

Lights Out

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AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION
CREATING THE FUTURE FOR BOARDING SCHOOLS





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ON THE COVER

The Wenona Rainbow Project – girls sent in a photo each week of their isolation.

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Dear readers,

With the advent of COVID-19, and the challenges that our membership faced in so many areas, we decided to postpone the publication of this edition of Lights Out until now.

Whilst some of the articles were written a few months ago, their content is still very relevant, so we hope you will read them in that context.

Our next edition of Lights Out will be published in October - we'd love to hear from you on how things are going.

Richard Stokes
Editor

What We Learnt During the Pandemic Which We Are Going to Keep Doing

AUTHOR

Richard Stokes
Chief Executive Officer
ABSA

COVID-19 has definitely given us some real challenges during the past six months, and many boarding house staff have risen to the top in the way they have supported their boarders, both at home when they were quarantined, and since they have come back to school. This edition focusses on many schools' responses, but I also asked the question "What we did during COVID which we want to keep". I received many wonderful replies - so enjoy reading:



WESLEY COLLEGE, PERTH

At Wesley College Boarding in Perth, the boys enjoy the opportunity of a weekend to join in 'Rec' activities with other boarders at the various boarding houses around Perth. There is a strong level of collegiality amongst the different schools that enables this to occur. With the advent of COVID-19, when boarding returned, such activities that normally fell into this jurisdiction were cancelled. Our Rec Activity Organiser quickly realised that we would need to keep the boys active over the weekends and devised the 'Wesley Olympics'. Seeing as Tokyo wasn't going ahead and Western Australia was in a good position to host the games, the boys took it on to represent the world.

The boarders were divided up across the year groups to represent eight different nations from around the world to compete in a variety of events. Not sure if some of these events will appear at Tokyo in 2021, but they possibly should be in consideration: Longest Australian Rules Kick, Xbox Hot Lap, Dry Weet-bix Challenge, Corridor Lawn Balls, UNO Classic and a team Power Sprint were some of the hotly contested events. There were some distinct rules around the event to ensure participation from all team members.

Upon reflection, this event has been a great success and whilst it was devised to fill a shortfall created by COVID, it may become a regular on the calendar each year. The boys hotly contest each event and the support from the entire boarding house is huge creating great atmosphere during these times. Who knew that UNO would become such a pivotal event of the 2020 Olympics?

Rod Steer

Head of Boarding

MELBOURNE GIRLS GRAMMAR

Here at Melbourne Girls Grammar during the first six weeks of Term Two we had seven students in house who, for various reasons could no longer stay at their Local Support person's house/loneliness/isolation etc. For such a small cohort it wasn't viable to have our usual catering service so we decided to stock one of our Boarding House kitchens and cook onsite. We bought hotplates, rice cookers and a few extra bits of kitchen crockery and started meal planning. This was done with the girls and each one was assigned a duty, whether it was helping to cook, setting the table, cleaning or leading the dinner conversation, each girl had a role. The girls absolutely loved this evening routine and learnt some amazing new skills not to mention recipes.

Although we no longer self-cater, the kitchen now has more utensils and equipment for the girls to be able to experiment with, and it is actual cooking rather than just baking. It has encouraged creativity and teamwork and it has certainly taught the girls the importance of hygiene and cleaning up thoroughly after themselves.

Amanda Haggie

Head of Boarding

NEXUS INTERNATIONAL SCHOOL, MALAYSIA

We've done a #stayathome display wall where we gave regular tasks to boarders who stayed in or were at home since the MCO was enforced on March 18th. This was part of boarders and staff wellbeing, aiming to keep everybody still enthused and motivated within our community.

Troy Looms

Head of Boarding



WHANGANUI COLLEGIATE SCHOOL, NEW ZEALAND

Things that really worked was the way our senior leaders stepped up while we were in Lockdown. The seniors were very proactive in keeping in touch with the juniors to see how they were and setting up videos and exercise challenges on their House pages on School Box. This has enhanced student relationships.

When the students returned, we changed the protocols in the Dining Hall. The year groups were staggered as per normal. But we implemented stricter hygiene practices which have become now a habit, the tables were set up in fours, the Dining Hall staff served the food and students wiped down the tables when finished.

What we have found is lunchtime is a calmer place as they sit in their fours, the relationships between the students and Dining Hall staff is better as they now openly have to talk to each other, and it is good to see the expectation of students cleaning up after themselves. Also The Dining Hall staff have noticed a huge drop in food wastage.

This is now something that will be ongoing.

Grant Muirhead

Deputy Headmaster

CHRIST CHURCH GRAMMAR SCHOOL

We altered a few things over COVID-19 that we think we will keep a couple going forward...

Signage in the house... the school had some simple posters made up in terms of good hygiene practices... we'll keep this up to promote good hygiene;

A 'dinner window'- rather than all have dinner and breakfast together every morning/night, we will look to keep a dining window. It was a far more relaxed feel with fewer boys in the dining hall/less queues for meals, etc. We will have one night per week for a full community dinner instead.

Brad Downing

Director of the Walters Residential Community

CANBERRA GIRLS GRAMMAR SCHOOL

Here at Canberra Girls we introduced Lunch on the Lawns between 12.30-1.30 on weekends so we could have all students out of the boarding house for a midday clean. The hour is spent having a picnic lunch and a sport competitions involving tennis, volleyball, badminton and basketball. This has provided a great way to ensure all girls are out and about in the fresh air and has encouraged connections between year groups and those students who regularly don't go home on weekends.

We will be keeping this routine going forward!

We have also been using our renovated Boarder's Sitting Room for all afternoon tea and supper routines which previously were held in individual year group common rooms. Having small groups of students from different groups accessing the BSR has created greater connections between boarders of all ages. This one is a keeper!

Lisa Parolin

Head of Boarding



ST BRENDAN'S COLLEGE

GO FLY A KITE!

Coming up with new activities in compliance with COVID regulations was challenging. One new opportunity was kite flying. The boys built their kites and flew them high above the ovals and again down at the beach. Naturally, there was a competition to see whose kite could go the highest.

COOKING CLASSES

Complying with the numbers allowed, we introduced cooking classes with a difference: the boys were able to choose what they wanted to cook each week. Boarding school isn't all about brussell sprouts and beans. The team were able to create their favourites.

Fr Pius Jones

Assistant Principal, Residential



ST STANISLAUS' COLLEGE

We did assembly online and had the students join in that way but it also meant that our parents could join in and watch as well which I thought was wonderful for them to be able to see what we were doing. It would be a wonderful thing to keep going. I feel as parents are then more involved in seeing what their child is doing at boarding school as we have some wonderful assemblies.

Marjory Shales

Head of Boarding

BRISBANE BOYS COLLEGE

They say "tough times will not last, but tough people will". It's a sentiment that certainly rings true in relation to our 148 Boarders. Like many students this term, there have been plenty of challenges thrown at them, some of which have been truly monumental.

Many of our international boarders, for example, have not been able to go home since the start of the year due to travel restrictions. Fortunately, we were able to open the boarding house to accommodate nine of these boys, who worked together with our staff to make the best out of a hard situation with many group activities including recreational activities on campus, a special Anzac Day service, group discussions, homework sessions and special treats (chocolate and more chocolate!).



When we were given the green light to open the boarding house again to Years 11 and 12 boarders five weeks ago, we did so under stringent health and hygiene requirements including daily health checks for both boys and staff, maintaining 1.5m physical distancing in the dining hall (mandating a maximum 25 boys per sitting) and separation of boys across the dorms. One of the toughest restrictions for the boys was the restriction on leave, with boys only allowed to venture beyond the boarding house twice a week for two hours to shop for essential items. It's fair to say, it was a new reality for the 74 boys who were able to be welcomed back to their 'home-away-from-home'.

For our remaining 74 boarders who could not return to boarding due to the AHPPC restrictions, we were faced with the huge challenge of what to do next. While some boys were able to attend school as day boys thanks to the generous help of BBC families and other logistical means, many were unable to return and have needed to continue learning at home.

Through the hard work of many staff, the College was able to formulate a plan to continue the Learning at Home program for these boys to ensure their continuity of learning and care. Year Team Leaders and Rudd House staff maintained contact with these boys, conducting wellbeing checks and offering pastoral support through their continued isolation.

While life in boarding has looked different this term, we've found ways to ease the stress and have fun. From nightly recreational activities, to making the most of the school facilities on the weekend; from specialist tutorials hosted by teaching staff to the introduction of our 'Good Bloke' and 'Mr Reliable' Awards; the boys mateship has continued to shine through. One of the great highlights was the online trivia night with Somerville House - a fantastic night in College Hall that enabled all of our boarders to join in, no matter where they were. (For the record - Rudd House were the victors!)

Light-hearted competitions, including 'Best Cook', 'Iron Man' (for the best shirt ironing technique) and 'Best Home Workstation', also uncovered some hidden talents within our boarding community and kept the strong community spirit we enjoy in Rudd House alive. Please enjoy some of these submissions in the photo gallery below.

This term has required a huge amount of support, patience and hard work from so many. I would particularly like to acknowledge Diana Ellson and the Health Centre staff; Mike Smith and the Catering team; our cleaning staff, the Rudd House supervisory staff and of course our BBC community. To those parents who have 'adopted' a boarder or phoned me with offers of help, or even lent their support to #bringbackourboarders, thank you. Your offers of assistance have been genuinely appreciated by our boarders and their families, and by me. To our boarding families, thank you for all your positive feedback and patience. We have shared in your frustrations and the extra planning and organisation required. We are so appreciative of our strong partnership that has enabled us to rise to the challenges of this last term.

Finally, I need to thank the boarders themselves. Yes, it has been tough for all of you (some more than others I am sure), but you have worked hard, toughed it out and helped one another to hopefully see this 'race' to its end. All the Rudd and College staff, not least myself, are so proud of all of you and I know that it has been a challenge, but I am hopeful that with restrictions easing, we will see all of the Rudd family together again for the start of Term Three.

Matt McEwan

Head of Boarding

CRANBROOK SCHOOL

Confined to campus and without sporting facilities for a period, we tried to make use of different areas of the school for activities. For example, our Year 7 boys spent Monday afternoons honing woodwork skills in the DT dept and making bespoke stools for the boarding houses. The boys enjoyed it and we'll look to continue.

Matt Banes

Director of Boarding



BALLARAT CLARENDON COLLEGE

Different doesn't have to mean bad.

As a result of restrictions we have had the opportunity to try a few different ways of life in boarding. Information was collected from the boarders about what their remote learning experience looked like and what worked and didn't work for them.

Staggering meals have provided many benefits for us.

Many students are enjoying having meals in a smaller groups. Meals times are far more efficient and it will hopefully allow us to appreciate the times when we can come together as a whole house more.

Prep/Dinner/Prep and a later dinner.

Completing half of our prep prior to dinner is allowing us to have a good break at dinner, an earlier finish to prep at night and more downtime before bed. This has resulted in many girls going to bed earlier and far less opposition to handing in devices at night. This great sense of calm at night has been very well received by all involved and something we will seek to continue well into the future.

In the mornings.

Staggered meal times has allowed us to be more flexible in allowing students to go to breakfast in casual clothes and not in full school uniform. Whilst a small change, this has had significant positive impacts on how the boarders perceive their morning routine, better replicating a "normal" or home routine. They can get up and have breakfast and then focus on getting ready for school.

In addition to the staggering of meals boarder are currently ordering their meals.

Whilst many are still getting into the habit of ordering and the process needs some refining, there has been a lot of positive feedback from the boarders feeling like they have a "sense of control" over their meals. Something that has always been, and will always be, a challenge for boarders.

Different doesn't have to mean bad.

This attitude has meant that despite the many challenges and reservations about returning to the boarding houses, we are working through these together and open to finding better ways of doing things.

Kirsty Walsh

Head of Girls Boarding

THE KINGS SCHOOL, TUDOR HOUSE

- Continue with more regular health and wellbeing check ups
- Maintain heightened awareness of our boarders' general health and wellbeing
- Maintaining increased levels of personal hygiene
- Maintaining increased supplies of hand sanitiser and soap
- Maintain signage around the Boarding House to encourage good personal hygiene
- Continue deep cleaning of mattresses once a year
- Continue with a staffing back-up roster should Boarding House staff fall unwell

Tim Jenkinson

Head of Boarding



THE GLENNIE SCHOOL

This term has been like no other in boarding with the unusual events that have impacted on the living environments for boarders. I have been thoroughly impressed by the resilience and determination of our girls who have focussed on academic pursuits and thrown themselves into the alternate programs that have been on offer. We have enjoyed personal training, bush walks, high teas, campfire singing and cooking, scavenger hunts, a trip to Crows Nest Falls and lots of incidental activities that have brought us together as a community. Our older students have been generous in spending time with their younger peers and community members.

There are lots of things people will take away from this time. I know I will remember the Community spirit and generosity that has been demonstrated during a time of adversity. This is what I believe is the essence of being a Glennie Girl. The ability to turn "lemons into lemonade", and let nothing stand in their way.

Donna Grant

Head of Boarding

COLUMBA CATHOLIC COLLEGE

We focussed a lot on craft and learning new skills. Hence, we created our very craft room which we will continue to add onto.

The girls are loving it!!

Michelle Burns

Residential Leader

ST PETERS LUTHERAN COLLEGE

Here we are again at St Peter's Lutheran College Indooroopilly having to be open over the holidays due to a few of our boarders unable to return home. Last holidays it was all about making our own fun in the boarding house due to being in lock down which consisted of Master Chef Competitions, Quiz Nights, Dance Offs, Puzzles and Board Games! These holidays we have been able to venture out and go on picnics and hikes. Our highlight has been staying a few nights at our outdoor education program Ironbark. Ironbark has been sitting empty due to the virus, so when we were offered the opportunity to stay a few nights we jumped at it! The girls and staff had an amazing time! In the morning everyone pitched in and did farm jobs which consisted of feeding the chooks and milking the cows. Then it was off to horse riding and climbing Jacob's Ladder. The afternoon consisted of prepping for dinner and taking long walks. The evening was spent under the stars roasting marshmallows. Some of our girls had never ridden a horse or milked a cow so they were in constant awe of these new experiences. It was great to see everyone get involved! We will definitely do this again next year with or without COVID-19!

Kim Holman

Head of Girls Boarding



STONEHILL INTERNATIONAL SCHOOL

As Stonehill, like many international schools around the world, responded to COVID-19, the mental health and well-being of our boarders was a top priority. It is understandable that during these challenging times, children will be afraid, worried, anxious, and overwhelmed. Our Boarding team came together, shared a variety of tips and strategies, online resources, and training for our boarders to navigate these uncharted waters.

As the world evolves rapidly around us, we do not know what the 2020-21 year has in store... more of the same, or something different. What we do know is that our commitment to support our boarding families is firmly in place.

Glen Johnson

Head of Boarding

DOWNLANDS COLLEGE

- I would like to keep the intangibles, the sense of stronger community, the deepening relationships with parents who surprised us with their support and encouragement and mostly with their understanding of how difficult a time this is for boarding staff and students.
- I would like to keep the co-operation the students showed and still show as they navigated social distancing, odd meal times, living in different Boarding Houses, coping with ever changing routines. I would like to keep their resilience, their cheerful acceptance of being isolated and tested when required.
- I would like to keep a boarding staff who came together in solidarity and said "let's do this thing together". I would like to keep their cheerfulness when asked to change rosters or to do extra when required. I would like to keep their bravery when they volunteered to drive kids to be tested for Covid-19.
- Above all I would like to keep the sense of purpose we developed as a community in trying to keep a balance in an unbalanced world, a sense of certainty in an uncertain time.

This is what I would like to keep.

Ian Bulkin

Head of Boarding

Children and TV Funding

AUTHOR

Dr Michael Carr-Gregg

Honorary Psychologist

It was Groucho Marx who once said, 'I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.' Not sure Groucho would approve but there can be no doubt that due to COVID-19, many Boarders have been bingeing on a lot more screen time this year, including their parents. With so many restrictions on other activities, this is hardly a surprise. What ABSA members may not know, is that the Commonwealth Government is using this time to review its support for the Australian film and television industry, with a formal review underway called "Supporting Australian Stories On Our Screens."

With everything else going on both in Australia and internationally you'd be forgiven for not having noticed. These discussions tend to be very technical, involved and "inside the tent" - with a lot of industry talk about incentives to attract Hollywood and international productions to our shores. You might have heard a few bleats from commercial broadcasters about not wanting to have any Australian content quotas (currently the requirement sits at 55% Australian content overall) remain anymore because Netflix and Amazon don't have them. Some have argued that Paul Fletcher, the Minister for Communications could deal with that by imposing Australian quotas on the streamers as well. It's easy to see how boarding staff, students and parents might regard this as irrelevant to them, but in fact, good quality Australian content is extremely significant to all of us, but especially for our children who deserve high quality Australian content.

The truth is the media our boarders consume has an enormous impact on them, and the young ones in particular absorb far more than we realise, especially the cultural backgrounds that are depicted, the attitudes, values and the beliefs that are being championed. Consider the "dating" culture, the shopping mall, the super hero stereotype you often see depicted in imported children's shows. Australian



children's television is an altogether different beast.

Shows that you might be able to find in the ABC's iview library at the moment, for children of all ages, include Bluey, Little Lunch, The Inbesvigators, Hardball, Mustangs FC, First Day, Little J and Big Cuz, Thalu, Lockie Leonard and Dance Academy. Some of these shows and many other Australian kids shows might also be found on SBS On Demand, Netflix or Stan. These shows - all targeting slightly different age groups within the children's demographic - explore feelings, relationships with friends, and family. They showcase resilience, perseverance and diversity with characteristics much needed in these difficult times of political upheaval, state border closures and financial hardship. These shows come from different regions and parts of Australia. All the way from the Pilbara (Thalu) to Western Sydney (Hardball), speaking in all the different ways we Australians speak across this wide land. We really need Australian kid's TV like this. It is building kindness and empathy, giving kids an opportunity to walk around in someone else's shoes and see what it's like to be them.

As a board member of the Australian Children's Television Foundation I have learnt, to my horror, how precarious the funding for kid's TV is, how it is cobbled together from so many sources and

how competitive it is. As parents and grandparents, I think we all just assume that there will be quality Australian children's TV and take it for granted, but it's actually much more complex than that.

The role of the funding bodies - and particularly the Australian Children's Television Foundation (ACTF) which has such a minuscule budget - is completely unsung and underestimated. The fact that Australian children's TV is sold all over the world, but that broadcasters pay so much less for children's content and the ramifications of this, is little understood.

In a post COVID world which has had such an impact on young people - their mental health, their education, their job prospects - now, more than ever, we must forensically examine how every single Government dollar is going to advance the interests of children and young people. With the Supporting Australian Screen Stories Review that Minister Paul Fletcher currently has underway, that can be achieved quite simply, by prioritising measures designed to ensure the continued production of high quality Australian content for children. Even Groucho would agree.

Dr Michael Carr-Gregg is a Child and Adolescent Psychologist and sits on the Board of the Australian Children's Television Foundation



Leadership After Failure - Part 2

Transforming a String of Failures into Robust Success

AUTHOR
Dr. Christopher Thurber
Clinical Psychologist and Faculty Member
Phillips Exeter Academy, United States

I keep wondering why I didn't wear my helmet on that nearly fateful sled ride ten winters ago. The videos I'd taken of my sons the day before had been so funny that they insisted I take more the next day with my smartphone. And when my five-year-old son Sava asked me to jump on the sled and shoot a point-of-view (POV) video, I fumbled.

As an adult member of the teaching faculty or boarding staff, you have more experience, more training, more formal education, and a greater ability to reason hypothetically than the young people you care for at school. You were hired, in part, because your experience preparation has endowed you with a heightened sense of safety and risk management. Given my own decades of leadership experience—at school, camp, and home—it's unconscionable and inexplicable that I failed to put on the helmet I had brought to the slopes that day.

If you type "fail" into the YouTube search box, you'll see millions of examples of adolescents and adults behaving in idiotic ways. Most of the incidents look more painful than my sledding accident, but none hits home harder. As soon as my son squealed, "Tata, do a POV!" I sat down behind him, thinking, It's just one run. I don't need my helmet (the helmet which I'd bought for just such an eventuality). I now believe that the adverb just is among the most dangerous in the English language.

We lost control a quarter of the way down the slope and began sliding backwards. I tried in vain to slow us down by dragging my feet. But with one arm wrapped around my son (who was wearing his helmet, of course) and the other crazily attempting to shoot the video, my attempts to control our descent were futile. We narrowly missed the trunk of a towering white pine and slammed sideways into a chain link fence, narrowly missing one of the galvanized metal posts



that held it in place. My bruised thigh could easily have been a severe concussion. Sava was shaken but unharmed.

Why Fumble?
In the years since that plunge in topography and judgment, I've spent time thinking about how a parent and camp professional with a PhD in child psychology could have brought his helmet to the slopes with the intent of setting a good example for his children, but then lapsed. I'm intrigued by what I perceive to be a universally human vulnerability to fumble.

My keynotes on this topic have focused primarily on how recognizing this vulnerability engenders patience. As part of my presentation, I give audiences 60 seconds to come up with as many underlying causes for making a nearly lethal choice to leave my helmet at the top of the hill. Wise listeners have come up with dozens of responses, all of which fall into six categories. Consider each of them as you reflect on a few serious fumbles you've made in your life, what you can learn from those experiences, and how the process of intelligent failure could double your value as a professional educator.

Fumble Origin #1: Social Norms
Humans, like other animals, determine how to behave partly as a function of what their peers are doing. Fish school, geese flock, buffalos stampede. And I guess when caregivers look around and no other grown-ups are wearing helmets on the snow-covered 18th green of a municipal golf course, the one who brought the helmet is less inclined to put it on. Consciously or unconsciously, I may have behaved in accord with the other adults on the hill that day. I don't remember thinking I don't want to be the only one wearing a helmet. In fact, I'm usually proud to be one of the few adults wearing a life jacket in whatever watercraft I'm enjoying. However, there's no denying that social norms shape our behavior.

Fumble Origin #2: History
I grew up sledding Calvin-and-Hobbes style with my neighbor Matthew Drivas and my brother Byron. We would trek into the woods behind my house—sans helmets, of course—and drag our three-man toboggan to the top of the highest hill we could find. Not only was the goal to go as fast as possible but we did rock-paper-scissors to determine who would win the front berth. And because none of

us ever hurt ourselves, despite all of the close encounters with trees and boulders, I was lulled into complacency from a tender age. In my personal history, people had not been injured sledding. Ergo, there was no reason to believe sledding with my boys on a golf course thirty years hence would be any different.

Fumble Origin #3: Appearance
How we look matters. Aphorisms, such as beauty is only skin deep, may be true, but we still care. Witness the ski-boat drivers at summer camps who protest donning a life jacket because of the funny tan lines and bulky look they create. Even today's style of casually untucked shirt tails, knee-length shorts, worn jeans, and tousled hair are intentional fashion decisions, designed to create an attractively insouciant appearance. Perhaps my choice to leave my helmet on the ground had something to do with wanting to look carefree; perhaps not. Either way, fashion decisions can undermine safe practices.

Fumble Origin #4: Today's Data
More immediate than a history of behaviour are the feelings of invincibility that come from the data directly in front of us. Both of my sons had sledded down the hill that day over and over without incident. So had dozens of other kids and their parents. That day's data led to one conclusion: helmets are superfluous. Most smokers will say they know someone who has been smoking his or her whole life but has not gotten cancer. Psychologists call this the availability heuristic. We are persuaded by the compelling examples in front of our noses and ignore aggregate historical data. Even when those data are compellingly clear. Had I thought about it, I would have considered that head injuries in downhill sports are more common in participants than in spectators and more common among non-helmet-wearers than helmet-wearers.

Fumble Origin #5: Impulsivity
When my son asked me to hop on the sled with him, I was captured by the spontaneous novelty of the idea. As I noted above, I used the perilous adverb just, as in I'll hop on the sled just this once or I'll just sit in the back and be in charge of the video or even I'll just drag my heels if we need to slow down. And so, with the eagerly anticipated (but risky) behavior minimised in our minds, we then predict the odds of something going wrong as acceptably low. My self-statement was in the same category as I'm just going to the corner store, so I don't need to put on my seatbelt or I'm just making this single cut with the chop saw, so I don't need to

put on safety glasses or I'm just going to be at the beach for a little while, so I don't need sunscreen. Or the bane of my tenure as the waterfront director at summer camp: I'm just hopping in to cool off, so I don't need a buddy. Using just is a dangerous roll of the dice.

Fumble #6: Excitement
Strong positive and negative emotions can impair judgment. Anatomically, the limbic system (inner brain structures, including the amygdala, thalamus, cingulate gyrus, and hippocampus) literally take the frontal lobes (the part of the brain right behind the forehead) offline by blocking the connecting neural pathways. Who cares? Well, we all should, especially when our safety is in question. Strong emotions—especially of the positive variety—are wonderful to experience. We must realize, however, that our hypothetical thinking is crippled in these moments. Whether we're having an orgasm, a panic attack, or a temper tantrum, we're not thinking clearly about how A could cause B or result in C and D if we're not careful. I was so excited to jump on the sled with Sava and crank out a fun selfie-video that I didn't consider the potential risks to my son, myself, and the people around me.

Fumble Diversity
The goal of exploring these facets of human vulnerability is not only to prevent accidents but also to fail intelligently after we fumble. Only then can we skillfully nurture the development of wisdom in the young people we serve. My impact against the chain link fence was powerful, so the bruise on my leg lasted three weeks. The lasting impact has been on my insight and judgment.

For most teaching faculty and boarding staff, it's a relief to begin the year agreeing that no one is perfect; that all staff share a willingness to learn; and that school is an environment where faculty and staff support each other's professional development. Simply recognising those tenets of healthy organizational culture will go a long way toward everyone's willingness to lead effectively after a fumble. Like a fumble in American football, where a player accidentally drops the ball (leaving it up for grabs by other team), the defining feature of intelligent failure is the recovery.

As I summarize in Table 1, there are different kinds of successes and failures, each with different implications for post-event leadership. For example, consider the staff member who returns to the boarding house from a night off severely intoxicated.

Because that staff member had the skill to perform well (i.e., they knew how to have a relaxing, substance-free night off and return to camp sober), their choice to return intoxicated was a Bad Choice, not an Accident. Recovering a Bad Choice fumble involves soul searching to discover what pressures influenced the bad choices, such as peer pressure.

One column in Table 1 is left intentionally blank to activate and personalise your learning, as I did in Part 1 of this series. Take a moment right now and jot another example of each type of outcome from your own life. That exercise will give you the best understanding of fumbles and opportunities for intelligent failure.

Leadership Best Practices
Now that you have revisited Table 1, consider what the best leaders do.

1. The best leaders understand their skill set and the limitations of what they can do. By continually evaluating the demands of a situation and their ability to handle it, the best leaders usually avoid Lucky Breaks.
2. The best leaders take risks, of course, and make Good Tries, but they show restraint by not acting way outside their domains of competence. They know when to consult, when to ask for help, and when to make the Wise Choice of saying no.
3. The best leaders put forth great effort. By exercising, getting rest, and eating healthy food, the best leaders are able to try their hardest almost all the time. This helps them maximize their Success experiences and put forth Good Tries, but minimize Willful Neglect.
4. The best leaders are thoughtful. By tempering impulsive reactions and knee-jerk responses to complex situations, the best leaders avoid Bad Choices, Accidents, and Near Misses.

There are many other qualities of a great leadership, of course. Among the most important traits are awareness, effort, and thoughtfulness, as noted above. Great leaders are not neglectful or foolish. The triad of awareness, effort, and thoughtfulness also maximizes Success. All youth leaders—even bad ones—have some Lucky Breaks. Mostly, though, they experience Success. All leaders also have an occasional Honest Failure and make an occasional Mistake. What then? The answer separates the good from the bad leaders.

Accidents vs. Mistakes
Accidents are typically forgiven. The group is often sympathetic after observing that the leader tried hard and acted within his



Table 1 A Taxonomy of Fumbles (*opportunities for intelligent failure are marked with an asterisk)

	Your Actions:	We Call That A:	Your Example:	Adaptive Next Steps:
You possess the skills for the task.	You perform the skill correctly and complete the task well.	Success		Feel gratified, but modest about a job well done. Commit to continuous professional development: embrace the next challenge, keep learning, and teach others the skills you possess.
	You earnestly apply your skill, but perform the task poorly.	Good Try*		Own your fumble, reflect on the factors that impaired your performance, and return to practicing the skill and learning how to avoid the factors that caused your fumble.
	You neglect rules or intentionally underperform, leading to poor task outcomes.	Bad Choice or Mistake*		Soul search to uncover what conscious or unconscious factors motivated your behavior. Apologize and make amends if your fumble hurt others. Do some work focused on making wise choices. Perhaps rethink your role in the group or professional organization.
You lack the skills for the task.	You perform the skill correctly and complete the task well.	Lucky Break or Near Miss		Count your lucky stars. The outcome might have been disastrous. Either learn the skills necessary to perform the task consistently well in the future, or avoid that task henceforth.
	You take a risk and try, but predictably perform the task poorly.	Honest Failure or An Accident*		Apologize and make amends, especially if your risk assessment was faulty or people were hurt. Consult skilled and experienced mentors about your future skill development.
	You do not attempt to perform the task.	Wise Choice or Willful Neglect		Explain your choice so that others understand either the wisdom of your inaction or why you currently lack the skills needed for the task.

or her domain of competence. The group (and the leader) may be disappointed, but the leader's good faith effort has set a good example and no one feels duped or abandoned. With Accidents, leaders are well-served to reflect on what their misstep was, to openly apologise (even if the group has already expressed forgiveness), to make amends (especially if someone was hurt or an important outcome wasn't achieved), and to think about how to do things better next time.

Mistakes are different. Forgiveness is sometimes not forthcoming. Therefore, the best leaders recover from Mistakes by quickly owning them. Laying the responsibility elsewhere, spinning the Mistake as a triumph, or pretending there was actually no Mistake are all defensive reactions grounded in the fear that admitting a Mistake may cause the group to lose respect for the leader. Ironically, owning Mistakes—provided that such Mistakes are generally uncommon—causes the group to feel enhanced respect for their leader. Indeed, every member of the group knows that Mistakes are human, so this admission humanizes the leader. It also sets a good example for others to follow.

After owning their Mistake, the best leaders offer a sincere apology. Delaying this expression of regret only hardens the group's hearts. By contrast, saying, "I'm sorry that I made this mistake," provides an opportunity to move ahead, both interpersonally and professionally. The best leaders understand that respect is grounded in relationship. Without a strong interpersonal connection between a leader and his or her group, great achievements may be kept at bay.

Intelligent Failure

It bears repeating that the best leaders also learn. They consult with other leaders, listen carefully to feedback from the group, and hone skills that will help achieve Success in similar scenarios. When the group sees that the leader has continued to work toward preventing the same Mistake in the future, forgiveness is palatable. Without excessive self-deprecation, great leaders can also return to the Mistake, offer the group a narrative of what transpired and where the misstep was, and what's being done to prevent a similar Mistake in the future.

Indeed, recounting narratives is a cornerstone of great leadership. The best

leaders have, of course, learned from their mistakes. However, they refrain from telling war stories about their mistake-riddled past for two reasons: First, war stories, while dramatic and sometimes entertaining, glorify the Mistake. Such glorification may mislead members of the group into believing that they should intentionally make Mistakes so that they, too, can hold court around the campfire. Second, if war stories become a central feature of how someone leads, it can distort the perceived frequency of Mistakes. Members of the group may believe that Mistakes are more commonplace than they actually are.

Being a great leader is not a popularity contest. Success, as defined in Table 1, is not always the action that brings the group immediately pleasure, especially when the leader is acting in the group's long-term best interests. Mistakes, as defined in Table 1, are unpleasant for both the leader and the group. However, both Mistakes and Honest Failures or Accidents provide the sorts of leadership opportunities that separate the best from the mediocre. The process of owning, apologizing, and learning is healthy for any group. Fumble recoveries give leaders opportunities to show how they earned their position. Indeed, great leaders continuously work to earn the title that goes with their job. No fumble is a failure if you persevere.



Dr. Christopher Thurber is a clinical psychologist and professional educator who uses innovative content to stir thinking and compel action. An entrepreneur from a young age, Chris is the co-founder of Prep4School.com, which helps new students adjust to the rigors of top-tier secondary schools and universities. A respected authority on psychology and leadership, Chris has been invited to deliver keynotes, contribute articles, and lead workshops at schools and camps on five continents. Learn more about Chris's books, articles, videos, in-person workshops, and virtual consultations by visiting DrChrisThurber.com

How Gap Participants are Improving Boarding Houses Around Australia

AUTHOR
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Each year Australian boarding houses are transformed into successful and engaging communities through the employment of well-trained gap participants. Students of all year levels are cared for, supported and kept entertained with like-minded participants breathing fresh air into their schooling experiences and bringing cultural exchange and diversity to each school and community. Although your school might not be able to welcome the energy and unique perspective of a gap participant due to recent world events, it is equally important to plan for the semesters ahead, so let's assess the ways in which gap participants are improving boarding houses around Australia.

The Recruitment Process

The presence of a gap participant enriches boarding life, while simultaneously provides supervision and support to both permanent boarding house and day staff. But it is the vital recruitment process which precedes each placement that is the key to success for both participant and school.

From 2005, as gap year programme providers and recruitment specialists, our team has been dedicated to providing exceptional and personal service to schools. Through a comprehensive recruitment process, which includes a personal interview with applicants, we work to establish the requirements of a school while offering continued and ongoing support to both schools and participants throughout the placement.

Recruiting, reviewing and contacting every applicant who has approached your school can be a time consuming process. Not to mention making arrangements for those who are successful in gaining a placement, organising the necessary gap agreements, visa and entry clearances, background checks, and ensuring gap participants arrive before students return. Don't even get us started on SIM cards and bank accounts which now form part of our orientation too.

Once recommendations are sent through from Letz Live, schools have complete control over the final choice of their gap participant/s. This allows schools to confidently employ participants who will give back to their school and further enrich the lives of students.

Training Prior to Commencement

With the growing demand for gap participants in boarding schools across Australia, it is important to add value to each school's programme, while helping participants with their adventures abroad. Professional and accredited training is the success in part, because participants are hired and trained employees who contribute to the school, and the students they work with. Since 2007, Letz Live's programme has provided unique training of the Australian Boarding Schools Association certificate course as part of a 3-day orientation prior to arriving at partner schools. The in-country training provides participants with comprehensive knowledge of boarding school life, and ensures they are well prepared for core responsibilities and duties.

Each assistant is required to complete the Duty of Care certificate course in Student Residential Care, covering multiple units including Child Protection, Security and Supervision, Handling Modern Technologies, Pastoral Care and Work Health and Safety Procedures.



It is important to be proactive when it comes to creating a holistic and safe experience for schools and participants alike. This is why our partner schools can rely on the professionalism and dedication of the Letz Live programme to align prospective gap participants with their school's ethos and culture, while providing well trained and professional staff to add value to their boarding house. This brings us to the critical decision of whether schools should employ a past student or an authority figure to supervise their boarding students.

Past Students vs New Participants

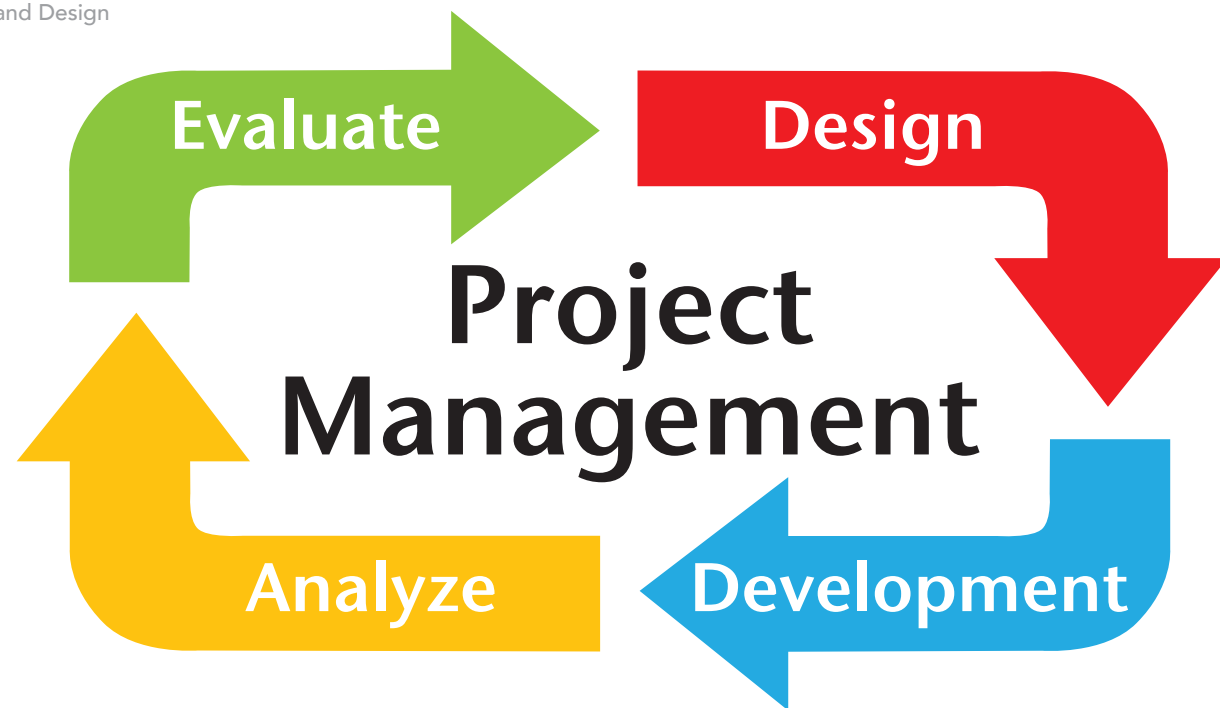
Gap participants can create a healthy balance of both authority and friendship with boarding students, while providing additional supervision for school staff. Some will have specialist roles and others may be a more general role, however all are expected to be an effective leader and are encouraged to remain friendly, without becoming friends.

Gap participants who are new to the boarding house bring with them a strong sense of authority and sparks interest from students. Experience shows us that this unbiased approach, results in full participation from students and effective implementation of daily routines within the boarding house. We have seen that participants who have a balanced approach, can successfully complete their roles within the academic, administrative and pastoral care areas.

We make a considerable effort to understand the requirements of each school and recognise that no two are the same. When your school is ready to employ a gap assistant, recruit from a trusted network of educational providers across the globe, built over 15 years.

COVID – So What's Project Management Got To Do With It?

AUTHOR
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There should be a lot to learn before the world declares 'lights out' on the COVID experience. Certainly, the intelligence of governments and societies at large would rightly be questioned if there were not vigorous and rigorous investigations and formal research into several aspects of it.

Responsible governments the world over are already analysing the impacts and trying to identify how they could have been better prepared for such a medical crisis, or perhaps how they might have better managed the spread of the virus. Pharmaceutical organisations are working around the clock with the objective of being the first to come up with a preventative vaccine and/or curative medication for the virile and venomous virus (yes, yes, I know – ridiculously risky, that radically wrong word usage, but this virus positively possesses as much if not more sting than any animal, and I thought readers of this possibly precocious piece pertaining to projects might align with the alliteration). University medical research

facilities the world over are dedicating resources to finding an effective vaccine for it, and to understand important aspects of its development and spread.

Businesses everywhere, transport, travel and tourism related businesses in particular, will be – or at least should be – not only strategising survival schemes for future brutal crises, but also dedicating significant time and intellectual resources to a backwards look in order to formulate some at-least fractionally formidable future plans to avoid or better manage their impacts.

Indeed, schools and perhaps more so, universities, would sensibly be reviewing the actions they took in the face of the virus and rating their effectiveness as a minimum basis for preparation of potentially more effective strategies for the future. The list could easily be extended.

There are some very interesting aspects of all these actions. The following are of particular relevance to this article:



- they were well outside of what was then considered normal business operations, in many instances, for the organisations mentioned.
- they all had specific start dates, and will have definable end dates, albeit some might transition into ongoing operational functions.
- it's likely they all had people dedicated to working on them, if only on a defined 'hours-per-week' basis, and that those dedicated resources will return to their business-as-usual roles after their contribution is completed.
- the efforts of those human resources were probably dedicated, hopefully in accordance with some semblance of a sensible schedule, to producing a clearly defined outcome.

There would no doubt be more commonalities, but those above are sufficient to declare that COVID19 has triggered an enormous upswing in a most important aspect of modern business – PROJECTS, and that has necessitated that many people have had to assume the most important role of project manager/leader in relation to these projects.

In 1988, only about eight percent of organisations outside of construction and heavy engineering industries used project management in any significant way. In 2019 PwC released what became known as 'The Golden Thread Report' concerning project management, about which the UK's Association of Project Management wrote: Projects and project management are no

longer confined to the traditional domains of construction and heavy engineering, and large capital investments. Instead, project management can be seen to be a 'golden thread' helping to drive quality, efficiency and the effectiveness of strategic change in all sectors and organisations, ranging from the contributions being generated within schools and charitable organisations (writer's emphasis) through to central government and major technology programmes.

The international Project Management Institute (PMI) seemed to agree, with a 2018 jobs report titled, 'In a Time of Change, Demand for Project Talent will Keep Growing'. The introductory phrase now seems prophetic, and there's little from the current business environment to indicate the second phrase in that title is inaccurate. KPMG and the Australian Institute of Project Management in 2019 reported the need for even better performance of projects in Australia, and the PMI predicted that 87.7 million people would work in project management worldwide by 2017 (who knows, perhaps more, if pandemics become more common).

So what's it all about Alfie? (Feel free to feel good if that means nothing to you – it was an embedded age check for readers!).

It's complex in its simplicity, really, and of great importance to teachers who counsel students regarding career prospects. The simple fact is that project management might not be the sexiest sounding occupation to many high school students, but it is a

career path opportunity that is screaming for more talent, a fact that has never been emphasised more than in a 2017 PMI report that estimated that the projected talent gap in project management could mean a loss in GDP across 11 countries studied of USD 207.9 billion in the ten years up until 2027 (and is there any other way to look at that other than as a huge opportunity for school leavers?).

So, perhaps before you declare your last 'lights out' for your boarding students, you might consider it could be a favour to inform them, and their day attending colleagues about project management career prospects. You might be doing them a life-enhancing favour.

We at Bond are taking this seriously. After several years of teaching a very successful Masters Degree course in project management, we have decided that there are numerous reasons that project management should be a first choice career option – and that means we should offer it as an undergraduate degree. Now we do. For more information: bond.edu.au/program/bachelor-project-management.

Professor Alan Patching was owners' Project Director (Chief Project Manager) for the design and construction of the Sydney Olympic Stadium, and around \$20 billion worth of other projects across a range of industries. He teaches into the Bond Project Management program.



The Life of a Boarding Community

AUTHOR

Berian Williams-Jones
Director of Boarding
Brisbane Grammar School

In over 30 years of working in boarding schools across the globe, nothing compares to the first term of this year.

To date, I have worked at a fog-covered school, where parents were unable to drive and collect their children at the end of term; I have been snowed in and remotely navigated the transportation of boarders to an equally snowbound Heathrow; most recently, I experienced my first ever Queensland cyclone and a flooded boarding house. These events are insignificant in comparison to the uncertainty that COVID-19 has presented.

Without doubt, there are times when the enormity of the various challenges we are presently navigating cloud our ability to see the bigger picture. In a recent Brisbane Grammar School (BGS) Newsletter article about our response to COVID-19, I quoted Alexander Graham Bell and his assertion that "when one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us."

"the enormity of the various challenges we are presently navigating cloud our ability to see the bigger picture"

As our boarders left in a piecemeal fashion to return home, we were faced with an eerie residential community and the complexity of how to sustain our Boarding program. While far from ideal, the scenario presented an incredible opportunity for the team to review the value of our actions. Perhaps, in the midst of responding to COVID-19, a door of opportunity had opened for our community.

The outcome of our self-evaluation was the recognition that so much in boarding rests on the strong and trusting relationships



Boarders

At BGS, we are fortunate that our evening Boarding Tutors are all members of the teaching staff. In addition to supervising Prep, they look after small vertical tutor groups, known as House Families, where they meet weekly to counsel and advise students. They build a strong connection with these students and ensure that as a community, get to know each boy for who he is and recognise what he brings to the collective.

For those of us who are not Boarding Tutors, our connection beyond the traditional year group meeting is somewhat more ad hoc. In essence, our conversations can be in response to a crisis, sometimes to deliver high praise, and every so often our interactions are no more than a word or two in the dinner queue. Our challenge has been to find ways and means of sustaining those all-important ad hoc moments.

I never thought I would film and produce a video of boys throwing a roll of toilet paper around the campus, yet that is what I did. Those ad hoc opportunities are still there, but we need to look for them.

"we heralded this new way of working as Harlin Horizons"



"Our challenge has been to find ways and means of sustaining those all-important ad hoc moments."

Parents

The past few weeks have brought many emails to my inbox and a plethora of calls to the trusty mobile. From San Francisco and Saudi Arabia, to Stanthorpe and Spring Hill, these interactions have reminded me that each family wants to be part of the BGS Boarding community.

Of course, there are many ways to connect. We have begun to use our social media channels to share pictures of boys working from home and have just delivered our first online assembly through the BGS YouTube portal. We have ideas for sharing recipes that work well for busy parents, especially those with growing boys, and much more

along those lines. There is no guarantee that all of this will work, but we will do everything we can to support our boarding parents.

Staff

Finally, there are the boarding staff, and especially the residential team who live in the House. They continue to care and assist with the supervision of boarders and have sustained our activity program.

In discussing what the activity experience might look like moving forward, I was amazed at their commitment and creativity. Suddenly, we had images and videos being sent from all around Australia to share with our 'boarding family', and boys being challenged to plant seedlings and learn new skills. Without COVID-19, we would have continued to deliver our

tried and tested program. Now, we find ourselves ready and energised by new ideas and innovations.

There is no doubt that the past few weeks have brought challenges, uncertainty and a fair degree of apprehension. However, it has also presented us with an incredible opportunity to grow our residential communities in the most trying of circumstances.



Pandemics, Wealth and Health

How does health affect wealth?

When individuals, families, and communities are unwell:

- people can lose their jobs and have no income to pay their bills, buy food, and look after their families
- business owners can close their businesses, losing the wealth they have invested into their business, sometimes over many years
- people may have to accrue large credit card debts at high interest rates as they have no other access to money
- people may have to sell assets including their homes to minimise long-term financial hardship

Health events at any level can have an impact on the wealth of individuals, families and communities.

How does wealth affect health?

When people lose their job or close their business and have no or limited income (wealth):

- mental health issues emerge, because people feel more stressed and anxious about their life
- there is unfortunately an increase in domestic violence due to financial and emotional stress
- it limits their financial capacity to join gyms and participate in sporting activities
- it limits people's opportunity to interact and socialise
- it can affect their self-esteem

Wealth events at any level can have an impact on the health of individuals, families and communities.

Key Message

There is always a strong relationship between a person's health and wealth. Whether it be at a global, national, regional, local, family or personal level, your wealth is influenced by health events, and your health influenced by wealth circumstances.

*Provided courtesy of our partner
The Wealth Academy.*





Restarting Boarding - Issues for Schools to Contemplate

AUTHOR

Craig D’cruz
National Education Lead
CompliSpace

In recent weeks there has been an absolute plethora of articles and blogs about what schools need to do during the COVID-19 pandemic, what to do during the periods of isolation and how staff and students can continue to work online and from home in order to continue the students’ education.

Where We’ve Got To

In what we have learned from government responses to this pandemic is that expecting certainty of policy is not possible. Similarly, school policy had been formulated based on the best information at the time, but schools must be prepared to change their original policy if further information comes to hand that justifies amending it.

Due to the fast-moving nature of the current pandemic situation and the shifting government advice, schools have been given limited leeway as to how they choose to balance protecting the interests of the larger group with the rights and interests of individuals.

At the time of writing, the Commonwealth Government and most of the states and territories are now espousing the re-opening of schools for physical face-to-face teaching and learning after the April school holidays. State premiers or chief ministers have chosen to allow parents to choose whether or not they wish to keep their children at home.

Most of us will recall that closure of boarding facilities in some schools began shortly after the Prime Minister’s Press Release on 18 March, which included the following:

Boarding Schools

The National Cabinet noted that boarding schools are “at high risk of transmission” and encouraged boarding schools and parents to “consider the risks versus the benefits of a student remaining in boarding school”.

Several boarding schools decided to pre-empt the possible parent reactions and began to close their boarding facilities shortly afterwards. There are still arguments as to why they should not reopen after the April holidays. The rapid spread of infection of passengers on cruise ships has indicated how effectively this virus can spread in close living-quarters environments.

There is no doubt that there were many issues that arose from the decision to close boarding facilities. Some of these included what to do about overseas students who were here on E500 Visas with specific requirements for their education and welfare, the return of regional or rural students to their homes, the availability of online learning for boarders who are now off campus, staffing regarding supervision, meals, cleaning and so forth, and of course, financial implications relating to payment of staff and the loss of fees.

Nonetheless, it was decided by government, parents and schools that the risk of transmission was far greater than the benefits of the students remaining in the boarding facilities. Under the various Work Health and Safety Acts, schools had little option other than to ensure that all students in boarding facilities were safe, and rather than mitigating for the risks, many schools chose risk aversion by closing the facilities. It just made good sense.

However, we now need to commence planning for re-opening boarding facilities, whether that be in two or three weeks or maybe even two or three months. Boarding facilities may



need to look at re-starting very much in the way that they do at the commencement of a new academic year. However, there are a number of issues (risks) that schools may wish to contemplate to ensure that they plan effectively for their eventual re-opening.

Issues And Risks To Contemplate

Australian life, as we know it, has changed considerably over the last few months and there are many more changes still to come. No amount of crystal-ball gazing can determine what is in store for schools and their students.

However, one matter that is 100 per cent guaranteed is that schools will continue to care for and educate students and, eventually, overseas and regional students will return to boarding facilities in order to continue with their education.

The issues and risks listed below are only representative of what boarding schools may need to prepare for. Many will have far fewer issues, and some may have more. However, it is essential that governing bodies and executive teams commence planning for the re-opening of their school’s boarding facilities.

Closed Communities

Access to regional centres and certainly to remote communities has been restricted to slow down the spread of this virus.

There are many indigenous boarders who live in remote communities but attend metropolitan boarding schools in the larger cities. If they have returned to their communities and the communities are ‘locked down’, noting that internet access is at best less than adequate, then these students will be further affected by falling behind their peers.

Parent Fears

Parents may be fearful that the virus may not have been fully eradicated, returning students may carry it back in or the boarding facility has been insufficiently cleaned resulting in new or re-infections. Although there is no evidence to support that any virus can survive for more than a few hours outside of a living host, fear is a strong influencer of decisions-even if it may seem somewhat irrational.

Parents of Chinese students may also be wary of xenophobic, racist or bullying behaviour that may be directed towards their children on their return to school. Some bullying behaviour of Chinese or Asian students had already been reported by some parents in a small number of schools when COVID-19 first appeared in Australia in February/March. Schools can take steps to ameliorate the adverse effects on the individuals who have been the targets of the bullies by communicating with them as clearly and supportively as possible and by offering to support the returning students with more than just platitudes or assurances that they will not be targeted.

Cleaning and Sanitising

Boarding facilities, including all peripheral facilities such as dining rooms, laundries, medical facilities and so forth will require effective cleaning regimes to ensure that all surfaces that are capable of harbouring the virus have been adequately sanitised. The steps that the boarding schools are taking in this respect will need to be communicated to all parents and boarders.

Schools will need to ensure that cleaning staff are well trained in the most up to date and effective techniques to ensure that the risk of re-transmission of the virus is removed.

Trauma, Grief and Loss

As with the bushfire crises of December and January, it is highly probable that many children and staff will return to school carrying a burden of fear and/or even loss and schools should, once again, prepare for this possibility. Schools supported their staff and students through the very real trauma, grief and loss that many experienced as they returned for the new year.

Our schools were seen as being on the front line in caring for students during and following these earlier events. There is no doubt that they are, once again, well placed to be on the front line for the response to COVID-19.

Staffing

There will be staffing issues too. Many staff, particularly casual staff or international staff on gap-year programs may have been stood down or they may have returned to their home country. Schools may be hard pressed to engage new staff to replace them or, if they are able to do so, the new staff will require induction and training. There is an immense amount of training and cultural understanding and acceptance that takes place with boarding staff and well-trained replacements may not be so easy to come by.

In addition, will new or returning supervisory staff be trained in crisis management or trauma or grief management? Given that many families around the country may be affected by the COVID-19 pandemic through direct or indirect loss of family members, would it not be sensible for staff to receive training in well-being and grief management?



Media coverage has been extensive and many images of human suffering in places such as the United Kingdom and Italy have been broadcast almost indiscriminately. Remember that children can and will feed on the behaviour and emotions of parents, other children and the staff of their school. Research on psychological outcomes from disaster media coverage shows that children are particularly vulnerable to trauma resulting from absorbing images and concepts like these that have been broadcast across Australia in recent weeks. In addition, and far closer to home, many children have seen or experienced first-hand panic buying and hoarding and some other behaviours that were not apparent during our earlier bushfire crisis.

CompliSpace has made a number of resources available for schools regarding COVID-19 training including on-line training for staff. They can be accessed here.

School Financial Issues

The Western Australian Government has announced that all public servants will have access to 20 days of COVID-19 paid leave if their paid personal, carers, or sick leave entitlements are exhausted. This will not affect an employee's annual leave or long

service leave. Can non-government schools afford to do this? Will staff expect to be paid if they are required to self-isolate for two to three months and, as in the case of boarding facilities, no on-line learning can occur?

Fees for full fee paying overseas students (FFPOS) can be anywhere between \$18-\$37k+ per annum. Plus add boarding fees if they are boarders. In a large school, this could amount to \$65-\$70k+ per annum in fees per student. So, if a school has many FFPOS and none are eligible to remain at school, what losses can that school expect? What if the parents choose to enrol their child in a school in another country? For example, Canada has been a very popular alternative choice to Australia.

According to the Australian Hotels Association, the closure of venues around the country has had devastating effects on 250,000 jobs. There are many other businesses that may have also been badly affected by the economic downturn and have had to close or have been declared bankrupt. Parents, many of whom may have lost income and livelihoods over business closures, may not be in a financial position to return their child to a boarding facility.

If parents choose not to return their children to the school for whatever reason, following the re-opening of the boarding facilities, this could mean a large loss in fees and government grants and it could result in a cash flow loss that would be difficult to recoup.

Summary

Given the 'scramble' to prepare for what may have been up to a term or more of online learning, schools may not have had the time to commence to plan for when this crisis is averted and they go back to business as usual. This is especially important for boarding schools.

Yes, it will be like the start of a new year, but also like no start before. There will be possible staff and student changes but possibly more than usual changes in policies and procedures to maintain the health of all boarders and staff, changes in EXEAT formats, especially for longer term breaks and, above all, just as there was following WWII, there may also be a sense of accomplishment and victory.

Use this to build up your boarding house spirit. After all, you are the family with whom these students spend most of their formative years!

Being the Best You Can Be - Komodo Well-being Platform

AUTHOR

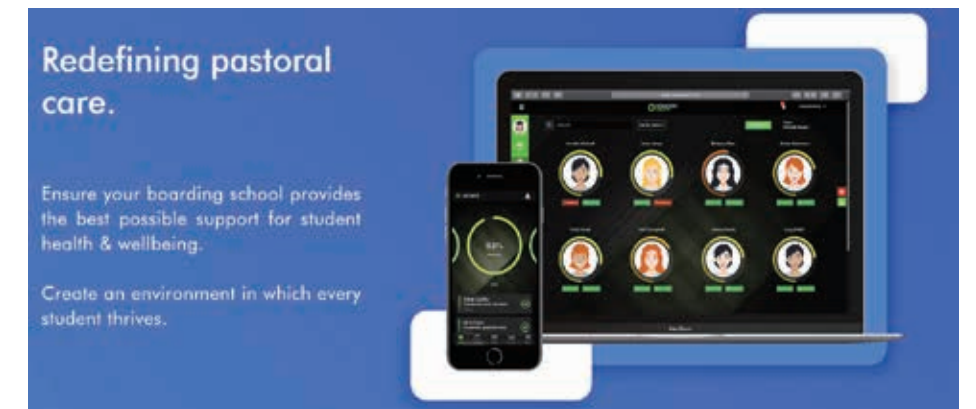
Craig Hardman
Deputy Headmaster
Pastoral and Boarding
St Paul's Collegiate School, Hamilton

In today's society, we are bombarded with what an 'ideal' person looks like and how they live their life. More importantly, we need to worry less about comparing ourselves and focusing on being the best person we can be. It is very clear that the personal wellbeing of our students and staff is paramount to them being happy.

Located in Hamilton with a roll of 750 students, boys are welcomed from Years Nine to Thirteen, as day or boarding students. The senior years at St Paul's Collegiate School offer co-ed learning while the junior school, Years Nine and Ten remain a single-sex boys' school. Our boarding school comprises three boys' boarding houses and one girls' house. This makes up 330 students of our school roll and is the heartbeat of the school. We also have an adventure campus called Tihoi Venture School, where our Year Ten students get to spend half of the year in the outdoors in two intakes.

At St Paul's, we have had a big focus on our students and staff Hauora (their well-being). Our students have been involved in regular small groups discussions where they focus on well-being issues that relate most to their age group. The unique aspect of this programme is that each group is delivered by a teaching staff member and a member of staff from a different aspect of the school e.g. a kitchen chef or a member of the accounts team. This unique method of delivery has seen new relationships created - staff have a better connection with students and the students with staff. Crucially it means that our school's Hauora is being discussed with the students, the teachers, our office staff, our chefs and our cleaners.

The big question is how do we measure this? How do we measure or gauge well-being on a consistent and reasonably accurate basis? Matthew Holdgate, the current housemaster of Williams House



decided to trial an Athlete Well-being Platform, to see if their algorithms could measure well-being in a pastoral context. After trialling a small group of 20 students, the results were clear - this was going to be a very useful tool. Matthew has said 'Komodo is a well-being conversation starter that St Paul's has been searching for. Komodo provides insight into our students' well-being that is otherwise hidden.' Komodo is a very powerful tool, where the questions can be completely customised to suit your school.

The trends Komodo can show are very important. This can help us understand our student's happiness in a longer-term view. The quantitative data that we gain from the Komodo survey should sit alongside the qualitative data e.g. our conversations with our students. This would ensure that you get a well-rounded snapshot of your students' wellbeing.

In February 2020, we chose to use the Komodo platform with our Year Nine students, both boarding and day - and our Year Eleven boarding and day girls. This meant we went from having 20 students on the platform through to 160. The students complete a digital survey that is fully customisable and can be done a specific number of times a week. We asked the students to complete the survey twice a week. The easy to use dashboard allows you to identify any students that might be struggling with a particular aspect of their well-being.

More recently, we were faced with a quick turn around where our school had to go to a distance learning model. During these times, it is even more important that the well-being of our students and staff is monitored. We offered our staff the option to complete the Komodo well-being questionnaire twice a week. This is monitored by a specific pastoral care group and results are completely confidential. We now have more than 100 staff and 500 students currently using Komodo on a regular basis.

Well-being is important to us as a school. Being the best you can be, helps keep you happy. Measuring well-being on a regular basis and having instant results provides an insight that programmes like our Hauora programme are making a difference to the welfare of our staff and students. If you are interested in more detail about the Komodo Wellbeing Platform, please contact Komodo directly, or feel free to contact me.

ABSA has partnered with Komodo to provide all boarding schools with their excellent online pastoral care support.





Nudgee Boarding@Home

AUTHOR

Casey Brealy
Head of Cotter Boarding House
St Joseph's Nudgee College

I hope all is going well. Just thought I would let you know that the Cotter Hookup this afternoon had an amazing effect on Cam. He has a real spring in his step after speaking to you guys and connecting with his mates. He was literally whistling, singing and bouncing around the house! I had a call from Christian, Amanda had a call from Tracey and Cam loved the contact with Duane. Thank you so much for all you and all of your team do.

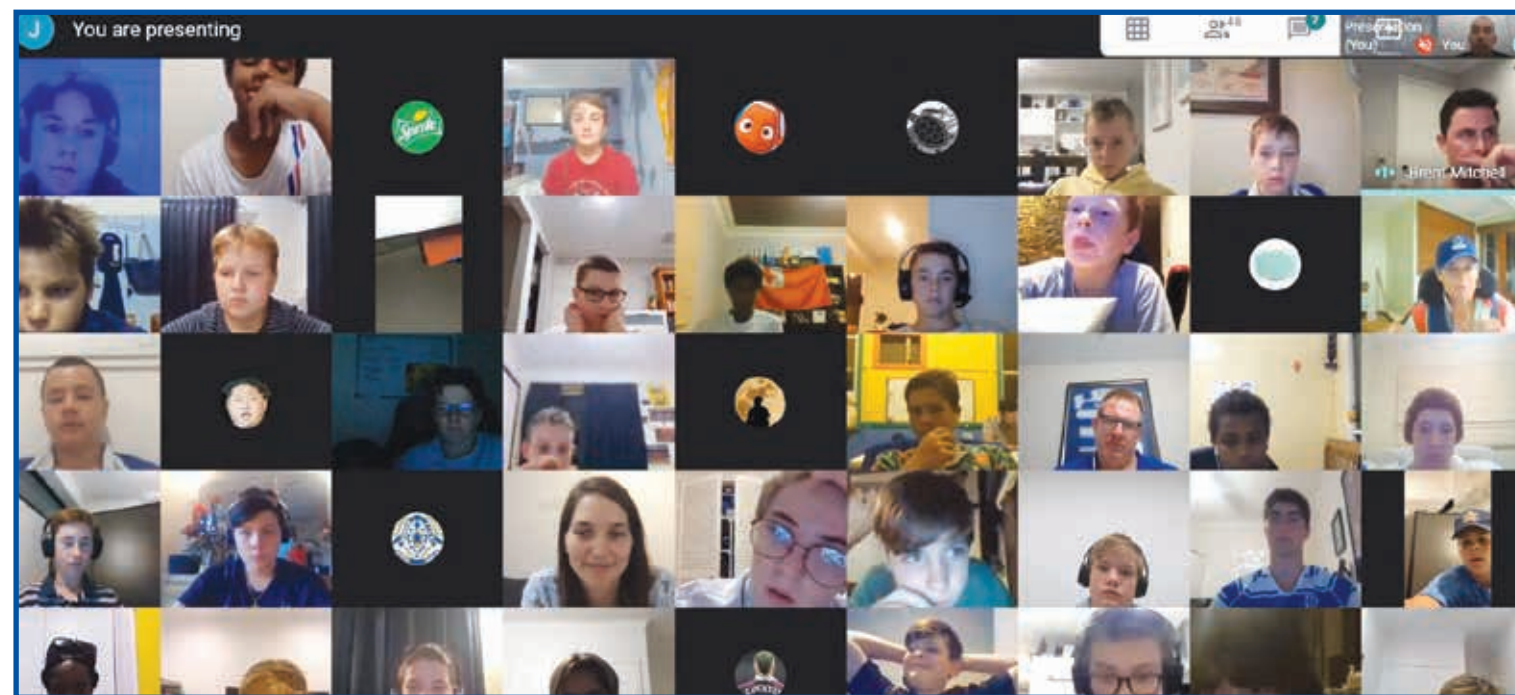
Cheers,
Mark
(Father of Cameron - Year 11 - Cairns)

The above text message received from this North Queensland dad is not dissimilar to other messages of affirmation that boarding families send. However, during this period of isolation due to COVID-19, this message speaks to something that is deep-seated and inherent within a boarding community - connection. Cameron's apparent thirst for contact with his fellow Nudgee College brothers and the boarding staff is not uncommon. Over the past two weeks, senior boarding staff at Nudgee College have been hosting regular video meetings with individual boarders, small groups and whole dorm meetings. During these online conversations with the boys, it has become clear that the students are craving the brotherly bonds that they have formed in their boarding houses.

Typically, it is common for boys to desire a return to their hometown, especially towards the end of term. This is a natural feeling that most boarders never really shake, instead they become accustomed to their new way of life and they are able to regulate their homesickness. However, at the moment the tables have been turned. In our conversations, all of the boys seem to be singing from the same hymn sheet or reading from the same script. Regular comments include: "I can't wait to get back into boarding," "I miss my boarding family" and most eloquently, "I miss the boys". What is notable, yet completely unsurprising, is that they are not craving the academic assistance, the early mornings or the food in the dining room. Everything they desire is relationship orientated - they miss their connection to our community.

The circumstances that we are currently faced with require us to overcome barriers created by isolation. Isolated is often a word we used to describe our boarders and their hometowns; however, the Coronavirus pandemic has brought new meaning to the word. A sense of distance has been felt like never before. With this has come a serious and genuine fear of detachment - detachment from friends, detachment from the classroom and detachment from the boarding community. All schools in the country, or in the world for that matter, have been desperately scrambling to provide students with documents, resources and online learning opportunities. However, boarding brings with it extra challenges. How on Earth can you recreate the chaos, vibrancy and liveliness of a boarding house in the online environment? Simply put, you cannot... but below I have detailed a number of things that we tried at Nudgee College.

In conceptualising our boarding@home platform, we had to be aware of a number of things, whilst also having a clear sense of what we were trying to achieve. Firstly, we noted that many of our boys are already connected online, through Instagram, SnapChat, TikTok etc. Whilst social media is a wonderful source of online communication for our boys, it can also be a narcissistic space which feeds a hunger for acceptance, gratification or approval. Clearly, this was not what we were aiming for. We also noted that many boys feel a false sense of



connection by posting online; some believe that simply uploading a photo or liking a post means that they are 'connected'. In a quest for authenticity, we wanted our boarding@home community to be one of give and take, much like a boarding house itself. Therefore, we wanted to put the onus on boys to actively contribute to the space, in addition to reading updates and looking at content provided by staff. Finally, we noted that whilst social media platforms can bring people together, they can just as easily be used to pull people apart or exclude individuals. Therefore, we wanted to create a safe space online, where everyone felt welcome and comfortable to contribute. All in all, we felt that our online community would offer something unique -

it would be an online platform with heart, with values and with a sense of purpose. Essentially, we wanted to recreate our boarding ethos in the online sphere.

So, in a bid to build this community, the Dean of Boarding, Heads of Boarding House, House Mums, Development and Communications team, Dean of Identity and student leaders all contributed to the finalised online platform, which predominantly used the Google Suite. This is what we were able to achieve.

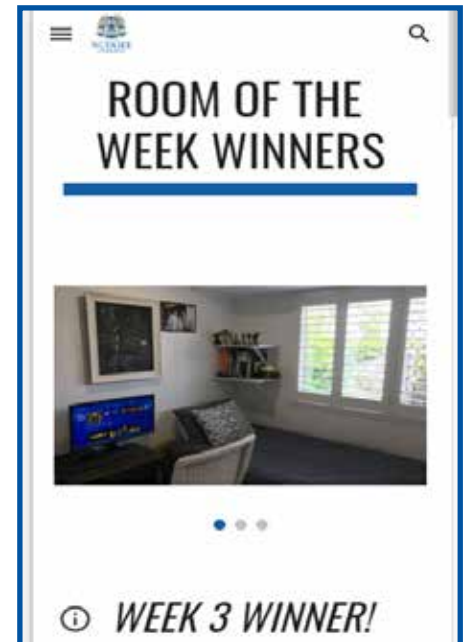
Boarding@Home Site

Our centralised online boarding community is the boarding@home site. It houses a number of interactive features that aim to get our boys involved online. The website has a centralised homepage, with four sub-pages which split off into individual houses. This replicates our larger boarding

staff and students to add their own little flavour to a communal playlist. There is certainly some versatility in musical taste; Cotter House's playlist, 'Social Discoing', currently has everything from Billy Joel to Kanye West.

Challenges

Each house has set up its own challenges for the boys to compete in. These range from Trick Shots, Virtual Room Check, Strava Running Competitions, FaceMorphs, Lip Sync Battles and many more. In a time where boys are often looking for things to do and where we are trying to reduce unnecessary screen time (Netflix, social media etc.) these challenges provide the boys with alternate entertainment and pastimes. It has been great to see the boys submitting videos and sharing their results online.



announcements and draw boys into the online community. The main advantage of this platform is that it triggers notifications to the boys' school email addresses. As they are engaged in online lessons throughout the day, they should regularly be checking their email and these prompts serve as a valuable reminder to check in with their fellow boarders and the staff.

Activity Videos

Sport and physical activity is a big part of our daily routine at Nudgee College. Therefore, we have tried to maintain this focus during this period of isolation. All advice in regards to mental health and wellbeing stressed the importance of maintaining regular physical activity, so we have provided a number of options for our boys to access. The Nudgee College Sports department is posting a number of online training sessions across all of their offerings. The boys have access to training sessions for Football, Rugby, Cricket, Cross Country, Basketball and even land-based swimming. Additionally, the Strength and Conditioning team have put together a plethora of activities for the boys to follow at home. The beauty of this is that boys who do not generally participate in these sports are able to 'dip their toe in the water' in a comfortable and private environment. In boarding specifically, we have provided additional videos including the 'Get Buff with Brody' videos created by one of our boarding supervisors and 'Moorey's Dojo', which offers taekwondo lessons from one of our Assistant Heads of Boarding House.

In addition to physical recreation, we have provided activities in other areas. Staff members have used their passions, hobbies and expertise to provide videos in the areas of mechanics, music, #dadvice and cooking

structure, where we are united as an entire community; however, each house also has its own identity, culture and flavour. Some of the features are listed and explained below.

Photo Walls

Padlet has been utilised to create an interactive online photo/video wall. This allows boys to share, like and comment on photos from their homes around Australia and further abroad. Recently it was heartwarming to see a number of boys sharing pictures for the Light up the Dawn Anzac Day movement.

Collaborative Playlists

A number of houses have chosen to create collaborative Spotify playlists. This allows

Interviews

A few houses have taken this opportunity to interview some boys via Google Meet and share the videos online. This has been hugely popular and serves a number of purposes. Firstly, it allows the boy being interviewed to chat with a staff member for an extended period and feel connected to the community. In many ways, this replicates the conversations they may have with duty staff around the kitchen table or over a game of ping pong. Additionally, it allows all of the boarders (and staff) to get to know each other a little better.

Chat Stream (Classroom)

Google Classroom is also being utilised to facilitate conversations, post



tutorials. We are fortunate to have such a diverse group of staff who are excited to share their passions with the boys.

Academic Support

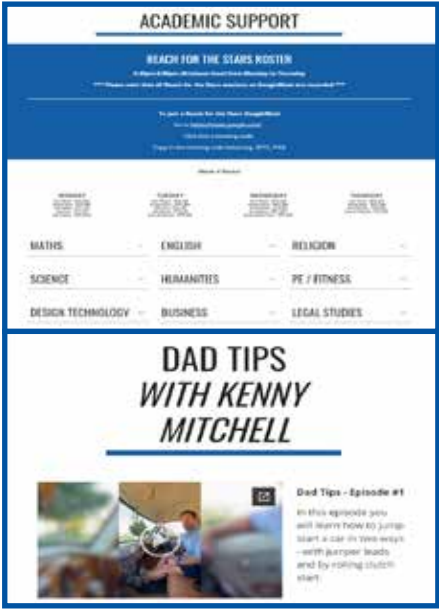
We have always viewed boarding as an academic advantage, and during this period of isolation, nothing has changed. We are continuing to provide additional tutoring for our boarders and giving them ongoing access to the academic staff. Whilst much is out of our control at this time, it is crucial that we do not let COVID-19 have a negative impact on our boys' academic progress. Each night at least six staff are online between 6.30pm and 8.00pm offering tutoring through Google Meet. Staff have been rostered to ensure a breadth of subject offerings each night. These sessions have been greatly appreciated by parents and boarders alike. Additionally, our junior boarders are continuing to work with the external group A-Team Tuition on developing their study skills, which is arguably more important during this period of learning@home.

Wellbeing Support

Wellbeing has been an ongoing focal point for the boarding leadership team, with heightened importance during these times of isolation. All predictions indicate that this pandemic will have significant negative mental health ramifications. Also, the distance presents us with challenges of how we manage and engage with our boys who may be at risk. Therefore, we have come up with a number of ways to monitor wellbeing and support our students.

Pulse Check

This year, all four boarding houses have been collecting weekly wellbeing data through a Google Form. The boys have been required to respond to simple questions on a five-point scale rating their mood, sleep, stress and coping mechanisms. They are also able to include brief comments flagging their concerns or seeking further contact from their Head of Boarding House, a school counsellor or another staff member. The introduction of learning@home prompted an expansion of this existing wellbeing survey to cater day students as well as boarders. Dubbed the weekly 'Pulse Check', the survey is sent to all students each Thursday morning and closed that afternoon. This seeks to collect 'point-in-time' data that can be scrutinised by Heads of Boarding House, House Deans, counsellors, the Director of Students, the Dean of Students and the Dean of Boarding. A systematic approach to this data has been implemented to ensure that all students are looked after. In addition to individual



intervention, this data allows us to look at school-wide trends, or break the data into subsections (e.g. year levels, boarders/day boys etc.).

Psychologist Updates/Appointments

Dr Lorraine Slaven, one of our Clinical Psychologists, is also contributing to our boarding community. She is providing weekly videos covering a range of topics relating to mental health and wellbeing during COVID-19. In addition, our psychologists and counsellors are continuing with their regular appointments with boys using Google Meet or over the phone.

Wellbeing Wall

Within the boarding site, students also have access to the 'Wellbeing Wall'. This section of the webpage provides weekly topics for students to focus on during this Coronavirus pandemic. Additionally, this space provides links to external providers and the content that they are sharing. We have directed boys to links from RUOK, Beyond Blue, Kids Helpline and Lifeline. We share these in addition to our own structures and programs to ensure that the boys know there are a plethora of ways for them to access support in a way that they feel comfortable.

Faith Life

As a Catholic boarding school in the Edmund Rice Tradition, it was important that we continued to enable our boys to express their faith and engage with our College's Identity team. Each week, the boys have been provided with an online Liturgy of the Word, prepared by our Dean of Identity. This is housed on the Google Site for students to access and replicated an important part of our weekly ritual,



Sunday evening Mass. In addition, boys were provided with daily prayers from staff who had volunteered to drive the faith component of our community.

Check-ins And House Meetings

The beauty of boarding is the ability to catch up with students regularly, either incidentally or in a more formalised meeting. The frequency and normality of these encounters mean that boarding staff generally have a very good understanding of a student's current situation, along with an in-depth knowledge of their 'story'. This, paired with additional wellbeing data collection, ensures that boarding staff have their fingers on the pulse. Once again, the current circumstances make this slightly more difficult, as the informal, off-the-cuff check-ins are no longer possible. Therefore, senior boarding staff have each been allocated a pastoral care focus group. Senior staff will meet with students using Google Meet on a regular basis to ensure that everything is okay at home and that their online learning is progressing well. Additionally, this keeps the staff/student relationship current and once again gives the students a feeling of connection to the community. In an attempt to promote physical wellbeing, and as an acknowledgement of the increased screen time that boys are being exposed to, many of these meetings are being conducted as a 'walk and talk'. This is where the staff member will dial into the meeting through Google Meet on their phone whilst walking around the school or the local area. The boys are encouraged to do the same thing in an attempt to get them outside and away from their desks.

Also, in order to retain a sense of normality and maintain a routine, each boarding house is facilitating a weekly house meeting.

These are being conducted live through Google Meet and also being recorded for display on the Google Site. So far, these have been extremely popular and the boys have been excited by the opportunity to connect with staff and their brothers from boarding. These meetings aim to share community news, discuss the online offerings and allow boys the opportunity to connect with all involved. Typically, the Google Meet remains open for a general chat after the meeting is finished - a virtual common room if you like.

Most successfully, Heads of Boarding House have been facilitating small group meets with three to ten boys. These have proven to be very worthwhile, as this number allows for all boys to speak and be heard, without the interruptions and challenges that come with the video chat platform. These informal meetings also allow the important opportunity for boys to lead the conversation, as opposed to a staff-driven discussion. To me, this was the most authentic and well-received method of communication - it very much replicated a discussion that might occur in the kitchen during supper time.

Conclusion

Cameron's example from earlier is just a small reminder of the power of connection in a boarding community. It is clear that even the short online boarding house meeting that Cameron attended had a notable effect on his mood, energy levels and overall sense of wellbeing. This is why Mark's message struck such a chord - it was affirmation that the efforts being made to keep boys connected online were working. These sentiments have since been echoed by a number of families who have noted a significant shift in their son's demeanor following an interaction with the online boarding community.

Whilst COVID-19 has provided all of us with additional challenges and obstacles

to overcome, I say with honesty and with a sense of great optimism think we will reap the rewards in the coming months and years. This pandemic has prompted a period of rapid change and highlighted the tight-knit and robust nature of our community. Joni' Mitchell's 1970 hit song Big Yellow Taxi has never been more accurate - "you don't know what you've got 'til it's gone." We are all aware that teenagers are not necessarily the most appreciative, reflective or grateful group - boarders are no exception. We are accustomed to their complaints about the food, study times, the boy in the next room, or the staff member who is frustrating them. However, at present, the dialogue is completely different and very refreshing. The flood of boys who are desperate to return to boarding is inspiring and uplifting in these tough times; they are longing for their mates, the activities and even for the routine which they often resent. If nothing else comes of this brief shutdown, at least our boys have gained a little bit of perspective and potentially an appreciation for how good things usually are.

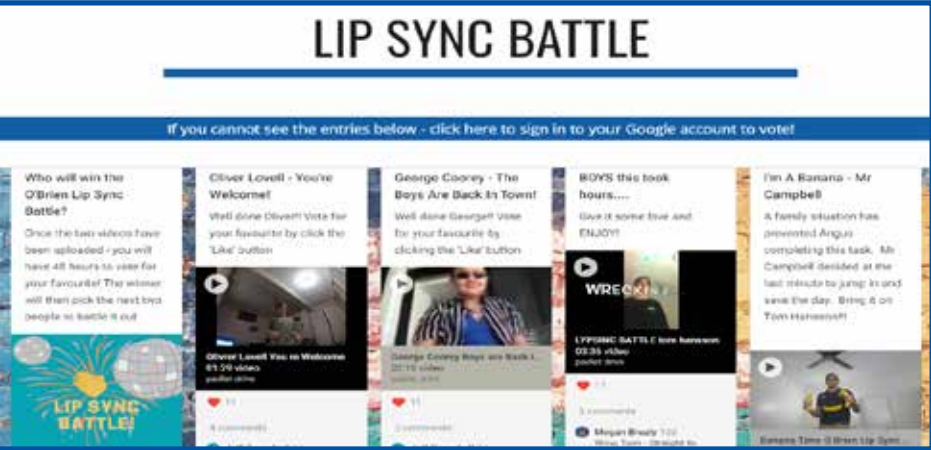
Side Note - Connection To Community For Staff

2020 has certainly brought its fair share of uncertainty, apprehension and angst. As boarding communities, we have not been immune (pardon the virus pun). So, when faced with the challenges of school closures and online learning, we have felt the pinch. I wrote the bulk of this article after my first week of online teaching... frankly, I was surprised that I was still able to look at this screen. Like many educators, I have found teaching online incredibly draining. As a boarding staff member, it is not uncommon for me to work into the early hours of the morning... but at the moment I can't keep my eyes open past 8.15pm! Reflecting on this has led me to consider why I am so exhausted? Obviously, teaching online is a new frontier: it is forcing me to think outside the box, plan thoroughly and engage with technology in a different way. However, I

don't think that is the explanation for my lethargy. I have been waking up later than I am accustomed to and going to bed earlier than usual, so it can't be anything to do with sleep. This led me to realise that I, like most educators who are crazy enough to work in boarding, draw my energy from the boys in the boarding house. When I am on my last legs during an evening shift, they pick me up. A full boarding house seems to heighten my senses; it sharpens me up more than the three double-shot flat whites I drink each day. I feel that boarding is my source of energy, whilst simultaneously being the contributor to my sleep deprivation and exhaustion... this is a strong contradiction I know.

This led me to think that it is not just the boys who are craving a connection to our community. We are all living in unusual times where we feel more distant than ever - our staff are no exception. Every boarding staff member gives a lot of themselves. We work long hours, which often take us away from our families at difficult times. Not only do we invest time, though, boarding requires a huge emotional investment. It requires us to join a new family. Therefore, it is not surprising that we are also feeling the need for connection with this community.

Earlier this week, after two and a bit hours on Google Meet last night, I could not get to sleep. It was as if I had found my energy again. The interactions with the boys, albeit online, had reinvigorated me and fueled my sense of connection. I too felt like Cameron. As staff we will benefit from this period just as much as the boys. Despite the pressures we all feel in our regular boarding lives, I anticipate this unusual time in a vastly different environment will prompt staff to count our blessings. Hopefully, we all realise just how lucky we are to work in the wonderful communities that we do.



HALE SCHOOL

Online outreach benefits regional students during isolation.

The boarding families in our schools are often referred to as a distinct community within the vast enterprise of an independent school. As a community they are cherished because they enrich the fabric of the broader school community with their capacity to overcome the challenges their unique context generates.

Collectively, the boarding community at Hale School demonstrates confidence, optimism and resilience. This culture binds boarders and their families together across the vast distances they are spread. Boarding communities are made of families connected by distance. Of course, it has been the case for generations. Stories abound of the hardships of leaving home and meeting larger-than-life characters on arrival (whether they be boys or teachers) and these tales have become folklore within boarding families.

Whilst the transition has been eased with pre-boarding programmes and new comforts previously unheard of in boarding houses of yesteryear, the prospect of leaving home and living in a school community as an adolescent remains a life-changing journey. These students' personal capacity to grow and flourish in such a context earns them respect and admiration from the entire school.

So, when the COVID-19 crisis restrictions hit our school and students were sent home, the boarding community faced fracture and dislocation. Being mindful of this, we wanted to be proactive and receptive to their needs. Fortunately, the technology existed for us to be able to reach out to them. Based upon our iconic pre-boarding programme, Hale@home, the aptly-titled Hale(stuck)@home programme was developed to provide an online learning community for boarders' siblings while in isolation. Our boarders were at home but connected to their Hale classrooms using their personal computers, but most of their primary-aged siblings did not have online access to their country schools at all. These younger brothers and sisters were invited to join the new Hale(stuck)@home community, where they were offered extension activities to complement the work they were being given by their local school.

Boys and girls in the primary years from schools across the State and even into Queensland and Victoria signed up for a complimentary, twice-weekly connection. A secure cloud-based workspace was created and families quickly became adept at loading WebEx on to their family computer. The response was remarkable. Boys and girls in the final years of primary school were allocated OneNote journals and logged in via WebEx in small groups across 12 scheduled sessions a week to meet new friends and two Hale School teachers. Isolation was hitting hard, but we were connected to a new boarding community.

The focus of the programme was for the students to complete investigations independently and record their undertakings with video, photos and all manner of presentation tools they were given access to. Experiments, problem-solving, hands-on maths investigations and even making volcanoes were undertaken in vastly different locations. Investigations were held in a Melbourne backyard, on a wet and windy property in the Wheatbelt and in mining towns in the far north of WA. The online sessions were filled with the buzz of an engaged and confident group of youngsters who filled the screens with their work and animated faces recounting their learning journey that week. Photos and videos of experiments and investigations became more creative and the conversations lively and confident.

Then, something strange happened. Students started to go back to school – but Hale(stuck)@home continued! Some students began to negotiate with their teachers on ways to leave the classroom to connect with Hale School. The backdrop changed from kitchens and lounge rooms to school yards and corridors. In other cases, parents allowed children to leave school to do their sessions! As we approach June, the programme continues for those students who wanted to continue and the biggest sessions are now being completed after school hours. The sessions will wrap up this term.

Hale(stuck)@home enjoyed a momentum we had never envisaged. Why? The uniqueness of the experience is a factor in its success, no doubt. However, feedback referred to the appeal of the structure of the learning: The appeal of independently undertaking intellectually-stimulating projects and then using a rich variety of media to explain discoveries to an authentic audience was seen as compelling. In fact, it is the very future of school. Collaborative problem-solving across distance is a critical skill our students will need to contribute and engage with modern society and the workforce.

I also believe the intention of the programme as a true community service, rather than as a direct admissions or profit-driven venture, meant a great deal to these families. Their sons were already future Hale boarding students and their daughters were never going to come to our boys' school, yet they were offered a value-adding service in a time of need. The goodwill gesture was not lost on those families and hopefully strengthened their resolve and confidence in the School.

This wonderful mix of students demonstrated the capacity of the young to demonstrate intellectual agility with breathtaking speed. They adjusted to the new context within days. Their fundamental capacity to reason, think and work independently kicked in. Then to communicate their newfound understandings to peers enabled them to connect their innate creativity with the world of 21st Century ICT. It was an awesome journey that opens the door into the future of school for us all. Director of Distance Learning, Hale School

Michael Valentine

Director of Distance Learning, Hale School

MOUNT ST BERNARD COLLEGE

It was back in April of 2019 when discussion began about possible recreation ideas for boarders at MSB. We surveyed students on ideas and mountain bike riding was high on the list of desirable activities. Given our location in the Atherton Tablelands, we are privileged to have such incredible countryside suitable for a variety of outdoor recreation activities.

We decided to put in an application to the College P&F for funding to purchase 10 mountain bikes and associated equipment. This was successful and late in 2019 we purchased our bikes from a local store in Atherton. We also designed a purpose-built trailer to transport the bikes to a local mountain bike park.

As per all activities in schools, the obligatory Risk Assessment was created and shared with all residential staff. Staff were also upskilled in bike operation and maintenance. A safe lockable area was located near suitable wash down facilities and a partnership with our local bicycle was formed.

The mountain bike activity became a regular part of the afternoon and weekend schedule for boarders. It grew in popularity and required students to book in a position for weekly rides. Once COVID-19 reached lockdown stage, we were in a position where staff required alternate duties due to having no students at school. Staff were consulted about which tasks they would like to undertake. This process took into consideration peoples existing skills and talents.

Several of our boarding staff indicated they would like to construct a mountain bike track on College grounds as a way of allowing more students access to the mountain bike program. We are fortunate at MSB to have our own piece of scrub at the northern end of our property. This block was not being used for any particular purpose and seemed perfect for a mountain bike trail.

We sought approval for this project and it was endorsed by our College Principal. A small group of staff begun work on the preparing the site and planning the trails. Three tracks were initially planned from beginner, intermediate and advanced. Many weeks of clearing the ground, removing rocks and fallen timber resulted in a basic track being created. As the project progressed, the plans changed several times and new ideas were considered.

At this point we had to decide whether or not to hire some expensive equipment to create the required surface or to enlist the support of a professional organisation. In the end, we enlisted the support of a local company (Ground Creations) to help fine tune our tracks and bring them up to competition standard.

The staff spent countless hours each day levelling the track and packing down the berms. The site was reviewed weekly to ensure it was meeting safety standards and was suitable for a variety of skill levels. After ten weeks of extremely hard physical labor the track was completed. The staff involved in this project are most proud of their efforts and have created a track that will keep our students active and engaged in an outdoor recreation activity for many years to come.

Complementing the downhill tracks will be a small skills track that aims to build students fine and gross motor skills as they learn to control their bike in a safe and contained environment. We are fortunate to many staff at MSB with great experience in mountain bike riding who can assist in coaching students to improve their skills and abilities.

Many of the students who have yet to return to MSB have heard about this project and are very keen to try it out. We have posted pics on our Facebook page and will soon take some drone footage of students riding the track. We hope this track may get used to host interschool activities and become part of a regular regional competition.

Scott Whitters

*Assistant Principal – Boarding
Mount St Bernard College*

ST HILDA'S ANGLICAN SCHOOL FOR GIRLS

When you bid your child farewell at the boarding house, you don't expect to see them back home a month later. But this is exactly what happened this year as COVID-19 changed the way we educated our children this year.

Regionally-based parents who choose to send their children to board, do so knowing that the lack of contact is balanced by the better quality education they will get in Perth. The surprise benefit of COVID-19 for these families is that they got to see what they pay for first-hand. Online learning programs have given parents a first-hand glimpse into their daughters' lessons, giving them a stronger connection with their children and the school.

Still in uncertain times, St Hilda's considered how flexible these parents have had to be this year as they've battled uncertainty but benefited from a short stint of having their children learning in their homes.

"Families shared that they enjoyed watching their daughter's classes online. It gave them a small window into how a lesson runs and how our teachers and students work together to learn. They got to see teaching and learning in action, with our girls taking responsibility for their learning, creating goals through conversations with their teachers and identifying and understanding the next steps in their education. We have had girls accessing their daily lessons via NBN Sky Muster satellites, ensuring those in remote areas weren't disadvantaged," Principal Fiona Johnston said.

However, the School recognised the need to keep connected and introduced St Hilda's TV, which consisted of ten minute episodes that offered messages of support from the principal, staff and students, funny jokes - birthday wishes and Tik Tok dances to keep the community spirit alive.

With school resuming in Term Two, it took a number of weeks for boarding students to return to campus due to restricted flights and regional boarder restrictions, but the School kept St Hilda's TV running as assemblies weren't allowed and it ensured those who couldn't return to boarding could remain connected.

"Interestingly the parents enjoyed it as much as the girls, so our audience changed from what we had initially anticipated," Fiona said. "It's one of those things coming out of COVID-19 that certainly fell into that category of what we want to keep doing post-COVID and we're still using it regularly now because we can't conduct assemblies with 900 girls all in one venue," she said.

With over 110 years of history in providing boarding accommodation for girls, St Hilda's Anglican School for Girls recently finished a multi-million dollar refurbishment of its Boarding House in Mosman Park. It prides itself on creating a boutique, intimate boarding experience designed for WA's regional and remote families. For the 120 girls across Years Seven to Twelve it is a small, but close knit group, which captures the home away from home feel.

Hope Barr
Marketing and Communications Manager
St Hilda's Anglican School for Girls

WESLEY COLLEGE, MELBOURNE

Authentic learning continues wherever Wesley College's students are located.

At the end of Term One, we farewelled our Learning in Residence boarding students as we normally would before a term break. At the time, we knew that part of Wesley College's response to the global pandemic would be for students to learn from home, and we would take guidance from the government as to when students could safely return (which was Tuesday 26 May in Victoria).

Coby Burgiel, one of my Year Ten residents, would ordinarily walk the few metres from the College's Learning in Residence boarding facility to classes in the Senior School at the Glen Waverley Campus. For the first half of Term Two, he walked the few metres from his bedroom to his 'virtual classroom', at home in Sale, logging in to the College's internal SchoolBox portal and Microsoft Teams.

Remote learning at Wesley mirrored much of the typical on-campus learning program. Students experienced a blend of synchronous live lessons over video, and self-paced asynchronous afternoon tasks and independent study.

The overarching principle guiding remote learning at Wesley? Ensuring that students and teachers were given the opportunity to collaborate and connect. As my colleague, Dean Pearman, Wesley's Head of Digital Practice and Learning, said, 'These are the normal things that teaching's all about: social connections, discussing concepts, providing feedback on learning. It was about developing learning spaces to enable these connections to occur.'

Coby tells me that 'Remote learning was very easy to figure out. I had lots of support, making it very easy to do.' He's been reflecting on what he most missed and was emphatic that it was the face-to-face interaction of living on-campus. 'I missed a lot of things: Sundays when the mentors take us down to the stadium to play basketball, and being able to just walk down to the Wesley oval and do my own football program.' It was a great pleasure, now that students are back, to look out my window and see Coby and some of his peers enjoying each other's company on the oval again!

While our students were not physically on-campus, we implemented a remote pastoral care strategy to ensure our students were well supported and had opportunities to share their experiences and maintain friendships. This involved individual check-ins from Mentors, informal social channels and the continuation of our Residence meetings live via Microsoft teams. The engagement from students and feedback from parents was that these opportunities to interact via live video meetings was a highlight and something our students looked forward to during remote learning.

Creating a sense of community online was important, not only for boarders but all students. The College introduced a wellbeing program called Keep In Touch [KIT], and all students met regularly in small groups with teachers to discuss how everything was going. Students also came together to support community causes and participate in House competitions virtually.

Students were surprised by how much they missed the environment and structure of being at school. Ashley Farmer, a Year Ten student, loved being able to go on long runs around her home in Bright, but during remote learning said that, 'I miss the people who I have formed amazing friendships with. It's weird doing everything without them – from homework to making food. I miss being in Melbourne and being able to train with my athletics squad. The facilities are amazing and I felt so lucky to be there with all these amazing people. I can't wait to get back!'

Likewise, Meika King, Year Eleven, missed the staff and her friends at Learning in Residence. She described them as 'like a family to me'.

I commend our students on the enthusiasm and commitment they have shown, and the way they persisted with their studies through remote learning. They are flexible learners and the way they adapted to this new style of learning, and the confidence with which they are now coming back to on-campus learning, really showed me how much they have embraced the opportunities at Wesley and the very bright futures ahead of them.

With our students back, it feels as though the life has returned to our school.

Next year, Wesley College will open up the Learning in Residence program to Year Nine students in addition to the current cohort of Years Ten to Twelve. Scholarships are available for Years Nine, Ten and Eleven rural and regional students.

Sean Cox

*Head of Learning in Residence
Wesley College, Melbourne*

Financial Life Skill Online Courses for Boarders

AUTHOR

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Online courses are an emerging tool for supporting boarders in their learning.

The Wealth Academy has responded to the requests of educators and boarding leaders who have asked for online courses for staff to deliver to boarders, as well as courses for boarders to do themselves.

The first suite of courses will be available for boarding houses during Term Three. They have been designed to be facilitator-led so that participating boarders can engage in guided discussion and debate in relation to the articles, video and web links featured in each course.

The next suite of courses, due in Term Four, will include boarder self-education courses.

Q. How do you find out more about accessing The Wealth Academy's online courses?

A. Subscribe to The Wealth Academy's e-newsletter on the homepage.

Q. How can you find out more about these courses and other TWA resources and services?

A. ABSA is offering an online webinar with Ken Swan, Director of The Wealth Academy in the near future. Ken will share a free copy of the youth ezine Teenfinca, discuss the courses that will soon be offered for boarding houses, and explain some of the other services available to boarding houses.



The Importance of Financial Life Skills

This is a generic course that will interest staff and senior boarders. The course includes research, ex-boarder stories and perspectives that will encourage boarders to see the benefit of learning financial life skills for their future.



Year 11-12 Financial Life Skills Mini-Course

This course provides Year 11-12 boarders with ten financial life skill learning experiences across a range of topics. This course is a facilitator-led course, not a student self-education course.

It includes topics on planning a financial future, youth debt, trust, cars, phones, budgeting, tap and go cards, superannuation and more.



Year 9-10 Financial Life Skills Mini-Course

This course provides Year 11-12 boarders with ten financial life skill learning experiences across a range of topics. This course is a facilitator-led course, not a student self-education course.

It includes topics on credit and debit cards, entrepreneurship, using a budget, managing money, goal setting, investment basics, gambling can be a problem, saving and spending.



This mini-course is designed for Year 11-12 girls in boarding. It provides research, articles, web links and video that prompt girls to think critically about the importance of financial independence and becoming active and informed financial learners and decision-makers.

Topics include girls and money, developing your network, girl entrepreneurs and money management tools and strategies.



This course gives boarding staff and the background information they need to use The Wealth Academy's resource library and services efficiently and effectively, to best advantage the range of boarders in their setting.

Spinifex Residential, Mount Isa Res Show Day

AUTHOR

Cath Jeffrey
Head of Campus
Spinifex State College
Mount Isa, Residential Campus

COVID-19 brought a lot of isolation and cancellation of so many events. Our boarding school was finally reopened after we jumped through a multitude of hoops to prepare our Risk Management Plan. Amongst all of this, the Mount Isa Show was cancelled but we still had a public holiday. As the students were not permitted to go shopping, to part time jobs or even have visitors, I had an idea that I would bring the "Show" to the students at Res.

We had traditional activities like sack races, egg and spoon races and our own vicki wilson cup shooting as many goals in a set period of time. We had our own side show ally with knock 'em downs, hole in one putting, quoits, nerf wars and ping pong cup. Students also had fun on the jumpy castle and the spiderman wall. The day ended with students collecting show bags, prizes from the prize shelf, popcorn, fairy floss and a movie under the stars on an inflatable screen.



From Sydney to Ireland



St Ignatius' College & Clongowes Wood College boarders together at Clongowes Wood College 2018



Clongowes Wood College, boarders 2018, St Aloysius' College Milson's Point

AUTHOR

Michael Webb
Year Eight Head of Division
Saint Ignatius' College, Riverview

For the past eight years Saint Ignatius' College and Clongowes Wood College have provided the students from these two Jesuits schools a boarding exchange.

History

Clongowes Wood College, was established in 1814 and was the first Jesuit school in Ireland. On the campus there is a medieval castle which was built in 1450. Father Joseph Dalton who was educated at Clongowes Wood College was part of the first Jesuit Irish mission to Australia and he opened Saint Ignatius' College Riverview in 1880. The connection between the schools is close to 200 years old and through this program these links have continued to develop and prosper into the 21st century.

Our Program

Clongowes Wood College is a seven day-a-week boarding school with 400 students living on site. It is the only Jesuit boarding school in Ireland. There are xi forms, which are usually called year groups in Australia. The boarding rooms are modern and the refectory provides a delicious Irish cuisine.

The Year Ten Riverview boarders have been going on exchange in Term Four each year which is the middle of their school year in Ireland. The Riverview students are accommodated in the fourth year Clongowes dormitory with about 80 boys from that form.

Each day in Ireland starts with study in the morning followed by breakfast, this is unusual to the Riverview boarders but they soon adjust to the early morning study. The Riverview students attend all classes and study sessions each evening and participate in sport and are often found to be extremely useful on the rugby field.

The host families over the years have spoiled the Riverview boarders and have taken them all over Ireland providing them with a rich Irish experience.

When the Clongowes students arrive in Australia they are greeted by a staff member and their host families. The Clongowes students reside in the Year Ten boarding house, wear the Riverview uniform, attend classes and participate in sport. The host families take the Clongowes students to country NSW which is always a highlight of the whole experience and continually support the boys while they are in Australia.

This exchange allows the boys to grow and become independent whilst sharing a cultural experience.



Clongowes Wood College, boarders 2017, Taronga Zoo



St Ignatius' College boarders, Clongowes Wood College 2019

What The Students Gain From The Exchange

Opportunities: The exchange provides the boarding students with an opportunity to explore another country and school and experience how other boarding schools operate.

Growth: The boarders need to be independent as they often experience new challenges, meet new people and follow a new routine. The students need to follow instructions from other boarding staff and teachers at the school.

Curriculum: When the boarders go to another country they will be exposed to another way of learning, the content will be different and maybe there are language differences. This encourages robust learning and challenges the students.

Boarding House: When the boarders come from another school they will bring excitement and good energy to your boarding house. There is defiantly a buzz when the Clongowes students are in the boarding house at Riverview.

Host Families: Meeting new families is exciting for the students and the parents as they create new and lasting relationships as the Riverview parents still keep in contact with the Clongowes parents long after the exchange experience.

Starting Your Own Boarding Exchange

1. Find schools that are similar in ethos and are comparable to your school.
2. Build a relationship, call, email the school and get in contact with a suitable staff member.
3. Choose the right city and country, so that the exchange is appealing to your students.
4. If you have a gap program, speak to the gap students and you might be able to obtain a few ideas about the schools from which they come from.
5. There might be staff members with contacts with other schools around the world.
6. Do your research and have a short list of schools.
7. Obtain clearance with your school executive, as there needs to be a shared vision.
8. Be prepared to do the work and be patient.
9. This experience can be unique to boarding and can be another enriching boarding experience.

Reflections On The Boarding Exchange Program

St Ignatius' College Student, 2017

"After speaking with all the boys that went over, I think it's safe to say that we all had a great time over in Ireland in what could well be the trip of a lifetime. We all got so much out of our exchange to the other side of the world, attending a Jesuit school and immersing ourselves in the rich Irish culture and way of life, and are all grateful for the opportunity that the schools, have given us by offering this exchange."

Clongowes Wood College Student, 2017

"We found some of the classes very interesting, in particular History and Geography. In these classes, we learnt an abundance of knowledge on Australian Aboriginal history and geographical issues such as the depletion of the Great Barrier Reef."

Us Clongownians can certainly leave Riverview with the knowledge that our brother school and indeed fellow Jesuit school has an excellent way of living out the Jesuit life. As one of the many Riverview motto's reads "Many Wolves, One Pack". This quote summarises the special connection that the many Jesuit schools across the world including Riverview and Clongowes."



Great Leaders Ask, Listen and Observe

AUTHOR

Mel Kettle
Strategic Communication Expert
Speaker, Author, Mentor,
Facilitator, Trainer

There's nothing like having to run much of your life through a video screen to realise that you need to brush up on your asking, listening and observational skills! Can you relate?

One of the most challenging aspects of our COVID-19 normal is that we are no longer able to connect and engage with our people in many of the same ways we have previously. There are no more face-to-face meetings. Fewer in-person events. Fewer quick conversations in the corridors or lunch-rooms or as you pass by a colleague's desk.

Our primary form of communication now is either over the phone, or, more likely, using some sort of video-conferencing technology. Whether you are using FaceTime, Zoom, MS Teams, BlueJeans, or even Houseparty, many of our usual non-verbal communication cues are more difficult to identify, if not completely absent. Which is why it's even more critical that we are aware of how and when we ask questions. Whether we are truly listening, and what, and how much, we are observing of the other person or people we are connecting with.

Are You Asking The Right Questions?

Albert Einstein famously said, "question everything".

As communicators and as leaders, it's important we know how to ask questions.

In Dale Carnegie's classic book, How to Win Friends and Influence People, he suggests we "ask questions the other person will enjoy answering." While this isn't always

possible in the workplace, one thing we do know is that not enough questions are asked.

Asking questions is important for so many reasons! It shows that we have an interest in the other person, which leads to greater trust.

Asking questions can simulate ideas and learning and can help solve a problem – big or small.

Asking questions can also demonstrate vulnerability and encourage people to share their vulnerabilities.

I'm often asked about specific questions that we should be asking. Obviously, it depends on what you want to find out.

Right now, as many of us are grappling with new working environments, some of the questions I'm suggesting to clients are:

- What do you need from me right now?
- Is there anything you need to be able to do your job better?
- Who are you sharing your workspace with?
- What else is going on in your home / life right now?
- How are you feeling?
- What are you doing to look after yourself?

A friend was recently telling me that one of her staff wasn't performing as well as she expected in his new work-from-home environment. When she asked him what else is going on in his life right now, his response helped her better understand his current situation so she could provide more appropriate support.

Of course, personal questions need to be framed in a way that shows you are genuinely interested and caring, rather than being a nosy busy-body. Start by asking permission to ask a more personal question, and then begin gently, and with the necessary amount of empathy. Also make sure you listen answer and ask relevant follow-up questions if necessary.

What questions are you asking right now?

How Well Do You Listen?

Management consultant and educator Peter Drucker said, "the most important thing in communication is hearing what isn't said".

Listening is a skill we all think we have, but in reality, most of us are just waiting for our turn to talk. Good communicators really listen and then decide whether they have anything of value to add before allowing words to escape their lips.

Oscar Trimboli, in his book Deep Listening, reminds us that when we don't listen, our people feel undervalued or offended. Not listening also can lead to misunderstandings, feelings of frustration, isolation and increased fear.

It's so easy to be distracted today (smartphone anyone?), so focused listening is more essential than ever.

Don't be like my "friend" Sally, who, during a conversation, suddenly said "oh, I have a voice mail I need to listen to" and walked away. I was mid-way through a sentence. Answering a question she had asked me less than ten seconds earlier.



So How Do We Listen, and Listen Well?

It's often pretty easy to realise when someone isn't listening to you. Take David for example. David used to ask me the same question multiple times in a conversation. Clearly not listening. Compare David to Jane. Jane would listen to me, ask me questions about wasn't clear and, often, paraphrase back what I was saying to make sure she understood.

There are a few things we can do to become better listeners:

- Don't listen to be polite, listen to learn – show curiosity about what and who you are listening to
- Ask questions
- Focus on the other person – not your phone, your email or your next meeting!
- Have an open mind rather than making assumptions
- Know when to leave – if you've run out of energy or aren't in the right state of mind to listen, then explain that to the other person and offer another time when your attention can be more focused.

How good a listener are you? Are you a David or a Jane? Or, horrors, like Sally?

What Are You Observing?

The Oxford Online Dictionary describes observation as "the action or process of observing something or someone in order to gain information".

When we observe what's happening around us, we are provided with information that helps us make better decisions. It also means we are better able to engage and respond to those around us. Good leaders ask the right questions, effectively listen and are aware of what's happening around them.

Unsurprisingly, observation plays a key role in communication, especially when we consider that over 80% of communication is non-verbal. Verbal cues are far more difficult to observe now we are connecting online. Consequently, we need to hone our observational skills even more.

Cues we need to look out for include tone of voice, facial expressions, body language, gestures, eye contact and physical space. No wonder video calls are so exhausting when we're trying to ascertain as many of these as possible through a screen!!!

When you're on a video call with your colleagues or students, think about observing some of these cues, and think about the insights you gain:

- Who or what is in the background – what can you see and hear? Are there children, pets, other adults?
- What do your people look and sound like – are they alert, exhausted, frazzled, happy, sad, anxious?
- What facial expressions are you seeing? Some people naturally have RBFs*, but this does not mean they are bored!
- Observe behaviours – are they different to in the office and what might that mean? For example, if someone is always on time in the office and consistently late to an online meeting, could that mean they are juggling family responsibilities at home?
- Observe tone of voice – how do people sound? Happy, sad, annoyed, frustrated, snappy?
- What about body language? Are they sitting up straight, slouching in the chair, standing upright? What could this tell you?
- Observing eye contact online can be tricky, especially as many people either don't know where the camera on their device is, and/or they fall into the trap of looking at the image of who they are talking to, rather than the camera.

A lot of our observation today is going to be comparing the online person to what we know and recall of them when we are face to face. What are you noticing that's different? And what is the same?

More than ever it's critical that we combine observing with asking and listening. If we observe something that seems a bit off-kilter, it's important we kindly ask why.

What are you observing about your people? And what do you think they are observing about you?

* RBF (Resting Bitch Face)

Mel Kettle is an expert at communication and engagement that builds trust. She is skilled at creating solutions that challenge thinking and behaviour. Today there are endless ways we can communicate. Mel works with her clients to create a practical strategy and action plan so they can engage with their people. Her clients are known for their ability to connect with clarity, compassion and consistency so they are renowned as influential leaders within their organisation and across their industry.



Motivation and Engagement - the link to Social and Emotional Well-Being

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Rationale
For boarding students aged six to twelve years, motivation and engagement directly influence and are themselves influenced, by outcomes of well-being and are therefore imperative for their successful progression into residential schooling.

The inquiry into these outcomes forms part of a current larger study that investigates how residential education affects the social-emotional well-being of primary-aged boarding students in Australia. This study in progress aims to make findings of how providers, parents and staff can support and further develop the potential of this understudied population of boarders. A primarily quantitative method has been adopted to find answers how the link to well-being influences coping skills, adjustment and self-esteem and supports primary boarding students emotionally, spiritually and socially. As the existing body of research represents investigations predominantly at secondary level, the lack of in-depth research at primary-aged level cannot be overlooked.

Residential Education in Ecological Context
Based on a structure of four successive environmental systems, Bronfenbrenner’s ecological system and development theory (1979, 1986) identifies the dynamic relationships and interactions between individuals and their immediate (micro) and surrounding (proximal/distal) environment by placing development and time into context. Guiding this inquiry, this ecological model emphasises on content apprehending what is perceived, desired, feared, thought about and acquired as knowledge.

Firstly, it is the microsystem that directly and immediately influences an individual by taking the full interpersonal system

into consideration. Within this primary, personal and more intimate setting (White, 2004), the boarder and his parents take an active stance, assuming a definitive role. The institution becomes a formal structure incorporating pro- and paraprofessionals. Leaving the familiarity of their home for the unfamiliarity of the boarding house, the student will spend much more time with his fellow students living and learning at school. This may result in negative socio-emotional behaviour (Bronfenbrenner, 1979) such as bullying. In the present educational climate parents have a wider choice of boarding options at their disposition (Mander, 2012). Often, the decision to send their child away from home to a boarding school is not an easy one to make. It involves opportunities but also choice-less-choice, relational change in terms of family dynamics, friendships and cultural connectedness (Mander, 2012). McCarthy (2013) refers to this topic in finer detail outlining the notion of “grapevine” (Ball & Vincent, 1998, p. 377) which constitutes previous experiences of family, friends and members of the community (“hot” knowledge), information provided by the school (“cold” knowledge) classifying providers as either “good” or “bad”. His research on choice of boarding school by rural parents elevates the parameters of enrichment of personal development as well as synergy of family and school values. Constructing on this in her interview-based publication, MacGibbon (2011) identified different available modes of boarding that respond to widespread aspirations of boarding families.

Secondly, when transitioning into the new environment, a new mesosystem is established that explores the relationship between the individual, their setting and humans who immediately influence their life. A mesosystem denotes individual and social needs when considering further social capabilities that are balanced by social contexts of the individual. Hereby, boarding becomes much more isolated from but exposed to other settings, parental responses and the child’s capability to connect with boarding staff. Furthermore, transitional activities have a direct impact on the transition into residential education

(Hadwen, 2014, Hanewald, 2013, Whyte & Boylan, 2008). Here, the school’s “collective identity in addition to formal structures, through traditions, rituals and symbols” (Martin et al., 2014b, p. 1011), form a special ecological nucleus with distinctive phenomena. This includes support for their development of personal attributes such as values, goals, cognitive potential and self-regulation (Bronfenbrenner, 1989). Such conceptualises, for example, relationships at home, school and within the neighbourhood.

Thirdly, although parents form an important part of these two systems (Pfeiffer et al., 2016) factors such as work commitments, social capital, positive or negative influence of older siblings (Mander, 2012) form part of the exosystem within Bronfenbrenner’s (1979) model. More profoundly, this includes separation anxiety, grief and loss which may be experienced over time. Within this system, the student is engaged in increasingly more complex molar activities and reciprocal interactions in forming primarily dyadic reciprocities with adults (Bronfenbrenner, 1979).

However, recent research reiterates that the boarder himself does not form part of this system but is directly influenced by third parties. These include, the boarding house, the day school, the community he stems from, media and the school council whose decisions have an immediate influence on his experience within the new environment (Hadwen, 2014). This is strengthened by White’s (2004), as well as, Yeo’s (2010b) qualitative and quantitative research which identified a range of factors. These are: the variety in types of enrolment, the benefit of a wealth of knowledge and richness of diversity through international boarding and their implications on the conduct and culture of an already established complex boarding school. The activities and interactions within this exosystem have a direct impact on the boarder’s well-being and thus, motivation and engagement.

Fourthly, broader contextual patterns and beliefs within society are central to the macrosystem which includes cultural,

economic, legal responsibilities, broader political conditions as well as factors such as mindsets (Brooks et al., 2012). Based on this, policy decisions, the quality and educational access of boarding for students from rural, international and metropolitan backgrounds directly impact on a variety of factors pertinent to boarding. For instance, affordability, language, culture, availability and level of technology as well as provisions for students with disabilities (Hadwen, 2014, McCarthy, 2013). Extending on this, Bass (2014), outlined the success of US-boarding schools in educating disenfranchised students who underperform in environments that lack parental involvement in their education. These students are more prone to suffer from test bias, peer pressure, lower self-esteem and efficacy, anxiety, depression (Cree, 2000, Hodges et al., 2015) and lower teacher expectations. Due to the socioeconomic status of their parent, students from this background may not benefit from the same capital benefits as their peers.

Further, the effect of time and experience in boarding is different for each student. When incorporating the concept of nature versus nurture (Hawkes, 2001, 2010) into that of change in time and how this is experienced differently by each student, Bronfenbrenner’s (1979) chronosystem provides a framework for measuring time and experience.

Finally, applying these interconnected ecological systems to the context of boarding, Martin et al. (2014), found that these differ from those at home and family. Whether part of a boarding community or not, a human’s need for autonomy, competence and relatedness (Maslow, 1943) must be satisfied when interacting with their environment and not be neglected in their capacity building to face challenges and to self-regulate (Brooks et al., 2012; Pfeiffer et al., 2016). Bronfenbrenner (1979) outlines the concept of ecological transition to and within his theory. As a result of change, the position of a child is altered in role settings and both by not only becoming capable of actively participating but also of modifying and adding to its existing structure and content.

Guided by Bronfenbrenner’s theory, past research in the field of residential education has been interested in investigating outcomes of motivation and engagement as well as of other constructs such as transition (Downs, 2001; Hadwen, 2014; Mander, 2012; Papworth, 2014; Papworth et al., 2012; Shu & Tong, 2012). However, there is

a paucity in such studies at primary level. In basing further research involving a culture that is not in the mainstream of education on examination in Australia, the stage for subsequent studies in this field can be set.

In what ways are Motivation and Engagement linked to Social and Emotional well-being of Primary Boarding Students?

Based on the body of literature, motivation and engagement is linked to social-emotional well-being by means of adaptive coping (participation), adjustment (belonging), positive emotions (enjoyment) and life satisfaction (purpose) as highlighted by Martin et al. (2012, 2009) as well as Upadyaya et al. (2013). These are impacted by the different distal spheres of Bronfenbrenner’s ecological theory within the process and lived event of progression into boarding.

This section of the mixed-method study presents preliminary quantitative results which are yet to be triangulated with the qualitative data of this research and that obtained from the Primary Boarding and Well-being scale, developed by the researcher (Rein 2019, p.26).

With the aim to strengthen the perspective of the collection methods for this study and its link to well-being, the Motivation and Engagement Scale (Martin, 2019), Junior School (MES-JS) had been administered by a gatekeeper at the end of Term Four 2018. This instrument, based on the Motivation and Engagement Wheel (Martin, 2019), measures adaptive cognitive and behavioural as well as maladaptive cognitive and behavioural parameters. Within this wheel, dimensions are: positive motivation, positive engagement, negative motivation and negative engagement and can be seen in Figure B. The 44-item scale comprises questions regarding school and homework, academic pursuits, assessment and anxiety (worry).

Results obtained from the MES (JS) Scale				
DIMENSIONS	Participants in %			
Adaptive Parameters	A	B	C	D
Self-Belief	21	22	25	22
Persistence	6	36	22	36
Learning Focus	6	40	27	27
Valuing	6	53	27	14
Task Management	5	44	38	13
Planning	5	44	17	34
% per Grade	9.5%	38.59%	8%	24%
Maldaptive Parameters	A	B	C	D
Disengagement	17	44	26	13
Self-Sabotage	26	52	17	5
Uncertain-Control	0	48	26	26
Failure Avoidance	14	40	39	7
Anxiety	17	32	34	17
% per Grade	15%	42%	9%	14%

Figure A: Data obtained using the Motivation and Engagement Scale (Martin, 2019), Junior School.

The values in the boxes represent the percentage of responses obtained at the relevant score (A, B, C and D) for each of the parameters. Further, for each dimension the percentage per Grade had been calculated.

From the analysis of the data (Figure A), relative strength is apparent in the adaptive domain whereas the results for the maladaptive domain surfaced interesting results.

Considering Grades A and B as one entity, Learning Focus, Task Management, Self-Belief and Planning show potency within the adaptive domain. Valuing scores highest and Persistence lowest within this domain. Applying this calculation to the maladaptive dimensions, Disengagement and Self-Sabotage rate highest. Failure Avoidance presents with 52% followed by Anxiety and Uncertain Control (48%).

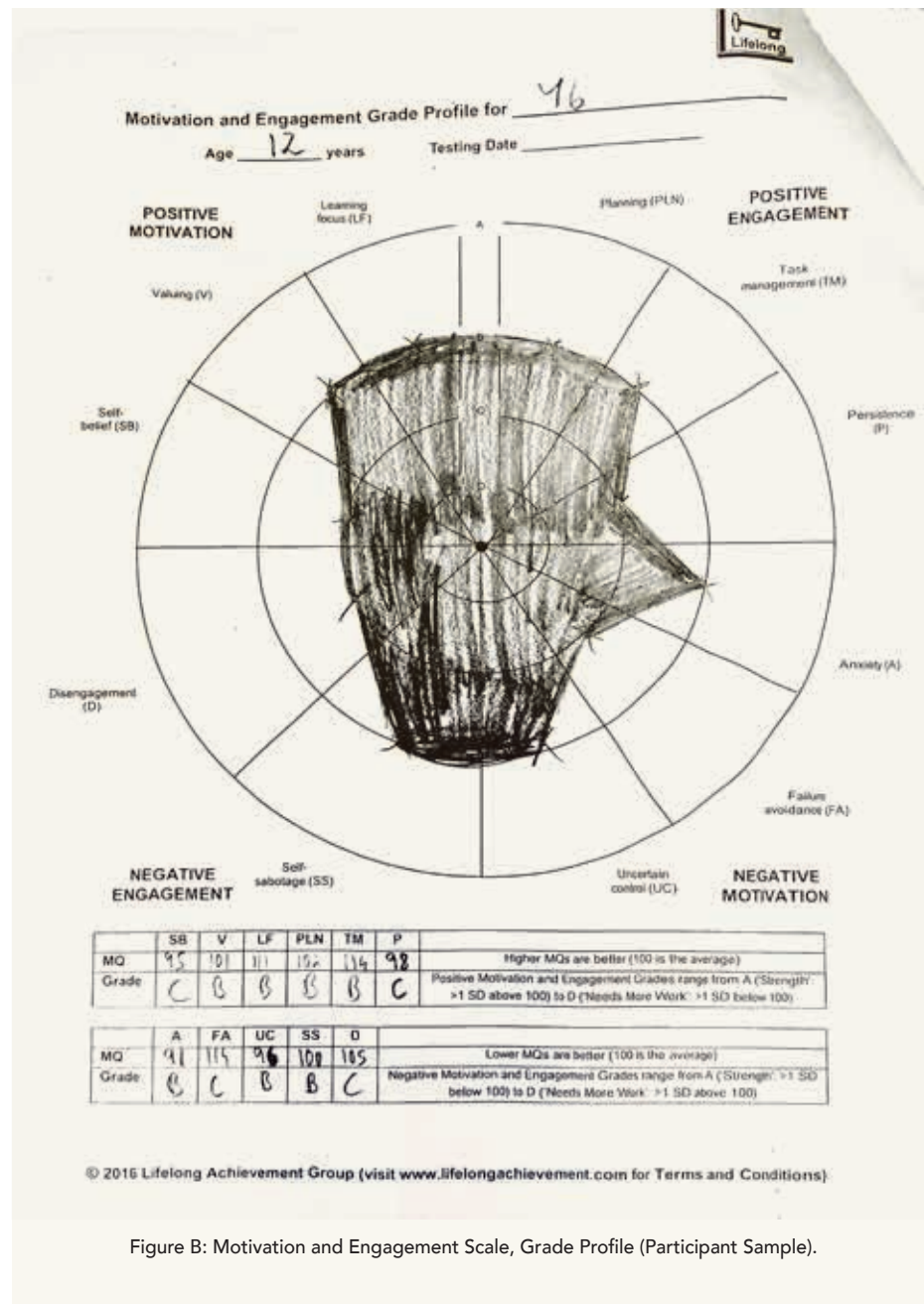


Figure B: Motivation and Engagement Scale, Grade Profile (Participant Sample).

In sum, the quantitative data obtained shows higher scores in the adaptive yet also in the maladaptive domain. A difference between providers in terms of the motivation and engagement of their boarding students is evident but not a core focus of this study. Consistent with the responses of the children in the interviews and talking to staff in Focus Groups as well as semi-structured Interviews, these were some factors contributing to this discrepancy:

- Physical versus psychological pastoral care at primary level.
- Varying levels of self-centredness at concrete operational stage of psychological development (Piaget 1975, 1983).
- Parenting styles and support for learning.
- Decrease in attention span, increasing inability to listen attentively.
- Lack of excitement and socialisation through overexposure to social media.
- Comparison to fellow boarders and other schools causing levels of dissatisfaction.
- Challenge to accept failure and disappointment.
- Reluctance to take on calculated risks.
- Inconsistency in staffing (vertical and horizontal).
- The need to further develop self esteem and self-concept both of which are influenced by events and situations.
- Self-efficacy: Questioning of incumbent structures and routines.

Finally, an in-depth triangulation with the qualitative data and the scores of the second quantitative instrument is envisaged in order to enhance validity and to yield stronger results. Grounded in both thematic and interpretative analysis, this will support conclusions to be made and to ascertain whether boarding in itself affects motivation and engagement.

Connection Isn't Cancelled

Connecting with future boarding families

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At the heart of every positive learning experience is connection. Our most vivid learning experiences are connected to a great story, an experience, person or place. What we remember most of all is how we felt during those moments...inspired, excited, supported or understood.

Connection permeates our homes, our local communities, our schools and our boarding environments. We distinctly know when we are connected and definitely know when we are not!

Why Does Connection Matter In Boarding?

For some families their connection to boarding travels through generations. The choice of boarding school/s was decided long before school even started. For other families, boarding is a completely foreign experience, with the hope to offer many wonderful learning and life opportunities for their child.

Not matter the reason for choosing boarding, each family wants to feel connected to their soon to be learning and living environment. The sooner families can start to feel a part of the boarding community, the better!

Establishing a relationship with a chosen boarding environment is a process over time. Small, considered connections help to build the relationship between families and boarding. Dr. Bene Brown sums up connection beautifully;

"I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship." - Brené Brown.

How To Establish Healthy Connections With New Boarding Families

The new student orientation process for schools/boarding residential colleges normally starts Term Four each school year, although why not start the process gently now?

Three Ways You/Staff Can Start To Build Connections With 'soon to be' Boarding Families

1. **Read the student's enrolment file** – so much information lives in these files and helps to start forming a picture of the student's learning and life journey.
2. **A phone call to each new family** – Place 1 or 2 phone calls in your calendar per week for the next term to make contact with new 2021 boarding families. This will be very much appreciated by each new family and help to start building connections before they step foot on campus/grounds.
3. **Share something personal about who you are/hobbies etc** – building a relationship is a two way street, the more human they know you are the easier it is to forge a relationship!

Boarding life moves at lightning speed, I encourage you to find a brief moment to connect.

Want to know more...let's connect!

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Four Ways COVID-19 Could Reshape the Future of Education

Part One

AUTHOR

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Founder and CEO

For the past 100 years the Australian education system has remained relatively untouched and unchanged. Classrooms today still utilise the same methods of learning that our ancestors experienced; classroom lectures that lead to individual student assignments and examinations.

A model that has not been disrupted... until now!

With Zoom classes, business closures, toilet paper shortages and take-away meals, COVID-19 has tested and changed the way our society has functioned in both the short and long term. Likewise, our education system has been forced to adapt.

Appreciation and praise must be given to the many Principals, teachers, parents, students, and members of the education system who were forced to challenge 100 years of concreted policies, procedures, and systems within the space of just one month. Suddenly a new world of digital learning was introduced with 4 million students learning from their homes nationwide. School has changed dramatically through COVID-19. Even so, we can treat this disruption as an opportunity and catalyst for growth rather than simply reverting back to the "old ways" of doing things. The following four opportunities are just some of the ways we can take advantage of such unprecedented times in our history of education.

1. Schools Can Offer Education To Any Student, Anywhere In The World

To function through the worldwide pandemic that is COVID-19, the education system has witnessed a new era of digital learning. By adopting e-learning, many schools and institutions are facing a new opportunity that was once an impossible dream; the ability to truly niche their offering and scale student enrolments and classes across the country and even the globe.

Recently there have been a few trailblazing schools that have offered e-learning in various niches across the globe. These schools have seen significant success by utilising this strategy. The largest school in the US, BYU Independent Study High School, has 41,370 students enrolled annually who all complete their schooling through the cloud. BYU leverages digital technology to cater to all learning types from all locations across the country. Teachers are well known to run their digital classes from all around the globe. Their vision is to provide students from all areas and backgrounds an equal opportunity to learn and excel at school. Another great example of an institution leading in this field is Crimson Education who specialise in helping high performing academic students gain entry into prestigious Universities across the globe. These include Universities such as Harvard and Cambridge. In 2019, the company evolved their mentoring and tutoring service to include an online school which enrolls students across the globe with these aspirations. This is a specific niche they have tapped into and Crimson are now global leaders within this segment.

Both of these examples demonstrate that there is an opportunity that exists to meet the needs of students who are seeking flexibility in their education. With society now more accustomed to utilising digital technology to connect with each other, schools can start to look at different ways they can service their current students as well as reach new ones. This improves student

engagement and learning which leads to improved academic results at assessment time.

2. Build The Classroom Of The Future

The classroom of tomorrow is here! Across the last century school hasn't really changed much as we still have the same model of a teacher with a class of 20-30 students. We now know that while many students will thrive under this model, there are also many students who won't. Why is that? This is a multi-faceted answer that starts with the student-teacher relationship and extends right through to the interest the student has in the topic.

With all of the students we have worked with over the past decade, A Team Tuition has found that there are types of students who thrive in this model and types who struggle. Students who succeed have higher engagement in the classroom as well as a stronger aural or visual learning ability.

The degree of interest that the student has in the subject also matters. This is the love of learning. We also know from psychology that students are more interested in subjects that they believe they are good at. Therefore, we typically find if a student is good at a particular subject, they find it interesting, not the other way around. This is supported by Robert Marzano's Taxonomy of Educational Objectives Model which underpins ATAR's design. From this model it is clear that the interest the student has in the subject is derived from the student's self-perceived ability in the subject as well as the importance they place on learning it.

Examining the design of the current school model shows that aural learners are favoured. PowerPoints, handouts and whiteboards will help assist those students who are visual learners, however not to the same degree as aural learners. Kinaesthetic learners or the "do-er" learners are the ones who really struggle in the typical classroom setting. Kinaesthetic learners need to touch or feel what they are doing to really understand it. I know this quite well as this is my optimal learning language and why I had to work so much harder than some students to achieve high grades in school.

With the adoption of digital technology throughout COVID-19, we are now presented an opportunity where the current classroom model can be disrupted to cater for all learning styles. One of the most effective ways to do this is through Self-Directed Learning (SDL) structures. SDL is scientifically proven to be the most effective way for human beings to learn. The 70:20:10 model of learning which was developed by Robert Eichinger and Michael Lombardo in the mid 1990's, demonstrated that 70% of learning occurs as people engage in informal learning processes such as SDL, 20% arises from mentoring and coaching and just 10% arises from classroom style teaching and reading.

SDL fosters independence for each learner, allows each learner to customise their learning speed, and places ownership of the learning back onto the student. Most importantly, SDL allows the teacher or educator to design the lesson plan to cater to the learning styles of all children. This way each style is utilised throughout all class content, as opposed to primarily auditory and visual with little to no kinaesthetic.

At A Team Tuition we have spent Term Two of 2020 moving our entire "A" Student Blueprint Program onto an SDL platform that connects with our central operating model. The vision is to provide our tutors, parents and teachers with faster and more accurate feedback on how their students/children are progressing whilst working with us.

3. Access To Higher Quality Tutors And Educators For All Rural Boarding Schools

Whilst COVID-19 had shut down all of our in-person tutoring across the country, we were still receiving calls from our partner schools asking us to run their prep programs digitally. We worked with these schools and crafted a plan to take our Transformer Prep Program digital in Term Two. This was exciting as we were able to offer the same quality of prep to our students from their home.

This new way of running prep included signing a new partnership with a NSW Boarding School located outside of our core cities. We didn't have local tutors to run the prep program once the COVID-19 restrictions relaxed so we looked at how to make this program succeed regardless of the location. The challenge was that this city was rural where there weren't a large number of tutors or educators living in the town – the same problem a number of boarding schools face across Australia. To launch the program digitally, we were able

to select two of our highest performing tutors from Sydney to run their prep program. The exciting part here was for that we had accidentally solved a significant problem – how to deliver the high quality of prep to these rural boarding schools where tutors don't really exist!

This was a turning point for both A Team Tuition and ABSA which has made us rethink our entire academic support strategy. We know we can now work with any school across the country and provide them with the same quality of service as we provide our capital city partner schools, delivering on A Team Tuition's vision of providing every Australian student the opportunity to succeed at school.

4. Rethinking The Utilisation Of School Campuses

One of the interesting trends we have seen with COVID-19 is how we have all adapted as professionals. Initially the thought of working from home brought anxiety to a number of people, including myself as the CEO and Founder of A Team Tuition. This concern was held by many leaders who were coordinating large teams traditionally working in roles requiring personal contact.

At A Team Tuition we have seen a significant improvement in the speed our team have been completing work. We have found that meetings have become far more productive, communication has had to improve, and the team have become more independent with solving problems. Additionally, the perceived quality of life has improved with increased flexibility and a reduction in daily commutes. We have also opened up our leadership recruitment to a countrywide search to ensure we recruit without the barrier of location.

COVID-19 has certainly changed the landscape of what we all envisioned 2020 to be. It has forced us to change our entire way of living to continue to survive healthily. Schools now have the opportunity to adapt to flexible models and utilise space on campus differently. Classrooms can now be adapted to cater for simultaneous in-person and digital learning, while class recordings can be posted online for students' unable to attend school due to illness, location or extra-curricular activities.

These changes have ultimately propelled us forward in the education sector, guiding how our children will learn into the future. Schools have a golden opportunity to continue to evolve and leverage technology to assist them in shaping the future of education.

One thing is for sure, the opportunity exists for education systems to better mould and align with the world of tomorrow!





Avalon College: A COVID-19 Survival Guide

AUTHOR

Mark Dooley
Head of School
Avalon College



Avalon College is an English language school that has bravely defied the Coronavirus by staying open during the COVID-19 lockdown. Learn how this renowned English language boarding school held its own against the virus threat, whilst school doors and borders were closing around them. Avalon's advantage: an isolated, beautiful, seaside environment left it well positioned to set up a fortress against COVID-19.

Avalon College is an English language preparation boarding school situated less than an hour from Melbourne, near Geelong. It has a reputation for providing excellent continuous English and boarding school preparation for students aged ten to seventeen years of age, seven days a week.

In February 2020, like all schools, Avalon faced a developing crisis from the imminent threat of the rapidly developing situation surrounding the Coronavirus which had seen a drop in international students being able to come to Australia. It became clear to us that if we were to remain open, we had to act fast on a number of fronts to ensure our on-going economic viability and to maintain our COVID-19 free status. Avalon's dependence on international student enrolments left us in an unenviable position. Imminent border closures and the looming health threat of COVID-19 on current enrolments and staff, required management to take quick, decisive action to quell fears within the school community.

Management Considerations:

In a rapidly developing situation management explored and considered the following:

- Temporary closure and facilitation of student repatriation to home countries
- Staying open. To do this successfully we needed to present Avalon as a safe place to parents overseas who were becoming increasingly anxious about safety
- Buy-in from parent support, in the event of a protracted lock-down and border closure, meaning that parents may not see their child for many months
- Implications of complete site lock down on student morale and mental health
- Policy enforcement: high expectations around staff social isolation and service delivery
- Preparedness of key staff to live onsite away from their families for an extended period if they were required to minimize risk in the event of a widespread outbreak
- Quarantine isolation for new arrivals
- Diversification of offerings for our school clients.

COVID-19 Policy

In the weeks before government restrictions came into force, Avalon introduced strict new rules for social distancing for all boarding, teaching, admin and ancillary staff. In early February, we contacted parents and alerted them to our changed entry and exeat policies. We reduced staff to align with increased health risks from exposure to outside contacts. We allowed deliveries only to nominated drop-off zones and instituted strict rules for trades, service visits, grounds and cleaning staff. Families were informed that students would no longer be able to have direct contact with their parents/guardians in the foreseeable future. We cancelled external week-day and week-end excursions until further notice, well before other government bans came into place.

Benefit Of Continuous Learning

Avalon plays a vital role as a conduit for students to access the language skills they require for school at a crucial time on their education journey. Management made a decision to remain open to serve our students, parents and our wider community of schools because student English language learning needed to continue without hindrance or substantial disruption.

After calling each parent individually, we were heartened by their universal support and confidence in the measures we had put in place to ensure staff and student safety. To our surprise and joy, every family committed to continue their child's learning pathway plan.

Student Well-being

Student well-being is crucial to keeping students focused on learning. Avalon's dedicated boarding and teaching staff have done an amazing job keeping kids engaged and happy after school and on weekends.

- Student leader led activities days- Cultural Activities Day
- Boarding house tutor groups- well-being checks
- Camp fire singalongs and bush cooking
- Bush and seaside treasure hunt activities
- Orienteering programs
- Photography and sports competition mixed basketball, soccer/ and table tennis
- Weekend Asian inspired cooking classes
- On-line snack ordering replacing weekly supermarket visits
- Mural painting.

Diversification Strategy: How Avalon Is Helping Schools

Every Australian school with international and/or boarding students has faced its own challenges. None more pressing than where to place students during school closures, holiday times and for those students not independent enough to cope with online learning during term.

In response to these challenges Avalon is offering schools and students:

- Continuous English language preparation for all students
- Avalon On-line English language Learning for off-shore students
- Holiday programs for on-shore students unable to be accommodated in boarding houses or homestays during term breaks
- On-line learning with teacher support for school students from closed schools.
- Optional additional language programs supplementary to school on-line learning
- In house Avalon On-line Learning for new quarantined students.

Throughout this experience, Avalon continues to adapt and change. Our staff have proven to be resilient despite facing setbacks along the way. They are proving to be outstanding adapters of new technologies and changing modes of delivery. They continue to inspire with the extra work they have taken on in support of our students during this unprecedented time. And they continue to be heroic in keeping the 'Avalon spirit' alive.

Transitioning from High School to University

AUTHOR

Kelly Alford
College Director
Durack College



Receiving the news that you have been accepted into university is typically a very exciting time. For some it is affirmation that one's hard work and dedication throughout secondary schooling, particularly Year 12, has paid dividends, while for others it is sheer relief that there is something concrete about one's immediate future. They can now answer the dreaded question: 'What are you doing next year?'

Starting university means new beginnings and marks a significant milestone in a young person's life. Such milestones are bound to present challenges for some students and their families but for most it is an intimidating leap into the unknown. The abrupt shift from the controlled environment of school and family to an environment in which students are expected to accept personal responsibility for both academic and social aspects of their lives can create anxiety and distress, undermining their normal coping mechanisms. It is this dramatic departure from the familiar and comfortable that plays a significant role in a school leaver's ability to transition to a new educational landscape.

As such, there are some startling statistics around university course completion. According to Universities Australia's July 2019 report, Higher Education: Facts and Figures, presently, the attrition rates for Australian public universities is 15% but the 'drop out' rate for school-leavers in their first year of tertiary study is close to 20%. They report the latest research: that a current student has just a 42% chance of completing their bachelor's degree within four years, a 64% chance of completion if one increases their time to six years and better again (74%) if one wants to be at uni for nine years to complete a bachelor's degree!

Easily the most significant development by St Margaret's Anglican Girls School to assist with the transition of young women from school to university is the establishment of Durack College; a unique tertiary residence for females studying in Brisbane. Residents come to Durack College from all over the country, from a range of schools and study at a variety of tertiary institutions across Brisbane. Our focus is on helping students get the most out of their tertiary education, as well as having a positive and memorable residential college experience.

Each resident is supported and mentored by the College Director and other professionals to assist them with negotiating all aspects of post-school life, in a nurturing and positive environment. The small but vibrant community of learners is offered a tailored living environment, making the transition to new routines easier and more rewarding. There are only 25 residency places, allowing Durack College to be both a private sanctuary and a busy and exciting community.

One of the many benefits of life at Durack is access to the Student Success Program, which opens doors to leading industry mentors, provides skills-based leadership development opportunities, academic support, grows civically engaged global citizens and provides potential employment opportunities at St Margaret's Anglican Girls School.

We run regular tutoring and study skill sessions, have a dedicated on-site Academic Advisor and Co-ordinator of Academics and Wellbeing, who work together to provide support, advice and skills to all residents in the comfort of their 'home'. Additionally, we have a robust social program that introduces residents to regular, safe and fun activities on and off college campus and cater to all interests.

A living and learning environment such as Durack College can greatly assist in reducing the apprehension and difficulties associated with transitioning from school to university and provides incredible opportunities for further personal and professional growth.

Applications to Durack College can be made online at durackcollege.com.au or you can call the College Director, Kelly Alford on 07 3862 0860 for further information.

3 Micronutrients for Your Immune System

Micronutrients come in the form of Vitamins and Minerals

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Here I briefly touch on three micronutrients I love for the immune system and how to source them from whole food.

VITAMIN A BENEFITS

- Lowers cholesterol.
- Boosts the immune system by increasing Infection fighting 'T' cells.
- Builds resistance to respiratory infections.
- Promotes healthy hair, skin and nails.

Whole Food Sources

Carrots, dark green and yellow vegetables, yellow fruits, capsicum, sweet potato, apricots, liver, mint, egg yolk and hard cheeses.

VITAMIN C BENEFITS

- Nourishes the adrenals - we lose more vitamin C when we are stressed, run down and/or tired.
- Aid in preventing viral and bacterial infections.
- Protects the immune system.

Increases absorption of iron - iron is also important in immunity.

Whole Food Sources

Citrus fruits, orange, grapefruit, kiwi fruit, strawberries, berries, lemons, mandarins, green leafy vegetables, potatoes, cauliflower, capsicum, broccoli, brussels sprouts, tomatoes.



VITAMIN D BENEFITS

- Synthesised by the action of sun on the skin.
- In conjunction with vitamin A rich foods - beneficial for the immune system - immune regulating.

Vitamin A optimises the action of vitamin D.

Whole Food Sources

Mushrooms - especially if left in the sun for a few minutes, sardines, salmon, tuna, egg yolk, sprouted seeds and butter.



HOW CAN YOU GET MORE OF THESE NUTRIENTS IN DAILY? HERE ARE JUST SOME SUGGESTIONS

- Make a carrot/sweet potato soup or carrot muffins for afternoon or mid morning snack for you and the kids I love this recipe by my good friend and fellow naturopath Ema Taylor: <https://emataylor.com/carrot-cake-muffins-with-lemon-orange-icing>
- Get in the sun and have skin exposed for five to ten minutes everyday, including your face without sunglasses (also helps circadian rhythm).
- Make a fresh mushroom omelette for breakfast! Try adding different vegetables to your meals everyday!
- Eat citrus fruits with nuts at the desk to boost your brain power and immune system!
- Challenge your family, how many different colours/vegetables/fruits can you eat this week? Do a score board!



Creativity In The Time Of COVID

AUTHOR

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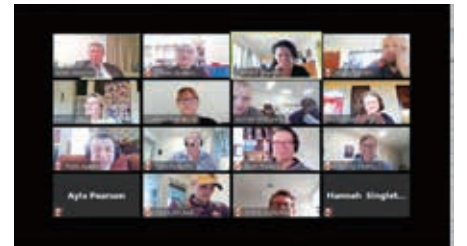
With the onset of the pandemic the Yiramalay/Wesley Studio School needed to think differently and act rapidly to deliver our unique remote boarding program, remotely! Surprisingly, this need to be agile and responsive offered opportunities to creatively redesign and adapt spaces in ways we could not have anticipated in such a short space of time.

The question of how to provide culturally safe and meaningful engagement in real-time across three states and time zones, Western Australia, Northern Territory and Victoria, and across a multitude of regions and locations – the Kimberley, the Pilbara, Perth, Groote Eylandt, Elcho Island, Darwin, Arnhem Land, Alice Springs and Melbourne, presented enormous challenges. Alongside this dilemma was the need to navigate measures understandably designed to restrict movement and protect Aboriginal communities - border closures, regional closures and closure of the shires within the Kimberley. The worry of how to overcome the calamitous lack of ability to connect to online learning in remote communities, where device ownership is low and service networks are either inadequate or very costly, was the subject of many passionate meetings. Also significant was the need to access suitable spaces for study for our students who were keen and wanting to engage but were unable to get to either our Kimberley or Melbourne sites, along with the long delays in the postal system. Our goal was always to maintain strong community connections and family engagement in a remote and digital environment until the return to face-to-face interaction could occur. It quickly became evident that our students, staff, and families were willing to embrace these digital technologies and platforms that have connected each of us to the other in a much closer and expanded way than was thought possible.

The transition phase back to school has seen staff and students maintain their engagement in integrated learning not just across our two locations – Kimberley and Melbourne - but more broadly across Australia into innovative shared spaces that are being created. Students have enjoyed opportunities such as engaging in remote ballet lessons with the Australian Ballet, staff have participated in team building through online trivia nights and families connected through social media platforms. These are certainly elements we will continue to explore.

The value of expanding our on-country program offerings at the Kimberley site was another area of that we will continue to put energy in to. Our new on-country experiences have supported our students to maintain a strong sense of their aboriginal identity and cultural values during difficult times. The program developed through a collaborative process involving educators and Indigenous mentors, as well as local Elders, provides further opportunity for students to engage in two-way learning that strengthens their connection to country, family, and community.

As is often the case, opportunity and strength are derived from adversity. During this challenging time, we are pleased to have adapted innovative practices to strengthen the existing relationships with our students and families.





A Good Night's Sleep

AUTHOR

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Sales Support/Marketing
Avante

Sleep. For some of us, it's as simple as shutting our eyes and drifting away into a deep peaceful night of slumber. However, for many people this really isn't the case.

Studies show that one in three Australians have reported that they do not get enough sleep, their sleep quality is poor, or they suffer with sleep insomnia. On average, humans spend about 26 years sleeping in their life which equates to 9,490 days or 227,760 hours. Unsurprisingly to those statistics, we also spend around seven years trying to get to sleep. In fact, the human race is only getting worse when it comes to their relationship with sleep. So, why is sleep so important? More importantly, how can we get a better night's sleep?

Facts:

- Sleep is just as important to our well-being as the air we breathe, the water we drink and the food we eat.
- 12% of people dream entirely in black and white.
- Sleep deprivation will kill us more quickly than food deprivation.
- Humans are the only mammals that willingly delay sleep.
- Stress, physical or mental illness, living or sleeping arrangements, family history, shift work, diet and exercise habits can all cause insomnia.
- One of our biggest sleep distractions is 24-hour internet access.

Avante's Sleeping Tips

Try to go to sleep and get up at the same time each day.

This can aid in balancing your body's internal clock and even optimize the quality of sleep. Select a bed time when you would normally feel sleepy, so that tossing and turning can be avoided. If you are getting a sufficient amount of sleep, you should wake up naturally without an alarm. If you heavily rely on an alarm clock, this may be an indication that you need an earlier bed time.

Avoid sleeping in—even on weekends.

When our weekend/weekday sleep schedules are drastically different, it creates the jetlag-like symptoms we experience. Should you need to make up for a late night, opt for a daytime nap rather than a sleep in. This allows you to pay off our 'sleep debt' without disrupting our natural sleep-wake rhythm.

Be smart about napping.

Napping can be a great way to make up for lost sleep, but if you already find it hard to fall asleep and stay asleep at night, napping can make things worse. Try to limit naps to 15-20 minutes in the early afternoon.

Fight after-dinner drowsiness.

If you are sleepy way before your bedtime, get up and do something stimulating, such as washing the dishes, getting your uniform ready for the next day, talking with a friend. If you give in to the drowsiness, you could wake up later in the night and have issues with getting back to sleep.

Spend more time outside during daylight.

Take your breaks outside in sunlight, exercise outside. Exposing yourself to bright sunlight helps us wake up and can increase our energy levels.



Rule out bright screens within one to two hours of your bedtime.

Blue light that is emitted by smart devices is especially disruptive. To minimize the impact, try turning the brightness down, or using light-altering day/night time settings that majority of smart devices do for us these days.

Eat well, be well.

Limit caffeine – you may be surprised to know that caffeine can cause sleeping problems up to ten to twelve hours after consumption! Cut back on sugary foods and refined carbs. Eating too much sugar and refined carbs such as white bread, white rice, and pasta during the day can trigger wakefulness and pull you from the deep, restorative stages of sleep.

Keep your head in the clouds.

No seriously, remain focused on one thing and one thing only: clearing your mind. Stress, worry and anger from your day can have a massive impact on your ability/inability to sleep soundly. Taking steps to develop a relaxing bedtime ritual will help your mind and body get into the routine and help prepare you for sleep. You could practise some relaxation techniques, take a warm shower or bath, dim the lights and listen to soft music or an audiobook.

Our Solution:

We all know that getting enough sleep is linked to benefitting your overall health. But could your mattress be decreasing your chances of a peaceful sleep and better health?

The mattress you sleep on can impact your ability to get a good night's sleep immensely, yet its importance is often neglected for a cheaper alternative.

At Avante Australia, we have highlighted a few of the key health benefits of a quality mattress:

Spinal Alignment

Ideally, each part of your body should be supported equally by your mattress. Without even-weight distribution, your lower back will not be sufficiently supported, thus your spine will not be in a neutral position. Improper spinal alignment can cause an entire list of problems over time, including chronic pain.

If you are not getting the correct level of support, it is likely because your mattress is too soft. Some mattresses can cause the weight to rest too heavily on our shoulders and hips, resulting in muscle tension in our unsupported lumbar region. In order to prevent this, choosing a mattress that supports the natural curve of your spine is essential.

Prevent Pain

If you are familiar with back or joint pain, then there is a good chance that the mattress we are using could be the culprit. Correct alignment is vital for a pain-free sleep – our mattress should contour our spine in a straight line throughout the night. It should also relieve pressure points and support our posture, which can in turn, help prevent pain.

Tackle Snoring

Snoring occurs when our airway is partially obstructed during sleep. It is often associated with sleeping on our back, but our mattress could also be somewhat responsible for this. If it sags too much when we are lying on it, our head and neck will not be adequately supported – this can cause our throat to constrict, and the snoring to commence. If you want a snore-free slumber, perhaps choose a medium-firm mattress.

Stop Tossing and Turning

We all know the burden of an interrupted night's sleep. We become zombies the next day (and I don't mean the killing kind that we see in movies either, I mean the human kind that just want to crawl back into bed and sleep for the rest of the day!) Regular tossing and turning greatly affects our quality of sleep.

Reduce Stress Levels

An increase in sleep quality can result in reduced stress levels. When we are sleep deficient, our body produces more stress hormones, which in turn increases our blood pressure – not ideal for feeling calm. Regular, deep sleep (encouraged by a good mattress) helps to keep your blood pressure low and your mood relaxed.

Reduce Allergy Symptoms

Those pesky dust mites like to set up camp in mattresses – they can be easily discouraged, but they're also the leading cause of indoor allergies. A mattress that has a denser structure helps to discourage these mites; there is simply not as much room for them to survive. Another great way of reducing the symptoms associated to allergens caused by these mites are our waterproof mattress encasements. These act as the last line of defence against a range of problems including: dust-mites, liquid spills, perspiration and other body fluids. This means you may see a reduction in hay fever-like symptoms – fewer sneezes and more snoozing!

If your boarders sleep on an Avante Mattress, you can relax and know that rest-assured, with one of our good quality mattresses you are already halfway there to a 'good nights sleep' for them. Incorporating that and also some of our Avante sleeping tips, them will sure to be dozing off any second n- Zzzzzz..



Five Ways To Manage Your Time Better

AUTHOR
Lucy Siebert



There's a good reason for the saying, 'if you want something done, ask a busy person'. Some people seem to be able to whip through important tasks quickly and efficiently. Luckily, anybody can improve their organisational and time-management skills, and there are plenty of techniques you can adopt to help you manage time better to work more efficiently.

1. Don't Procrastinate

The biggest obstacle to getting tasks done is the human tendency to procrastinate, says Les Watson, time-management expert, trainer and author. He recommends a four-step approach: 'Do, Dump, Delegate, Decide when (or Diarise)'. If you can do a task in two minutes or less, do it immediately. If the task requires more time, evaluate whether you have to do it yourself or whether you can delegate. If you decide it is something that you must do yourself, this is where leadership and discipline come in. 'Put a diary entry into your calendar — this is the leadership,' says Watson. 'When the reminder comes up, actually do what you said you would do — this is the discipline.'

2. Do What's Important

The Eisenhower Matrix divides tasks into four quadrants, depending on their level of importance and urgency. Watson recommends you examine how you're spending your time, what tasks you are doing, and which quadrant these tasks fall into. You may well find that you're working in the 'urgent, low importance' quadrant. 'High urgency and low importance often come from other people,' he says. 'It is their urgency, not yours. It is a matter of [having] clear boundaries and ... if possible, delegating or pushing back.' Focus on spending time in the 'high-importance, low-urgency' quadrant. 'That is where you plan and get ahead of the game.'

3. Build Habits And Support

Assess what you can do every day to work more efficiently. Build those habits by doing something small each day, and garner support from your co-workers or peers, who will keep you accountable. 'Talk about the habits, what you are putting into your day that you want to create as a habit, and how you can support each other,' says Watson. 'You will feel like you aren't doing it alone.'

4. Learn To Say 'No'

The word 'no' is very powerful, says Watson. And there are ways of saying 'no' to co-workers that won't damage your professional relationships, he adds. If colleagues approach you for advice, or to ask you to look over a piece of work, politely tell them that you can't do it at that very moment, but that you will schedule time later in the day to meet or discuss it. In many instances, they will resolve the problem on their own.

5. Use The Tools At Your Disposal

You might like to think that there is an all-powerful app that can magically transform your time-management habits, but Watson warns there is no silver bullet. 'Whatever tool you use, you need to work to a system,' he says. There are plenty of digital tools and apps that can help form better habits or support more efficient use of time.

The Eisenhower Decision Matrix

	Urgent	Not Urgent
Important	Do <i>Do it now</i>	Decide <i>Schedule a time to do it</i>
Not Important	Delegate <i>Who can do it for you?</i>	Delete <i>Eliminate it</i>

Watson is a fan of Microsoft OneNote, which allows users to keep track of their ideas and plans, collaborate and share notes. Another app is Freedom, which blocks websites or apps that distract you.

You can set work sessions when these sites will be automatically blocked.

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A Stellar Boarding Career Ends

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Clayfield College

A well-known face in Queensland boarding schools Di Kerr has retired after more than 17 years caring for girls in three of Queensland's top boarding schools.

Di Kerr has been Clayfield College's Head of Boarding since 2011, following boarding roles at both Ipswich Girls' Grammar School and St Margaret's since 2003.

At 65, Di will remain as the Weekend Boarding Supervisor at Clayfield but looks forward to spending some more time gardening, walking, sorting photos, and going to the beach from her Gold Coast home.

Spending time with her grandchildren is also on the semi-retirement agenda, but fortunately for Di, two of her granddaughters Olivia, 15, and Darcy, 13, are boarders at Clayfield.

Apart from her career in boarding, Di has had a long association with rural and regional Queensland.

Growing up in Rockhampton herself attending Rockhampton Girls Grammar, her daughter teacher Jessie Persse became the Queensland Country Life's "The Farmer's Wife" after she met and married Thallon grazier Charlie Persse.

"With Jessie's three children growing up on a property, I have a thorough understanding of the pressures and joys of children growing up in the bush today which has helped me immensely in my role," said Di.

But no understanding or experience could have prepared Di for the impact of COVID-19 on boarding schools, which didn't even exist when Di made the decision to retire at the beginning of the year.



According to Clayfield College, Principal, Dr Andrew Cousins, "Di is a much-loved member of our Clayfield family, and I sincerely thank her for her commitment and energy. She has provided an exceptional level of care for our boarders throughout her time at Clayfield College," Dr Cousins said.

Over almost two decades in boarding, Di has seen many other changes in boarding.

"The impact of long-term drought on rural families has delayed the start of some children at boarding school.

"More boarders now come from regional towns such as Roma, Goondiwindi, Gladstone, and Emerald to access top quality coaching and training in sports such as swimming or dancing. We also have many more local students boarding whose parents have jobs that require them to work away from home."

Di said the international boarders are also from a far broader mix of countries including Papua New Guinea, the Pacific Islands, China and Hong Kong.

Di said that in the last 20 years, boarding staff have also significantly changed.

"The stereo-typical older matronly woman is no more. We now have a great mix of staff with several who are younger university students and great role models for the girls. Boarding staff are also more qualified doing ABSA courses in areas such as mental health first aid and child protection."

Di believes the future of boarding schools in Queensland is bright, even despite the impact of COVID-19.

"Like many parents, my daughter Jessie has loved having her girls at home recently. But the girls have missed their friends and being a part of school and boarding life".

"Boarding schools provide students with opportunities to access wonderful sporting, music and other benefits, as well unique, life-long friendships".

"The happy mix of international, local, country, indigenous at boarding schools like Clayfield works well and give the students opportunities that they would not find elsewhere".

New House Parent

AUTHOR

Berian Williams-Junes
Director of Boarding
Brisbane Grammar School

Following a rigorous recruitment process, we are delighted to announce that Mr Graham Power and Mrs Debbie Power have been appointed as the inaugural Senior Boarding Tutors (Griffith House) and that they will commence their roles at the start of Term 3.

Graham and Debbie are well established and respected members of the BGS community who know Middle School boarders well through their respective roles.

Graham is our current Cricket Development and First XI Cricket Assistant Coach and has worked across the age groups. In doing so, has met countless boarders. Prior to starting at BGS, he worked at Queensland Cricket as a coach and talent specialist and his love and expertise for cricket is clear for all to see. Cricket is Graham's second career having previously been a teacher in the Brisbane, Gulf and Wide Bay regions for several years. Having spent a decade as the Principal of various state schools and will bring wealth of experience to his new position.

Debbie is well-known to our boarders from her role in Middle School administration and her knowledge of the boys is apparent for all to see. Her duties within the Enrolments Office may be less visible but for the past 18 months Debbie has been an integral component of our revitalised marketing strategy. She has developed a detailed and insightful understanding of the nuances of boarding and I am certain that the knowledge she has gained will be of great value in her new role.

Graham and Debbie have two adult children who have left home, but they will bring a four-legged friend to Griffith House, who I know will be a very welcome addition for the boys. They will move into the purpose-built Senior Boarding Tutor accommodation over the upcoming mid-year break.



Mr Graham Power and
Mrs Debbie Power

From the Chair



Pauline Turner
Chair

Dear Boarding Members and Friends,

As I type this piece I am mindful that we have crossed the six month line of our lives with COVID-19 and in reflection over these six months so much has occurred that we never knew possible. However, from adversity great achievements have been reached in the world of our boarding communities, partly as a result of our Association and the work of our ABSA team.

I encourage everyone to stop and reflect together with your boarding staff and students and start a list of what has changed and the wonderful new initiatives that have been born. What will you take into the future and what is now obsolete?

Out of great challenge comes great invention and creativity and we are proud of what we have achieved as an Association and what have we as boarding schools have achieved. Without doubt we have continued to build communities which thrive in adversity. What is the outstanding memory of this time going to be for our communities and Boarding as a whole? What unique experiences will take us into the next decade? Experiences we didn't dream of have been achieved; technology and virtual meetings have brought our schools closer than any form of face-to-face event achieved. We have had wonderful discussions across virtual coffee sessions with boarding staff from small communities in remote areas of Australia and large inter-city schools. You never sign off from a virtual coffee without hearing a wonderful tale of achievement or surprise that has occurred in someone's boarding community.

We must celebrate these achievements and the capacity to excel in adversity and uncertainty!

Boarding is primarily bound by experiencing change and finding resilience through our approach to change. We expect our boarding students to embrace change the day they step into our houses and again the day they finally wave their last goodbye. For a boarder, their lives have little semblance of any other life experience prior to or after boarding and yet they generally thrive in the unknown and grow strong in the new known world. Their experience is unique to the individual yet it binds our boarders throughout the years of their lives.

We can be proud as a National Association and community of leaders in boarding including Principals, Heads of Boarding, boarding staff, tutors, house staff, students and parents. Together we have found our way forward into the new world and its uncertainty, and together we can and have ridden the waves of change and will continue to as our feet again seek solid ground and certainty.

Take heart, as together we push through and make our communities places that embrace change, uncertainty, development, creativity, companionship and so much more - in these spaces both staff and students thrive. Well done everyone - let us celebrate what we have achieved and continue to push forward together.

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by 15th September 2020



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