive and prosper. The time our staff invest to build positive and authentic relationships with each boy is pivotal to his success, because we know that happy boys achieve to and beyond their potential. ■



40 YEAR 6 STUDENTS TRAVELLED TO CANBERRA TO LEARN ABOUT DEMOCRACY



SHAKE AND STIR THEATRE COMPANY INTRODUCED SHAKESPEARE TO YEAR 7

200 BOYS ON STAGE FOR A MEGA PERFORMANCE AFTER ONE WEEK



BEST EVER RESULTS FOR READERS CUP WITH A BRONZE FOR YEAR 5



OPTIMINDS STATE FINALS FOR TWO TEAMS WITH A SECOND PLACE FOR SCIENCE AND ENGINEERING



YEAR 4 INTRODUCED ECOMARINES AND WENT ON THEIR FIRST CAMP TO TANGALOOMA WHERE THEY GOT TO LEARN ABOUT THE ENVIRONMENT AND FEED THE DOLPHINS



YEAR 8 LEGACY PROJECT WITH OLD COLLEGIANS SEES STUDENTS ENGAGE WITH AUGMENTED REALITY TO PRESENT THEIR STORIES TIED TO CHARACTER TRAITS

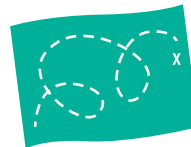
24 ACADEMIC SCHOLARSHIPS AWARDED

RESEARCH PROJECTS WITH ISO AND THE AUSTRALIAN CATHOLIC UNIVERSITY IN PROGRESS



YEAR 3 BOYS SCORED THE **HIGHEST** WRITING SCORE EVER IN NAPLAN

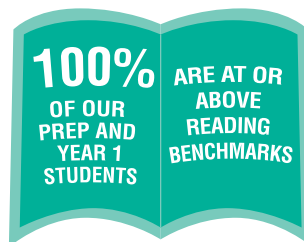
YEAR 9 EXPERIENCED THE AMAZING RACE



YEAR 11 STUDENTS STARTED THE SATE SYSTEM WITH 52 ASSESSMENTS ENDORSED, 27 NEW SYLLABI BEING IMPLEMENTED WITH LOTS OF ENDORSERS AND CONFIRMERS ON STAFF

YEAR 5 BOYS SCORED **HIGHEST** IN READING, SPELLING, GRAMMAR, PUNCTUATION AND NUMERACY

100% OF OUR PREP AND YEAR 1 STUDENTS ARE AT OR ABOVE READING BENCHMARKS



YEAR 12 STUDENTS SAW OUT THE OLD OP SYSTEM WITH THE FINAL ROUND OF QCS WITH 65.5% RECEIVING AN A OR B. A STRONG COHORT TO FINISH



YEAR 10 STUDENTS PARTICIPATED
IN THE INAUGURAL

ASPIRE WEEK

TO ENGAGE THEM IN THEIR SENIOR
SCHOOLING OPTIONS



TWO STUDENTS
PERFORMED WITH
LABOITE, AFTER
80 AUDITIONED
FOR 12 ROLES



FOUR STUDENTS PARTICIPATED
IN THE INTERNATIONAL
MATHEMATICAL MODELLING
CHALLENGE IN HONG KONG,
PLACING IN THE TOP FIVE TEAMS
WORLDWIDE



A NEW SENIOR SCHOOL
CURRICULUM COORDINATOR
AND MIDDLE SCHOOL
CURRICULUM COORDINATOR
WERE APPOINTED

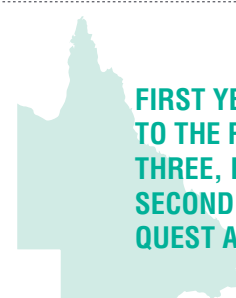
COORDINATORS FOR GIFTED
AND TALENTED, ARROWSMITH
AND EAL FROM PREP TO YEAR
12 WERE ALSO APPOINTED,
TO ENSURE THAT PROCESSES
RUN SMOOTHLY



THREE BOYS TOPPED THE
STATE IN ICAS, IN SCIENCE,
WRITING AND ENGLISH



FIRST PLACE
IN THE STATE
FOR ASX
SHAREMARKET
GAME



FIRST YEAR OF GIFTED
TO THE POWER OF
THREE, LEADING TO A
SECOND PLACE IN
QUEST AT STATE LEVEL



YEAR 5 TEAM WON THE
DAVINCI DECATHLON
AT A REGIONAL LEVEL



YEARS 5 AND 6
WRITERS LAUNCHED
THEIR OWN
PUBLICATION
WITH AUTHOR
BRIAN FALKNER



SIX STUDENTS HAD THEIR
COMPOSITIONS PERFORMED
BY THE QUEENSLAND
SYMPHONY ORCHESTRA



YEAR 10 STUDENTS WERE INVITED
TO SIT THE AUSTRALIAN
MATHEMATICS OLYMPIAD
COMPETITION

SUBJECT APPLICATION RATINGS (SAR) WERE INTRODUCED IN 2019 TO REPORT ON THE QUALITY AND CONSISTENCY OF A STUDENT'S APPLICATION TO HIS STUDIES, WITH A RATING OF '5' BEING THE HIGHEST AND '1' BEING THE LOWEST.

- ✓ THE MAXIMUM AVERAGE SAR OF 5 WAS ACHIEVED BY NINE STUDENTS IN TERM 1, INCREASING TO 40 STUDENTS IN TERM 3
- ✓ 206 STUDENTS ACHIEVED AN AVERAGE SAR OF 4.5 IN TERM 1, INCREASING TO 335 IN TERM 4
- ✓ ALL YEAR LEVELS INCREASED OR MAINTAINED THEIR AVERAGE SAR ACROSS 2019, MEANING MORE BOYS WERE ACADEMICALLY MOTIVATED AND ENGAGED WITH THEIR LEARNING AT A HIGHER LEVEL



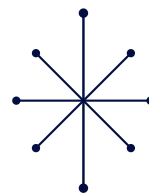
LEARNING HOW TO LEARN

MR DOMINIC PIACUN | Senior School Curriculum Coordinator
MS AMELIA APOGREMIOTIS | Middle School Curriculum Coordinator



FEW THINGS ARE AS POTENTIALLY DIFFICULT, FRUSTRATING, OR FRIGHTENING AS GENUINE LEARNING, YET NOTHING IS SO EMPOWERING.

ADAM ROBINSON – 'WHAT SMART STUDENTS KNOW.'



At BBC, we want our students to lean into the challenge of learning, to use their character strengths to make sense of what they are learning as they build their capacity across various domains and expand their world view. We know that students can learn anything, given enough motivation, time and the right resources and strategies. One of the most important strategies for individual students is to cultivate an understanding of how we best learn. By developing a capacity to learn better, students can acquire knowledge and skills more efficiently, leading to a deeper understanding. Learning then compounds, as students build on prior knowledge and make connections with new learning.

We know from decades of research that learning (at all stages in life) is a process that:

- is active - learners build knowledge as they interact with the world around them;
- builds on prior knowledge and understanding in a complex social environment – learning does not happen in a vacuum but involves people within their cultural context;
- situates the learning in an authentic, real-world context; and
- requires learners to take ownership of their learning – learning cannot happen if the individual does not want to engage in the process.

Young people need guidance as they develop their learning habits. Our wonderful teachers wear many hats throughout a given day. Depending on the students, our teachers may position themselves as activators, experts, coaches, guides and co-learners in a learning community within the context of our school, our broader community and the world. We know that parents are keen to help build on the great work of our teachers but are often at loss as to which is the most effective learning strategy to help their son employ. Especially, if their son is not overly responsive to mum and dad's enquiring questions. Too often, we hear stories from our parents who, thinking that their son is working diligently on a task, find that a) he has not been productive

with his time at home because he wasn't sure where to start and didn't want to ask for help; or b) has been distracted by any combination of devices and media. Our aim is to provide some useable strategies for parents to help their sons on their learning journey. Of course, we also provide these strategies for our students throughout the year during specific classes, workshops and tutoring sessions.

Researchers in the field of education have clear evidence of the efficacy of different learning strategies that individuals can employ to enhance their learning. Whenever we learn anything (for example scientific concepts, rules of a game or a new song for a specific instrument), we move between two modes of thinking: focussed and diffuse modes. Focussed mode is when we think deeply about something to reinforce new learning but equally important is diffuse mode, when we spend time letting our minds wander to forge new neural connections. Clearly, for students to work in focussed mode, they need to limit distractions. This might mean that they leave their phones on the kitchen table to limit distractions while they are completing schoolwork at home. Diffuse mode is best when done after a period of focussed mode. This might mean a walk around the block with the dog after a period of solid work and ensuring that students are prioritising regular consistent sleep times. The diffuse mode helps our brain to strengthen the neural connections made during focussed mode.

Procrastination is an automatic habit that can be a significant impediment to the effectiveness of student learning. The four stages of procrastination are the cue, the routine, the reward and the belief. Often students can be cued to procrastinate by notifications on their phone, exploring social media or gaming. To overcome the scourge of procrastination, learners need to alter their reaction to their procrastination cue.

The Pomodoro technique is a proven, simple strategy to help learners to remain focussed on the task at hand and avoid procrastination. Students need a stopwatch (not their phone). Depending on the age

of the learner and their propensity to procrastinate, they set a timer for between 10 to 25 minutes. During this time, they focus their attention solely on the task at hand. The most important part of employing the Pomodoro technique is to focus on the process rather than the product. Students who struggle with procrastination will only delay their homework if they are unsure of the answers to the questions for homework. So, instead of focussing on answering all the questions in one block, they commit to a 20-minute pomodoro (don't forget the timer). They must work for that given time. They then give themselves a break (it might be to have a stretch, eat a piece of fruit, or drink a glass of water). They then complete another pomodoro. If students can commit to two or three focussed pomodoros during one session, their level of productivity increases and, as a by-product, so does the quality of their work. The use of the Pomodoro technique takes time to form into a learning habit but like any good learning habit, once it is ingrained, successful learning is compounded.

Retrieval practice is a learning strategy that involves students dumping what they know and understand about specific ideas or concepts in their notebooks before they look at their notes. This retrieval of knowledge forces students to actively think about what they have learned and record it in their notebooks in dot points, pictures or mind maps. For accuracy, students should then compare the notes from their retrieval practice with the notes they already have or chat with friends in study groups. If there are gaps in the student's knowledge, they now know the areas for improvement.

During retrieval practice, students should ask themselves three questions: What do I know about this topic or concept? How is this topic or concept similar or different to other topics and concepts? What do I expect to learn from this session? Students will get more out of this exercise if they write their responses down rather than just thinking about the answers in their head. >>>

Studies have shown that the physical act of writing activates more areas of your brain. The point of answering these questions is simply to prepare your brain to receive the new information during the study or homework session.

Another effective form of retrieval practice is completing practice tests. These may take the form of quizzes, completing answers to essay questions or answering questions involving the use of mathematical formulas. During a homework or revision session, many students simply open their books then read notes or even highlight large chunks of their textbook. Although this feels like a good use of time, many studies have shown that rereading text or highlighting alone has little to no impact on student knowledge and understanding. Quizzing oneself can also take the form of using flashcards. This forces the brain to work to retrieve a response. Similar to working out at the gym, the neural connections are strengthening each time retrieval occurs.



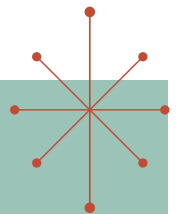
WHICHEVER LEARNING STRATEGY YOU WOULD LIKE TO HELP YOUR SON EMPLOY, IT IS IMPORTANT TO REMEMBER THAT FOR ANY OF THESE STRATEGIES TO BE EFFECTIVE, THE INDIVIDUAL NEEDS TO TAKE OWNERSHIP OF THEIR OWN LEARNING.

Spaced Practice involves spacing out learning over a period (i.e. weeks). A good analogy is to think about training for a sport (Rowing for example) or rehearsing a play for a theatre performance. To prepare for the GPS Regatta or the theatre production, students dedicate several hours each week over months to ensure they are ready to perform their best. Spaced practice in learning applies the same concept. Taking time each week (over many weeks) to complete the necessary work for each subject ensures students are best prepared for the upcoming assessment items. No one would think to train for the GPS Rowing Regatta the afternoon before the regatta or start learning lines the night before the big theatre performance, yet that is what students are doing when they pull an all-nighter to complete the assignment or cram for the test. Use **Retrieval Practice** to review information from previous weeks as well as information from the most recent lessons.

Interleaving during a revision session involves switching between ideas and concepts. Instead of spending an entire homework or revision session on one topic, research shows that learners who interleave different topics can retain that information for much longer periods. If students use the **Pomodoro technique**, they might cover different concepts for each pomodoro. The goal here is to make links between each of the concepts as you cover them by actively thinking about how each concept fits together. While it's good to switch between ideas, students shouldn't switch too often,

or spend too little time on any one idea or concept; it is important to make sure there is understanding. Interleaving usually happens during **focussed mode**. The neural connections are then further reinforced, and sometimes new connections made, during the **diffuse mode** when learners let their minds wander on a walk (without distractions) or during quality sleep.

Learning is a lifelong process. We know that each of our students are at different stages of their learning journey. The Pomodoro technique, Retrieval Practice, Spaced Practice and Interleaving are examples of proven learning strategies. There are many more learning strategies, such as working through concrete examples or the Feynman method of teaching someone else. Whichever learning strategy you would like to help your son employ, it is important to remember that for any of these strategies to be effective, the individual needs to take ownership of their own learning. As adults, our goal is to equip the young people in our care with the skills and strategies to embrace the challenges of learning. We aim to instill our students at BBC with the confidence and capability to have an impact on this increasingly Volatile, Uncertain, Complex and Ambiguous (VUCA) world. The better our boys understand the learning process through employing effective learning strategies and the role their own motivation plays in that journey, the better our boys will be able to respond to the opportunities that await them in their futures. ■



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100 years

OLD COLLEGIANS' ASSOCIATION
1920 - 2020

ALL MEMBERS OF THE BBC CLAN ARE WARMLY INVITED
TO JOIN US AS WE CELEBRATE 100 YEARS OF
THE OLD COLLEGIANS' ASSOCIATION

THE OCA CENTENARY ANNIVERSARY

Gala

DINNER DANCE

AN EVENING OF THANKSGIVING AND CELEBRATION

SATURDAY 31 OCTOBER, FROM 7.00PM UNTIL LATE

THE PLAZA BALLROOM, BRISBANE CONVENTION AND EXHIBITION CENTRE

THIS FLAGSHIP CENTENARY EVENT WILL ALSO SERVE AS THE OFFICIAL
REUNIONS OF THE CLASSES OF 2005, 1995, 1985 AND 1975.

NOMINATE AS A TABLE CAPTAIN

Those who wish to have the opportunity to make their own table special by inviting friends, family and colleagues to join them are invited to nominate as a table captain. To register your interest, please contact Mrs Lea Walker-Franks, Director of Community Engagement at oca@bbc.qld.edu.au or phone (07) 3309 3513.

This is not a fundraising event and will be open to adults (18+) only





PARTNERSHIP COACHING

SEAN RIORDAN | HEAD OF PROFESSIONAL PRACTICE AND PARTNERSHIPS

At Brisbane Boys' College, our teachers are committed to ongoing professional development. To produce young men who are capable and confident, our teachers are focussed on continuous improvement in their practice. They are always looking for better ways to engage our students, with a view to improved academic and wellbeing outcomes.

In the best performing education systems in the world, teachers work collaboratively sharing good practice and leveraging the skills, wisdom and talent to be found within the faculty for their ongoing professional learning and for the benefit of students.

Acknowledging that we learn best when we learn together, 30 BBC teachers have been involved in our partnership coaching program in 2019. Following a successful 2018 pilot program based on the work of Instructional Coaching guru, Mr Jim Knight, these teachers have worked with their peers to identify areas of pedagogical practice they wish to develop.

Middle School Housemaster and experienced Science teacher, Belinda Barrie, recently worked with a Partnership Coach to develop stronger questioning techniques in her Science classes, with a view to students developing deep learning.

Belinda also developed her classroom climate, by including further opportunities for student collaboration.

"I am really happy about the way it has turned out, I am really positive about how it has actually changed my teaching for the better and I believe the boys are getting more out of me as a teacher," said Belinda.

Head of Physical Education, Ben Spearritt, also worked with a Partnership Coach, identifying a desire to engage students further in quality feedback, a high impact strategy for improved student performance.

“COACHING WAS AN OPPORTUNITY FOR ME TO CHALLENGE MYSELF AND STEP OUT OF MY COMFORT ZONE, WHICH I GUESS IS SOMETHING THAT I TRY TO ENCOURAGE MY STUDENTS TO DO AS WELL. THE COACHING RELATIONSHIP THAT EVOLVED BETWEEN MYSELF AND MY COACH WAS QUITE INFLUENTIAL IN GETTING THE OUTCOMES I’VE GOT FROM THIS PROGRAM. THE TRUST THAT HE SHOWED AND THE EMPATHY AROUND ASSISTING ME IN DEVELOPING WHAT I CAME TO THE CONCLUSION WAS SOMETHING (A FEEDBACK TOOL) THAT COULD BE POWERFUL FOR ENHANCING STUDENT OUTCOMES.”

BEN SPEARRITT | HEAD OF PHYSICAL EDUCATION AND COACHEE

“AS FAR AS THE BOYS GO, I THINK THEY SAW REAL BENEFITS (TO MY PARTICIPATION IN THE PROGRAM), AND I REALLY FELT THROUGHOUT THE TERM THAT WE HAD A BETTER RELATIONSHIP. THEY FELT SUPPORTED, THEY FELT SAFE, THEY FELT THAT THEY WERE ABLE TO VOICE THEIR OPINIONS WITHOUT JUDGEMENT, WHILE GIVING ME THE ABILITY TO DRAW OUT MORE COMPLEX ANSWERS FROM THEM”

BELINDA BARRIE | MIDDLE SCHOOL HOUSEMASTER, SCIENCE TEACHER AND COACHEE



As an experienced educator, Ben drew on his high level of skill to create a feedback tool where students were able to engage in self and peer reflection. Working with his Partnership Coach, Ben designed a tool that was clearly linked to the syllabus standards and noted improved student achievement.

In addition to the formal Partnership Coaching program, all teachers in the Middle and Senior Schools have participated in fortnightly 'learning hubs' with colleagues across faculties, undertaking professional learning and sharing good practice. A new form of staff meeting has also been introduced to provide opportunities for departments and teams to showcase their practice to their peers. ■



Visit our website to learn more about Partnership Coaching for Teachers and to see the results

WWW.BBC.QLD.EDU.AU/TEACHER-PARTNERSHIP-COACHING

A Warm Goodbye

Ask *Keith Dalleywater* what BBC's Junior School – and indeed the College – is all about, and he's likely to speak to its personality – it is warm and it is welcoming.

It's a sentiment that reflects the man himself, with Keith having an immensely positive impact on the College during his three years as Head of Junior School, no doubt thanks to his own positivity and passion for teaching and learning.

As he prepares to take up the Junior School post at St Philip's Christian College in Port Stephens on the New South Wales mid-coast, we sat down with Keith to reflect on his time; those moments he'll treasure, the rewards of the role and what he'll miss most.

While his move is driven by a desire to be closer to 'home', with Keith originally from Sydney (where his two sons and their families – including two granddaughters – currently live), it's with a heavy heart that he says goodbye to the community he's grown to be a big part of and love.



You talked about each school having a personality, how would you describe BBC to others?

BBC is warm and welcoming. BBC is energetic. BBC has a big heart. It cares about others in our community and wants to bring out the best in them. It cares about the world beyond the College gates and wants to make a positive contribution there. BBC believes that being a 'Gentleman of Honour' is not an empty statement, but something to be encouraged and valued; something to be lived out, not just thought about. Our boys have diverse skills and interests, but also common strengths – such as confidence, compassion and commitment. The typical BBC boy is a wonderful blend of politeness and spunk!

How important is community in a school and what does the BBC community mean to you?

At its heart, every good school is highly relational. To feel that you are cared about and that you truly belong is the bedrock of effective learning. At BBC, students, staff members, parents and other members of the extended community share strong bonds and a depth of feeling, shaped by its rich history and traditions, its celebration of current successes, and its shared vision for the future. Speak to Old Collegians about the College and you cannot fail to be impressed by their enduring passion for their school and the deep connections they retain with schoolmates. Once a Collegian, always a Collegian!

What are some of the initiatives or programs you and the team have implemented that your most proud of?

We introduced the Passion Project to Year 6. Spanning two school terms, this project allows each boy to explore a personal passion in depth, with the guidance of a personal mentor (perhaps a grandparent or trusted family friend). The program culminates in an inspiring Passion Project Expo, to which all members of the BBC community are invited. The diversity of passions on display and the depth of skill takes your breath away! Projects have included the building of computers, guitars, robots, skateboards, vegetable gardens, furniture and dog kennels; the authoring of novels, history books and

photographic essays; the refurbishing of motorbikes, bicycles, surfboards and kayaks; the creation of dioramas, model boats and model planes; composing and recording music; and promoting a cause – such as F.A.S.T, the campaign to alert the general public to the symptoms of stroke and how best to respond. This latter project led its initiator, Elliot Clayton, to lobby State and Federal politicians, who took up his cause, even mentioning it in Parliament. It resulted in an invitation for Elliot to present to the board of the Stroke Foundation.

The introduction of Read Write Inc is another great project. It has transformed the way we go about literacy education in Prep to Year 2. Employment of this 'synthetic phonics' approach has allowed us to lay a firm foundation in reading and writing skills, which is seeing our boys reach independence far more quickly and successfully than before.

As a strategy to promote writing skills in our boys, we introduced an annual writing competition, with winners and placegetters awarded in each year level. Every boy in the Junior School is involved. And that's what makes it so great.

As a further boon to budding writers, the school has also introduced a Writers' Workshop – a five-day intensive program for the best writers in Years 5 and 6, who work with renowned children's author Brian Falkner to produce a published anthology of short stories.

Seeing these initiatives come to life has been particularly rewarding.

What do you love most about the work you do?

It's the relational dimension to school life that I love most – the ongoing interactions with staff, parents and especially the boys. It is very rewarding to building connections with others and to know that you are playing a small part in shaping a young life.

Is there a particular moment from your time at BBC that will stay with you?

Two moments spring to mind, both involving our retiring Chaplain, Rev Graham Cole. The always amazing Grand Concert this year featured a stirring performance of Handel's *Hallelujah Chorus*, presented in honour of 'Rev'. As one, the audience stood in honour of this inspiring man, who has devoted 28 years to serving BBC and caring for all connected to the College community. Likewise, at Speech Night tribute was paid to Graham by the Headmaster. Once again, all present stood in acclamation of Rev, recognising that he has been the living embodiment of servant leadership at BBC – and in many ways the heart and soul of the College.

What will you miss most about BBC?

Its people – the boys, their parents, the staff and all connected with the BBC community.

The stirring pipes and drums, which are such a distinguishing feature of College culture.

The extraordinary music program, which sees students and staff time and time again performing music of breathtakingly fine quality.

The passion and dedication of Rev Cole and his Christian Ministry team, as they seek to present the Christian faith as something real, fulfilling, life transforming and precious – very much at the core of the College ethos.

And finally, if you were to use three words to describe what it's like to work in education, what would they be?

Relational. Transformational. Rewarding. ■



Introducing Mrs Louise Morris, Head of Junior School

Brisbane Boys' College is delighted to announce the appointment of Mrs Louise Morris as the new Head of Junior School commencing in January 2020.

Mrs Morris is an outstanding educational leader with a proven track record of success in a diverse range of schools. Most recently employed as the Dean of the LINQ Academy at Sheldon College, Mrs Morris has held leadership positions in several Junior Schools and is eminently qualified as an experienced and innovative educator to provide the highest quality leadership from Prep to Year 6.

Mrs Morris has dual degrees from Griffith University, is currently undertaking a Certificate in School Management & Leadership through the Harvard Graduate School of Education and Harvard Business School and is a member of the Australian Council for Educational Leaders.

Mrs Morris' colleagues describe her as an educational professional who has consistently demonstrated the ability to strategically lead, inspire and develop rigorous, evidence-based curriculum and innovative pedagogy that achieves excellence in student outcomes and develops high-performing school communities.

Throughout her career, Mrs Morris has developed and led a wide range of initiatives and programs directly related to improved student wellbeing in its many forms.

Mrs Morris was described by a former Principal as, "a great communicator, a great motivator, someone who brings people with her, a consummate professional, the model of an educational leader and a person who lives and breathes education".

Another Principal described Mrs Morris as, "one in a million, she has had a transformative impact on our school, she has the respect and admiration of staff and parents".

Her appointment follows the resignation of current Head of Junior School, Mr Keith Dalleywater. The College community expresses their collective gratitude to Keith for the positive impact he has had on our College in his role as Head of Junior School and confirms the high regard with which he is held by the Junior School boys, staff and parents.

Mrs Morris has a warm and engaging personality and will build upon the wonderful legacy of Mr Dalleywater and continue the growth and development of the Junior School.

Brisbane Boys' College looks forward to wholeheartedly welcoming Mrs Morris to our community in 2020 and supporting her in her leadership of the Junior School. ■

Junior School activities

MS JENNIFER WARWICK | DEPUTY HEAD OF JUNIOR SCHOOL (TEACHING AND LEARNING)

In the Junior School, our classroom teachers create programs that inspire our boys to explore their passions, while building knowledge, skills, behaviours and dispositions that help them to become successful and confident lifelong learners. From our youngest learners to our Year 6 leaders, every boy has the opportunity to succeed through the use of the most modern systems, technologies and innovative teaching and learning programs, with our boys rising to the challenges presented to them and growing as learners and contributors to the College.

As educators, parents and as a community, we want each boy to succeed, and literacy is an important key to academic success. Our teachers in the early years have created learning environments that focus on

developing literacy skills through a variety of programs and innovative approaches. Our Read Write Inc program delivers a systematic individualised phonics program that caters for boys in small groups allowing every boy to achieve success. Other initiatives such as the Prep Post Office, Year 1 augmented reality dinosaur cards and Year 2 investigation into toys and their moving parts engage, excite and extend the literacy skills of our young learners.

In numeracy, our teachers also provide boys with meaningful learning through individual and collaborative experiences that allow them to make sense of mathematical concepts. In Year 1, boys collect and explore data concepts when researching the specific features and characteristics of different



dinosaurs, including their speed, strength, protection, ability and intelligence. The Prep boys' understanding of patterns and algebra is constantly being explored through a number of engaging activities, such as the beading of necklaces for Mother's Day. In Year 2, investigations of paper planes and how they can fly help boys explore measurement and geometry. ■



Integrating Technology into the Curriculum

Incorporating technology in classrooms enables educators to craft powerful collaborative learning experiences that support problem solving and flexible thinking. With strategic integration of both content-specific and content-neutral technology, students and teachers can construct their learning together in authentic ways that elevate learning.

Technology fosters a unique environment where teachers can cater to students' different types of learning styles e.g. visual, auditory, and kinesthetic.

This skilled integration and utilisation of technology to enhance learning is an integral element of our BBC classrooms.

Throughout the school year, boys have eagerly embraced technology to deepen their understanding of Maths in effective ways. Year 5 classes have been using Spheros to deepen their understanding of Geometry. The boys were given the task of programming a Sphero to manoeuvre

around a mat, which required boys to successfully apply their understanding of compass directions, measurement and degrees of turn.

All boys were given a different mat to navigate their Sphero. Some boys spelled out words, others found the treasure on a map and some groups directed their Sphero similar to Siri, making it talk. It was wonderful to see the boys so engaged and enthusiastic when completing the task. One boy commented at the end of the lesson, "Are we finished?! That went so fast." How time flies when you are having fun!

Year 1 boys have been exploring stories from around the world. They thoroughly enjoyed using iPads to retell two Aboriginal Dreamtime stories, Tiddalick and The Rainbow Serpent, as they recorded their voices to accompany their digital illustrations. ■





Junior School Presenters Take to the Stage

From the workings of a combine harvester to investigations into favourite food groups and a peak into the teenage mind, this year's Junior School Interhouse Public Speaking Competition was entertaining and informative. All students in Years 1 to 6 competed in the competition, with our Years 1 to 3 boys taking part in three rounds while boys in Years 4 to 6 competed in four rounds, requiring them to compose two speeches. It is a huge task to talk in front of a big audience and our young presenters are to be congratulated on their efforts as they took the task in their stride and delivered their speeches with confidence and conviction. ■



Junior School Mosaic

Initially conceived by the Class Representatives of the 2015 Year 6 cohort, under the astute direction of their Art Teacher, Ms Kim Murray, the tiles for this mosaic were handmade by every Junior School boy over the period 2015-2017. Subsequently, through the generosity and hard work of numerous benefactors and supporters, this major art installation is a point of both artistic beauty and an area of immense interest.

This mosaic, which was officially dedicated on Thursday 17 October 2019, will not only serve as an endearing expression of appreciation, but a fitting legacy for the Junior School community of Brisbane Boys' College to both appreciate and enjoy for generations to come.

In their words

"Here is our place, our community. It is bordered by water and trees, which to us are symbols of life and knowledge. As we walk into our College, we embark upon a journey of learning."

Incorporated in this mosaic are words that describe what Brisbane Boys' College means to us – honour, courage, spirit, friendship, passion and inspiration.

As you walk over the mosaic at the start of your day, it will act as a reminder that we, the young 'Gentlemen of Honour' of BBC, are indeed part of a very special place."

A description of the mosaic as conceived by the Class Representatives of the 2015 Year 6 cohort ■



Mosaic Facts

- The mosaic was conceived and managed by Junior School Art Teacher, Kim Murray, who guided students through the concept creation and handmade tile design, with logistical assistance from Mark Griffith, Deputy Head of Junior School (Administration and Student Wellbeing)
- Ms Karen Vause, Mother of Blake Sheppard (Year 11), designed the accompanying Storyboard
- Significant funding was provided by the Junior School Support Group along with contributions from the College to secure an upgrade to the forecourt
- Four Year 6 cohorts contributed funds to the project as their Graduation Gift to the Junior School
- This mosaic is the largest and most complex, student produced, art installation at BBC.

Middle School activities

MR DAVID BELL | HEAD OF MIDDLE SCHOOL

Our Middle School has made continued progress in its curriculum innovation offerings and goal to provide a supportive and enjoyable environment for students in Years 7 to 9, accepting them from many different primary experiences, transitioning them into

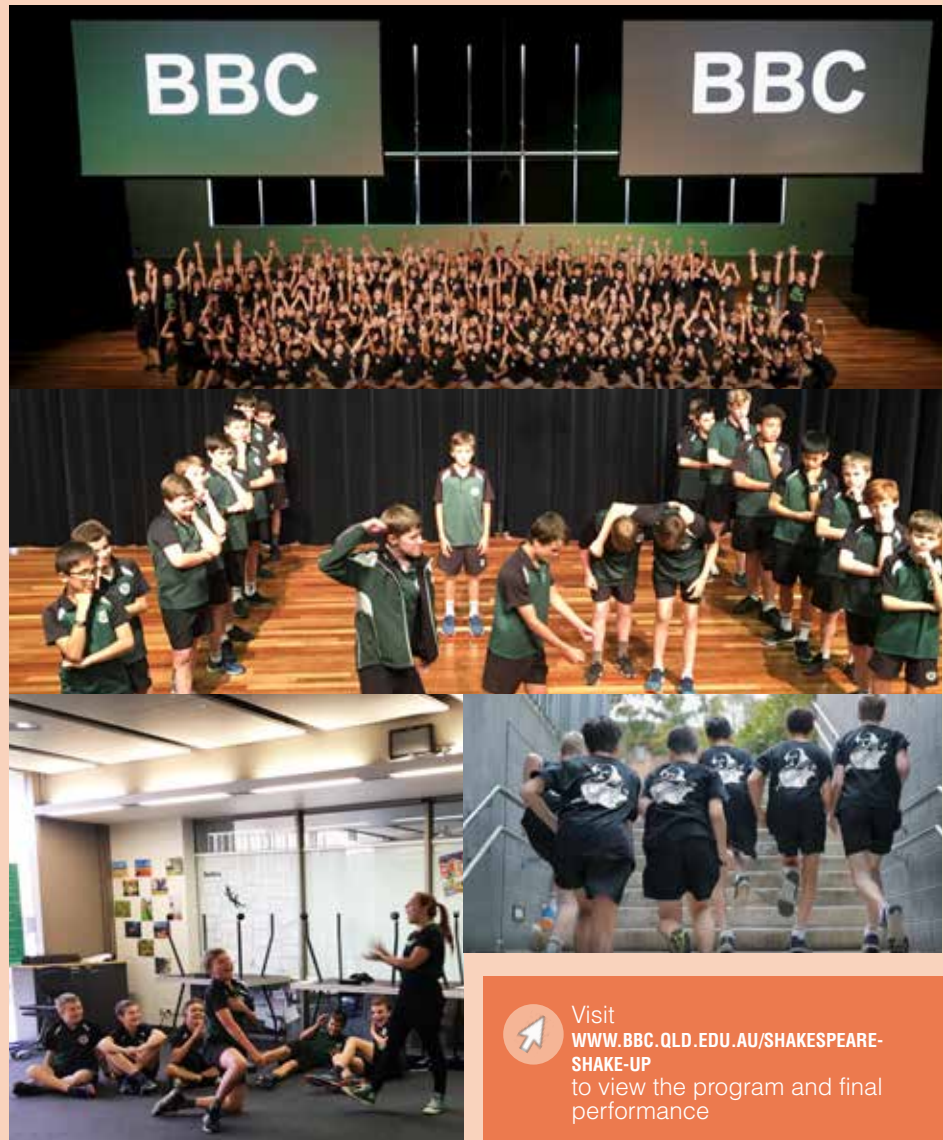
a secondary school lifestyle and ultimately, preparing them for life in our Senior School.

A number of important initiatives were initiated across the Middle School this year and achieved remarkable success. ■



Shaking up Shakespeare

It is extraordinary to consider that a man born 455 years ago in England still has such a profound impact on our collective consciousness and on our understanding of the human condition. William Shakespeare was born in 1564 and to immerse yourself in his works is one of the great joys of a quality education. As Ben Jonson famously wrote, "Shakespeare was not of an age but for all time". Earlier this year, our Year 7 students immersed themselves in Shakespeare's world as they explored and gained greater appreciation of his works. The Year 7s, dressed in their drama 'blacks', were under the professional guidance of the Shake & Stir Theatre Company as they explored the works and themes of Shakespeare, which will prepare them well for the frequent encounters they will have with the Bard in the years to come. What the Year 7 boys achieved in a week of physical theatre workshops was extraordinary and their performance to an enthusiastic crowd of parents and peers was memorable. ■



Visit
WWW.BBC.QLD.EDU.AU/SHAKESPEARE-SHAKE-UP
 to view the program and final performance



Augmented Education Leaves A Lasting Legacy

Our Year 8 students have participated in a Legacy Project program facilitated by Activate Education to capture stories of our past using Augmented Reality technology. Assisted by College Archivist, Helen Jackson, the boys researched prominent Old Boys and stories associated with important points in College history. During the week-long immersion program boys learned movie making techniques to assist them in producing short films and interesting vignettes that celebrate our history while using technologies of our present and future. Each film was blended with augmented reality, using QR codes and tracking pads, to create pop up videos blending the boys' understanding of history with 21st century technology. ■



Visit our website to view the program and student creations

WWW.BBC.QLD.EDU.AU/LEGACY-PROJECTS



Amazing Adventure...

Our Year 9 students embarked on an 'Amazing Adventure' in and around Brisbane that saw boys complete team tasks as far west as Rocks Riverside Park to as far east as the New Farm Park Submariners' Walk and many venues in between. In a significant achievement of logistics and coordination, boys developed an understanding of the public transport system and how to use it with many rating this a highlight of the activity. Boys also enjoyed the sense of independence the tasks gave them and the opportunity to find out more about their own city while sharing this time with their mates. Embedded in the experience was the accentuation of 'Human Skills'

which will set our young men apart in the future; skills such as creative problem solving, collaboration, communication and teamwork. The activity culminated with students creating an introductory video for their House and Year Level staff for 2020 and provided opportunities for boys to reflect on their character strengths as they completed various challenges. The Middle School Office received many calls from members of the public, impressed with the attitude and manners of the boys and this is a great credit to them and a very positive indication of the maturity developed and demonstrated by this cohort. ■



Middle School Peer Tutorials

Peer Tutorials are a Middle School initiative which encourage all Years 7 to 9 boys to consult with the best and brightest of our Year 9 students, who are all volunteers with GPAs of A- or better. These free tutorials are run each week and students can stay for five minutes or 45 minutes depending on their needs. Tutors experience a surge of interest around assessment time and enjoy being busy as it means their peers are taking their learning seriously. The presence and effort of all of these tutorial customers speaks volumes for the practical application of the "deeds, not words" creed through the Middle School. ■

Senior School activities

MR DAMON EMTAGE | HEAD OF SENIOR SCHOOL

'All In' may be the theme set by our Class of 2019 Seniors, but its relevance will hold true long after the boys walk through the school gates for the final time.

Thank you Class of 2019, for reminding us of our strength in unity. Thank you for your leadership; particularly during the foundation year of our portfolio leadership model that has seen you display leadership

and citizenship for a range of boys who will become our future leaders. We are proud of your contribution to the College and of the men you have become. We wish you every success today, tomorrow and long into your future as you confidently enter the world with courage, compassion and conviction to live meaningful and purposeful lives. ■



REFLECTIONS FROM THE CLASS OF 2019

"Time will pass us by, and soon we'll wave this school goodbye,

Our great journey will meet its end, and this hole within us may never mend,

Life may never be the same again, with no brothers to numb the pain.

As Old Boys, we'll leave the gates tomorrow, and our hearts and souls may be filled with sorrow,

But through all the memories that you reminisce, you should always remember this,

No matter what path, future, time or region, me and you, we'll always be Collegian.

Leaving will be one of our greatest days, but with our brothers, we'll always want to stay,

No doubt there will be things we miss, because there aren't many other places like this,

The pride, the spirit, the 1500 brothers, the boys, the campus and the 200 crying mothers.

Shed tears of pride, not tears of sorrow, although you'll wave goodbye to a home tomorrow,

And leaving this place might be a little sad, so reflect on all the memories we've had,

And look back on your journey with pride, because it's sure been one spectacular ride.

So let's be proud of what we've done combined, and for the legacies that we've left behind,

But the saddest part of saying goodbye, the part that makes us want to cry,

Is there'll be brothers we'll never see again, no more war cries, weekend games or chanting in the rain.

But if you're ever lost, or weak or helpless and scared, know that your brothers are always out there,

Wherever you are, look up towards the skies, and remember that the College never dies."



Visit
WWW.BBC.QLD.EDU.AU/2019-REFLECTIONS
to view the 2019 Senior Video



2019 OP RESULTS

16 STUDENTS ACHIEVED **OP1**

55.7%
OF STUDENTS RECEIVED
OP7

80%
OP ELIGIBLE

This year, BBC had **187** domestic and international Year 12 students; of those, **149** chose to pursue an OP pathway

65.5%
Received an
A OR B
on the QCS Test



SCHOLARS



OP 1

Ben Arya
Christian Binggeli
Xavier Catford
James English
Connell Fox
James Gao
Mousa Al-Ghabban
Taehwan Kim
Lachlan MacMillan
Finn Macnamara
Connor McCagh
Alastair Petfield
Benjamin Pyne
Ometh Rajapakse
Lachlan Tonkin
Ethan Waugh

OP 2

Benjamin Bartlett
Thomas Barton
Samuel Bolton
Luka Boskovic
Brett Davidson
Henry Hulbert
Byron Johnson
Trenton Lewis
William O'Meara
Cameron Pankhurst
Ethan Rose
Patrick Thygesen
Arlou van der Westhuizen
Sam Williams
Alvaro Wong

40.3%

Received **OP 1 – 5**

76.5%

Received **OP 1 – 10**

95.3%

Received **OP 1 – 15**

COLLEGE DUX

Taehwan Kim



COLLEGE PROXIME

Xavier Catford

BBC Performance vs State Average

	BBC 2019	All QLD 2019
OP 1 – 5	40.3%	22.5%
OP 1 – 10	76.5%	54.3%
OP 1 – 15	95.3%	82.9%

1 IN 5

Boys received an

OP 1 OR 2

**data relates to OP eligible students*

ASPIRE WEEK

The Outdoor Education Program at BBC encourages boys to confidently tackle the real world. When taken out of the classroom boys are stretched and their comfort zone is challenged as they move into their learning zone of developmental growth. BBC's Outdoor Education program is embedded in the curriculum and engages students from Years 4 to 10, with more than 980 students learning about themselves, others and the natural world each year.

The 2019 program saw students attend a Symposium featuring presentations from Old Collegians, information on social media for employment and entrepreneurship, wellbeing sessions and career workshops. At Somerset Dam, boys explored what it means to "paddle their own canoe" as they were challenged physically and mentally.

Additional sessions encouraged students to reflect on their post school options while analysing the results of their psychometric career assessment tool which focused on aptitude, learning styles and personal working

preferences. During their trip to the University of Queensland students enjoyed attending lectures and workshops covering Economics, Astrophysics, Engineering, Law, Business, Health, Maths, while gaining an insight into life as a university student and learning about potential career pathways.

During the Spiritual and Social Action Summit, boys laid the foundations for a social action project that the cohort will focus on delivering throughout Years 11 and 12. Using the Global Sustainability Development Goals as a reference, boys will delve into interactions with groups and individuals to promote positive social change in the community.

As part of their Empowerment session, boys learned the essential life skills of nutrition and first aid. Upon successful completion of their First Aid Course, boys were awarded a CPR certificate which could not only potentially save a life but can be used as a credit point towards their QCE.



2019 SAW THE IMPLEMENTATION OF OUR INAUGURAL YEAR 10 ASPIRE WEEK PROGRAM. THE FIVE DAY PROGRAM HAS SIX KEY COMPONENTS:

ASTUTE ME

A symposium day featuring keynote speakers and workshops focussed on topics such as 'Designing your future', 'Investigating future study options' and 'Social media for employment and entrepreneurship'.

SOCIAL ACTION ME

Engaging with the community and giving back through active citizenship.

PHYSICAL AND EMOTIONAL ME

Examining the metaphor of 'paddling your own canoe' through outdoor and positive education experiences at Somerset Dam.

INTELLECTUAL ME

On-site visits to higher education institutions including universities and training providers.

RELATIONAL ME

Throughout the program students will focus on collaboration, teamwork and personal development.

EMPOWERING ME

Learning practical life skills such as making basic meals, changing a tyre and financial literacy.

SPEECH NIGHT





THE BBC MEDALLIONS

Speech Night 2019 saw the inaugural awarding of the prestigious BBC Medallions.

The design of the Medallion celebrates the classical ideal of harmony expressed through body, mind, form and spirit. The Medallions recognise student excellence and engagement across all facets of College life. The Medallion is hard to win and highly valued.

Criteria for being awarded a Medallion:

- Conduct** Have an outstanding report of conduct, application and general attitude
- Learning** Be on the academic prize list (not subject prize list)
- Service** Participate in a service/leadership activity
- Play** Have a high level of diverse school participation that must include representation on at least one school sporting team.

A Bronze Medallion is awarded to boys across Years 7 to 12 who meet the criteria.

A Gold Medallion is awarded to a Year 12 student providing the student has been awarded a Bronze Medallion in each of the preceding years of secondary enrolment at the College, from Year 7 onwards.

A Gold Medallion will be among the highest honours BBC confers on a Year 12 student. ■

Inaugural Bronze Medallion Recipients

Year 7

Jacob Aziz
Sean Beak
Hemish Dubey
Samuel Kim

Year 8

Angus Seeto
Quinlan Seymore

Year 10

Aparaj Bogahawatta
Matthew Cranitch

Year 11

Gaviru Devendra
Alister Gomersall

Year 12

Taehwan Kim
Lachlan MacMillan
William O'Meara
Ometh Rajapakse

COMMITMENT TO SERVICE



Our commitment to serving others, and being conscious of the need of others beyond the College gates, continues to grow. Marian Wright Edelman said that "Education is for improving the lives of others and for leaving your community and world better than you found it". This year saw the first **Red Earth Indigenous Immersion Trip** where students travelled to Cape York and were hosted by an Indigenous community, learnt of the rich history and traditions of the area and its people and worked on a project to assist the community. **The Active Eight program**, established by Zac Fook (OC 2010) sees student volunteers assist children with physical and cognitive disabilities in the gym each week. Other programs and activities in which students participate include; raising funds for our work in Cambodia, night patrol and feeding the homeless, the Red Shield Appeal, the 40 Hour Famine, regional trips helping local communities, House charities, ISCF, Amnesty, RUOK, and much more. ■





RED EARTH

INDIGENOUS IMMERSION TRIP TO CAPE YORK

SEAN RIORDAN | HEAD OF PROFESSIONAL PRACTICE AND PARTNERSHIPS

Over the Semester 1 break, 19 BBC students took part in an Indigenous immersion program with our partners at Red Earth. The group travelled to Far North Queensland to experience a very different way of living in our incredible country. Through our partnership with Red Earth, we were able to offer the opportunity for Indigenous elders to share their stories and experiences by inviting young people on to traditional homelands. In taking part, our students were welcomed to Country and experienced unparalleled access to sacred places and the traditional owners of that area.

The boys began their journey at Battle Camp homeland, beyond Mossman, in the foothills of the ancient Daintree River. Here, they were treated to some traditional dance and music as part of their welcome, and learned the famous 'shake a leg'. The group was also engaged in traditional spear making, and allowed to fossick for fresh water mussels in traditional hunting spots. The boys were

able to spend an evening identifying some of the night sky stories, including a lesson in the Dark Emu. A highlight was the camaraderie between boys and our wonderful traditional owner hosts, who gave willingly of their time and stories.

From the Daintree Village, boys travelled across the Daintree River to Cape Tribulation; an incredible and picturesque landscape where the rainforest truly meets the sea. This trip delivered us to the remote Aboriginal community, Wujal Wujal, where the boys engaged with young children from the community in a range of activities, as well as visiting the local radio station, Women's Art Centre and Library. The boys also met with the town's Mayor to discuss the challenges faced by such a remote community. The stunning Wujal Wujal falls was the site of a special ceremony, before we made the 14km trek to traditional homeland of Buru.

At Buru, boys completed a service project, creating form work and concreting the

Healing Centre, as well as completing work on a set of stairs and creating a BBQ area at the beautiful Meg Falls. Boys were able to hike to the sacred Caterpillar Dreaming site where they were initiated as part of a traditional ceremony conducted by charismatic host and traditional elder, CJ. A final day was spent at Cape Tribulation, where we were able to travel to a remote part of the Great Barrier Reef.

Under the guidance of Mr Sean Riordan and Ms Lacey Smith, the trip was a truly unforgettable experience for the boys involved. Students were able to connect with traditional owners, each other and nature, deepening their understanding of our extraordinary Indigenous people and their history, and sharing reflections and learnings each night around the campfire (prompted even further by the absence of mobile phones for 10 days). What an amazing experience! Well done to the students who volunteered for this extraordinary experience. They were a credit to their families and the College. ■

BBC ARTS

46 **Grand Concert**

Celebrating special musical moments in time

48 **Boys and Performing Arts Education**

A celebration of creative expression

49 **Music Short Reads**

Celebrating the many and varied achievements of our talented musicians

45

Gargoyle Restoration

Student sculpture to grace Main Administration building



COLLEGE ART SHOW

THIS YEAR'S COLLEGE ART SHOW, ON CLOSER EXAMINATION, INVITED OUR VIEWERS TO TAKE A CONCERTED LOOK AT EACH ART PIECE. MANY IN THEIR NATURE, BEING SMALL, DEMANDED THIS, HOWEVER, OTHERS JUST IN THEIR INTEREST AND VISUAL BEAUTY MADE A CLOSE INSPECTION ENJOYABLE. ■



GARGOYLE RESTORATION

Year 8 student, Daniel Zhou, may be a boy of few words but his artwork speaks for itself. When informed that one of the gargoyle statues nestled high on the exterior of the Main Administration building had been damaged the Art Department saw an opportunity. It wasn't long before Daniel's name was put forward and with his keen eye for detail and his clay modelling skills he set to work restoring the damaged statue. Once complete, Daniel's gargoyle will sit proudly on the exterior of the building.

Daniel spent many a lunch time, as well as Art Club, in the Middle Years Art room to

complete this project. He used pinch and coil construction, hand building and carving techniques to bring his gargoyle to life from Buff Raku clay.

"Daniel is a very dedicated art student with enormous potential. I don't think I could even say it was a challenge for him, as he completed it with such ease," said Mrs Sarah Cattoni, Middle Years Art Teacher and Master in Charge of Art Club.

"Daniel's involvement in Art Club allowed him time and access to materials, tools and creative resources to complete his project. Art Club provides a nice supplement for boys

who can't get enough Art, especially when our time is limited in the classroom. It also allows students more opportunities and freedom to try new creative projects, just as Daniel has."

As described by the 2019 Art Club Captain, Darcy Muller (Year 12) "The reason why I come to Art Club is that it's fun and I get the chance to create beautiful artwork surrounded by people with many artistic talents".

We look forward to seeing Daniel's gargoyle overlook the College campus from the exterior of the Main Administration building in the near future. ■



GRAND CONCERT

Moments in Time

As our lives become increasingly hectic it is important to take a moment to experience the things that fill our soul. On Friday 30 August a sold out Grand Concert showcased the hard work and dedication of our musicians and staff as the audience was asked to ponder the impact of good music on personal and collective experience as they celebrated musical moments that will forever have a place in our memory.

The Concert showcased wonderful performances by the College's senior ensembles – Big Band, Symphonic Band, Collegians, Camerata, College Strings, College Symphony and the Concerto Competition winner Leo Lynch, Darren Middleton Song Writing winner Toby Hobart, We Build Spaceships and the Senior Rock Band. ■





SOUNDS OF SCOTLAND

Amazing Grace

Our BBC Pipe Band is a prominent and impressive icon of the College. The time demands placed on boys in our Pipe Band are significant as they bring life to the iconic heartbeat of our great school.

An evening of Scottish entertainment was enjoyed by all as our BBC Pipe Bands joined with College ensembles, local musicians and highland dancers to present the 2019 Sounds of Scotland variety concert on Saturday 26 October. The concert provided an opportunity for our Pipe Bands to take centre stage as they presented all there is to love about Scottish heritage and tradition in a jam-packed night of performances. ■





BOYS AND PERFORMING ARTS EDUCATION

SHAUN THOMPSON | MASTER IN CHARGE EXPRESSIVE ARTS

A Performing Arts education provides boys with the opportunity to discover their own voice and grow in confidence. Research shows that Performing Arts is a discipline that encourages teamwork, whether that is in writing, creating or during the act of performing, as students engage in creative collaboration.

Through creative expression students learn to understand the world in a unique way, preparing them to navigate challenges after school. There is also great cross-over between Performing Arts and other disciplines with the creative thinking and study techniques learned during rehearsal transferable to all areas of study.

Participation in the Performing Arts can have a profound impact on any child's education as they accelerate their communication skills and learn to use verbal and non-verbal techniques in new ways to deliver messages.

In our Junior School, we extend a boy's love and passion for expressive arts through school workshops run in collaboration with industry professionals, before showcasing student skills in professional performances for their peers, parents, staff and visiting community members.

Our Peter Pan journey started at the beginning of Semester 2 with over one quarter of our Junior School boys rehearsing every Tuesday, Wednesday and Thursday. The dedication and commitment shown by both students and staff was exemplary and this production was a celebration of this journey and the memories that our boys have made along the way from the first day of rehearsal to walking the red carpet and having their photos taken under the big lights. ■



Music short reads

This list of student achievements is testament to the rich and rigorous curriculum that our musicians experience in the later stages of their music education at BBC.



BBC CONCERTO COMPETITION

The BBC Concerto Competition requires students to perform repertoire that is seen as the pinnacle of solo performance. By definition, the concerto demands that the soloist is challenged both musically and technically. The first round of the BBC competition sees students perform two contrasting movements of a concerto. If selected for the Final round, students are required to perform the full concerto with piano accompaniment. The 2019 Finals were contested by five students who performed some of the greatest works from the genre.

Our 2019 finalists were Gaviru Devendra (Percussion), Nathan Kim (Saxophone), Leonardo Lynch (Violin), Andrew Namgung (Violin) and Matthew Zhao (Piano). The adjudicator, Associate Professor Peter Luff (Queensland Conservatorium of Music, Griffith University) commented on the high standard of performances by each finalist.

The 2019 BBC Concerto Competition Winner trophy was awarded to Year 8 student, Leonardo Lynch, who is the youngest student ever to win the competition. Leonardo is heavily involved in the College ensemble program leading the second Violin section of College Strings and College Symphony. He started playing the violin at the age of four and has learned under Michael Patterson and Dr Brendan Joyce. In his 10 years of violin playing, Leonardo has achieved several awards such as a High Distinction in his Eighth Grade AMEB exam and First place in the Austa Queensland Senior Concerto Competition 2018. Last year, Leonardo was invited to participate in a Masterclass with Dr Robin Wilson from the Australian National Academy of Music. Leonardo also regularly competes in eisteddfods throughout Brisbane and in his spare time enjoys performing and making music with his two older brothers.

BIG GREEN RECORDS

Charlie, Oscar and Ben from the band, We Build Spaceships released the video clip for their song, *Jenny is a Nightmare*, which has been played over 87,365 times since its release on Spotify earlier this year. This is the first clip release for the band who were finalists in the 2019 Queensland Music Awards Schools Category and winners of the 2018 Darren Middleton Song Writing Competition at BBC. The video clip was produced in house by the BBC Film Crew who are working closely with bands to create professional productions for Big Green Records.



Visit
WWW.BBC.QLD.EDU.AU/BIG-GREEN-RECORDS
to view the video clip for
Jenny is a Nightmare





ROYAL EDINBURGH MILITARY TATTOO IN SYDNEY

During October, 25 staff and students travelled to New South Wales to take part in the 2019 Royal Edinburgh Military Tattoo, Sydney.

Set against a scaled replica of Edinburgh Castle members of our Pipe Band performed four shows and were highlighted in five segments in each performance. Following four days of intense rehearsals our boys joined 1,500 of the world's finest pipers, drummers, military musicians and performers as they stepped out in front of an estimated total audience in excess of 200,000 people.

Our boys were invited to perform in Sydney following their successful performances at the 2018 Royal Edinburgh Military Tattoo and third placing at the World Pipe Band Championships in Scotland. Members of our Pipe Band are looking forward to returning to Scotland next year to compete in the European Pipe Band Championships and the Band has accepted an invitation to perform at the 2022 Royal Edinburgh Military Tattoo which will also see them compete at the Scottish Championships and World Pipe Band Championships. What an incredible time to be part of the BBC Pipe Band!



SENIOR SONGWRITING

Toby Hobart (OC 2019) was awarded first place in the Senior Songwriting section of the Australian Society of Music Education Queensland Young Composers Competition. His song titled, *Hold On*, was composed to raise awareness to the serious issue of depression in youth and will be recorded with award winning producer, James North at James North Productions. Toby was also the 2019 winner of the Darren Middleton Songwriting Competition.



SYMPHONY FOR TOMORROW BY COMPOSERS OF TODAY

Senior elective music students, in collaboration with the Queensland Symphony Orchestra (QSO), have been engaged in the *Symphony for Tomorrow* program, which has seen our boys participate in workshops facilitated by Mr Craig Allister Young from the QSO. The program aims to assist students develop their knowledge and skills in composition, with a particular focus on writing for orchestra. In a testament to the quality of our music program and the talent of our young composers, BBC musicians represented nearly half the students chosen to showcase their works. Congratulations to Sebastian, Daniel, Gavi, Matthew, Ben and Jackson who had their works premiered by the Queensland Symphony Orchestra at the *Symphony for Tomorrow* Concert.



EMERGING COMPOSER

2019 Senior, Sebastian Lingane's colourful and illustrative composition, *The Ship* was awarded the *Symphony for Tomorrow* Prize where his work was professionally recorded through ABC Classic and conducted by Maestro Johannes Fritzsche. Among his portfolio, Sebastian also worked with the Australian Youth Orchestra to produce a live recording of his piece, *The Beginnings of a Journey*, as part of the *Artology Fanfare Competition* where eight participants were selected from across the country. The recording, produced by Trackdown Studios in Sydney, will be used at the Queensland Performing Arts Centre to cue audience members to take their seats.

WORLD CHAMPION DRUMMER

Old Collegian, Cameron Lawson (OC 2018) has been crowned Juvenile World Solo Drumming Champion at the 2019 World Solo Drumming Championships in Glasgow, Scotland.

After graduating from BBC, Cameron headed to Scotland to pursue his dream of studying Traditional Music at the Royal Conservatoire of Scotland and playing in one of the Premier Pipe Bands.

Cameron was a musician on the first BBC Pipe Band Tour to Scotland in 2014 which provided boys with an opportunity to see and compete against the world's best Pipe Bands. This gave Cameron a taste of international competition and helped him set his sights on continuing his music education in Scotland after school.

As a proud Old Collegian and long-time member of the BBC Pipe Band, Cameron would like to see all boys take up bagpipes or drums.



2020 CONCERT CALENDAR

5 MARCH

Twilight Concert
6.30pm - College Hall

28 MAY

Autumn Sounds 1
5.00pm - College Hall

4 JUN

Autumn Sounds 2
5.00pm - College Hall

13 AUGUST

Music Showcase
6.30pm - College Hall

28 AUGUST

Grand Concert
7.00pm - College Hall

10 OCTOBER

Sounds of Scotland
6.00pm - College Hall

20 OCTOBER

Junior Gala Concert
6.30pm - College Hall

30 NOVEMBER

Finale Concert
6.00pm - College Hall

For further concert information please contact
music@bbc.qld.edu.au or phone 07 3309 3520.

BBC SPORTS

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Take a Bow

A successful year of co-curricular sports and activities

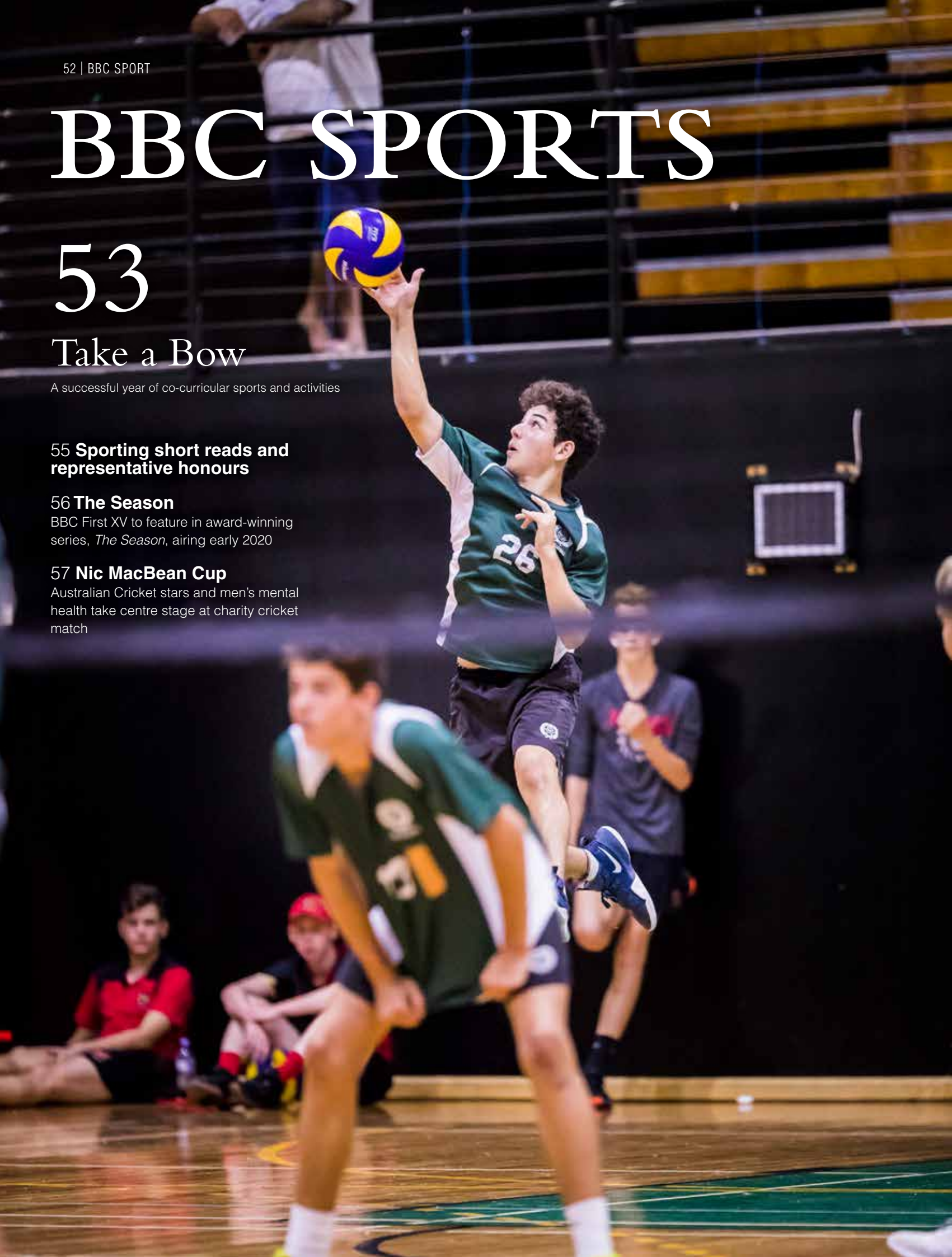
55 Sporting short reads and representative honours

56 The Season

BBC First XV to feature in award-winning series, *The Season*, airing early 2020

57 Nic MacBean Cup

Australian Cricket stars and men's mental health take centre stage at charity cricket match





TAKE A BOW

MR MARK PAVONE | HEAD OF CO-CURRICULUM



The College has enjoyed a successful year in co-curricular sports and activities with our boys crowned 2019 GPS Champions in Volleyball, Tennis (for the seventh consecutive year) and Cross Country (for the second successive year). Our boys were also runners up in Track and Field, finishing a point and a half behind first place following three years in the top position. Our First XV Rugby team had a memorable season, finishing as the College's best performing Rugby team in terms of wins and losses and points for and against. We look forward to the documentary series, *The Season*, airing in early 2020 which will showcase our First XV along with other aspects of College

life. In other sports and activities, there were many strong performances in Chess, Basketball, Cricket, Debating, Gymnastics and Sailing. The success of our Water Polo teams position us the pre-eminent school in that sport. Commendable lower place finishes to Football, Swimming and Rowing rounded out a vibrant and enjoyable co-curricular year.

While the awards are worthy of celebration, it is the willingness of so many boys to wear the green, white and black and play alongside their mates as they enjoy all the benefits of friendly competition regardless of the result, that truly captures the spirit of the College. ■

GPS ACHIEVEMENTS



CROSS COUNTRY

Champions >>>



VOLLEYBALL

Premiers >>>



TENNIS

Premiers >>>



Sporting short reads and representative honours



BRISBANE METROPOLITAN SWIMMING RELAY CHAMPIONSHIPS

Year 10 students; Bryce Belcher, Keegan Belcher and Liam McGowan not only swam together in the Boys 16 & Under 4x50m Freestyle relay, but they claimed first place! In winning their relay, the boys set a new Brisbane record for this event in a time of 1:37.90, with the previous record of 1:38.36, set back in 2002, being held by Old Boys, Leith Lyons (OC 2003) and David Cramb (OC 2003).



SAILING SUCCESS

Luke Richmond (Year 11)

- 13ft Skiff Australian Championships: Sixth Place
- 125 Queensland Championships
First Place: Junior Division
Second Place: Overall

STUDENTS RECOGNISED THROUGH SCHOOL RUGBY UNION PATHWAYS

(highest team recorded only)

Australian Schools / Under 18	George Gibson
Queensland Schools / Under 18	Red: Jake Tierney, Andrew Romano, Jacob Blyton, Lukas Ripley White: Will Stevens
Queensland Under 16	Red: Mason Gordon, Taj Annan and Zac Hough
U16 Barbarians	Ted Condon
Under 15 Junior Gold Cup	Qld Red: Archie McGown, Qld White: Cadell Rees, Lington Ieli, Dom Thygesen Qld Blue: Mathew Robertson
Australian Schoolboys Rugby League team	Jack Howarth (Man of the Match v New Zealand)
Queensland Schoolboys Rugby League team	Jack Bowyer and Lukas Ripley



BASKETBALL

Kian Dennis (OC 2018) helped lead Australia to Bronze in the FIBA 3x3 U18 Asia Cup in Malaysia. He also took part in the Nike all-Asia Camp in China earlier this year, an event in which he was named the Most Outstanding Player.



CHESS

BBC Chess took to the world stage again this year with Jasper Moss (Year 9) representing Australia in Mumbai, India for the World Youth Chess Championships. The 12-day competition saw Jasper play 11 games; many of which lasted up to six-hours each. At the World Championships, the difference between winning a game and losing is often one poor move and Jasper represented the College and his country exceptionally well. ■



BBC features in award-winning series, *The Season*

AIRING EARLY 2020

Brisbane Boys' College has an enviable reputation of excellence across the academic, cultural and sporting fields of endeavour. The 'Green-White-Black' war cry has echoed across many competitive arenas, guiding BBC to GPS Premierships in Tennis, Basketball and Volleyball in recent years, along with Championships in Cross Country, Robotics and Track and Field.

While famously competitive, the BBC First XV has only achieved a single GPS title in Rugby Union (a shared championship in 1954) and coupled with the rampantly passionate Rugby culture at the College, anticipation of an outright victory reached fever point in 2019.

Thanks to the support of the College, the BBC Rugby Support Group and Rugbypass, the nail-biting highs and lows of the 2019 GPS Rugby Season were captured in a television documentary by Onion TV, producers of the award-winning series, *The Season*.

The six-episode series follows the BBC First XV throughout the 2019 season as they aim to be the greatest team in the College's

117-year history. The ebb and flow of the team's fortunes are experienced through the prism of high school sport, with cameras capturing life on and off the field as the players balance school, work and play as the GPS competition approaches.

Filmed throughout 2019, the main narrative is chronologically driven by the First XV GPS season but the critical human-interest content revolves around BBC's broad co-curricular offerings including our many sports and activities, the globally recognised Pipe Band and Robotics programs as well as our nationally recognised Music, Theatre and Service Learning opportunities.

The documentary culminates not in Championships or Premierships, but instead in greater life lessons that will prove more valuable than any trophy or title. It is a story of perseverance, resilience, leadership and teamwork that reaches beyond any individual boy into the heart of our College and our mission to produce men with the confidence and capability to change the world. ■



The Season 6 will air in early 2020 on Rugbypass, Fox Sports, Sky Sport and via the BBC website. View the trailer and stay tuned for the premier date via

WWW.BBC.QLD.EDU.AU/THE-SEASON



Australian Cricket stars and men's mental health take centre stage for Nic MacBean Cup

Australian Test cricketers, captain Tim Paine and paceman Mitchell Starc visited BBC to promote the Movember Foundation and the Nic MacBean Cup, sharing the pitch with our up-and-coming cricket stars while tackling the stigma surrounding men's mental health.

The Nic MacBean Cup was established in 2016 to honour BBC Old Boy, Nic MacBean, who sadly passed away in November 2015 after a long battle with recurrent, major depressive illness.

Annually, the Nic MacBean All Stars take on the Brisbane Boys' College First XI side in a T-20 format cricket match, with all funds raised benefitting the Movember Foundation.

Our students had the once-in-a-lifetime opportunity to play alongside their cricket heroes, who spoke openly to the boys about the need to reach out to their mates if they are struggling with any form of mental illness and the importance of supporting each other through tough times.

Organiser and former schoolmate of Nic, Josh Langdon (OC 2002), is the driving force behind the Nic MacBean Cup, having established the charity cricket match in 2016 to treasure and honour the memory of his cricket-loving childhood friend.

"We all graduated in 2002 and all played cricket together so cricket made sense and we were just going to do one big game as a tribute to Nic, but then it really just took off from there," said Josh.

"We bonded through cricket, spent a lot of time together, but I can't really recall when we spoke about, or asked each other 'how are you feeling?' It wasn't until Nick shared his own personal struggles with us when he was about 23... that as a group of friends, we started to become aware of mental illness and began to feel comfortable talking about it."

Australian cricket stars Tim Paine and Mitchell Starc said they were thrilled to support the cause.

"I think the earlier we can get young guys talking about their issues and helping their friends out and making sure that guys know that they've got support around them, the better we're going to be in the long run," Tim Paine said.

"And it's not just the young guys either, I think it's really important we keep encouraging people to talk to each other and have people around them that they trust and know that they can have those sorts of conversations with. It's as simple as that – just checking in with your mates from time to time, being aware of friends and family around you.

"We want to make sure that guys know that it's okay and it's not a sign of weakness to speak up and ask for help."

For the record, the Nic MacBean All Stars XI reclaimed the Cup for 2019, scoring 4/204 to the BBC First XI squad total of 5/179. ■

INSIGHT

RESEARCH RESOURCES PERSPECTIVE

59 Get Connected

Putting parents and students in touch with useful resources

59 Middle School Study Skills

Online resources available on Highlands



Get Connected

Putting you in touch with resources

SCHOOLTV

I was interested to read an article published in *The Age* Newspaper on SchoolTV. The article stated, "Queensland parents are being the most proactive of any in the country in using a new digital tool to find out about their children's lives and connect with them in a more meaningful way".

SchoolTV is an online resource that can be accessed by parents through schools that have subscribed to the platform. It boasts about 500,000 parents across Australia and New Zealand accessing the platform via hundreds of school websites every month. Mr James Wilson (SchoolTV co-founder), said a number of private schools in Brisbane had heavily integrated SchoolTV into their community outreach. "There are schools that stand out – Brisbane Boys' College, All Hallows' School, Padua. I don't know what they're doing but their numbers are skyrocketing," he said.

I am pleased that BBC parents are utilising the excellent resources available on SchoolTV which can be accessed by clicking on the TV icon on the top left hand corner of our College website.

– Mr Paul Brown, HEADMASTER

RECOURCES FOR SURVIVING FINAL YEAR

There are many strategies that students can implement to help them survive their final year of high school. Some are obvious and others are not. As a parent, it is also important to give your child support, not only emotionally, but also practically by keeping them well-nourished and encouraging physical activity.

"Students in their final year are considered a high-risk group for depression and anxiety. Sleep deprivation, diet and social media are some of the biggest issues faced by this group of teens." - Dr Michael Carr-Gregg.

Every year, the media exposes us to the hype and pressure relating to the final year of secondary school. However, putting things into perspective for students and parents alike, can help prevent everyone getting overwhelmed. Although this final year is important, it will not be the most important year of your child's life. It is crucial for parents to reinforce the mantra of 'you are more than your ATAR'.

A student's performance in final year is only a point in time measured by their ability to sit an exam.

– Mr Damon Emtage, DEPUTY HEADMASTER AND HEAD OF SENIOR SCHOOL



Read More:

BBC.QLD.SCHOOLTV.ME/NEWSLETTER/SURVIVING-YEAR-12

MIDDLE SCHOOL STUDY SKILLS

MR MATT ATKINSON | ACADEMIC STAFF

Son, have you done your homework?

What about study?

And there's that word. Study. So, what is study, and how is it different from homework?

Very simply put, homework is a set amount of work given to students following a lesson which must be completed by a certain time, usually by the next lesson or by the end of the week, depending on the subject and teacher. How many times have you as parents asked your son if he has done his homework? Many boys complete their homework religiously, some are sporadic, while some are bona fide avoiders. And this has an impact. Homework is not given for the sake of it. Homework extends learning outside the classroom and helps to reinforce knowledge and further develop skills.

Study is completely different. Study is the planned and systematic review and reinforcement of concepts and skills that have been learned over a period of time such that a student has a broad range of base level knowledge within a subject that allows him to answer routine questions but also to delve deeper and apply analytical skills to respond to extended questions. The aim of study is for students to put themselves in the best position to demonstrate mastery of presented knowledge within subjects. Importantly, study is never 'due next lesson'. Study is up to the individual student and it forms part of a key learning habit which, when formed early, assists boys to take responsibility for, and compound their own learning over time.

So how does he do it?

Some boys prefer to write things out over and over, some write lists, some use mnemonics, others have a graphic organiser method. The list goes on. Sadly, however, many boys don't have a preferred method, or a method at all. They don't reinforce their learning outside of class, and this is a problem.

See the Learning How to Learn article on pages 24 - 26 for strategies and learning techniques to help your son.





Earlier this year I began building an online resource for Middle School students which is aimed purely at improving their academic outcomes. While this Highlands resource is broadly called 'Middle School Study Skills' it contains numerous sections relevant to students' academic journey through Middle School and covers specific topics such as Exam Techniques, Notetaking, Goal Setting, Time (and Term) Management and Organisation to name a few. Within each is a series of support resources for students to access, including Powerpoints, video clips, fact sheets and practice opportunities to further their understanding of the various elements required for academic success.

With many more teachers in front of them in Middle School, each with their own subject demands, it is important for students to develop their ability to effectively manage time and organise themselves to balance requirements. Links to year level specific assessment calendars and a BBC digital study planner are available through this online resource so that students can be on top of their academic requirements, both in knowing when their assessment items are due, but also in being able to plan their weekly time to include regular blocks of time for study.

One of the bonuses this year has been having members of the school's Academic Portfolio come and present to the Middle School boys. Willing Senior students have imparted their own knowledge and wisdom

about academic success based on their own experiences and journey. These presentations have been well received by our boys as they hear the lessons from their peers rather than teachers. Recordings of these presentations will also be on the Study Skills page for students to view.

Mr David Bell, Head of Middle School, is especially supportive of the Study Skills project, as he has conducted academic tracking interviews with the entire Year 9 cohort twice this year regarding study habits and goals. He is very keen to marry the interview process to the academic journey of all Middle School boys, not just our Year 9 boys. One of the critical areas has always been the transition of boys into Year 7. Year 12 can seem a long way off for our 'new' Middle School boys but it is here where the greatest benefit can be gained in terms of starting this new phase of their academic journey on the right foot. If they can develop the right focus and attitude towards their own learning and be guided to seek help when needed, they will be better placed for success.

During one of our many conversations during the year Mr Bell suggested that paradoxically the boys who visit the Study Skills page are more than likely the boys who need it less, as they are already on top of their academic journey. They want to improve and will utilise a variety of resources to achieve their goals. He said that unfortunately, the boys who need it most will likely bypass

the opportunities provided here as they are far less motivated. And he made the point that this is where the greatest opportunity exists to help students succeed. We further discussed the possibility of maintaining not only the set of topic-based resources that can be accessed 'as needed', but also to advance the learning opportunities and value of the online resource by creating a series of modules, whereby if a student chooses to independently work through a set of skill or topic-based activities he will receive formal recognition of completion. We are very excited about this as Stage Two, but initially the focus is on completing the platform construction so our Middle School boys will be able to access it from the beginning of 2020.

This is an exciting time for BBC and it is hoped that the Study Skills support page can provide assistance for boys to take responsibility for their own learning, both while they are part of the Middle School and as a vital foundation for their senior studies and into their future careers. ■



BBC students and parents can find the Middle School Study Skills Resource on *Highlands* by accessing [SCHOOL SERVICES > MIDDLE SCHOOL STUDY SKILLS](#)

CONNECT

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2020 OCA Events

Preparations are underway for OCA centenary celebrations



99 Years Strong...

CHRIS HUMPHREY, OCA PRESIDENT

The 99th year of the Old Collegians' Association has been an incredibly successful link in the historical chain of Brisbane Boys' College.

Throughout 2019, the OCA Executive Committee has focussed on raising the Association's profile across the broader BBC community, increasing enrolments of sons of Old Boys and encouraging further OCA engagement. As this year draws to a close, we have so much to be thankful for and so many achievements to celebrate, as we embark on our centenary year in 2020. Our full calendar is finalised and we are seeking up to 92 table captains for the spectacular Gala Dinner Dance on Saturday 31 October – ALL WELCOME!

Since my last report we've held several of our marquee events such as Old Boys' Day on Saturday 24 August, the annual BBC Long Lunch on 6 September at Howard Smith Wharves, and Hutchies BBC Golf Day on Friday 18 October at Indooroopilly Golf Club. In conjunction with the P&F Association, the OCA facilitated a Networking Breakfast on 23 October where Hamish Turner OAM (OC 1984) candidly shared captivating stories illustrating valuable lessons learnt throughout his stellar career. The 2019 calendar of events concluded with our Vintage Collegians' holding their festive Christmas Lunch on 20 November in the Boarders' Dining Room rounding out their four events this year.

Decade reunions have also been celebrated by the classes of 2009, 1999, 1989, 1979, 1969 and 1959. The vast majority were greeted by a lone piper at the entrance of Wests Bulldogs Rugby Club.

Other milestone reunions have also become a tradition with the classes of 1994 and 1984 celebrating their 25 Year and 35 Year reunions.



Pictured: Arthur Palmer (OC 1970), OCA President
Chris Humphrey (OC 1990), Steve Mann (Retiring Academic Staff Member and Honorary OCA member), Helen Jackson (College Archivist and Honorary OCA member), Scott Grice (Retiring Academic Staff Member and Honorary OCA member), Graham Sagar (OC 1969), Andrew Stephen (OC 1994) and Peter Dun (OC 1968).

Fostering relationships between Old Collegians remains an important focus for the OCA and the growth and success of the BBC Old Collegians' Rowing, Basketball and Pipe Band Clubs demonstrates this achievement. Congratulations to our rowers on their Head of the Yarra successes.

Our engagement with the College continues to develop with the following staff members recently invested as Honorary Members of the Association - Lesley Ross (College Shop Manager), Steve Mann (Retiring Academic Staff), Scott Grice (Retiring Academic Staff) and Helen Jackson (College Archivist). I had the honour of congratulating and welcoming each of them into the OCA.

I would like to thank Headmaster, Mr Paul Brown and Deputy Headmaster – College Operations & Special Projects, Mr Peter Franks for working tirelessly in nurturing and growing the bridge between the College and the OCA. We also welcomed Director of Community Engagement & Foundation Executive Officer, Mrs Lea Walker-Franks in late September who certainly hit the ground running – thank you. To every committee member, thank you for investing your time and talents into making a great association even greater, it has been my honour to work with you all. ■

If any Old Collegians wish to express interest in becoming part of the OCA's Centenary Committee or would like to assist us in organising an OCA event interstate or overseas, please contact oca@bbc.qld.edu.au

UPCOMING OCA CENTENARY EVENTS

VINTAGE COLLEGIANS' LUNCH

Wednesday 12 February – Toowoomba

PRESIDENT'S DRINKS (FREE EVENT)

Friday 28 February

FIVE YEAR REUNION - CLASS OF 2015

Friday 28 February

NETWORKING BREAKFAST

Friday 27 March

VINTAGE COLLEGIANS' LUNCH

Wednesday 1 April – Pelican Waters Golf Club

SINGAPORE REUNION

Friday 17 April

INTER-GENERATIONAL BREAKFAST

Wednesday 6 May

NEW ZEALAND REUNION - CHRISTCHURCH

Friday 3 July

VINTAGE COLLEGIANS' CHRISTMAS IN JULY LUNCH

Wednesday 22 July – Mt Mee

GPS RUGBY/BASKETBALL ROUND 2

Saturday 25 July

10 YEAR REUNION - CLASS OF 2010

Saturday 25 July

GPS RUGBY/BASKETBALL ROUND 3

Saturday 1 August

40 YEAR REUNION - CLASS OF 1980

Saturday 1 August

50 YEAR REUNION - CLASS OF 1970

Saturday 1 August

GOLF DAY

Friday 21 August

SYDNEY EVENTS/REUNION

Friday 28 August

20 YEAR REUNION - CLASS OF 2000

Friday 11 September

30 YEAR REUNION - CLASS OF 1990

Friday 11 September

OLD BOYS' DAY

GPS RUGBY/BASKETBALL ROUND 9

Saturday 12 September

USA REUNION - LOS ANGELES

Saturday 26 September

USA REUNION - HOUSTON

Tuesday 29 September

USA REUNION - NEW YORK CITY

Saturday 3 October

UK REUNION - LONDON

Wednesday 7 October

HONG KONG REUNION

Friday 9 October

OCA CENTENARY GALA DINNER DANCE

Saturday 31 October

15 YEAR REUNION - CLASS OF 2005

Saturday 31 October

25 YEAR REUNION - CLASS OF 1995

Saturday 31 October

35 YEAR REUNION - CLASS OF 1985

Saturday 31 October

45 YEAR REUNION - CLASS OF 1975

Saturday 31 October

CAIRNS REUNION

Friday 20 November

VINTAGE COLLEGIANS'

ANNUAL LUNCH

Wednesday 25 November – BBC Campus

55 YEAR REUNION - CLASS OF 1965

Wednesday 25 November

60 YEAR REUNION - CLASS OF 1960

Wednesday 25 November

Dates are correct at time of printing, however may be subject to change.

Seeking Reunion Coordinators

If you wish to assist, please contact oca@bbc.qld.edu.au

SPOTLIGHT ON OCA EVENTS

In this edition we recap a number of events that have taken place during 2019. These events have seen people from all parts of our community come together to honour all things green, white and black.

AUGUST

24 OLD BOYS' DAY

BBC Campus

It was fantastic to see such support for Old Boys' Day, with so many turning out to cheer on the boys in what was an awesome display of College spirit.

See Pages 65 - 67 for snapshots from the event.

SEPTEMBER

6 BBC LONG LUNCH

Howard Smith Wharves

See Page 67 for snapshots from the event.

OCTOBER

18 HUTCHIES BBC GOLF DAY

Indooroopilly Golf Club

Overall Results

First Place - SciFleet Totoya

Second Place - Timbo's IV

Third Place - Winston Wolfe Capital



Old Boys' Shield Winners: Tim Newham (OC 1990), Brett McGrath (OC 1990), Chris Humphrey (OC 1990) and Angus Cowan (OC 1990)

OCTOBER (CONTINUED)

23 BBC NETWORKING EVENT WITH HAMISH TURNER OAM

Old Collegians' Pavilion

Hamish Turner OAM (OC 1984) candidly shared captivating stories illustrating valuable lessons learnt throughout his stellar career.



Above: Wade Ruffin (OC 1984), Paul Brown (Headmaster), Hamish Turner OAM (OC 1984), Chris Humphry (OC 1990) OCA President, Graham Sagar (OC 1969) and Russell Byrnes (OC 1985)



Above: Dhruv Goel (OC 2016), Justin Holsinger (OC 1996), and Isaac Vincent (OC 2009)

NOVEMBER

20 VINTAGE COLLEGIANS' CHRISTMAS LUNCH

Boarders' Dining Room

This festive Christmas lunch was the fourth and final 2019 event for our Vintage Collegians.



22 PERTH REUNION EVENT

It was a small but happy gathering of Old Collegians in Perth. With over 20 formal apologies there is definitely the appetite for another gathering.



Above: Colin Brice (OC 1972), Tony Burnett (OC 1948) and Iain Lund (OC 2000) with Lea Walker-Franks, Director of Community Engagement







BBC LONG LUNCH

6 September >>>



WHERE ARE THEY NOW?



Young Old Boys in Film

Continuance Pictures was founded by Producer, David Gim (OC 2006) and award-winning filmmaker, Tristan Barr (OC 2006) who reconnected 18-months ago after five years apart and decided to tackle the global film industry together.

Their latest film, *Watch the Sunset* - Australia's first one-shot feature film - was highly acclaimed on the festival circuit, with Cinema Australia labelling it as one of the "top films of the year", and is available to stream on STAN and other platforms worldwide.

Having caught the attention of global audiences, *Continuance Pictures* is now in talks with major Hollywood and Korean production studios.

It's wonderful to hear how BBC inspired these two creatives. Tristan reminisces, "Dave and I made our first film together in Film & TV class on mini-dv tape and it's insane to think we are now collaborating with some of Australia and Asia's top talent. BBC was where that mateship started and has been the strong foundation in our ambitious company."

David explains, "Our company is a big advocate of diversity and inclusion which is something that we have carried from our school days. I'm a proud ex-Rudd House Boarder - I've learnt to collaborate with peers from different backgrounds as we had so many students from different parts of the world, including myself!" ■



Tristan Barr (OC 2006) and David Kim (OC 2006) now named David Gim.



TOM RUSSELL AND DANICA LIND

Milestones

WEDDINGS

27 July Tom Russell (OC 2007) and Danica Lind

24 November Matthew Colquhoun (OC 1995) and Remi Meouchi

8 December Lachlan Anderson (OC 2014) and Katherine Summit

VALE

William Eacott (OC 1942)

Kevin Herbener (OC 1946)

Donald McDermott (OC 1947)

John Kelly (OC 1953)

Ray Chapman (OC 1956)

Donald Morley (OC 1957)

John Shaw (OC 1958)

Andrew Petrie (OC 1964)

Richard Morgan (OC 1969)

Michael Conlan (OC 1979)

Adam Neat (OC 1994)

Andrew Kindred (OC 2013)

Brent LeRoux (OC 2014)

Julian Braybrook (OC 2016)

SHARE YOUR COMMUNITY ANNOUNCEMENT

In each edition of Collegian, we include a number of community announcements including births, weddings and Vale as part of our Milestones section. If you have an announcement you would like to share with us, relating to either yourself or a fellow Old Boy, please inform our Alumni Office via oca@bbc.qld.edu.au.



MATTHEW COLQUHOUN AND REMI MEOUCHI



BRISBANE BOYS' COLLEGE FOUNDATION

The Foundation's philanthropic purpose is to raise and manage funds for the benefit of all BBC boys.
It always has been and always will be.

MRS LEA WALKER-FRANKS

DIRECTOR OF COMMUNITY ENGAGEMENT & FOUNDATION EXECUTIVE OFFICER

It's a privilege to join BBC and work across the whole community. Coming from a teaching background, I was drawn into community engagement as I thoroughly enjoy helping school communities turn their Headmaster's vision into reality. In this inaugural role, I am honoured to be working with the Foundation, Support Groups and the OCA to nurture our culture of philanthropy. That culture is not only at the heart of BBC, but it is the reason that we exist today. Generations of Collegians have benefited from our community's generosity, and new generations will continue to reap those benefits for many years to come.

As part of the BBC Foundation's new approach the inaugural 24-hour Giving Day was conducted. Thank you again to all supporters for being 'All In' in line with our Year 12 theme. We not only supported our Year 12 boy's Valedictory initiative and demonstrated to all of our boys just how strong the clan bonds are, we also affirmed that together we are mightier. The day was delivered in lightning speed thanks to a supportive Headmaster, Year 12 boys, 'matchers' and volunteers. We set ourselves an ambitious goal of \$200,000 to upgrade five senior classrooms and achieved \$226,050 from 354 donations on the day from 337 donors. Donations came from Japan, Papua New Guinea, Singapore, South Africa, Solomon Islands, Germany, United Kingdom and the USA and ranged from \$1 to \$10,000.

The Foundation granted \$80,000 to start the day off by covering the cost to transform two rooms and the 'matchers' were the OCA, the P&F Association and Parent Connections Group with the remaining matching funds provided by five generous souls. Every 'Team' had participation ranging from Prep (three donors), right up to Year 12 (42 donors) and it was wonderful to see the Old Boys Team represent 10 percent of donors, and the Staff, Board and PMSA Team represent nine percent.



Across Social Media platforms there were approximately 47,600 views, so no wonder 'everyone' was talking about BBC!

I would like to thank the Foundation Directors, Mr Mark Gray (OC 1969), Mrs Vanessa Taylor and Headmaster, Mr Paul Brown as well as the Head of Business Operations, Mr Chris Duffy (Foundation Secretary) for their continued service on the Foundation Board as well as

Deputy Headmaster – College Operations & Special Projects, Mr Peter Franks for assisting the Foundation until my arrival in September. All thanks to donations, this year the BBC Foundation Board has granted \$257,280 to the College for specific building and bursary (means-tested fee relief) programs. ■



INTRODUCING LEA WALKER-FRANKS

DIRECTOR OF COMMUNITY ENGAGEMENT & FOUNDATION EXECUTIVE OFFICER

It is with great excitement that we welcome Mrs Lea Walker-Franks, Director of Community Engagement and Foundation Executive Officer, to the BBC Community.

Lea will oversee the College's Alumni and community engagement programs and nurture a sense of BBC community spirit and culture of philanthropy through development programs.

Prior to commencing at BBC Lea was the Director of Development and Foundation Executive Officer at St Joseph's College, Gregory Terrace and has previously held the position of Director of Development and Alumni at Brisbane Girls Grammar School.

Prior to taking up her appointment at Brisbane Girls Grammar School, Lea held the position of Director of Development – Archives, Alumni and Foundation at Newington College, Stanmore (Sydney) and prior to that was a teacher at Trinity Grammar School, Summer Hill (Sydney).

Lea is an energetic person with a warm and engaging personal style who leads by example and invigorates those around her. She is an innovative and strategic thinker and inspires people to 'get involved as best they can'. Her experience across all areas within the Community Engagement domain will be of significant benefit to the College as we undertake the next Master Planning process.

Lea holds a Master of Business Administration, Graduate Diploma of Marketing, Graduate Certificate of Management, Bachelor of Arts in Education and Economics, is the Queensland President and a Board member of Educate Plus, the Australasian network of professionals working in Advancement roles in education. Lea presents regularly at conferences throughout Australia and New Zealand.

We welcomed Lea to our College community in 2019 and wish her ongoing success in her role. ■

"It's a privilege to join BBC and with the OCA centenary in 2020 and the College's 120th anniversary in 2022 it's such an exciting time to work with the whole community. As I've been getting to know the 'heartbeat of BBC' it's become clear what a warmly connected clan we are and it was thrilling to see our first Giving Day unfold showing that we are #Allin".



OPEN DAY

8 August ▶▶



SPRING BLING

13 September ▶▶





GRANDPARENTS AND FRIENDS DAY

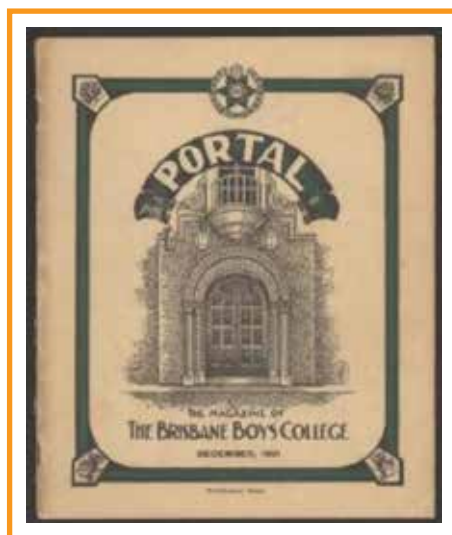
18 September >>>



FLASHBACK

HELEN JACKSON, ARCHIVIST

COLLEGE MAGAZINES DIGITISED



Perhaps controversially, a family story recounts that great uncle Fred played League for Brisbane Boys' College back in the 1920s, when BBC was situated at Clayfield. If this is a familiar tale in your household, there is now a way to confirm or deny this entrenched private myth. Thanks to the generous support of the OCA, in collaboration with *Trove*, an online resource of the National Library of Australia, historical editions of our College magazines have now been digitised and are available on an electronic portal via the News and Publications pages of our College website.

To date, the 1916-1930 editions of *The Clayfield Collegian* and the 1931-1953 *Portal* magazines have been digitised. This is exciting news for the whole BBC community, past and present, as we prepare to celebrate a centenary of the Old Collegians' Association in 2020.

Repeated common headings, namely: Editorial, School News, Sport and OCA contributions are seen throughout the magazines which are evocative of their era in style, layout and photographs. The advertisements, which paid for the early Toowong magazines, hold their own memories, especially the price of blazers costing 37/6d.

If assistance is needed to prove, or disprove, an age old family myth, such as uncle Fred and his days playing League at the College, a resource is now available.

To access the collection simply visit the News page on the College website and scroll down to a stylised version of the green iconic BBC front door, which displays the words College Magazines. Click on *The Clayfield Collegian*, then via the top right green button browse the collection of our first magazines from 1916-1930. Select the 1923 edition of *The Clayfield Collegian*, making use of the arrows and guides in the bottom bar to navigate to page 38, here you will discover a photo of the 1923 Football Team with a crossed legged fellow holding a ball that says First XIII. Yes, it is true. GPS Schools played Rugby League from 1920 to 1927. In *The Clayfield Collegian* 1928 magazine, see page 21, it states GPS schools have returned to Union and this has been the preferred Rugby code since 1928.

Our Old Collegians' Association has played an important role in preserving and maintaining the traditions, ethos and value system of BBC, and their presence and relevance is as visible today as when the association began in 1920. The launch of this online and searchable page-by-page chronicle of our collective memory is a fitting introduction to our OCA centenary celebrations and is sure to be a much loved and used resource for our College community, now and long into the future. ■



Be confident

BRISBANE BOYS' COLLEGE

Confidence springs
from mastery.

It is the self-belief required
to embrace the unknown.

At Brisbane Boys' College, we integrate best practice teaching and learning with the science of wellbeing, and in doing so, safeguard the most important ingredient to a boy's success: confidence.

We refer to this as *A New School of Thought*.