

Lights Out

Vol. 14 | Issue 2 | June 2021

Is it worth trying
to be the BEST?

The Issues with
*Boys and
Literacy*

Mood Food
*Nutrition for
Mental Health*

Boarding Staff
*Can they be
Required to be
Vaccinated?*



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CREATING THE FUTURE FOR BOARDING SCHOOLS



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ON THE COVER

This photo was taken at Stuartholme on Anzac morning at our own Light Up The Dawn service.

The Stuartholme Boarders watched the sun rise over Brisbane.

Interestingly, Stuartholme became the 42nd General Hospital of the United States Army during WWII. The Stuartholme Boarders were moved to Canungra and then Southport.

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Let's all Celebrate Boarding

I am writing this at the end of National Boarding Week, a week which saw so many of our boarding schools celebrate the fact that they have boarders.

AUTHOR:

Richard Stokes
 Chief Executive Officer
 ABSA

Too often in the busy-ness of life at school the little things get missed - the girls enjoying the chance to cook together on a Sunday afternoon, the boys helping each other with their assignment work, the boarders getting in and assisting with school events - the list is endless. But this week has given us the chance to highlight those things which make our boarding communities special. Special assemblies which mentioned the challenges many of our rural and remote boarders face at home, videos produced which have allowed our boarders to talk about what boarding means to them, photos of the community having fun together and above all the chance to remind all students in our schools that there is a boarding house (or more than one) on campus, and that it's a fun place to live. It was great to watch boarding schools celebrate the work of their boarding staff - special cupcakes, flowers, cards of thanks from the boarders and special words from the Principals to name a few.



ABSA proudly produced the first of a series of videos. Entitled 'Why Boarding?', this video, which is available for all member schools to use, is aimed toward parents and those interested in what boarding schools are all about.

However, there is an underlying theme in the video which is important to remember. It highlights how important it is for all schools to be at the highest standard. It is easy for those leading our boarding schools, and staff working in them, to be satisfied with what they are doing, and have been doing for a number of years. It is easy to be satisfied that they meet the minimum standard required by different State Governments, even though these are not at the same level as the National Minimum Standard. It is easy to be satisfied with staff who are undertrained, or haven't undergone any specific boarding training for some time, or at all. These are the boarding houses which put us all at risk. I still hear stories of where young staff let the older boys bully the younger boys and turn a blind eye (yes, this was reported to me this year!), where staff are content that their Duty of Care training completed in 2011 means they know what is expected of them in 2021, where staff are rostered on long duties covering the whole weekend without any breaks or support, where schools will not spend money to help improve their boarding school by introducing Boarding School



Management software or improve their staff by encouraging them to undertake the free online training offered and where those who are teachers and work in boarding believe they don't need to undertake any boarding training as they already do enough Professional Learning.

So what can schools do to really celebrate boarding? We can ensure our boarders get the best support from their well-trained staff. We can spend time talking with our boarders about current issues such as consent, pornography, social media and

bullying, and why it is important for them to develop a balanced, well-rounded view on this rather than just leaving it for the day school to handle. We can make our boarders feel special by actually listening to what they are saying and reading their body language. We can ensure all our boarding staff understand that they hold an incredibly important position, one which is professional in its own right.

Thanks for all that you are doing to make events such as National Boarding Week so special - keep up the good work! ■

Mandatory Reporting and Imprisonment for Non-Compliance

Obligations on boarding management and staff to report in various circumstances relating to known, suspected or likely abuse have been increasing in recent years.

AUTHOR
Andrew Knott
Special Counsel
Holding Redlich

A developing trend is of considerable importance. As there are eight jurisdictions in Australia, we can, in this article, only draw attention to the trend, and strongly recommend that appropriate advice is sought.

The two key features are:

1. the width of the obligations; and
2. provision for imprisonment for non-compliance.

We will illustrate by quoting from Queensland provisions. These have been enacted, and will soon be in force.

FAILURE TO PROTECT A CHILD FROM A CHILD SEXUAL OFFENCE

The key provisions are:

- (1) An accountable person commits a crime if-
 - (a) the person knows there is significant risk that another adult (the alleged offender) will commit a child sexual offence in relation to a child; and
 - (b) the alleged offender-
 - (i) is associated with an institution; or
 - (ii) is a regulated volunteer; and
 - (c) the child is under the care, supervision or control of an institution; and
 - (d) the child is either-
 - (i) under 16 years; or
 - (ii) a person with an impairment of the mind; and

- (e) the person has the power or responsibility to reduce or remove the risk; and
- (f) the person wilfully or negligently fails to reduce or remove the risk.

Maximum penalty - 5 years imprisonment.

- (2) For subsection (1), it does not matter that the knowledge was gained by the accountable person during, or in connection with, a religious confession.

- (3) For this section, an adult is associated with an institution if the adult-
 - (a) owns, or is involved in the management or control of, the institution; or
 - (b) is employed or engaged by the institution; or
 - (c) works as a volunteer for the institution; or
 - (d) engages in an activity in relation to the institution for which a working with children authority under the Working with Children (Risk Management and Screening) Act 2000 is required; or

- (e) engages in the delivery of a service to a child who is under the care, supervision or control of the institution.

- (4) In this section-
accountable person means an adult who is associated with an institution, other than a regulated volunteer.

institution means an entity, other than an individual, that-

- (a) provides services to children; or

- (b) operates a facility for, or engages in activities with, children under the entity's care, supervision or control.

Examples of institutions- schools, government agencies, religious organisations, hospitals, child care centres, licensed residential facilities, sporting clubs, youth organisations

FAILURE TO REPORT BELIEF OF CHILD SEXUAL OFFENCE COMMITTED IN RELATION TO CHILD

The essence of this offence is:

- (1) This section applies to an adult if-
 - (a) the adult gains information that causes the adult to believe on reasonable grounds, or ought reasonably to cause the adult to believe, that a child sexual offence is being or has been committed against a child by another adult; and
 - (b) at the relevant time, the child is or was-
 - (i) under 16 years; or
 - (ii) a person with an impairment of the mind.

- (b) at the relevant time, the child is or was-
 - (i) under 16 years; or
 - (ii) a person with an impairment of the mind.

- (2) If, without reasonable excuse, the adult fails to disclose the information to a police officer as soon as reasonably practicable after the belief is, or ought reasonably to have been, formed, the adult commits a misdemeanour.

Maximum penalty - 3 years imprisonment.

There are a number of "reasonable excuses", but we do not have space to discuss them here.

CONCLUSION

These (and similar) obligations reflect an increased determination to ensure authorities are enabled to protect children.

Awareness of the law (wherever in Australia you are) is an imperative for all with boarding school responsibilities. ■



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Order Online at
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Want to Obliterate Distractions *and get more done?*



Boarding schools are probably one of the most demanding places to work in. From the moment you walk into the boarding house, there are a myriad of demands placed on you and a million things you need to do.

AUTHOR
Hayley Hall
Time Mastery

From the students needing your immediate attention, to your colleagues needing to speak with you, to parents either in person or ringing on the phone who need your time and that isn't to mention the possible day school staff and the Princi-

pal. And whether you are a Director of Boarding or a member of the Boarding House team, the demands placed upon you are intense. This means that when it comes to getting important work done, or even a task that requires your focused attention for more than 15 minutes, the odds of you achieving this are stacked against you. Therefore it is imperative that you have strategies in place to ensure you can get what you need to get done in the very limited time that you have available.

SO HOW DO YOU DO THIS?

Well, one of the strategies that I teach my clients is to apply what I call **laser-like focus**. By applying laser-like focus, you get more done, in less time, without working any harder. But in order to do this, you need to remove some of the distractions that get in the way. There are lots of distractions, but to address just one of them, let's look at your mobile phone.

THE BIGGEST DISTRACTOR IS PROBABLY IN YOUR POCKET!

Although the mobile phone has revolutionized how we live and work, it is not without its drawbacks. You see, every year billions of dollars are spent by phone companies to ensure our mobile phones become more and more addictive and distracting. And therefore, when it comes to focusing on getting a piece of work done, we need to first deal with our mobile phones.

So, when you next sit down to do a piece of work that you need to focus on, I'd like you to follow these three simple steps ...

Step 1: Take your mobile phone and put it on "Do Not Disturb"

Step 2: Turn it face down (this is so you don't see it flashing at you)

Step 3: Put your mobile phone the other side of the room

Now, I know this seems really simple but who said it has to be complicated, right? If you do the steps above now, this alone will save you hours!! Yes hours!! Right now, you probably have no idea how many times your phone pings and you react by picking it up. You are allowing your phone to dictate where your attention goes and when it goes there. But it gets worse. Because it's not just picking up the phone that is the problem. No, it's what happens to your brain when your attention goes to your phone and you allow yourself to be distracted (even for a few seconds). You see, when those notifications flash up on your phone and you take a glance at them, even if you are not interested in them, they leave an **attention residue** on your brain which actually **makes you less productive**.

"...even a glance can leave an attention residue on your brain which can actually slow down your performance for 10, 20, [or] 30 minutes to follow." (Cal Newport, Associate Professor at Georgetown University)

So when we switch from task to task at work, or get distracted by our phones, what we know is that some of our attention remains 'stuck' on the distraction. Sophie Leroy, a business professor from the University of Minnesota originally

coined this term "attention residue" in 2009 after she ran a number of studies that found that poor performance was demonstrated on subsequent tasks after switching tasks.

So, if you want to get more done, in less time, without working any harder, simply try moving your mobile phone away from you when you are working. This will mean you won't be distracted by it, you'll have laser-like focus on the task at hand and as a result your productivity will soar.

I'd love to hear if you have implemented this one simple strategy and how this is positively impacting your results. Feel free to get in touch with me and let me know: Hayley@HayleyHall.com.au ■

Who is Hayley Hall?
Hayley Hall is the creator of the Time Mastery Method. Hayley's mission is to help 1 million people beat overwhelm and stress so that they can spend their precious time with the people they love and do the things that set their heart on fire. If you want to learn more strategies for getting more done, in less time, without working any harder, join 1.1K other members in Hayley's Time Mastery Inner Circle private community now: www.facebook.com/groups/TimeMasteryInnerCircle/





Back Track Youth Works

It Takes a Village to raise a Child

“Children are the most honest barometer of how we are going as a society, When I look at what’s going on with our young people today in Australia where: one in five don’t go to school or have any formal education, one in four suffer with mental health issues and 28,000 are sleeping homeless, I say that’s not good enough” - Bernie Shakeshaft CEO/ Founder of BackTrack Youth Works and Australia’s 2020 Local Hero.

AUTHOR
Penny Kaleta
Head of Partnerships
Backtrack.org.au

like youth suicide rate, obesity and early childhood learning, Australia ranks poorly compared to its peers. There are already indications of COVID’s impact in heightening these issues.

Regional young people are particularly vulnerable due to the relative challenges in accessing quality education and care. In areas where there is high unemployment, drug abuse and a lack of positive role models, it is easy to understand that young people in those situations can struggle to find meaning and purpose, and quickly get off track.

In Australia, an estimated 1,000 young people are in detention with 80% likely to reoffend in the first 12 months of being released, 5,000 are in community supervision, all at staggering cost of \$920M annually.

Across Australia, vulnerable young people are falling through the cracks of a system that does not meet their complex needs. That’s where BackTrack comes in. Our purpose is keeping kids alive, out of jail and chasing their hopes and dreams.

The 2020 UNICEF report on child well-being showed that despite Australia being a high-income country with good national conditions for child wellbeing, Australia is falling short in delivering consistently good health, education and social outcomes for children. On many issues



BackTrack, a hugely successful and well recognised program, founded in Armidale NSW, works with young people who have lost their way, to help them reconnect with education and training, become work-ready and secure meaningful employment.

The approach and its team, whose success has been recognised across Australia, helps get young people ‘back on track’ by developing strong, happy and healthy foundations that result in positive life pathways and full participation in their communities.

Bernie Shakeshaft, awarded as Australia’s Local Hero for 2020, and his extraordinary team have helped more than 1,000 young people reconnect with their education, training, families and the community, offering them love and support to live out their hopes and dreams. 87% percent of these kids have gone into employment, or back into education and training.

With a mission to “to help as many young people having a hard time as possible” and recognising that expanding in Armidale was not the answer, BackTrack Everywhere was born to support the hundreds of individual community enquiries to set up their own youth support programs.

The philosophy behind BackTrack Everywhere is it takes a village to raise a child, and it’s our communities’ responsibility to give every child the opportunity they deserve. The key to our success is our flexible and long-term approach to youth work that builds resilience in vulnerable young people and the communities that support them.

BackTrack’s unique approach is expanding across the country, and is currently walking alongside sensational youth organisations having a powerful impact in



BLAKE LOU AND GIRL

their own communities such as Down the Track in Lake Cargelligo, Leader life in Dubbo, FlatTrack in Moree, RuffTRACK in the Hawksbury, ShoreTrack in Macksville, Making Tracks in Broken Hill and other communities across Victoria, NSW and Qld who are preparing to launch.

Without these organisations young people like:

Blake
Since 15-year-old Blake came to BackTrack in March 2018, we’ve seen him go from strength to strength. He has taken up every opportunity offered to him, making significant strides in the welding workshop, building his employability and now transitioning into a traineeship. However, Blake didn’t al-

ways feel equipped to take on the world of work. He struggled in a mainstream school environment and his disengagement in the classroom often led to disruptive behaviour. Since joining our crew full-time, we have witnessed a transformation in Blake’s resilience, as he tackles challenges with maturity. (Picture of Blake above)

Not only does BackTrack have a powerful impact on the young people and communities it supports but the economic benefits are astounding, surely investing in programs like BackTrack that have a solid track record working with the tough end of town is part of the solution.

To learn more, go to:
www.backtrack.org.au ■

Ballarat Grammar

Pivoting to a New Campus!

With a return to school from our first COVID19 Lockdown in Term Two, bringing all of our 230 boarders back to our Ballarat Grammar campus created some headaches. There were too many students to accommodate within our five boarding houses due to the AHPPC guidelines for residential community, and while the senior and junior students could fit, our 83 Year Nines and Tens were either still learning at home, being billeted with Ballarat families or catching daily buses from regional towns in outlying regions.



AUTHOR
Jill Coote-
Head of House
Sovereign Hill Campus
Ballarat Grammar

A search of accommodation options revealed that Sovereign Hill's Hotel complex was a suitable choice. It was a great partnership; both organisations are not for profit and community organisations, and both of us needed solutions: Ballarat Grammar needed accommodation space for both boys and girls and Sovereign Hill required income as the accommodation sector was hit hard with restrictions in Victoria. A deal was done, and we collected the keycards!

So on Sunday, July 13, our Year Nines and Tens were dropped off to Ballarat Grammar, had dinner and then caught the bus to Sovereign Hill where we had commandeered four areas: Canadian Gully and Esmond Terrace for the boys, and Governors (made up of three buildings) and Steinfeld's which was across the fence and was located within the tourist park itself. This was the beginning of 66 nights spent at the facility over two terms.

It was so hard at first! Many of our students were new to boarding in 2020 and

hardly knew each other. Others, just due to the composition of our boarding houses with junior girls being housed in different houses to the senior girls, had only glimpsed each other over the expansive Dining Hall back in Term One. There was a long-established friendly rivalry and competition between the different houses, which in normal times played out on the football ground or netball court, but caused a few headaches in accommodation that threw our house affiliated boarders in together for the very first time.

Our staff, while young and enthusiastic, were mostly new to boarding. And I, while well experienced as a retired Head of House leaving the school back in 2015, knew very few of the students as well. And of course, while the Sovereign Hill campus provided us with quite luxurious accommodation with ensuites, the layout of the site meant that there was a lot of ground to cover to get from one building to the next, and passageways and roads were not undercover. Picture Ballarat with its finest winter – wind, rain and snow – and long dark nights with bitter temperatures, and you will see the difficulties of us all taking up residence at Sovereign Hill.

But persevere we all did. The routine commenced early morning, with a wake up at 7am, to be ready for our buses to collect us at 7.30am. Our students were dropped off at school and into the Dining Hall to take the second breakfast shift at 7.50am, staff in tow. The school day followed as per normal, and after school our boarders enjoyed free time until 5pm. Supervised 'Prep' then followed and again, our Sovereign Hill boarders got second dinner shift in the Dining Hall. With a House Roll call, and an escort to the buses at 7pm, our young people arrived out at Sovereign Hill at 7.20pm.

It was tricky to negotiate to have the correct number of students in the same space, and as we couldn't congregate outside, we did feel a bit like we were in four silos. The facilities in the Courthouse Common area, had a fireplace and a beautiful couch and chairs, so I organised a succession of 'dessert meetings' there, and students from different houses and from different year levels enjoyed chocolate brownies around the fire over a series of nights. Barriers started to break down. But after 3 and a half weeks, the second lockdown occurred, and sadly our young people were sent home for another Learning at Home period.

With Term Four then the next opportunity to have everyone back to school, we had Sovereign Hill 'Take Two'. This time the weather was kinder, the days warmer and we had light longer into the evenings. And we knew each other, knew the routine, and knew what to do to maintain our selves and our stamina. Dessert Meetings were still on the agenda, with a mix up of our young people bringing stories to share. Football matches, scarecrow tigg, games and movie nights added to the mix, and when we packed up from the diggings on Thursday, December 3, we were sad but happy to return to our school campus. ■



YEAR TENS IN THE COMM IN CANADIAN



ITS SNOWING



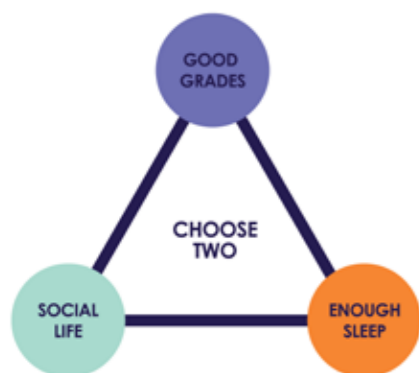
WAITING FOR THE BUS!



Sleep Better as a Student

Everything you need to know.

AUTHOR
Susan He
Avante



GOOD SOCIAL LIFE, GOOD GRADES AND GOOD SLEEP?

I first heard about this joke in my college years: “The Student Triangle” which consists of a good social life, good grades, and adequate sleep. But, you can only have two out of those three points. I remember laughing as it resonated so much with my student life then, but hardly thought about whether it is even possible to have all three aspects together.

For many students, no matter what year, sleep is tossed to the back when it comes to priorities. Pulling an all-nighter studying for final exams, fill yourself with energy drinks before the test, getting up at 9am with three hours of sleep. Then, scramble into some clothes to get ready for a good time with friends again on the weekend. Having “a balanced life” seems like a foreign concept.

So as a student, does having a good sleep even matter? If so, can I have enough sleep while maintaining an active social life and progressing with study? After surviving years of school, I believe the answer is yes, accomplishing the goal of having “all three good things” from the student triangle is possible. The main key is to build a better mentality towards a balanced lifestyle and get your sleep schedule back on track.

You are probably thinking I will say “get a good mattress, then the sleep problem is solved”. It is worth taking a closer look at the long-ignored sleeping problem.



WHY I AM NOT SLEEPING WELL

There are so many reasons why you may not get enough sleep: the crazy study schedule, engaging in too many social events with friends: the FOMO (the fear of missing out) is very real, or you just have noisy roommates.

Maybe you decide to have some me-time to yourself, but the social media and Netflix are so internalizing that we never consider the time wasted and the emotional impact that certain content can have on us.

Not to mention, the freedom of not having an enforced curfew after leaving home has a major appeal for many young students to stay up late, just because they can.

WHY SHOULD I CARE ABOUT SLEEP?

You probably heard “my body is a temple” way too many times, before raising your eyebrows to guru talks, there is some underlying truth beneath this statement. Taking care of yourself and forming healthy habits is crucial to one’s wellbeing. Getting enough sleep is proven beneficial to your health, such as; strengthening the immune system, reducing the risk of heart disease, etc. For students, here are some specific reasons why you should consider having enough shut-eye.

Sleep influences athletic performance

Research shows sleep deprivation can negatively affect people’s physical and physiological function. For teenagers and young athletes, Dr. Provance from Sports Medicine Centre at Children’s Hospital Colorado summarized the following five aspects that sleep impacts on athletic performance:

Accuracy and reaction time: adequate sleep improves better body reaction in sports and help young athletes hit their goals more accurately.

Endurance: Good sleep improves glucose metabolism which leads to better energy and keeps you motivated.

Motor memory and cognitive function: having ten hours of continuous sleep helps with muscle memory, results in better reaction time, coordination and split-second decision making.

Injury risk and recovery: The human growth hormone, important for tissue repair and muscle and bone development, is only secreted during deep sleep.

Overall performance: A study measured athlete players’ sleepiness and found that, while 72% of well-rested players tested were still playing professionally three years later, only 14% of sleep-deprived players were still in the league.

Weight gain and sleep deprivation

Gaining weight recently? Do you also not sleep well? There is a physiological correlation between sleep and body weight, but how?

Firstly, get to know Leptin, the hormone produced by you to control the feeling of hunger. Leptin also has its counterpart Ghrelin; which is produced in the stomach and stimulates hunger. When we are not having enough sleep, our body produces less Leptin but increasing the level of Ghrelin, the hunger is often driving us to convenient and high-calorie foods such as fast food and sugary snacks. Moreover, our metabolism rate plunges when we are staying up late, making it harder to lose excessive weight.



Sleep can affect your grade

You are not yourself when you are sleep deprived: Tired, cranky and even forgetful. It is harder to concentrate and people who have sleep loss are especially more likely to react negatively when there is a problem. If you have a deadline to catch, that is not good news. Additionally, because sleep plays a key role in helping student memorizing what they have learnt, without sleep, student may seem to work harder but not achieving as well as expected.

So making sure you’re giving your body enough rest time can be helpful when you are aiming high on the “Student triangle” to achieve a better grade and expand your social life.

HOW TO GET YOUR GOOD NIGHT SLEEP BACK

To answer this question, it seems easy enough in theory: get more sleep. In practice, it may require an overhaul of your living habits, here are some ways to ease into your new sleep routine:

Don’t overload your schedule

I know it is hard to miss out on all the fun activities or skip hanging out with friends, but if you find yourself already overwhelmed with different tasks and commitments, maybe it is time to revisit what you have on your plate and find a way to scale back. Reschedule some non-urgent plans and have some time for rest.

Too much noise? Try some noise-cancelling gear

Noise is the most irritating thing that could happen to someone who has trouble sleeping. Even when everyone in the house is on board to keep things quiet at bedtime, it is hard to eliminate noise. There is some simple gear you can get to help:

- Earplugs and eye mask
- Apps are available for playing white noise or sleeping music.
- Let your roommate/neighbour dorm students know when their activities are too noisy for you to sleep.

If you do not feel comfortable talking to other students or if talking to them has not improved the situation, ask your dorm’s resident adviser for help.

Look into your sleep hygiene

I am not talking about taking a bath before going to bed (it could help though). Sleep hygiene is a series of healthy sleeping habits that can improve your ability to sleep. Try some of the following tips:

- Try sticking to a regular bedtime.
- Do your homework at the desk rather than in your bed.

- Take some time to calm down (or even do meditation) before going to sleep.



SLEEPING BETTER IS POSSIBLE!

So, you finally get yourself into bed on time, what else can you do to make it more comfortable and easier to drift into deep sleep? In some cases, it could be your mattress, the bedding, and your pillow.

Get a supporting mattress: choose the mattress that has comfortable foam layers to support your body and spine, it will provide the pressure relief needed for good night sleep. While getting a new mattress may not always be an option, then you can consider adding a mattress topper for some additional comfort. Lastly, be aware of the age of your mattress, if it is well over ten years, it is time to replace it.

Use breathable bedsheets: Be sure the covers you sleep under are the right thickness to keep you comfortable and not too warm and use bed sheets made from breathable fabrics to ensure body heat won’t be trapped inside.

Finding the right pillow: the choices you can have for pillow nowadays are dauntingly large, but the key is still finding the one that supports your neck and head, so you don’t wake up the next day with a stiff neck. One way is to find a pillow that allows the head, neck, spine to be in a straight line. Also, look into the different type of pillow fillings such as memory foams that will have a soft cushioning feel and offer pressure relief.

Finally, it’s really important to sleep well as a student. And you **CAN** do it without losing your social life or grade. It takes a bit of planning and dedication, but sleeping better can be done! ■

Do I know you?

The importance of familiarity and place in assisting in the transition to a boarding community

AUTHOR
Todd Harnwell
Year 7 & 8 Year Group Coordinator
Christ Church Grammar School

We all know the sense of nervous excitement and trepidation that a new intake of boarders to the school brings. Those first few potentially awkward moments as formal introductions are made and the realisation that slowly dawns on parents that they are passing the long-held responsibility of their child into the hands of another. Understandably, for many parents this is a huge undertaking that can lead to teary goodbyes, apprehension and uncertainty about the decision made, which for the child can in turn result in heightened anxieties and that dreaded feeling of homesickness. However, at Christ Church Grammar School in 2021, this was not the case. Awkward handshakes, lengthy silences and an underlying sense of trepidation was replaced with warm embraces and meaningful conversations about family and holiday experiences. So, what made this year so different?

Many schools undertake various measures to tackle the challenge of transition for new boarding students and CCGS is no different. In 2020, the School launched an initiative called 'On Board' that began as an online transition program but culminated in much more. Through the 'On Board' program the School recognised the opportunity for an enhanced transition process to make the challenging move for young boys away from their home and local community much less daunting and stressful for all. The On

Board program is designed to assist incoming boarders transition to residential life by familiarising themselves with the processes of boarding and school, as well as getting to know their peers and key residential staff.

It was quickly recognised that interacting with the boys through a digital platform was a great way for them to get to know about their school and each other but was not the most effective tool in gaining reciprocal insights about the boys themselves, their families and their unique stories. Thus, the decision was made to embark on a road trip to visit the On Board families during the January holidays to get a sense of not only who the boys are, but how they live, their values and their 'place' in our school community.

It was imperative for me to travel on such a momentous journey with my family, consisting of my wife and three children, as this reflects the fundamentals values of what it means to enter the Christ Church boarding community. Boys are never just cared for by one, two or even a handful of people. They have strong ties to all the families and staff that reside within our own unique residential 'village'. So, with the support and blessing of the School, we loaded up a six-berth caravan and set off to meet our new families from all over the state.

Given the sheer size of Western Australia and the diverse nature of our boarding intake, the undertaking was never going to be easy. We visited 10 families in 11 days, travelling well over 2800 kilometres in that short space of time. From the stunning beaches of Jurien Bay to the startling heat and iconic golden fields of the wheat belt, finishing in one of the

southernmost tips of the state in picturesque Hopetoun. It was a sight to behold as we arrived in our enormous caravan, with families often needing a moment to compose themselves before coming to greet us. However, we were not just welcomed but whole-heartedly embraced by these families, who were overwhelmed with gratitude that we would take the time and place such emphasis on a visit to their son in his hometown. We were afforded sights not ordinarily seen by city folk; tours of farms and dams, secluded beaches, town secrets and local wonders. We shared a meal and conversation with the families about their son and his life, whilst the kids and dogs played together in paddocks, beaches and backyards.

Parents were comforted by the common values shared between our families and the knowledge their son would be in a safe and supportive environment. They could ask questions all too easily forgotten in the rush of transition or arrival and thoughtful responses could be returned in a relaxed environment. The boys had a chance to interrogate me on their home turf and test out my skills in bowling a 'leggie' or kicking a footy straight and true.

Despite the high praise for our efforts to visit these families, I couldn't help feeling a tinge of selfishness upon reflection as the benefits gained were invaluable. I could witness firsthand the connection each boy had with his family and noticed small but telling habits they would only demonstrate in an environment in which they were comfortable. Most of all, was the great insight gained into what everyday life is like for these young boys and how this could be used to assist their transition into our boarding community.



What's so Good *about Feeling Good?*

In our most recent article, we outlined the PERMAH Wellbeing Framework, comprised of six pillars that, when cultivated, can lead to improved life satisfaction and happiness. These pillars are positive emotion, engagement relationships, meaning and purpose, achievement and health.

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Today, let's take a closer look at the pillar of Positive Emotion. Last time we briefly outlined this pillar as "the experience of feeling good". Let's elaborate on this by exploring the benefits that cultivating these states can bring to our boarding

schools and lives and the impact this can have on our wellbeing and academic performance.

In this space we turn much of attention to the work of Barbra Fredrickson and the well-established scientific evidence from the field of positive psychology suggests positive emotions – like joy, hope, love, interest, pride, amusement, serenity, gratitude, inspiration and awe – help you to see more possibilities, think more quickly and creatively and connect better with others. And as positive emotions accrue over time, they also appear to build your physical, psychological, intellectual and social resources helping you to bounce back from setbacks and making it more likely you'll reach your potential, in essence when you feel good, you actually become a little smarter!

However, if you have ever tried to think yourself happy with wishful thinking you will attest to the fact that this is not so easy. Positive emotions are more likely to be found through intentionally selecting or creating certain situations to generate those feelings, rather than trying to try and turn those feelings from negative to positive in the moment.

Another key to understanding how positive emotions affect our wellbeing is to understand their fleeting and short-lived nature, and leverage tools available to us to notice and savour these emotions when you can. Being mindful helps you to notice the positive emotions when they arise, so you don't miss them.

Savouring can help to prolong the feeling without grasping onto it. It is a tool that can be used, and once the feelings have passed, acceptance can help you to stay grounded in the authentic moment.

Earlier studies demonstrated that people who are experiencing flourishing mental health have ratios of positive to negative that are slightly higher than the average, for example, 3:1, 4:1, or 5:1. These studies demonstrated that because negative emotions affect us more strongly than positive emotions, we need a larger frequency of positive emotions to balance out those potent negative emotions. However, recent findings suggest that there is no longer a desired 'tipping point' for people to strive for, as flourishing is possible with a higher ratio, provided the emotions are authentic and grounded in the moment. This means accepting moments of heart-wrenching negativity when they arise.

It is important to note that you can be in danger of having too much positivity, as you can't really be connected and grounded to life without experiencing negative emotions at times. Emotions are supposed to fit our situations and if you're seeking only positive emotions we disconnect from the harder realities of day-to-day life and the difficulties and the suffering that we all face from time-to-time. People who flourish certainly experience negative emotions as well.

WHAT CAN YOU TRY?

- Proactively plan for positivity – You can't get genuine heartfelt positive emotions by just trying to think happy thoughts. Willpower and mental effort alone are not enough to make the difference, instead the most reliable and effective ways to alter our emotional states is to try and better select or modify our situations. For example, if you enjoy having dinner parties with friends, this can be a great way to set the stage for more heartfelt positivity. But hosting a dinner party can be a lot of work so as the experience unfolds you may need to modify the situation in small ways – like spending more time interacting with your guests rather than just being in the kitchen – and see how this impacts what you're feeling.
- Accept positivity rises and falls – It's important to be realistic about your expectations of positivity. Positive emotions are fleeting. They're going to arise and they're going to dissipate and we need to accept that rather than try to cling or hang on to them. For example, rather than constantly evaluating how much fun you might be having at your dinner party, the key is to not over-analyze what and how intense you're feeling, but instead to gracefully accept that you're going to feel what you're going to feel. You need to recognize that positive emotions are fleeting, they come and go. It is very worthwhile to cultivate more frequent experiences of positive emotions but it's completely unrealistic for you to think that our positive emotions will last all afternoon or all day.
- Practice directing attention to emotional states – Introduce a dinner time ritual to your dining hall such as "Rose, Thorn, Banana" that brings attention to something that has gone well in the day (Rose), something that has been a challenge (Thorn) and something that made you laugh (Banana). As well as bringing mindful attention to the emotional ebbs and flow of the day this activity is also a great way to build connection and relationships between our boarders.

WHERE MIGHT YOU START?

What can you plan for today to set up a positive emotional experience in the future?

WANT TO LEARN MORE?

Listen to one of Barb's earlier podcasts with us here: www.michellemcquaid.com/podcast/mppw-28-barbara-fredrickson/

Measure your positivity ratio here: www.positivityratio.com

Go to Amazon and download one of Barbra Fredrickson's many books

Listen to Associate Professor Mandy O'Neil's interview about creating positive emotional climate in your workplace here: www.michellemcquaid.com/podcast/emotional-culture-strategy-podcast-mandy-oneill/ ■



Boarders *Showing Resilience*

They say that resilience is born of struggle, and if that is true, then we as School Community have much to learn from our boarders; those who travel far from home each year to reside on our campuses.

AUTHOR:
Stuart Johnston
Principal
Peninsula Grammar

Despite the challenges of 2020, there remains a determination amongst our boarders to continue to reach for the dreams and summit the mountains before them, despite the uncertainty of the uneven terrain that is higher education at the moment.

From the remote communities of Western Australia to distant provinces of China and small villages of Vietnam, the richness of diversity that our young people bring to our schools is worthy of great celebration this year and always.

We look forward to all that 2021 promises and will use the lessons that the struggle of last year has taught us to not only reach the peak but ascend with renewed gratitude and confidence. ■



Is it worth trying to *be the BEST?*

I finally got around to watching the film *Whiplash* last night. It's about a young drummer and his music teacher, and how the music teacher drives the young lad really hard to be as great as he possibly can be. In fact he pushes him too far and it all gets a bit out of hand (I won't spoil the ending!). Very good film, well written and well acted, and it made me think about a couple of things to do with management and life and happiness

AUTHOR
Chris Croft
Chris Croft Training

I think the obvious thing that the film is about is whether it's okay to push someone really hard in order to help them to achieve their potential, even if they're not very happy about

the process - "it's for their own good". Clearly in the film the teacher drives his protégé *too* hard – but where is the line? Do people always know what's good for them? When I'm running a training course is it okay for it to be less fun but the people learn more from it? Is it okay to give them feedback they don't want to hear? What if they rate the course lower but I know I've done a good job for them? These are tricky questions – in general

I think you should do what's best for other people even if they don't always appreciate it. I think in the end if you add value to your customers you will do better commercially, even if at the time it means taking some difficult or unpopular choices.

But what really what interested me about the film was something completely different, and it was to do with the fact that

the young lad *gave up everything to be the best drummer he could possibly be*. Clearly he was born with talent and it would be a waste if he didn't maximise his potential, but what if he has to give up his social life and his friends, his girlfriend, going to the cinema with his Dad, in fact all his other activities, and has to drive himself almost mad, in order to be the best drummer he can be? Is that a good idea? It seems to me that we want

to maximise both our **achievement** and our **happiness** from our lives somehow, but what if we have to choose between the two?

Maybe there are three levels of skill and achievement in the case of drumming – and indeed in learning any skill, any sport or any ability at work or in one's personal life. To be a great salesperson or a great negotiator, or a great graphic designer, how single-minded should we be? Let's imagine there are three outcomes from this process of working hard to be as good as we can be, and they result in us being ...

- Being quite good
- Being very good
- Being world class

I think for most of us the third option is not really a feasible outcome, let's be honest – but of course we don't KNOW if we've been born with that talent – and in the film the young lad may or may not have the ability to be world-class rather than just very good. And almost certainly to become world-class at something you have to give up everything else – you have to give up pretty much the rest of your life to get there. And if you're not completely certain that you can get there that is a big commitment, a big risk to take!

For us mere mortals, for example me and the saxophone, the choice is between being quite good and being very good, and I would have to give up almost everything in my life to go from quite good to very good at the saxophone, ...and I've decided not to do that! I'm quite good, and that's as far as I will ever get. But I'm fine with that because being quite good allows me to get probably 90% as much enjoyment as I would get if I was very good.

And you could perhaps argue that I get MORE enjoyment from being quite good than I get from that being very good, because I can play in a local band in a pub and just relax and enjoy it. It's not competitive, I'm not beating myself up trying to be better, and I have loads of time to get enjoyment from all the other things in life. I can have friends and a wife and a social life and do other things like

riding mountain bikes and playing tennis as well as occasionally playing the sax. To maximise any one of them would squeeze out all of the others and that would be a big loss.

So I think if you want to maximise your happiness the best strategy is to dabble in quite a few things rather than trying to be really good at one thing.

Only if there is a chance that you can be world-class, as good as John Coltrane (who I love) or Charlie Parker (who I don't really get, sorry folks!), only THEN should you give up your whole life to pursue something, ...and luckily for most of us that's not an option! I'm happy to dabble in the sax and then enjoy the works of John Coltrane on spotify and sonos, ...so I can get maximum happiness from both!

Are you focusing too much on one part of your life?

Are you letting other people push you,

...or are you letting the pressure of friends or advertising make you feel that you ought to be better at something?

Maybe it's okay to be reasonably good at lots of things, and to get maximum happiness from that.

By the way I'm not against training, heaven forbid! Certainly it's worth doing a bit of training to improve your sax playing or your tennis or your skiing skills. (I have a marketing coach at the moment and I'm loving that). In fact you would be mad to go skiing without any lessons at all, or to become a **manager** or a **salesperson** without any training at all. Imagine going into a negotiation without any training – lamb to the slaughter! Just do the training until you get to a point where you can enjoy the activity, but don't let it become an obsession to try to beat other people or become the best, trying to totally master it, to the point where it makes you unhappy or squeeze out other activities. Do a bit of training on everything rather than loads of training on one thing only.

Onwards and upwards! ■

The ACTIVE Approach

AUTHOR:
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Deputy Headmaster
Whanganui Collegiate School

WHAT IS BEING ACTIVE?

ABLE

"The most effective way to do it, is to do it." - Amelia Earhart

Let's start off with the boring stuff.

A Housemaster does have to be an effective administrator. The paperwork has to be completed, rolls marked, parents kept in the loop, records completed and archived. Students need routines, in fact they like routines. Parents also like to know what is going on in a timely manner. And the front office yardstick of how good you are is often based around how efficiently you have completed that form.

In Summary

- Fulfilling administrative tasks as required.
- Establishing the routines of the House.
- Establishing a roster to provide adequate duty of care.
- Providing effective levels of communication to all stakeholders. (e.g. Notices, School Box).
- Dealing with issues in a timely manner.
- Calling on support and advice as required.

CARING

"People don't care how much you know until they know how much you care." - Theodore Roosevelt

A Housemaster must be a kind person. They need to show empathy and have a genuine sense of care for their students, their staff

WHAT MAKES A GOOD HOUSEMASTER?

It is a simple question, but can lead to a complicated answer. Trying to articulate such a demanding job in a few words is difficult bordering on impossible. It is often mirrored in how to also appraise our Housemasters or boarding staff as well. It is a job as complex as spinning plates where once one area is managed, another can start to wobble.

After being involved in boarding for ten years, both as a Housemaster and Head of Boarding, I have had time to think about the qualities of a good Housemaster. I have always thought a good starting point is someone who is actively engaged with the life of the House and takes an interest in the students. It seems obvious. but in the last ten years I have also seen Housemasters who don't know their students and see their role as being no more than just being present. They don't go the extra mile and more often than not are just "too busy" to deal with the small stuff. They have not been successful Housemasters.

With the idea of being active in the life of a House this led me to the acronym **ACTIVE** (**Able, Caring, Integrity, Visible, Enabler**)

and the reputation of the House and School. Students will respond to this. They can forgive a lot of chinks in your armour as long as they know you are there for them. This is not about always being on their side. Young men and women make mistakes, but as long as they know you won't let their mistakes define them and the door is open.

In Summary

- Being approachable so as students can discuss issues with confidence.
- Being aware of issues facing students.
- Having systems in place to ensure that students feel safe and have a sense of belonging. (Open Door, Duty system, Peer support.)
- Having systems in place to ensure that students are tracked.
- Being calm.
- Get to know your students. (Where they are from, their family, their interests, etc.)

TEAMWORK

"Teamwork is the ability to work together toward a common vision."

I have often said that, "You can be the worst Housemaster and still have a great House if you have the students on board."

It is probably not totally accurate, but it highlights how you must have the students with you around the culture and values of the House. The best way for this to happen is let the students set the tone and culture. This may need a bit of massaging and 'the planting of seeds' but it is important that there is sense of ownership. Students respond to

goals and responsibilities and the ability to make their own decisions as long as they know you are there to guide and facilitate.

This is also true of House staff. No one likes a micro-manager, but it is important that they know their responsibilities. They also need to be that team mate that will be willing to step up when things don't go to plan as they inevitably will not.

In Summary

- Working alongside student leaders and ensuring that their voice is heard and implemented. This could include facilitating regular meetings with seniors, establishing committees etc.
- Establishing a sense of belonging in the House. This could include regular activities, instilling and explaining the House Values.
- Working alongside House staff. This could include encouraging their professional development, being open to hear their views, being approachable and providing clear duties and responsibilities.
- Working alongside other Housemasters and Senior Exec. by sharing good practices, being open to advice, and to ensure there is school-wide consistency.
- Facilitating House events and ensuring that the House is represented in these events both and to the best of their ability.
- There is a sense of fun in the House.

INTEGRITY

"If you have integrity, nothing else matters. If you don't have integrity, nothing else matters." - Alan Simpson

Students can spot a phoney in five minutes.

Housemasters need to be honest and willing to admit to their mistakes. I have made a number in my ten years. However, students are more than willing to accept my apology and in fact this has enhanced relationships. Strangely I have found parents less forgiving. It is also important that the House community know where you stand on things. They may not always agree with you on everything, but the difficulties occur when your goalposts change or there is a lack of consistency.

In Summary

House Staff are people of principle and are honest. This includes:

- Are accurate and are not quick to judge..
- Being accountable to mistakes.
- Are willing to deal with awkward issues.
- Are willing to move forward with students, parents and/or staff despite the outcome.
- Are effective custodians of the values of the House and School.
- Can keep a confidence as required or appropriate.
- Are consistent.

VISIBLE

"The little things? The little moments? They aren't little." - Jon Kabat-Zinn

The value of just 'being there' regardless of whether you are officially on duty or not cannot be underestimated. Just about every night, regardless as to whether I was on duty or not, I would spend some part of the evening wandering around with a coffee cup and just catching up or I would start my day walking around the dorms to say good morning and make sure everyone was getting up and well. This did not take a large amount of time but I think it had a bigger impact.

It is important that House Staff have a sense of presence and availability and that students always have access to a member of the House Team.

In Summary

- Setting up an effective duty roster so that there is adequate supervision for students at all times.

- That Housemasters and House Staff are regularly seen.
- That House Staff get to know their students and students get to know House Staff.
- That Housemasters are willingly available regardless if they are on duty or not to support House Staff or students if there are significant issues. If not, then they will deal with them as promptly as they can.

ENABLER

"If you want someone to be for you, never let him feel he is dependent upon you; rather, in some way, make him feel that you are dependent upon him." - George C. Marshal

The boarding environment is a great environment to foster student leadership. With parameters, students can learn to lead and be led. It is great to have students lead projects. Often you can see them doing things not as well as they could be, but sometimes it is better to grimace and let it happen as there are some great learnings here. More often than not students will surprise us by what they can do with their opportunities.

Enabling students helps develop their individual strengths and sets the tone of the House. It certainly makes your job easier and can also be the most rewarding part of being a Housemaster seeing students step up.

In Summary

- Ensuring that students are heard.
- Ensuring that students feel emotionally and physically safe.
- Ensuring that students can manage themselves and take responsibility for their actions.
- Ensuring that students are given responsibilities and are able to learn from their mistakes and actions.

It is important to reflect on what we can do and what we should be.

I need to point out, I never achieved all these things. At times, I was just far too busy getting through the day. If I had reflected more on what a good Housemaster should be, then I am sure I would have done a better job as a Housemaster.

APPRAISAL PROCESS

The Appraisal Process for Housemasters can be a little bit 'scattered gun'. Using the ACTIVE approach, questions around Housemasters Appraisal can be orientated to the seven specific standards outlined in ACTIVE. From there a Goal/'work on' can be orientated around one or two of these specific standards.

For example, a sample of Student Voice Questions could look like:

(students asked to rate on a 1-4 scale - 1=Strongly Agree, 2=Disagree, 3=Agree, 4=Strongly Agree)

ABLE

1. Does your Housemaster clearly communicate the arrangements of the week/day?
2. Are the routines and duties of the House running efficiently and fairly?

CARING

1. Do you know who to approach when you have a concern?
2. Do you find your Housemaster approachable?
3. Does the Housemaster provide and encourage a safe environment in the House?
4. Does the Housemaster deal with situations fairly, promptly and consistently?

TEAMWORK

1. Are you aware of the House Values?
2. Do you have a sense of belonging/pride in your House?

INTEGRITY

1. Do you feel confident in talking with someone from the House staff even over sensitive issues?
2. What is the most important quality you want from a Housemaster?

VISIBILITY

1. Do you feel that someone from the House Team is readily available?
2. Do you regularly have contact and talk to your Housemaster?
3. Do you regularly have contact and talk to a member of the House Staff?

ENABLER

1. Do you feel that student opinion is valued in the House?
2. Do you feel that you are learning to become resilient and independent?

GENERAL COMMENT

As a key stakeholder what would be a piece of advice you would give to your Housemaster?

Boarding students and their engagement living and learning at school

a review of the literature

This synopsis of the extant literature forms part of a current seminal study that aims to gather findings on how providers support the social-emotional well-being of primary-aged boarders and to what extent motivation and engagement interact with their welfare at boarding school.

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WHAT IS ENGAGEMENT?

As the active mediator between the curriculum and actual learning (Skinner & Pitzer, 2012) or, context to which it is linked (Yazzie-Mintz & McGormick,

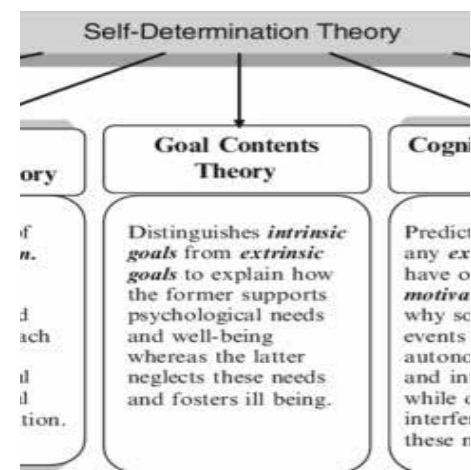


Figure 1: Goal Contents Theory (Reeve, 2012).

2012), engagement incorporates energy, purpose and durability. Engagement is also an “interaction play out between teacher and students and between the students themselves” (Hopkins, 2012, p. 453). These authors and Skinner and Pfitzer (2012) further highlight that engagement is the pathway for effective instructional practice, cumulative learning in a positive climate, academic success and therefore long-term achievement. Departing from the view that engagement is a peculiarity, they emphasise its contextual nature which legitimates interventions whilst being shaped by interpersonal relationships and task characteristics. Hereby, Berry (2020) portrays engagement as a continuum qualitatively fluctuating between active and passive forms. Ultimately, engagement will depend on how much is learned and the extent to which intellectual skills are developed (Janosz, 2012). This has a ceiling effect on residential education.

SCHOOL ENGAGEMENT

School engagement involves the interrelated strands of cognition (positive conduct and self-regulation), emotion and

behaviour (Appleton, 2012; Fredricks, Blumenfeld & Paris, 2004). Taking the various levels of maturity of boarding students into consideration, it is important to recognise that emotional engagement builds connections with and within the school environment as well as constitutes a willingness to learn. At secondary level, it has previously been observed that a stronger identification with and belonging to the school results in stronger emotional engagement (Lawson et al., 2013) and involvement in optional extra-curricular activities (Wolters et al., 2012).

Adjustment, belonging and autonomy are relevant factors contributing to motivation and well-being of boarding students: “People are innately curious, interested creatures who possess a natural love of learning, who desire to internalise the knowledge, customs and values that surround them” (Niemied, Ryan, 2009, p.133 in: Christenson & Reschly, 2012, p.54).

Firstly, competence and relatedness are core values that, through adjustment and autonomy, contribute to school engagement (Fredricks & McColsky, 2012; Hopkins, 2012). Secondly, as the most profound dimension to motivational instruction in education, affective (e.g.

emotional) engagement is the pleasure of learning in itself which is manifested as intrinsic motivation where intervention is practicable (Lawson et al., 2013). Therefore, emotional engagement is the driving force for and linked to behaviour which relates to the school interacting with those at school. Hitherto, engagement cannot be regarded as a trait (Lam et al. 2012) but as an action dependent on the psychological processes and/or basic needs.

EMOTIONAL ENGAGEMENT

Through the prism of school identification, Yazzie-Mintz and McGormick (2012) describe emotional engagement as the degree to which students value their schooling and as engagement ‘of the heart’, in short, the quality of relationships. Ultimately, identification calls for a meaningful connection with peers and staff at school supported by a “fluid shift between social practices and behavioural norms in the boarding school setting” (Mander, 2012, p. 159). Identification with school shapes students’ behaviour and is therefore formed by relating to similar peers, feeling safe, experiencing fairness and teacher support (Voelkl, 2012).

BEHAVIOURAL ENGAGEMENT

Behavioural engagement is regarded as fundamental to academic achievement and is the “strongest predictor to persistence” (Janosz, 2012, p.696). This has been echoed by Appleton, 2012 and, equally interpreted as participation, behavioural engagement is understood as (a) basic learning behaviour, (b) initiative-taking behaviour and (c) extra-curricular engagement. In this context and that of residential education at primary level, it is important to note that behavioural disengagement is correlated to failure at school (Voelkl, 2012). However, more nuanced in

boarding, it is surprising that Berry (2020) argues that behavioural and cognitive engagement are more strongly connected to achievement than a sense of belonging.

GOAL SETTING

Investigating aspects of engagement in what students perceive as uninteresting activities that undermine learning, Reeve’s (2012) Goal Contents Theory elevates the pursuit of extrinsic goals that enhance status, popularity or materialistic gain, manifested by spontaneous

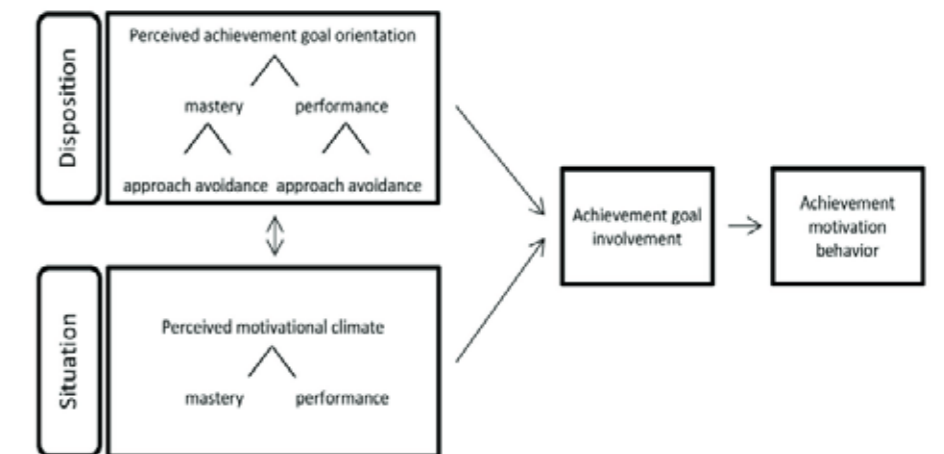


Figure 2: Achievement Goal Theory (Jaitner et al., 2019).



satisfaction. Amongst those are social and cultural forces, the learning climate and the teacher's motivational style - all of which have profound implications for living and learning at school.

Moreover, Achievement Goal Theory indicates that either desirable (approach) or undesirable (avoidance) potential outcomes influence behaviour (Figure 2). In directing choices and behaviour, purpose in life is spread into the desire to be socially accepted. The aim for self-worth and social comparison is witnessed by success through adequate effort associated with an aspiration to outperform others and to surpass set standards (Anderman et al., 2012). Thus, goals are of importance to living and learning at boarding school.

SELF-REGULATION AND SELF-EFFICACY

In support of goal setting, Brooks et al. (2012) and Wolters and Taylor (2012) delineate the succession of context into involvement, autonomy and structure. They portray motivational processes as relation, self-regulation, perceived control and competence. For this to occur, self-regulation and engagement need to be interconnected (Wolters & Taylor, 2012) by taking into account the diversity of students' background and experiences (Hanewald, 2013).

In the context of autonomy support for engagement, self-efficacy is understood as an investment in effort (Janosz, 2012), based on the attribution of success yet also failure to effort which can be intensified by "adopting instructional practices that enable students to master challenging tasks successfully" (Lam et al., 2012, p.416). Thus, important within the boarding context, a strong sense of efficacy is characterised by approaching difficult tasks as challenge (rather than as a threat) supplemented by commitment to challenging goal setting and maintenance of a task-diagnostic focus.

Low efficacy in a given domain of life surfaces as reluctance to undertake difficult tasks, as low aspiration and as weak commitment to chosen goals. Further covariates are, focus on self-diagnostics, dwelling on personal deficiencies or obstacles as well as attribution of failures to deficient capability. This is of relevance to boarding students for whom positive emotions particularly correlate

to affective, behavioural and cognitive engagement at school. Children at this age tend to want to please their parents, 'look smart' to peers and enjoy competition which impacts on self-regulatory skills and the desire to learn (Fabian & Dunlop, 2007) and functions as a basis for many of the behaviours as well as abilities in schooling, whether residential or not.

SUMMARY

This article has provided an overview of present research on engagement approaching its complexity by focusing on school engagement through emotional and behavioural engagement. Deep engagement, as personal transformation, requires self-regulation and self-efficacy through commitment, interest, investment, choice and control (Crick, 2012). The article pointed out that engagement is of participatory nature integrating personal with public, local with global and process with outcome factors guided by goal setting underscored by autonomy support. Therefore, if students are (a) not given a voice and (b) their concerns are not treated in a meaningful way with tangible outcomes, their interaction with and ultimately engagement at school will be impaired (Yazzie-Mintz & McGormick, 2012). ■

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ST GREGORY'S COLLEGE

Chartwells is excited to announce the commencement of our exciting new partnership, at the beginning of 2021, with St Gregory's College in Sydney. With over 1200 day students and 100 plus boarders we are also providing 21 meals for the Brothers who live on site.

This has involved an extensive refurbishment program of both the boarding house dining room and servery and the retail Cafe which has been well received by the whole school community.

The introduction of stone surfaces, warm paint works, additional lighting

and redesigned counters have transformed both the boarding and retail spaces providing the perfect backdrop for our Chartwells catering service. This, combined with a refreshed fresh food focus, has ensured that we are meeting the needs of all boys and staff alike and the reaction to new menu items such as smashed avocado and bacon on artisan grain toast with dukkah or our slow cooked beef with winter spring vegetable and parsley dumplings or local apple and rhubarb oat crumble has captured the interest and enthusiasm of them all.



For further details on how we can help you, please contact:

George Michaelides
 Director, Business Development
 0404 000 931
georgemichaelides@compass-group.com.au



BOARDING



before.



Chartwells.

RETAIL



before.



Chartwells.

The Sleep Connection:

Improve the health, resilience and performance of your boarding house

Insufficient sleep impacts approximately 70% of secondary students throughout Australia. This is impacting on key areas of their lives such as their learning, physical and mental health, along with their relationships.

AUTHOR
Lisa Maltman
The Sleep Connection

In this article we will address the causes of insufficient sleep and challenges these create, along with solutions that you can implement.

CHALLENGES

Why is improving the sleep health in your boarding house so important?

Schools are increasingly noticing the impact on all areas of students' lives including:

- **Learning and academic performance:** Sleep helps concentration and motivation along with consolidation and strengthening of new information and memories.
- **Emotional and mental health:** Studies show children who are sleep deprived are more likely to suffer from depression, anxiety, negative body image and low self-esteem.
- **Behaviour and decision making:** Sleep deprivation affects decision making capacity, has a negative effect on behaviour and relationships, and increases risk of accidents.
- **Body systems:** Sleep deprivation affects children's physical growth, brain development, immune system and plays a key role in weight gain.



With a bit of focus on sleep health in your boarding house, these impacts can be positively influenced for the students in your care.

How much sleep do our students need?

The National Sleep Foundation recommends eight to ten hours of sleep per night for teens (13-17 years old). Experts most often cite around nine hrs as being the optimum amount to optimise their performance and support physical and mental health.

Why are our students not getting the sleep they need?

Simply put, our society does not adequately value and therefore prioritise sleep. This has a flow on effect for our children and teens.

During *The Sleep Connection* workshops, students reference the top 4 reasons for their lack of sleep as:

- **Technology/ FOMO** (social media, gaming, Netflix, YouTube)
- **Homework/ study**
- **Busy lifestyle combined with poor time management and procrastination**
- **Stress and Overactive brain**

In a boarding house there are the additional issues of noise from other students, lights, alarms going off at different times for early morning sport etc; and simply



the overall busy-ness of this environment, making it more challenging to switch-off.

The other reason we must not forget is that most teenagers have a late body clock. There is a normal tendency for many teenagers to fall asleep later than children and adults, due to the delay in onset of their sleep hormone, melatonin. The four reasons cited by students may contribute further to a late body clock.

For some teenagers this can become a problem known as Delayed Sleep Wake Phase Disorder (DSWPD). This along with low iron levels and other sleep disorders such as psychological insomnia, excessive snoring and obstructive sleep apnea (OSA) may require professional help.

For more information visit: *The Sleep Connection*-Sleep Thieves and Professional Help

SOLUTIONS

Improve the Sleep Health of your Boarding House: Where do you start?

The good news is that boarding staff are in a unique position to positively influence the sleep health of all the students in their care.

Benefits of Boarding in respect to sleep

Whilst there are some definite challenges to gaining great sleep in a boarding house, there are some clear positives compared with improving the sleep of day students. Some of these include:

- **Additional Time:** Boarding students have more overall time due to not needing to travel to and from school (this can be from 30 mins to 2hrs).
- **Better Time Management:** Due to additional time and clear routines.
- **Ability to educate all students:** All students in your care can be educated on sleep and together you can come up with a collaborate approach to change.
- **Ability to implement broad policies:** Such as technology use, where cultural change can be encouraged across the cohort rather than a battle at home.

GENERAL POINTS FOR YOU TO CONSIDER IN YOUR BOARDING HOUSE:

- **Sleep surveys:** Run student sleep surveys in your boarding house to establish a baseline for improvement.
- **Schedules:** Review your schedules and explore if there is sufficient

capacity for the recommended hours of sleep for each year group. The schedule needs to allow for a window of falling asleep on top of the recommended hours.

- **Technology policies:** Review if your technology policy supports the recommended hours of sleep and allows for a sufficient break from device time before sleep.
- **General environment:** Review general environment impacts on sleep in your boarding house such as: rooms; noise from other people; night light; sunlight in the morning; alarms; impacts on all students from early morning sport such as swimming and rowing.
- **Explore blue light blocking options:** Blue blocking glasses, laptop or device filters, may reduce the impact of blue light on sleep patterns, especially for senior students doing late night homework.
- **Awareness:** That arise from a sleep survey and/ or increased discussion on the topic with your students.
- **Educating your parents:** So that they support you with this message during term time. Additionally so that during they don't allow their child's sleep to shift too late over the school holidays.

EDUCATION, COMMUNICATION AND COLLABORATION ARE KEY:

Education:

Firstly educate your students and staff on the importance of sleep on the key areas we discussed above.



Communication:

Secondly give the boarding students a voice.

Implement a sleep health survey with their input on the questions. Key points to consider are if they feel they are getting enough sleep; if not, the impacts they observe; what would motivate them to improve and tips they could implement.

Please feel free to contact me regarding additional ideas.

Collaboration:

Thirdly, work together with the boarding students to come up with the What Is In it For Me (WIIFM), from both their perspective and staff's perspective.

- Discuss the key learnings from sleep education and the sleep survey.
- Discuss what strategies they can personally implement to improve their own sleep.
- Discuss what help they need from other boarders and staff, to help improve sleep.
- Discuss any changes to the boarding house that would assist.

Additional Individual Sleep

Smart Tips:

Be aware that insufficient sleep is caused by two key things - either challenges falling asleep and/or maintaining sleep due

to stress, anxiety and/or a sleep disorder. The second is simply not prioritising sleep.

1. Focus on what would motivate you to improve your sleep.
2. Prioritise your sleep and create a regular sleep/wake routine, including the weekend.
3. Improve your time management skills.
4. Have a half-one hour break between study and sleep.
5. Have a one hour break between electronic devices and sleep.
6. Keep your bedroom an electronics free zone.
7. Expose yourself to bright light in the morning and dim light at night.
8. Clear your mind by setting aside thinking and planning time well before winding down.
9. Keep pen and paper beside bed to write down anything that pops up in your mind that may concern you and keep you awake if you don't write it down.
10. Exercise daily, but not too close to bedtime.
11. Don't lie awake in bed feeling stressed or frustrated. Try to do something to calm down and then give sleep another go.
12. Talk to someone if you are concerned about your sleep health in any way.

For further sleep tips visit-The Sleep Connection-Solutions

IMPORTANT: WHERE TO GET PROFESSIONAL HELP

If you and/or your boarding student remain concerned that problems with their sleep, however mild, are having an impact on in terms of wellbeing, school or relationships or home then seek advice and see below for both online and face to face options.

To see a sleep specialist or sleep psychologist you require a referral from your GP. Online programs can usually be self-referred.

- **Sleep Shack-** an online program for sleep problems in pre-teens and teens.
- **Woolcock Paediatric Sleep Clinic-** Australia's specialist Paediatric and Adolescent Sleep Service which assesses and manages all sleep disorders in children and teenagers. The team includes sleep specialists, psychologists, psychiatrists, and ENT's.
- **Other-** Your GP will be able to point you in the right direction for the most relevant and local sleep specialists and/or sleep psychologists in your area and state.s visit-The Sleep Connection-Solutions.

Contact:

If you would like any further information or support for your boarding house please contact me. Lisa Maltman: lisa@thesleepconnection.com.au 0404 096 822 www.thesleepconnection.com.au

Options are, for general additional complimentary information or, for more formalised support and resources to educate your staff and students. ■



Past Boarders, Trusted Mentors

For Alumni and Residents on Duty (RODs), Dylan Dear, Adam Edwards and Kyle Hamersley, eating, sleeping and living within a 200-member Boarding House has been a reality for years. Considered trusted mentors, these three RODs impart wisdom from their own journeys at Wesley College, giving tips to our boarders on how to live away from home.

AUTHOR:

Lachlan Fitzgerald
Wesley College, WA

Originally from Esperance, Adam says that making the boarders feel comfortable is the best quality for a ROD. 'New boarders tend to have their guard up when they start, but by listening and talking to them, they relax pretty quickly,' he said.

Year Seven student, Lawson Marquis, who commenced at the College this year, is also from Esperance. Lawson's mother was Adam's Middle School teacher in Esperance, which Adam says contributes to the strong connection with Lawson.

'Coming from the same town, means Lawson and I instantly have a lot in common,' he said. 'We know the same families, secret beach spots and have travelled the same road to Perth once or twice! I am also able to put myself in his shoes, because I felt far from home when I first started as a boarder. However, that changes pretty quickly with all the support you get and the friendships that you make in the Boarding House.'

For Dylan and Year 11 student, Maxwell Nield, their connection started when Dylan's final year at the College was Maxwell's first. 'Dylan is best mates with another student from my home town,' said Maxwell. 'He's a great ROD, he really listens to us and provides lots of advice.'

There is no doubt that sport is a huge element of the boarding culture. Each afternoon, the ovals come alive with football and cricket players practising for upcoming fixtures. For ROD Kyle, his interest in sport is how he ignites passion in younger boarders such as Year Eight student, Howie Clegg. As a keen football player, Howie watched Kyle's games when he played in South Fremantle's West Australian Football League team, and continually learns from Kyle's experience.

Kyle reflected on the importance of mentoring the boarders. 'Living away from home is a massive change, and as former boarders ourselves, we have so much experience to help in that transition,' he said.

While their families may be hundreds of kilometres away, the boarders are lucky to have such a supportive community in the Boarding House.

Choosing to send your son to a boys' boarding school in Perth is a major decision and Wesley College is an award-winning option. At Wesley College, we offer our boarders a vibrant and nurturing environment. We strive to create a family-style community that encourages each boy's growth – supporting them as they become happy, responsible individuals.

Our approach is one of the many reasons why Wesley College was named as Boarding School of the Year in the Australian Education Awards 2019.

Scan the QR Code to find out more about Boarding at Wesley College Perth or visit wesley.wa.edu.au/our-school/boarding ■





Boarding Prep Time Reinvented: *The Transformer Prep Program at The King's School*

Prep time is a fundamental part of a boarding student's weekly schedule. This time – typically a one to two-hour block after dinner – provides a regular opportunity for students to complete their homework and assignments, as well as engage in additional study and revision.



AUTHOR:
Anthony Austin,
Academic Consultant
and Tutor
A Team Tuition

INTRODUCING A TEAM TUITION'S TRANSFORMER PREP PROGRAM

Students and teachers alike both have the propensity to be a little weary after a school day, and fair enough with the early starts and numerous classes, not to mention extra-curricular activities and other administrative duties. So, we asked ourselves an important question: **does the conventional Prep set-up give students the best chance to succeed?**

A Team Tuition's Transformer Prep Program was developed for two fundamental

reasons. Firstly, based on years of research, we observed that the answer for many students, is emphatically no; the conventional Prep doesn't give students the best opportunity to succeed. Secondly, from our observation that in almost all cases, how students were utilising and progressing during boarding Prep time was not being truly evaluated.

So, what is the Transformer Prep Program?

A Team's Transformer Prep Program aims to create a more engaging and interactive learning space than traditional boarding Prep time. The program addresses the learning styles of every student, while

providing students with a change of pace from the school day, allowing them to stay fresh and focused.

The Transformer Prep Program involves students working in small groups of six to eight students under the guidance of one of A Team's Academic Personal Trainers (APT). This ratio of students to APTs is designed to maximise student engagement by creating an environment in which they are able to work collaboratively with their peers and the APT, while providing an opportunity for one-on-one support. The program typically starts with students working together on an activity related to one of the modules from our STAR Program (for example mindset, time management, study strategies, or exam preparation), which may involve the use of whiteboards, group discussions, creative and design skills, and even some games!

The next part of the Program involves the ATP providing homework support to the students as well as additional curriculum-linked activities, with the session concluding with a review of the core content and strategies learned. Over the course of the program, students and groups have the opportunity to earn points for outstanding effort and teamwork. Points are accumulated in groups and at the end of term the winning group gets to choose an activity to do in the final week (movie and pizza night, games on the oval, etc.). Team points encourage students to demonstrate skills developed during the sessions, promoting healthy competition and collaboration within the program.

LAUNCHING AT THE KING'S SCHOOL!

At the beginning of the year, A Team Tuition launched the Transformer Prep Program at The King's School in north-western Sydney, being the 14th Transformer Prep Program nationwide. The founder and CEO of A Team Tuition, Hayden McEvoy, flew down to The King's School and hosted the launch which introduced the students to their new Academic Personal Trainers, while Hayden got them excited about what was to come!

How does the Transformer Prep Program help?

Despite the program being relatively new,

Ben Chadwick, Director of Boarding at The King's School, can already see the immense potential of the program, and how it is already serving to benefit the students involved with clear student outcomes.

"The Transformer Prep Program has the potential to be very helpful for our boarding students, particularly as they arrive here with varying levels of ability, understanding and skill," says Ben. "The Program is a real opportunity for the students to improve and develop their study skills, discipline and application, and their understanding of what it takes to succeed, particularly in the later years of high school. It is already instilling them with the confidence to take through the remainder of their academic journey and into later life."

The Secrets to Academics Revealed (STAR) Program that is used to teach the student's strategies such as time management, exam approaches and assessment skills, was very useful for students in Term One. Pre- and post-testing revealing an average score improvement of 18.2% when looking at students understanding of the modules that were covered. The program does not only seek to transform the students' knowledge and study skills base, it also provides a space for the students to enjoy themselves and, ultimately, to nurture a passion for learning. At The King's School, student confidence went from a 3.5 to a 4.3 out of 5 over the course of Term One and in the last five weeks of Term One, student engagement went from a 3.8 to 4.3 out of 5.

"Our students have been suitably engaged and were positive about their experiences with the program," says Ben. "But, most importantly, they were learning while having fun and that really makes all the difference."

While the Transformer Prep Program was designed to benefit the students, it also provides our schools with insights into the progress of their students, helping them to understand how to best serve every individual student.

"The Program is providing us with valuable data and feedback about the academic progress and development of our boarders, relating to their aptitude with different content areas, as well as their confidence and effort levels," says Ben. "Working together with A Team, we can use this data to work out what our students need the most help with, and then

channel the energies of the A Team APTs to help each of them develop the skills they require to improve their academic efforts and, ultimately, results."

SPOTLIGHT: APT ELISSA'S GROUP!

Elissa Geagea is one of the wonderful Academic Personal Trainers working on the Transformer Prep Program at The King's School. Her work over the past few months is a tremendous example of how the Program benefits the students.

Elissa loves to incorporate elements of contemporary youth culture into her sessions to engage and captivate her students. She weaves in pop music, and even utilises TikTok and pop culture trends to engage her students in sessions. These exercises appeal to her students and help build rapport and facilitate a positive working environment. Additionally, Elissa cultivates an atmosphere of respect in her sessions.

"When the kids first come into the room, I always start by reminding them of the rules," says Elissa. "They all need to listen to each other when someone is speaking and show respect for them. Respect is such a critical part of the session, and it helps to create an atmosphere where everyone feels confident and empowered to ask questions without fear or judgement."

By promoting confidence in her students, Elissa has seen them take the first important steps towards becoming effective self-directed learners. Within the space of just a few weeks, Elissa was blown away by the change in her students approach to learning and their excitement for the program.

Ultimately, for many students at The King's School, the individual support provided to them by the APTs in the Transformer Prep Program is essential. Not only does it provide them with confidence and belief in themselves and their abilities - which underpins academic transformation - but it is also beneficial from a mental health perspective. No individual, no matter how bright nor how determined, can achieve their ultimate potential without a strong support network. While the Transformer Prep Program has many benefits, in essence, it is a form of support for both students and schools that aims to bring out the best in both. ■

Strategic Thinking is a Critical Part of Leadership.

It is an ongoing process that connects what has happened in the past with the information you have today and your expectations for tomorrow. It happens when you think about opportunities and challenge assumptions.

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

Non-strategic thinkers are likely to say things like “why would we change when we have always done things this way” or “let’s not rock the boat” in response to questions such as “why don’t we try [insert new way of doing things]” or “could we do things differently”.

Strategic thinking isn’t only a skill held by senior managers and leaders – everyone in your organisation can, and should, learn to think strategically, and be encouraged to do so.

I was at a conference a few years ago and one of the speakers, the CEO of a large organisation, said he spent approximately 30% of his time reading and thinking. Almost everyone in the room felt a bit envious of this!

At the time I thought “of course you can take that amount of time, you have a huge team of people to actually do the work”.

Most leaders want to make time for strategic thinking. Studies show that 97% of senior executives think that spending time on strategy is key to success. However – and here’s the rub – studies also show that 96% of senior executives don’t believe they have enough time to spend on strategy.

If we don’t do what we need to do, then how can we achieve the results we want?

Investing time in strategic thinking can help us gain clarity, generate new ideas and give perspective to our current situation.

Reading widely can definitely help with this. Don’t just read books, magazines, journals that relate to your industry or profession. Include fiction, memoirs, books on other topics that interest you, even social media (especially Twitter and LinkedIn) can spark thought and ideas.

While most of us probably can’t spend 30% of our time reading and thinking, we can all find some time to spend on this each week.

Finding time for strategic thinking

1. First of all, you need to make the decision to take time for strategic thinking. How much time will you spend each week? It might be an hour, it might be half a day, it might be longer, it might initially be less.
2. Schedule the time in your calendar – find the gaps that can be filled. I tend to read for about 30 minutes most mornings and have half a day of thinking / planning time every month. And of course, I walk most days, which is excellent thinking time, especially if I’m not always plugged in listening to a podcast or music.

3. Find the best place – and it probably won’t be your office. My reading place is the back deck or the dining table, giving me access to a table so I can easily take notes. My thinking and planning space varies but is usually close to a whiteboard and involves sticky notes. My office in our new home has a large, mostly unused, ensuite which is where I keep a massive whiteboard on wheels – so quite often my thinking space is the bathroom :)

4. Take action and reap the benefits.

Dan Norris, in his excellent book *Create or Hate*, says “Most of our creative effort happens when we’re not working. Relaxation is the key to unleashing the power of creativity.” This is because our ideas tend to flow when we are relaxed.

Start to think about how you can be a better and more effective strategic thinker. What can you do differently? What can you read? How can you shape your day/week/month to allow time to think and reflect? ■

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.

The Issue with Boys and Literacy

In the last two decades educators have seen a decline in boys’ academic achievement and their attitudes to schooling – particularly in those middle years from about Year Five to Year Ten. This has led to the issue of increased isolation of boys in the school system, which in turn costs individual schools and the education system extra teacher and administration time.

AUTHOR:
Tanya Grambow
Founder
Literacy for Boys

Governments and schools have also invested in programs to combat truancy and poor behaviour. There is a feeling that boys may have lost their way, but curriculum and assessment styles universally have not been boy friendly. Reports consistently show that there is an academic gap between boys and girls.

In the classroom, reading is king; it is essential for academic success. Yet research consistently shows the comparative under-performance of boys against their female peers. A large part of the problem lies in the decline in boys’ literacy. Studies show that boys are finding it a challenge to comprehend information from books and printed items, which notably increases from Year 3 to Year 10 (and often beyond). Witnessing this decline in boys’ literacy leads us to examine how boys learn, and what teaching styles and curriculum content suits their needs. We need to target improvement in boys’ literacy and education.

Teachers, observing the gap between good and poor readers widening, may wonder what they or these children might be doing wrong. Parents, knowing that reading problems have consequences all across development including into

adult life, question themselves, feeling alternately guilty and angry. But don’t despair - boys will read if you give them the right content.

When boys are fully engaged, you can feel it. As a teacher and parent, it is incredibly rewarding to see the signals connecting in their brain. When children enter learning - as in real learning not just completing a task - they can become lost in it. How can we get our boys engaged and reading for fun? Is it achievable? Yes!

While there isn’t a quick-fix solution, here are some suggestions:

Encourage boys to read what they want. It may be better for them to read a 19th-century novel than a sports magazine, but reading the magazine is a lot better than reading nothing. And reading anything encourages the habit of reading.

Boys may need more encouragement than girls to read. This can come from parents reading to them, from school libraries or book clubs, or from teachers. Some effective classroom practices include asking students what a text means, asking their opinion of it, and helping them relate it to their own lives.

Be wary of punishing boys for bad grades or behaviour. It could simply “further alienate” them from school.

Magazines: there is at least one specialist magazine for just about every topic you can think of. Consider a subscription

to magazines such as AFL, sport, fishing, 4-wheel driving, gaming, animals, or science.

Get Dads on board because reading male role models really do help. Encourage dads and male role models to let boys ‘catch’ them reading a book.

Get coaches and other popular staff on board. Enlist the help of your colleagues. Ask coaches and other popular staff to visit your boarding house and give brief talks, promoting books that could be of interest to your boarders. Consider recruiting pupils from older grades or local university students to come into your boarding house to share their favourite books or even read to younger students.

Many children’s books have been made into excellent films. Let them see the film as a treat once they have finished reading the book. For younger readers you may need to read the book together. This is a great reward plus it opens the door for discussing which bits were left out of the movie or how a character was portrayed differently. This is a great for the high school students as they navigate novel classics and Shakespeare.

Boys have many great qualities. Parents and teachers describe them as curious, open, affectionate, challenging, active, funny and a joy to be around. We must tap into these traits to provide them with a sense of engagement with their schooling and quality educational experiences that are boy friendly. As parents and boarding staff, we must continue to champion the needs of boys. ■



Planning to fill the gap - *what's the future for Gap Years?*

While our borders remain closed we need to discuss the future for gap year programmes and international student recruitment. This is important not only for travel providers like ourselves at Letz Live, but the Schools and Colleges across Australia and NZ who rely on the skilled overseas placements to help support their staff and students.

AUTHOR:
Nick Hare
CEO and Founder
Letz Live

LetzLive

We were invited to breakfast with Karen Andrews, Minister for Home Affairs and her guest The Hon Alan Tudge, Minister for Education and Youth.

The conversation was insightful, and at Letz Live, we've been eagerly awaiting more information on the government's state of play with travel restrictions and international students.

I'm pleased to say the horizon is a sunny one. It was clear that the government understands the implications of the international border closures and the detrimental effect this has financially on educational institutions, but also more broadly with the economy.

The positive intention addressed will be to allow providers to welcome their students back as soon as practically possible.

Minister Tudge did note that he would like to see students back by Semester 1, 2022 if not sooner, possibly even earlier from selected countries who are ahead of their vaccination, such as the UK, before opening more broadly ahead of September.

With this in mind we are continuing to liaise with the government regarding the strategy of school and gap assistants.

The opening of the Trans-Tasman bubble is fantastic news for Australians looking



ALAN TUDGE

to do a gap year in New Zealand. Our new placements have arrived in New Zealand already and are settling in well.

Richard Stokes, Chief Executive Officer ABSA, provided integral training to our new gap year students in New Zealand with the Duty of Care course.

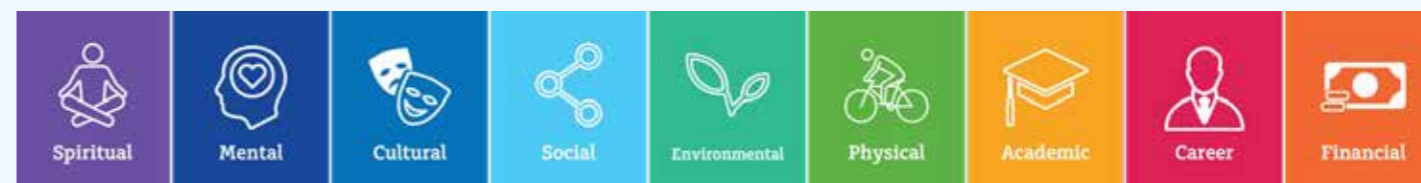
"Whilst it's been a long time coming, it's nice to see the green shoots of grass sprouting through. With the opening of the Trans-Tasman bubble we now have the start of a solution, and we can put a plan in place for the future.

It's great to be part of the training for our new Gap Year enthusiasts in New Zealand and I wish them the best of luck, with many more to come."

Exciting times are coming and we can't wait.

We're busy finalising interviews for 2022 placements and are thrilled with the high calibre of candidates.

Contact our team today to discuss your gap requirements as we anticipate the need for a longer lead in period with visa processing and travel itineraries.
www.letzlive.org 07 55 271 822 ■



The Student Housing Company: *Leading the charge in student wellbeing*

The Student Housing Company offers all-inclusive apartments to students beyond school, but life at TSHC is about much more than just apartment living. It's about joining a community.

AUTHOR:
Rosie Macquire
The Student Housing Company

TSHC residences offer a bridge from boarding school for students to live in a safe and secure managed environment, yet still providing students with a degree of independence creating a path to self-sustainability, problem solving development and responsibility with support close at hand.

"We know it's a lot of our residents' first time living by themselves, so we want to foster a safe and enjoyable environment for young adults and give them the chance to meet new people and learn valuable life-skills" says Jordan Baird, the National Wellbeing Coordinator at The Student Housing Company.

STRUCTURED WELLBEING

Guided by nine key pillars, TSHC provides opportunities for students that are structured to give students the most fulfilling experiences while staying at the properties.

The framework of the nine pillars was developed by TSHC as a result of a study completed in 2018 "Student Wellbeing Matters".

As well as supporting student wellbeing on daily basis the team at TSHC hosts 9-12 events each month across all of the pillars, examples being;

- Social - catered events like BBQs and games nights, giving students the opportunity to meet and get to know each-other or take a break from studying and get out of their room.

Avika, a resident from Infinity Place says "When I first arrived, pizza night gave me a chance to meet other people in the building and now we hang out all the time".

- Physical - charity runs/walks are organised as well as yoga classes in the on-site 24/7 gyms. The team also hosts cooking classes to support students in what they eat and ensure they're making healthy choices.
- Academic - TSHC recognises it's important to support students with their studies in the best way they can. They organise study skills workshops, and just like mum and dad during exam times, the team will provide grab n' go coffee, tea and water with healthy snacks to support students.

Jordan says "Our unique wellbeing programme and approach as a company ensures that we provide a wide-range of different events and support to students of all ages and backgrounds".

"It's so rewarding to see students making friends, coming out of their shells and growing into young adults" they say.

As well as planning fun events, staff are trained in mental health awareness, emergency procedures and partner with mental health charity, Headspace (headspace.org.au) to ensure students are receiving the right tools and resources they may need.

BUILDING DESIGN

- The buildings are designed to ensure that students are in environments where they can engage with others. The laundry is located next to the gym and there are plenty of common

spaces like communal kitchens, games rooms and study spaces.

- To ensure safety, the cloud-based technology can track if a student hasn't opened their door for a prescribed period of time and sends an alert to staff. This technology can help to support the tracking of student wellbeing and particularly isolation in rooms.
- With electronic access control, 24/7 staff, CCTV systems and a student only community and being only two to three years old TSHC have the latest and greatest systems and technology in the building to help parents keep peace of mind that their children are safe.

TSHC is approved as an accommodation by the major universities in each city by meeting the standards of these institutions including being approved to look after U18's International students.

TEAM

The team care about their students and have a pro-active approach to engaging with them. If a problem arises by a student or parent, the team at TSHC will always ask what they can do to help fix it in the best way they can.

If you would like to take a tour of one of the properties and learn more, you can contact the property teams directly to arrange a day and time.

University Square, Melbourne:
universitiesquare@thestudenthousing-company.com.au
Infinity Place, Melbourne: infinityplace@thestudenthousingcompany.com.au
The Boulevard, Perth: theboulevard@thestudenthousingcompany.com.au ■

Mood Food – *Nutrition for Mental Health*

Can a healthy diet reduce your risk of depression?
Is diet an effective treatment for depression?
Do you know how to eat to prevent, treat and beat depression?

AUTHOR:
Amanda Smyth
CEO and Co-Founder
Mood Food Nutrition for
Mental Health

If you are unsure about how to answer these questions you are not alone. It is only in the last few years that we have started to understand the powerful connection that exists between our gut and our brain.

Despite this new and exciting science, the evidence has not been well communicated to the public and mental health disorders continue to be treated as they always have been, with medication and counselling. Whilst these treatments are successful for some, they are not effective for everyone. The last few years has seen record investment into mental health, yet mental health issues continue to rise and we are in desperate need of new treatments¹.

As dietitians and creators of Mood Food we want the world to know that the food we eat affects our mental health just as it affects our physical health. We now have the scientific evidence to show that diet is a **successful** treatment and prevention for depression². Unlike other treatments for depression, improving your diet has no negative side effects and the flow on benefits are huge. However, our modern environment has made eating for our mental health particularly difficult.

IMPACT OF DIET ON MENTAL HEALTH FOR OUR KIDS.

There is a very consistent evidence base which shows better quality diets are consistently associated with a lower risk of depression, while unhealthy diets higher in processed foods are consistently associated with an increased risk of depression³.

When we consider how our diets have changed over the century, we can see that there has been a drastic increase in the consumption of sugary and fatty foods, processed snacks and take-away foods. And at the same time, the consumption of healthy nutrient and fibre dense foods is declining. These two things are particularly obvious in school aged children with 40% of their daily energy intake coming from these highly processed foods⁴.

If we think about school aged children and adolescents around us, it is not unusual to see them snacking on chocolate bars and packets of chips and

drinking soft drink for afternoon tea. I know when I was growing up soft drink was for parties only and chocolate bars were something you found in your Christmas stocking!

Now this is not about blame. It's about recognising how utterly terrible our food environment has become. Today we see junk food advertising in supermarkets, on billboards, on the side of buses, and on TV. We see children and adolescents eating these highly processed foods on the way to school, at school, in boarding house dining rooms, socially with friends and they have just become a regular part of our everyday diet because they are everywhere we look.

As dietitians this makes us incredibly frustrated because one of the most obvious factors affecting our mental

health is the food we eat each and every day. Yet our kids are continually exposed to these highly palatable, fatty and sugary foods that have a terrible impact on gut and brain health².

Because diet is a modifiable risk factor for depression, we want to do everything we can to improve the quality of our diets. Forgive us for the pun but diet really is the low hanging fruit. 100% of us eat, and science has proven time and time again the more nutritious our diet, the better our mental health is. So, focusing on what we eat should be the first step in preventing and treating depression⁵.

WHAT CAN WE DO?

We are big believers in prevention being better than cure and with half of all mental disorders manifesting before the age of 14, (and rates are even higher in regional areas) we think it's critically important to identify and target factors, early in life that can be changed, such as the food we eat and the environment we're exposed to⁴. In boarding schools, where students are provided with 100% of their nutrition for most of the year, this responsibility is even greater. Mood Food can help.

WHAT IS MOOD FOOD: NUTRITION FOR MENTAL HEALTH?

Mood Food is a 12 week, evidence based online video series program which translates the science into practical

tools that you can easily engage with to learn the skill of eating.

Each week you will receive a four to six minute video to watch where we teach you:

- How to eat to prevent, beat and treat depression using the Modi Med diet.
- Why the food you eat effects your mood.
- How to implement the Modi Med diet into your daily routine, with an extensive recipe data base, meal plans, and professional dietitian advice on how to decrease inflammation and increase the diversity of your gut microbiome.

WANT TO GET INVOLVED?

There are three ways we would love to see Mood Food being used in schools:

- **Staff:** We'd love to see all staff complete the program as we know you have such a key influence on students well-being. If staff can be positive role models and eat in a way that supports strong mental health and discuss the importance of eating a diet that is rich in whole grains and fresh fruit and vegetables then we'll be making an excellent start towards arming students with the skills they need to take care of their mental health. When students are struggling with their mood, stress or ability to concentrate in class we would love to hear conversations being had about the link between food and mood and how important nutritious food choices are for strong mental health especially during stressful periods.
- **Parents:** We want to Educate and empower parents so they too understand the importance of a nutritious diet for strong mental health. I'm sure I can speak on behalf of most parents when I say that more than anything we want our children to be happy, thriving and healthy. This way of eating, this Modi Mediterranean diet, sets kids up with a strong foundation of mental and physical health and teaches them vital life skills that they can take with

them into their adult-hood and pass on to the next generation..

Finally we want to see Mood Food in your dining halls.

- We want to help to create supportive environments for students where the healthy choice is the easy and socially acceptable choice and the most delicious one too! While the program does not include menu creation we would happily connect and share ideas with your kitchen staff to discuss simple menu alterations to make it Mood Food friendly.

If you are interested in being a pilot school where we will do a live presentation for students and staff on Food and Mood and how to eat to prevent, treat and beat depression please contact ABSA for more information.

We would also like to offer the Kitchen staff a discount on the program. Please contact ABSA for your promo code.■

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The Assessment Bubble.

Somerville House

In those golden moments of downtime between busy boarding terms, we set aside some time to reflect on the term that was, making program adjustments where necessary, to ensure our boarders have the best boarding experience possible. Recreational activities, tuition, campus noise, compulsory boarding activities and even menus are planned around peak assessment periods to support the girls to set themselves up for success.

AUTHOR:
Mrs Frances Greene
Head of Boarding and
Mrs Kathryn Emtage
Deputy Head of Boarding
Somerville House

Nevertheless, each term that the assessment bubble settles upon the Somerville House Boarding House, it catches both staff and students by surprise. A feeling of TOOMUCHERY ensues for all, and the assessment fog seems to mutate around even our best preventative planning.

For our boarders, it feels like even the smallest change or variation to procedure becomes really, REALLY big and provides a welcome, but not very helpful distraction from our main game - our academics. We often talk to our girls and parents about the 'YES' culture we seek to create at the Somerville House Boarding House. The girls want to dress up and perform skits and dance routines every night for a whole week. "Yes! - Let's do it, when your exams are finished." Boarders understand that the only exceptions to our Yes culture are when there is a risk to safety or wellbeing or a negative impact on assessment preparation.

"During assessment periods when stress levels are running high, I try to remember that my Somerville sisters are around me overcoming the same hurdles and that the boarding house community will give me

all the support they can to help me get through." (Hayley, Boarder Captain 2021).

In Term One 2021 we decided to take the assessment bubble by its slippery, rounded horns and employ some straight-talking during one of our weekly Monday Mindset sessions in the hope of helping our girls (and staff) to recognise and beat the bubble - once and for all. We shared the content with our parents on our 'Somerlink' communication platform. Here's what this looked like:

'The Assessment Bubble: Tips, Tweaks and Reminders for a strong finish to a great term.'

Girls, last night we talked about the assessment bubble; here are some past-times which can spring up while stuck in the assessment bubble which take our Boarders' minds off their main game.

1) Creating drama: We have had a few instances over the past week or so where a slight change or variation has become really REALLY, REALLY BIG - and it wasn't helpful to anyone, least of all you, so we need to find another way to externalise that.

ASK yourself - who am I helping by escalating this? What is my main game? While I am getting caught up in this - what am I avoiding doing?

2) Hopping into other people's drama: Does it concern you? Are you being kind? If it was Week 5 or Week 9 - Would you still

feel so strongly about this? Top-Tip: Dodge the drama girls, park it and if this is still upsetting you in two weeks, then speak up.

3) Losing stuff: PACK the night before. Keep your things in the same place, de-clutter that clutter-fest. A cluttered space can make for a cluttered mind. Leave your things in exactly the same place (water bottle, hat, socks, purse, laptop) every night to be picked up the next morning.

4) Eating your feelings: You need plenty of fresh fruit, veggies and a healthy injection of study snacks. Remember we do not eat or drink in our bedrooms. Crockery in bedrooms can be dangerous if they break, it is unhygienic, also see 'Clutterfest' above.

5) Micro-managing those around you: When you are stressed, anxious or feeling overwhelmed you can feel like you are not in control of or on top of things. It can be tempting to try to micro-manage things around you so your self-talk sounds like this, "See - I am in control." Right now you need to focus on you.

6) Being unkind: Whether you choose to bring those around you 'up' or bring them 'down' it says more about you than it does about them. Try 'talking it out with' rather than 'taking it out on.' How you treat the girls

7) Screen-suction!: You may be getting sucked into a mindless scrolling or searching vortex, where googling almost anything seems more interesting than

the job at hand - your assignment. If this happens - at prep or study time, plan what you will do to stop it the next time.

8) Forgetting your manners because you are stressed: See 'talking it out with' v 'taking it out on' above! And remember girls, manners cost nothing.

9) Lying to yourself: You know when you have not done as much work or study as you could. Here are our tell-tale signs.

Mrs Greene: "I get a feeling like an itch in my tummy - if I am lying to myself, and it makes me want to clean! Which isn't the best use of my time if I have a report or a project to finish for work. I have become much better at 'Eating that Frog First' in the past few years. Be honest with yourself, no-one else can do this for you.

Mrs Emtage: "I do 1000 things at once (and all of them poorly) when I am trying to avoid facing the work I know I need to get through. I have to tell myself to stop scrambling and then I make myself go back to the first thing I started. Then I usually write a list of what has to be done. My list helps to keep me to account.

As the wheels get wobbly during this assessment phase, please use these guidelines to recognise uses of your time which are helpful to your main game and those which are not.

We will get there girls. It all feels a little too much at the moment, but you will be amazed how that feeling of 'TooMUCHery' ebbs away with that last exam or assignment.



YEAR SEVEN AND EIGHT HOLDEN HALL BOARDING STUDENTS DITCHING THE DRAMA AND ENJOYING MANNERS WEEK AFTER A LONG FOUR-WEEK ASSESSMENT PERIOD.

"When the girls stay on top of their school work, everything else falls into place." (Dave, Boarding House Support Group Secretary).

Top-Tip: It helps if the term culminates in a big event in the recreational program to incentivise girls to maintain the momentum.

So, did we beat the assessment bubble in Term 1 2021? No, of course not, but we did succeed in giving the girls a way to say it out loud and externalise those itchy stress feelings. The Boarding House was not bubble-free, more bubble-aware. Let the bubble-battle commence for Term 2. ■



HAYLEY PEARCE, (LONGREACH) RIGHT AND MILLIE SMITH (ROLLESTON) DRESSED AS MARIO AND LUIGI FOR MANNERS WEEK.



MR AND MRS DAVE AND LIZ SMITH (ROLLESTON) WITH DAUGHTERS MILLIE (LEFT) AND JESS (RIGHT) AT THE SOMERVILLE HOUSE BHSG OPEN DAY BBQ.



SARAH BRADFORD (SPRINGSURE) AND FELICIA YORK (ROLLESTON) CELEBRATING THE END OF TERM AT THE KILCOY RODEO.



More than Just Boarding...

Success for Life

Boarding is a fabulous experience for young people where a lot of fun is had, and lifelong friendships and memories are made. Students reside at boarding schools for a variety of different reasons, including the chance for exposure to more opportunities that cannot be offered in their own home community, which can often be rural and remote. Along with these great and exciting opportunities is the added bonus of the development of important life skills and personal qualities.

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with preparing them for life outside of our small community. The introduction of various 'life skills' activities sees the boarders gain further skills and qualities that will hopefully see them in good stead in their futures.

Resident Chef 'Caz' encourages the students to take an interest in the meals that they eat, through involving the students in the planning of menus and preparation of food. Whether it's cooking their own fish that they've caught down the local jetty, bringing a recipe from home of a favourite

meal or assisting in the preparation of the evening meal, boarders can often be seen in the kitchen with Caz helping out and learning the basic skills of safe food preparation and cooking. Each term a group of boarders are responsible for planning and preparing a special themed dinner party for the rest of the boarders, promoting community spirit through hospitality.

The majority of our boarders come from all over the Eyre Peninsula of South Australia. Due to our distance from these communities and the lack of public transport

within and around our town, many of our senior students drive their own cars to and from the Boarding House from home each week, or at the end of term. Obviously driving a car comes with serious responsibility, and with so many of our boarders currently driving on either their L or P Plates, or about to start driving in a few years' time, it is important to know basic car maintenance skills. The boarders recently participated in a 'Car Maintenance Course' at local car dealership and service centre City Motors Port Lincoln. Students rotated through three stations where sales and mechanical staff taught them how to change a tyre on the car, check the tyre pressure and oil and water, what checks to undertake before setting off on a long journey, and also what to look for when buying their first car. Year 12 Boarder Elsie commented "I got my P's at the start of the year and drive home from the Boarding House every weekend. I've now learnt a lot of skills to help me feel more assured if anything should happen while I'm driving." Not only was the course a lot of fun, but very informative as boarders now have the knowledge and skills to hit the road with confidence.

As our boarding students grow and develop in independence, such as driving, the risk of injury or harm also increases.

To prepare for this, boarders were given the opportunity to complete their HLTAID004 First Aid Course, including CPR and Anaphylactic training. Not only providing the students with a nationally recognised qualification that will make them more employable in the future, the boarders have been equipped with the necessary skills and confidence to deal with emergency situations should they arise. "The course has been really interactive and engaging and has helped us learn the skills necessary to help people, I now feel confident knowing that I could assist someone if needed," says Year 10 Boarder Megan. Boarders covered content such as asthma attacks, burns, sprains and breaks, snake bites and strokes and cardiac arrest, and much more. Through online learning and practical face to face sessions, the boarders gained a vast knowledge and the confidence in knowing they are able to help others in a challenging and potentially serious situation. Great skills for every young person to have.

Boarding can be seen as a transition from living at home to life beyond school, with many students continuing to live away from home for further study or employment. Along with the excitement of this next chapter in their lives comes the responsibility of managing and juggling

various study and work commitments and finances. To help prepare for this, we have recently permitted our senior boarders to gain part time employment at local businesses outside of school. As well as earning money, the boarders are gaining valuable skills suitable for the workforce, and life in general. We've even seen some boarders continue with this employment in a full-time capacity once they've completed school and used this as a stepping stone for their chosen career.

There are so many benefits for young people as they undertake their boarding journey. The confidence, independence, resilience, tolerance and acceptance they develop, along with valuable life skills, ensures they're setting themselves up for a very bright and fulfilling future. ■

Boarding Staff - Can they be Required to be Vaccinated?

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THE CURRENT POSITION

It has been said that schools can be a petri dish of disease. Boarding facilities, given the proximity and shared facilities day and night, can present the extreme end of the school infection spectrum. So, with a COVID-19 vaccine becoming a reality, there has been a great deal of concern and discussion addressing whether schools can require boarding staff to be vaccinated, both as a matter of protecting workers from falling ill and protecting boarders.

While this seemed like a very urgent question in March, recent developments in the ever-extending vaccine rollout timetable and changes in government policy relating to the use of the Astra-Zeneca vaccine has meant that it is likely to be months before a vaccine will be available for most staff.

School staff are not in the initial priority groups for COVID-19 vaccination as identified by the Australian Technical Advisory Group on Immunisation (ATAGI) so, unless all the boarding staff are over 50, the rollout delays mean that, if there is an outbreak in the boarding school, the outcomes are likely to be serious. However, the delays also provide a reprieve for boarding schools, giving them an opportunity to develop sustainable policies in consultation with staff (and perhaps even parents/guardians) about whether

to mandate vaccinations or how to deal with staff who cannot or refuse to be vaccinated, or to consider workarounds to provide the best level of protection for staff and boarders.

The Commonwealth Government has not made COVID-19 vaccination mandatory although its goal is to have as much of the population vaccinated as possible to develop **herd immunity**. However, in the absence of any specific legislation or public health orders, most schools are relying on guidance from more generic legal frameworks such as employment law under the Fair Work Act and an employer/PCBU (Person Conducting a Business or Undertaking)'s responsibilities under workplace health and safety legislation. Into this mix also comes advice from the federal privacy regulator, the Office of the Australian Privacy Information Commissioner (OAIC), on obtaining consent to collect and manage employee vaccination and health records. And of course, in seeking to reach a workable solution for schools, in addition to this essentially worker-centred advice, we need to include the school's duty of care to its boarders, who are under the control of the school 24/7 and, arguably, also at the highest risk of infection.

WORKPLACE HEALTH AND SAFETY

Under relevant workplace health and safety legislation, it is the duty of the employer/PCBU to eliminate, or if that is not possible, minimise as far as reasonably practicable, the risk to the health and safety of workers and others affected by their activities from a foreseeable hazard. On the face of it, not requiring boarding staff to be vaccinated would appear to be a failure to minimise the risk of COVID-19 infection as far as reasonably practicable. However, the guidance from **SafeWork**

Australia has a strangely ambivalent message, indicating that "It is unlikely that a requirement for workers to be vaccinated will be reasonably practicable".

Notwithstanding that position, the practical guidance from SafeWork Australia is that, to reduce the risk of COVID-19 infection in the workplace, each employer must assess the circumstances of their operations and assess the risk of exposure to COVID-19. That will determine which measures are "reasonably practicable" in those circumstances. In boarding schools, it will be fairly clear that the level of risk is likely to be different from the school's day operations.

In determining which control measures are reasonably practicable, the first step for a boarding school is to determine the actual risk of exposure of supervisors and boarders to COVID-19 from the outside world – so, for example, proximity to international arrivals, interaction with large numbers of people, rural/regional/city location, exposure to hospital/healthcare or quarantine hotel or border force workers.

The next step is to consider the risk of a supervisor or boarder contracting COVID-19. So what is the likelihood that COVID-19 could spread? As we know, many boarding schools strive to emulate a home and family environment. This means many people being in close proximity with many others for a large percentage of their time. It is also important to consider whether there are any supervisors or boarders more vulnerable to severe disease if they contract COVID-19.

Once those assessments have been made, then schools should look at their available **control measures** and how they will help manage the **risks** of COVID-19, including any available vaccines. SafeWork Australia

notes that the consideration of which vaccine to use should take into account the available evidence, which is particularly relevant as the advice appears to be constantly changing as more data on the efficacy and side effects of the various vaccines becomes available.

In keeping with workplace health and safety legislative requirements, workers and any health and safety representatives or committees must be consulted regarding control measures, which would include COVID-19 vaccination, prior to the school making its decision.

SafeWork Australia notes that, if the risk of exposure to COVID-19 from external sources is low, the likelihood of serious consequences is low, so then "reasonably practicable" measures can be quite low – for example, good hygiene, social distancing and cleaning. If the risk is high, mandating vaccination may become appropriate.

EMPLOYMENT LAW

The Fair Work Ombudsman (Fair Work) approaches mandatory COVID-19 vaccinations as a question of whether it is a "lawful and reasonable direction". If it is not a lawful and reasonable direction then, if the school takes any action such as terminating a recalcitrant boarding supervisor's employment, or disadvantaging them in their employment, this may constitute adverse action or unfair dismissal.

As a starting point for working out what is "lawful and reasonable", in the absence of legislation or public health orders, Fair Work refers to contracts of employment or enterprise agreements which may have specific provisions requiring COVID-19 vaccination, not just a reference to generic flu. While current employment contracts and enterprise agreements are unlikely to have COVID-19 vaccination provisions, consideration may be given to including this in contracts for new staff.

However, Fair Work warns that a mandatory vaccination requirement could be unlawful (either in a contract of employment or as a policy) if it conflicts with,



for example, anti-discrimination legislation, which would make that provision unenforceable. Possible issues giving rise to discrimination include people with medical conditions, pregnant women (for whom the vaccination advice is still ambivalent) or refusing to be vaccinated (or revaccinated). Note that it is lawful to discriminate where it can be established that requiring vaccination is an inherent requirement of the role and that "reasonable accommodation" i.e. reasonable 'workarounds' would cause unjustifiable hardship to the school. Depending on the size of the school, moving a boarding supervisor with a medical condition, which is the basis of their refusal to be vaccinated, to an area of the school where they would not be at a heightened risk of infection, and replacing them with another employee, may be feasible.

The general gist of **the advice from Fair Work** is that:
"In the current circumstances, the overwhelming majority of employers should assume that they won't be able to require their employees to be vaccinated against coronavirus."

However, this position has become more nuanced over the last few weeks, moving towards a case-by-case approach to determining whether requiring employees to be vaccinated is lawful and reasonable. The **Fair Work advice** acknowledges that workplace health and safety legislation

provides further context in relation to what may constitute a "lawful and reasonable direction".

PRIVACY AND EMPLOYEE RECORDS

According to Fair Work, if the school has provided a lawful and reasonable direction that an employee must be vaccinated, the employer could also ask the employee to provide evidence of their vaccination. The direction to provide the evidence should consider privacy requirements.

The OAIC has issued guidance on an employer's privacy obligations to their staff in relation to COVID-19 vaccinations as well as other personal information collected in relation to COVID-19 more generally.

The OAIC advises that information can be collected from employees and visitors that is reasonably necessary for preventing or managing COVID-19. This includes information that is needed to identify risk and implement appropriate controls to prevent or manage COVID-19, which includes vaccination status.

However, while employee records are exempt from the application of the Privacy Act, the collection of information from employees is not exempt, so the OAIC states that an employer can only collect vaccination status information if the

employee consents (unless an exemption applies, such as the collection is authorised by law), the collection is reasonably necessary, and the employee is advised of the purpose of the collection and how the information will be disclosed and used.

DUTY OF CARE FOR BOARDERS

A school's obligation to protect students from foreseeable hazards is heightened in respect of its obligations to boarders, where the risks to health from living in close proximity with other students increases the risk of any infection spreading. Boarding staff have an additional responsibility to not put students at greater risk of harm from their own behaviour or health decisions.

WHAT SHOULD BOARDING SCHOOLS DO NOW?

Both Fair Work and SafeWork Australia appear to be discouraging employers from leading to impose mandatory vaccinations without very careful thought. However, in the absence of any changes to legislation or public health orders, a summary of advice from both agencies is that each school should make an assessment based on their specific circumstances to determine whether they should require their boarding staff to have COVID-19 vaccinations based on their risk assessment, and then, in consultation with the staff, and perhaps with some involvement of parents/guardians, determine what steps to take in order to best protect staff and boarders.

Boarding schools should consider the following factors, which are an amalgam of SafeWork Australia and Fair Work's advice.

Assess:

- The risk of transmission of COVID-19 into their boarding facility, for example, the higher risk in boarding schools in metropolitan locations compared to rural and regional areas that have had little or no community transmission cases and are far from quarantine hotels.
- The risk of harm if boarding staff become infected with COVID-19 including the presence of supervisors or boarders who would be vulnerable to severe illness if they contract COVID-19.

- Whether there are boarding supervisors or ancillary staff who interact with large numbers of other people in the course of their work who could contribute to a 'super-spreading' event if they were to contract COVID-19.

Identify:

- Whether, based on the actual level of risk for the boarding staff and students of contracting COVID-19, there are control measures available other than vaccination that would minimise the risk of infection as far as is reasonably practicable. For example, where the risk of exposure to COVID-19 is relatively low, social distancing, hand-sanitising, good hygiene and cleaning may be sufficient without requiring vaccination.
- Whether there are staff who are at an increased risk of infection due to being in close proximity to the boarders as part of their work. Boarding supervisors may be more exposed than some ancillary boarding staff.
- The boarders who may be at a greater risk of severe illness if they were to contract COVID-19, and how they could be better protected, for example, having their own bedrooms and bathrooms.
- If vaccination is to be mandated for boarding staff, what options are available for managing staff who decline or refuse vaccination. (This may involve obtaining legal advice). Investigate whether mandatory vaccination would be unlawfully discriminatory. Further information on COVID-19 vaccinations for pregnant or breastfeeding women, people with compromised immune systems and more is available from the **Department of Health website**.

Consult with Staff to:

- Identify staff concerns including staff who may have medical conditions that increase their vulnerability to more severe illness if they contract COVID-19, as well as staff who may have medical conditions that may prevent them from being vaccinated (and discuss the use, disclosure and securing of this information).
- Discuss control measures including vaccination, whether vaccination is likely to be a mandatory requirement, and options and consequences for staff who do not get vaccinated.

- Discuss the vaccination evidence requirements including how this information will be used, secured and to whom it will be disclosed.

Be Prepared:

- To change because the information and advice from health, employment and work health and safety authorities is constantly being updated, and this is overlaid with the possibility of new legislation and public orders. ■



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Svetlana Pozydajew - Principal Consultant, CompliSpace

Svetlana is a Principal Consultant NFP and content specialist at CompliSpace covering Human Resources, WHS/OHS/OSH, Privacy and NFP governance. She works across the spectrum of CompliSpace clients including education, aged care, commercial and not for profits.

Svetlana has over 20 years of experience in both the private and public sectors in strategic and operational change management, design and implementation of policies, human resource management, and workplace health and safety.

Craig D'cruz - National Education Lead, CompliSpace

Craig is the National Education Lead at CompliSpace. He began his education career in 1983 and has taught in a number of non-government schools including Catholic, PSA, Anglican and Greek Orthodox schools. He spent 22 years as a Deputy Principal and Principal and five years as the Industrial Officer at the Association of Independent Schools of WA.

Craig was also a Board member and Deputy Chair of a large Uniting Church School for nine years. He has a background in school leadership and governance, a demonstrated history of working in the management consulting industry - skilled in non-profit organisations, coaching, policy development, registration and compliance, curriculum development and HR/Industrial matters.

Join Bunnings at the ABSA Conference!

Come visit the Bunnings booth at the ABSA Leaders Conference this August 2021. We will have our key suppliers with us to work with you on how we can deliver outstanding value and assistance with building maintenance and renovation projects around your boarding house.



Talk to our experts from AEG Tools, Kaboodle Kitchens, Taubmans Paint and Kleenmaid Appliances and get involved in their product demonstrations on the day!

ABOUT OUR KEY SUPPLIERS!

AEG POWERTOOLS

AEG have over 120 years of experience in manufacturing power tools and are a Bunnings exclusive brand. AEG also provide onsite tool support when you need it with their fully equipped vans. On the day, you can learn about and demo AEG power tools.



TAUBMANS®

Taubmans Paint have been providing high quality paint for over 110 years with their industry expertise and dedicated teams.



Since 1984, Exceeding Expectations has been the driving force of the combined worldwide network of designers and engineers who manufacture Kleenmaid appliances.



Kaboodle believe that more people should have the opportunity to enjoy the kitchen they want. That's why their innovating model makes it possible, relieving the stress and supporting you to achieve a quality, affordable kitchen that is right for you. ■



Why Law Schools Must Teach Climate Change Law

Climate change is the great challenge of our time. Unless the global community can come together to mitigate the causes of climate change and develop strategies to adapt to the impact of climate change, the consequences are likely to be catastrophic.



AUTHOR:
Nick James and
Danielle Ireland-Piper
Bond University

It is an overwhelming responsibility. It comes as no surprise that so many organisations and individuals are so overwhelmed by that responsibility, that they seek desperately for ways to avoid it – by denying that climate change is anthropogenic (the result of human activity) or that climate change is even occurring, by ignoring it or responding

with nihilistic nonchalance, or by focussing on short term profit and personal gain.

Those of us genuinely concerned to respond appropriately to anthropogenic climate change face not only the physical challenge of dealing with climate change and its effects, but also the psychological, emotional, ethical and social challenges of persuading our governments, corporations, and community members to join us.

Fortunately, we have at our disposal an extraordinary set of tools to assist with overcoming resistance and taking action. We have rationality, science, perseverance and resilience. We have a generation of young activists determined to do whatever they can to help. And one of the most powerful tools we have at our disposal is the law.

It isn't always obvious how lawyers can contribute to addressing climate change. But it is the law that ensures that the science-based solutions to climate change are implemented and adhered to. Many of the international and domestic mitigation and adaptation strategies are legal strategies, from the Paris Agreement itself to Federal and State climate change legislation to local council development approval processes. The impact of climate change on individuals and communities is increasingly seen as a human rights issue, and the law has a crucial role to play in protecting human rights. And climate change litigation is emerging as an effective mechanism in holding governments and corporations to account for failures to respond appropriately to climate change and motivating them to take appropriate action.

This has important consequences for law schools. Climate change will impact many, if not most, aspects of law and legal practice. This means that many fields of legal research will need to engage with climate change either directly or indirectly. Many law subjects taught at law school will need to acknowledge climate change and its impact upon the legal rules, processes and practices examined in the subject. Many of the fields of practice our law students will graduate into will need to engage with the impact of climate change. And many of our students will seek to become climate change law specialists and will need focussed training in climate change law.

More importantly, law schools have a general obligation to serve the public good, and the public good is served by supporting our community to respond

appropriately to climate change via its legal structures and processes. This is achieved by facilitating the creation of a new generation of legal practitioners adequately educated about climate change and its consequences, and motivated, inspired and empowered to do something about it.

What, specifically, are law schools doing? Many Australian law schools now offer climate change law electives. Several universities in Australia now offer graduate diplomas and Master of Laws degrees specifically relevant to climate change and the law. And one law school is now offering an undergraduate law program that focusses on climate change.

In 2021, Bond University launched the Bachelor of Laws (LLB) in Climate Law. The new program provides a mechanism for climate law and practice to be taught to undergraduate students seeking the knowledge, skills and professional qualification to be maximally effective in understanding and addressing climate change and its consequences. It is an eight-semester full-time undergraduate

program that combines the usual compulsory LLB subjects with climate change law subjects and non-law subjects relevant to climate change, and still satisfies the academic requirements for admission as a legal practitioner.

Bond offers nine climate law subjects:

- Climate Law in Context
- Law Reform and Critical Consciousness
- Wild Law Jurisprudence
- Climate Change and Natural Resources Law
- Negotiating Climate Disputes
- Climate Change and Human Rights
- Climate Liability and Risk Management
- International Emissions Trading Law
- International Environmental Law

The program also includes three non-law subjects that focus on climate change:

- Climate Change and the Future World
- Sustainable Development and Society
- Land Economy and the Environment

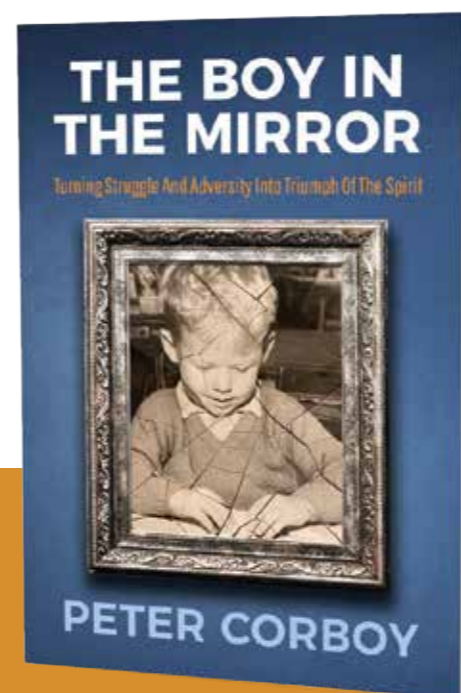
LLB students have three options: a *Specialisation in Climate Law* by completing four of the nine climate law subjects; a Major in Climate Law by completing six of the

nine climate law subjects; and a Double Major in Climate Law by completing all twelve climate law and non-law subjects:

Interest in the program to date has been strong, consistent with the findings of recent studies that young people around the world are deeply concerned about climate change. A law degree that includes a focus upon climate change law provides students with the qualifications and the expertise they need to take effective action. It is a degree of interest not only to those already thinking about studying law and attracted to the idea of becoming a specialist in an emerging area of legal practice, but also to the students who perhaps have never considered studying law before but who want to do something about climate change. A law degree that includes a focus upon climate change and the law empowers them to go out and make a difference. It gives students committed to helping the community adapt and respond to climate change the tools they need to lead legal, social and political reform. And by providing such a program, law schools are fulfilling their obligation to serve the public good. ■

DON'T BE AFRAID TO TRY!

The Boy in the Mirror explains how one young boy turned struggle and adversity into *triumph of the spirit*



Hi, I'm Peter Corby...my story is about the little boy who was so traumatised by his first few years of school that he couldn't get a sentence out without stuttering.

A boy whose writing needed a mirror to make sense of what he had written, about valium and the need to be medicated to stop the naughtiness. How surfing helped me find myself. About working 32 different jobs and the amazing, weird and wonderful people I met. The memory of sitting in the Emirates business lounge heading to Kuwait to deliver a mathematics program (yes you heard right) to a millionaire businessman.

The situations I have found myself in, (see above) situations that at times were so bizarre, so incredibly funny and out there, that I really have to question who is pulling the strings. You know I would really love to meet these string pullers because I'm sure they would have had a hernia operation or two, from laughing or crying so hard....at my expense!

For media & speaking enquiries
CALL PETER CORBOY 0457 585 603
or drop me an email: pcorboy2@gmail.com
To purchase The Boy in The Mirror visit
www.petercorboy.com

Why 'Expecting the Unexpected' will remain a constant theme in 2021

If COVID-19 has taught us anything, it's that the unexpected is well and truly the 'New Normal' and it doesn't look like changing anytime soon.

AUTHOR
Julian Brophy
Perception Partners

And while most of us were probably looking forward to the curtain falling on 2020 and putting at least some of the immediate challenges posed by the pandemic well and truly behind us, the reality is that the 'unexpected' will remain a recurring theme into 2021.

Preparing for 'what might be' is a foundation of effective communications planning and issues management in the education sector, and there's no better time to make sure your School or College is well prepared than then long break before another hectic academic year kicks in.

And in the education sector, the 'unexpected' encompasses a broad range of potential crises.

Anything from financial mismanagement and fraud, to changes in governance and school operation including asset disposal and board restructures, managing students stuck interstate or overseas because of COVID, parent complaints, alumni issues, matters in respect of child protection, injury and

life threatening events, litigation and disputes, regulatory issues, media issues in respect of funding, school fees and the like – the list is almost endless.

None of us can stop the 'unexpected' from happening – but what you can do is make sure you're ready if something eventuates and before the next academic year starts is the perfect time to get your communications house in order.

REFRESH THE CRISIS COMMUNICATIONS PLAN (AND IF YOU DON'T HAVE ONE, START WRITING!)

The break is the perfect time to dust off that Crisis Communication Plan – or if you don't have one - to start pulling one together because it's not something you want to do in the midst of any crisis.

So what does the perfect Communications plan look like? In my 30 years in the media and communications' consulting I've arrived at the conclusion that there are no hard and fast rules.

Rather in my experience it is more about the essential elements that are always a part of a good crisis communication plan. For me planning starts by asking some basic questions, of which a few are listed - there are obviously many more.

- Are roles and responsibilities in a crisis clearly defined in your institution and do members of your team know what is expected of them?
- Who has final say on approval for any internal or external stakeholder communication – is there a backup if the main person is not available?
- Are your audiences clearly defined? Do you understand your internal and external stakeholders and the differences between them?
- Does your messaging recognise the different needs of different stakeholders? What is a good message for one group may be inappropriate for others?
- Have you identified who will be your spokesperson and is there a backup? Are they trained to respond to the media and do interviews?
- What are your communication channels and what tools will you use?
- What pre-prepared collateral do you have ready to go on key issues?
- Are your notification protocols clearly expressed in your plan and who is responsible for speaking to parents, authorities, insurers and others?

- What is your record keeping process for any crisis and who is responsible for that?
- Have you remembered the key role of Front of House play in a crisis and are they prepared and supported?

PUTTING IT ON PAPER

The next step is to get the ideas and principles down on paper – and then agreed to by key members of your team including participants, leadership, Board or other Governance Body. Again the following is not exhaustive but these are some of the elements that are key inclusions in a good plan.

Aims

What are the aims of the communication plan and the fundamental principles that underlie it – e.g. the values of your school, the importance

of stakeholders being informed, what you want to achieve with the plan.

Key roles

Who does what – not something you want to be working out if the crisis has already broken? Look at the detailed roles and responsibilities that you will rely on and appoint team members to those.

The Process

Who does what and when? What are the clear and identified steps that each person takes - from the first notification of a crisis event through to the review of how things went after the dust has settled.

Stakeholder map

Who are the audiences and what are their needs? Again not something to

be done on the run but a proactive stakeholder mapping and issues review exercise ahead of time will ensure you understand your stakeholders and what they need in a crisis.

Messaging & collateral

What are the messages that your stakeholder need and do you understand how these change depending on the group? What are you going to say that speaks to your stakeholders and upholds your values and principles? And what are the tools that you'll use?

There's lots more which we will address in coming articles but this provides you a clear overview of the key elements needed to get your crisis communication planning started and into shape before the New Term. ■



PHOTO CREATED BY COOKIE_STUDIO / FREEPK



The Future *of Field Days*

Each country field day brings about an air of nostalgia and family tradition. Where families, grandparents and kids travel far and wide to ensure they make it to the day. Some local schools get the day off while many boarding students exit campus quietly to ensure they won't miss out on one of their favourite days of the year.

AUTHOR:
Teneeka Hill
Boarding School Transition Facilitator
My Parent Connect

Country Field Days are known for their excitement, heavy machinery and the wonderful opportunity for all kids big and small to do the rounds to see how many free items they can pack into bags, under arms or place somewhere on their body!

The Education Tent is a must stop for most

families when attending a Field Day. Connecting with the schools and staff who are or were a big part of their families lives or the opportunity to suss out which school would suit their child best. The Education Tent is always buzzing, with smiles, laughter and so many stories about the mischief that was caused 'back in the day'.

There is a very traditional format when it comes to Field Day events for boarding schools; a well presented stall, beautiful banners, a stand floating in the middle, gift bags hanging merrily on the sides of the stall plus a bunch of wrist bands, stickers, footballs and hats waiting for the

next kid to whizz on by warmly fronted by one or two boarding and/or teaching staff with the additional bonus of a few current boarding students.

In states like Western Australia, there are 13 different Fields Days, Fairs and Shows, that many boarding schools will attend across the school year. Boarding schools will also take this time on the road to connect with old and new families alike either by staying with a local host family or putting on a cocktail style drinks event.

For boarding schools to attend these events it takes a huge investment in time, energy



and money as these connections matter. So why is it that all boarding schools are running with the same format as each other every year? Each boarding school stands side by side, offering a similar sentiment wanting to ensure that they are front of mind when it comes to choosing a new boarding school. If this is the case, why not shake up the old model and start breathing some new life into Field Days?

Some questions you might like to consider when it comes to reflecting on your current format of Field Day events...

- Have you considered value adding to your current offering?
- Educating and informing as well as socialising?
- Supporting your current and future families by bringing the education process forward?

- Starting the transition and engagement process today as many families take years to make a decision about where to send their child?
- Showing rather than just telling what makes your school so unique?

Some ways you can start to 'value add' to your next Field Day

- Organise a presenter who specialises in a particular area boarding field e.g. Boarding Transition and invite them to present before your drinks event.
- Get a current boarding student who has settled into boarding and share their journey from before boarding to now.
- Get a family to share their story and journey and the positive experiences, realities and new learnings boarding school life.

Why consider 'value adding' to your next Field Day/Show?

- The opportunity for families to bring a plus one, which is a great way to expand the network and increase to future student numbers and connections
- Reducing the considerable anxiety and creating familiarity about life in boarding school before families step foot on campus
- Being known as the 'expert' in boarding, sharing knowledge and resources to help support families before arriving at your school/college
- Starting the boarding conversation earlier with families allows you to better understand their needs, share their excitement and/or concerns
- Allowing families to know that they are not alone and have similar questions and concerns

Value adding doesn't take any more time and energy to the already established process and tradition, it allows you to carve a new path forward and claim a new part of the boarding market which is increasingly becoming more competitive.

THE BOARDING TRANSITION PROCESS

The boarding school transition process is a process whereby parents and their kids start the process of getting 'ready' for the move

to boarding school life. Boarding school transitions can start very early on whether it be at home, or in an environment the student is already comfortable with such as at a local Field Day. The transition process happens in those moments where family members reminisce on old tales of their experience or a local kid comes back from boarding school during school holidays. It is crucial to consider when it comes to boarding transition, it is those small creature comforts and traditions that boarding students and families hold dear.

WHAT CAN BOARDING TRANSITION DO FOR OUR SCHOOL?

For schools who would like to evaluate their current boarding transition process, My Parent Connect offers a complimentary transition audit. The audit encompasses reviewing current Orientation processes, relationship building opportunities, finding ways to further connect with families and students or establishing processes to bridge the education gap for students moving into their new living and learning environment.

"Our experience with My Parent Connect was fantastic. My Parent Connect's highly professional and yet incredibly friendly and engaging approach helped create the perfect atmosphere for both students and parents to feel comfortable and form strong relationships and get a good understanding of the school". Head of Boarding, Scotch College, WA

If you are excited by the opportunity of bringing fresh life into your boarding schools tour, broadening your boarding family reach or supporting your current boarding community with resources about how to best support their child, My Parent Connect would love to help. Whether it be by presenting at your next event or tailoring your transition process, connect with us at www.myparentconnect.com.au or email info@myparentconnect.com.au. ■

A Magnificent Gift to Boarding

In earlier editions of Lights Out Prince Alfred College's David Cornish has written about the Ken Lord Family Boarding Scholarship. In this edition David writes about the recent 94th birthday of Mr Ken Lord and how the recipients and their families enjoy interacting with him.

AUTHOR
David Cornish
Executive Officer
Prince Alfred College Foundation

THE KEN LORD FAMILY BOARDING SCHOLARSHIP

Mr Ken Lord (PAC 1940-44) was a boarder for whom isolation played a significant role in his education. This was the motivation for him to establish his scholarship and it has now supported four boys who have concluded their educations at the College, and currently six recipients are in the boarding house from Years 7 -11 and receive a 75% remission of boarding and tuition fees for the duration of their education. The scholarship is supported by a significant endowment managed by the Prince Alfred College Foundation Scholarship Fund.

HAPPY BIRTHDAY MR LORD!

Ken Lord's visits to Prince Alfred College have been less frequent over the last twelve months and his 93 birthday was marked by a video message from him to recipients and their families.

Recently his elderly white Subaru brought him to the College on the occasion of his 94th birthday. Upstairs in the board room awaited Headmaster Bradley Fenner, Director of Boarding Zac Savage, and the six recipients of Ken's scholarship. For the first time parents were able to join the party via zoom and this made the party extra special.

Cody Morris (Year 11, Thurlga Station 300km west of Port Augusta, SA) is the senior recipient and as has become tradition it fell to him to propose the birthday toast to Mr Lord and invite him to cut his cake. In a cheeky deviation from the script Cody surprised Zac Savage

by asking him to lead the singing! In response to Cody's words Mr Lord spoke of the pride he has in the Ken Lord Family Boarding Scholarship, and more importantly the great pleasure he derives from knowing 'My Boys' and their families, and from hearing about their lives back on their station homes.

Mr Lord was presented with a booklet of messages from the parents of the recipients updating him on station life, conveying birthday wishes, and words of appreciation for what the scholarship means to them and their son.

KNOWING RECIPIENT FAMILIES

Ken Lord has an encyclopaedic knowledge of station life in South Australia and western New South Wales going back both decades and generations, and through his scholarship Ken has added another generation or two.

Ken delights in meeting the parents of the boys and the 2021 recipient Judd Smith (Year 7, Karoola Station via Mildura) and his parents Arleta and Wayne were introduced to Mr Lord at his home. The Smith's experienced first-hand Ken's understanding of station life and stations families (they had been warned!) and their warmth and genuineness ensured he enjoyed their company and 'putting the pieces together'.

Parents are also keen to keep Ken informed and frequently I receive photos and updates with the message 'we thought Mr Lord might like to know how much rain we've had'. And he does and I relay a message back to them from him.

KNOWING THE LEADERS

Ken Lord likes to know who is looking after 'My Boys'. This doesn't just mean the Headmaster and Director of Boarding but includes boarding house student leadership.

Prior to the birthday celebration Mr Lord met with Will Charlton (Captain of Boarding) and Will presented a letter from him on behalf of the boarders and the boarding community wishing him a happy birthday and providing an update on boarding life. For Will it was a special moment as he lives on the top floor of the Lord Wing and appreciates Mr Lord's generosity to boarding students. For Ken he appreciated the opportunity to hear Will's story and to congratulate him on his role as Captain of Boarding. He also recounted to Will his victory in the school boxing competition against a fellow boarder!



MR KEN LORD WITH RECIPIENTS (THE MOST RECENT IS 82 YEARS YOUNGER THAN MR LORD!)

THE COLLEGE'S PERSPECTIVE

The Ken Lord Family Boarding Scholarship is one of the largest privately endowed scholarships in Australia and its endowment will ensure it continues in perpetuity. Ken Lord's philanthropy clearly demonstrates his desire to support outback boys, that he knows the College will manage his endowment for the long term, and that long after he's gone young lives will be changed through a boarding education.

A definition of philanthropy is 'the desire to promote the welfare of others, expressed especially by donation of money to good causes'. This is precisely

what Ken Lord set out to do and has achieved. But Ken's vision doesn't stop there and he has issued the challenge to me and the College to 'find others to match what I've done'.

Working with Ken Lord has been the highlight of my professional life and his generosity is philanthropy at its best. Thank you, Ken. ■





Nudgee Boarders *Thinking Business*

A representative of The Wealth Academy recently met with boarders at Nudgee College and also presented a series of workshops. During these activities the boys shared the following views and ideas.

AUTHOR:
Ken Swan
The Wealth Academy

What would you like to learn about the financial world?

All of the boys were interested in learning about how to generate wealth. They all wanted to live financially comfortable lives and knew that a degree of wealth is important for that to happen. They have had no lesson on wealth previously.

Why is learning financial life skills important for you?

- Harry is going to become a plumber and hopefully run his own business. "To run a business properly I will need to have a lot of financial knowledge and skills. I don't want to go broke!"
- Two boys wanted to be mechanics and also run their own shops. They

would also need financial skills to run their business.

- Bill is intending to return to the family property and hoped to take it over when he was older. He also wanted to buy another property and expand their family business.

What are some financial skills that you think are important?

Several concepts were mentioned.

- Comparing prices: How to find the best buy for things you need?
- Multiple revenue streams: Why is it important to have multiple sources of revenue and how do you make that happen?
- Developing good financial habits: The boys recognised the importance of having good financial habits and understood that boarding environments can make that challenging.
- How to start a business and be successful: A lot of the boys want to be in

"We don't know much about the financial world at the moment. We all want to be in business."

business, and although most were not studying business at school, they see business as a way of being successful.

What financial concept do you find interesting but confusing?

- All of the boys are fascinated with cryptocurrency. They see it mentioned a lot in their social media and hear it mentioned a lot on the news. They all want to know more about this form of investment, but know that it is risky!
- On a similar theme, the boys also want to learn about investment more broadly. How do you invest? What can you invest in? Who do you invest with?

Would your parents think financial education is important?

All boys agreed that their parents would think financial education is very important for their future. They think their parents would want them to have had a financial education while at school, regardless of the subjects they were taught. ■

Welcome: *New Principals*



Sarah McGarry
Head of Frensham
Frensham
Mittagong, NSW

FRENSHAM - NSW

Ms Sarah McGarry commenced in January 2021, as the seventh Head of Frensham and second Head of Frensham Schools (Gib Gate, Frensham and Sturt).

Ms McGarry brings a wealth of educational experience to Frensham Schools, as past Deputy Principal of SCECGS Redlands in Sydney from 2013 - 2020. Prior to this, Ms McGarry established her credentials as an educator with a range of significant leadership roles at Brisbane Girls Grammar School and extensive primary leadership experience, including teaching at the preparatory school at Anglican Church Grammar School (Churchie).

As a third-generation educator, Ms McGarry is committed to lifelong teaching and learning. She loves performing and listening to music of all genres and graduated from the University of Queensland with a Bachelor of Music Education and Masters of Music Studies.

Ms McGarry is excited about leading Frensham Schools, with their long and deep history, into the future. She is committed to inspiring students to be critical, ethical and flexible thinkers, positioned to be future leaders in our complex and rapidly changing world. ■



Mark Geraets
Principal
The Scots School Albury
Albury, NSW

THE SCOTS SCHOOL ALBURY - NSW

Mark Geraets brings a wealth of experience from schools in South Korea, Switzerland, Bangladesh, New Zealand and the Solomon Islands to his new role as Principal of The Scots School Albury.

His experience can be quantified by titles such as Upper School Principal of the Dwight School Seoul, Pastoral Curriculum Leader of the International School Basel, Head of English at the International School Dhaka, Bangladesh and Head of School at St Joseph's in New Zealand.

The non-tangibles he brings are traits that will adhere him to students young and old.

"Kids love stories," Mark enthuses. "I talk to our students here about students in the Solomons,

Bangladesh or South Korea and they start to understand how things can be different for students their age all around the world. Students the world have similarities but also many differences. Common to all students is a need for finding self and having direction wherever they are in the world."

Mark's vision for Scots involves using his global knowledge to build on the beauty of Scots and his first priority is to establish the educational model Deep Learning as the underpinning concept for everything the school does in education. And he is excited to roll out a \$10 million infrastructure spend over the next three years to keep Scots at the forefront of regional education. ■



Wendy Lauman
Principal
St Hilda's School
Gold Coast, QLD

ST HILDA'S SCHOOL - QLD

The St Hilda's School Council was delighted to announce the appointment of Ms Wendy Lauman as the 11th Principal of St Hilda's School in May 2020.

Wendy's career has focused on the promotion of the specific interests of girls' education. An experienced leader in Christian girls' schools, she has guided the interests of young women at Moreton Bay College, and St Aidan's Anglican Girls' School in Brisbane, prior to her appointment as Deputy Principal at St Hilda's School in 2014.

A life-long Anglican who is actively involved in the life of the church, Wendy's personal faith, and commitment to the School's academic vision of equipping young women with the values, knowledge and skills they will need to reach their full

potential to serve and shape the world, are well-established in the St Hilda's community.

Wendy has an Association with the Australian College of Music, a Bachelor of Education (Drama), a Master of Education in Counselling and Guidance, and a Master of Education in Behaviour Management, and is a member of the Australian Institute of Management, and a member of the Australian Council for Educational Leaders.

As Principal, Wendy looks forward to working with St Hilda's School's thriving community, whose collective efforts maintain the School's strategic vision and mission of a nurturing learning environment which prepares girls well to meet the challenges of today and the future. ■

Welcome: New Principals



Catherine Gurr
Principal
St Joseph's School
Port Lincoln, SA

ST JOSEPH'S SCHOOL - SA

St Joseph's School, Port Lincoln is pleased to introduce Catherine Gurr, as their new Principal.

Catherine brings to this position thirty two years of experience in Catholic education across more than a dozen schools. Beginning her career as a Reception teacher at St Marks, Port Pirie, Catherine has taught across all age groups and has demonstrated an ability to build authentic relationships with students from Preschool to year 12. Catherine holds a Master in Educational Leadership and Graduate Certificates in Mathematics and Religious Education. Catherine is a former member of the Executive Committee of the South Australian Catholic Primary Principals Association and she is a graduate of the Australian Institute of Company Directors.

Catherine brings a great deal of energy and

commitment to her work and she works closely with staff and families to ensure that students thrive. "I am inspired by St Catherine of Siena who said, 'Be who God meant you to be and you will set the world on fire.' This is what I want for every single one of my students and staff. I want them to be all that they are called to be so that they can change our world!"

"I am charged with a special responsibility to our boarders who play a unique role in shaping our school. These students know the courage that it takes to leave home and family. I have enormous respect and appreciation for these students and take a personal interest in supporting their achievement. I look forward to contributing to the life and education of all St Joseph's students, none more so than our boarding students." ■



Ben Skeen
Headmaster
St Paul's Collegiate School
New Zealand

ST PAUL'S COLLEGIATE SCHOOL - New Zealand

St Paul's Collegiate School's board of trustees have appointed Mr Ben Skeen as the school's new Headmaster. He will take up his position at the start of term two in 2021 following the retirement of incumbent headmaster, Grant Lander.

Ben is currently the Associate Headmaster at Auckland Grammar School, a position he has held since 2015. He has been a teacher of history and social studies at Auckland Grammar since 2007 and has held a variety of leadership and management positions in the school including Associate Dean, Dean, Assistant Boarding Housemaster and Master in Charge of Student Leadership Programmes.

As Associate Headmaster, Ben has been responsible for the daily management of Auckland Grammar School, assuming the position of Acting Headmaster as required.

St Paul's board chairman, Andrew Johnson says he and the board were impressed with Ben's leadership to oversee several key initiatives including significant development and improvements to the provision of student services for pastoral care, boarding house systems and operations, and a comprehensive review of the junior school curriculum. He was awarded a Woolf Fisher Fellowship for excellence in educational leadership.

"We are confident Ben's appointment will signal the commencement of another positive and exciting phase in the school's history. We are pleased he has accepted this position and we welcome him and his family into our school community," says Andrew.

Outside of the classroom Ben has designed and led a month-long biennial service programme for Auckland Grammar students into India since 2009. He was Master in Charge of rugby for five years and assistant coach of Auckland Grammar 1st XV rugby team for eight years. He has also been the junior coach of the distance running squad.

In addition to his career in education, Ben has been a NZ high performance rugby referee and Television Match Official (TMO) since 2005. After officiating in 68 international test matches, he recently retired from his referee and TMO commitments.

Ben is incredibly excited and energised about the opportunity to lead St Paul's into a new chapter of success and growth.

"I feel very privileged to be joining the St Paul's community; an outstanding school that blends a rigorous approach to academic excellence, with a vast array of extra-curricular opportunities," says Ben.

Importantly, I look forward to contributing to the unique special character of the school, renowned for its aspirational environment grounded in faith."

Ben is married to Hayley, who is a primary school teacher, and they have two daughters Grace (4 years old) and Zara (2 years old), with their third child due in February. ■

Welcome: New Heads of Boarding



Salvatore De Luca
Deputy Principal of Boarding and Operations
Clontarf Aboriginal College
Perth, WA

CLONTARF ABORIGINAL COLLEGE - WA

Clontarf Aboriginal College is pleased to introduce Salvatore De Luca, Deputy Principal of Boarding and Operations.

Salvatore has been in education for over 12 years, holding various roles- teacher, Head of Year, Head of House and Head of Department. Salvatore was most recently Head of Religious Education and Campus Ministry at the College where he was able to use his wealth of knowledge, passion and commitment to celebrate and share the Catholic faith of the College whilst connecting it with our Aboriginal Spirituality.

Salvatore has a passion for working with

Aboriginal students and staff, with a keen interest in the two-way learning that takes place through these relationships. ■



Dennis Nowak
Head of Boarding
Haileybury Rendall School
Darwin, NT

HAILEYBURY RENDALL SCHOOL - NT

Haileybury Rendall School welcomed Mr Dennis Nowak as its new Head of Boarding from the start of Term Two.

With over 15 years of experience in the education sector, Dennis has held a diverse range of leadership roles during that time. Most recently, he was the Deputy Head of Senior School at Westbourne Grammar in Melbourne's west. Dennis also previously led Westbourne's distinct Year 9 Program as Director, as well as serving in the positions of Head of House and Director of Faculty at various times. A Canadian national, Dennis completed his Bachelor of Arts (History Major) at Vancouver's Simon Fraser University, before completing his Graduate Diploma in Education at the University of Melbourne. Dennis is currently finishing his Master of Leadership (School of Business and Law) at Deakin University.

Dennis is a passionate educator who stridently believes that all students can achieve great things. He believes that positive relationships and healthy wellbeing are central to enabling the best learning outcomes for all, and he intends to bring this perspective to our Boarding Houses at Haileybury Rendall School. Dennis is most excited about joining the Haileybury team in Darwin. ■



Xavier Gargan
Head of Boarding
Newington College
Stanmore, NSW

NEWINGTON COLLEGE - NSW

I join Newington from Anglican Church Grammar School in Brisbane, where I was Housemaster of Boarding and taught Biology, Science and Physical Education. I have previously worked at Melbourne Grammar as Senior Head of House and Head of Personal Development.

Newington's Edmund Webb Boarding House is home to 50 boys from greater Sydney, regional Australia and overseas and is one of the great schools in Australia. The school's pastoral values strongly align with my own and I look forward to working with a small boarding community to continue to create amazing opportunities and outcomes for every student.

I truly love the boarding environment and I will use my experience as a day and boarding Housemaster to create what I feel is the best environment for today's boarding pupils to thrive. Positive outcomes for all boys in boarding within all areas of school life is what I set out to achieve. ■

Welcome: New Heads of Boarding



Joshua Sing,
Assistant Director, Boarding & Business
Singapore Sports School
Singapore

SINGAPORE SPORTS SCHOOL - Singapore

Singapore Sports School warmly welcome Mr. Joshua Sing as the new Assistant Director, Boarding & Business for 2021. Joshua is an unassuming and purpose-driven leader who brings vision and attainable solutions. Joshua is honored to lead a lean and committed Boarding Team where he believes in empowering each of his staff in shaping a positive, caring and quality boarding experience for the boarders.

Joshua had held various Head of Department (HOD) appointments in residential settings at a few Government Ministries and a Voluntary Welfare Organization (VWO) Children's Home where he worked towards meeting the needs of the clients of diverse backgrounds, varying learning and developmental issues. He has also

spent years in the fields of education, corporate service, policy work, administration, system management, HR, Finance, procurement and estate management.

Joshua is passionate about helping boarders develop their fullest potential and becoming "Learned Champions with Character" during their stay at Boarding. Together with his Team, Joshua is looking forward in working purposefully with various stakeholders towards the best interest in every boarder and to inspire them towards pursuing their academic and sporting aspirations. ■



Amanda Rigby
Head of Boarding
St Hilda's School
Gold Coast, QLD

ST HILDA'S SCHOOL - QLD

It was with great pleasure that St Hilda's School announced Mrs Amanda Rigby as Head of Boarding in September 2020.

Amanda is a well-known and highly respected member of the St Hilda's School community, having joined the St Hilda's family in 2005. Amanda has embedded herself in the life of the School through her roles in HPE, and by fulfilling leadership positions as Head of Year 9, Head of Year 7, Deputy Head of Boarding, and Acting Head of Boarding from April to August 2018.

A long-standing association in Boarding, attendance at Boarding conferences, management of the School's Boarding Social Media platforms, and direct involvement in the School's recruitment program and student orientation days, has enabled Amanda to develop insight into the

expectations and aspirations of the St Hilda's Boarding Community.

Before moving to Australia with her family in the mid-2000s, Amanda began her teaching career in New Zealand. She holds a Bachelor of Education (B.Ed.) and Diploma of Teaching focused in Physical Education and Geography and outside of the classroom, her available time has always been filled by coaching a range of sports teams.

Amanda looks forward to channelling her energy and passion for community, social services and fostering adolescent growth into the Head of Boarding role. ■



Miss Jodi Marshall
Head of Boarding
St Ursula's College
Toowoomba, QLD

ST URSULA'S COLLEGE - QLD

In 2021, Miss Jodi Marshall stepped into the position of Head of Boarding at St Ursula's College Toowoomba following a tenure of 12 years spanning roles of Recreational Officer, Boarding Supervisor and Acting Head of Boarding. Jodi has worked in the Boarding industry for nearly 20 years and brings a wealth of knowledge and expertise to her leadership position.

With a passion for working with young women from rural and remote backgrounds, and having grown up in Goondiwindi herself, Jodi is committed to making sure that all boarders and their

respective families are known and embraced within our boarding community.

The value delivered to boarding students in a boutique boarding context at St Ursula's College has enabled our girls to thrive under Jodi's leadership. Consecutively recognised by the Australian Education Awards, Brescia House at St Ursula's College was awarded a Boarding School of the Year Excellence Award in 2020, and is again nominated for the 2021 Boarding School of the Year Award. ■

Welcome: New Heads of Boarding



Trent Gorrie
Family Group Home Co-ordinator
The Tiwi College
NT

THE TIWI COLLEGE - NT

The Tiwi College Community is delighted to welcome Mr Trent Gorrie to the role of Family Group Home Co-ordinator.

Trent has worked in a number of boarding schools, both in the Northern Territory and in Queensland. His most recent appointment before coming to Tiwi College was as Recreation Officer at St. Brendan's College, Yeppoon. During that time Trent also supported the College through assisting at times with residential supervision. At St. Brendan's, Trent developed a complete Recreation Program for the boarders, focussing on ensuring that there is something for everyone.

Trent also worked for quite a number of years as NRL Operation Manager and Game Development Officer in the Northern Territory and is well

known there to a large number of children and their families through his work in Rugby League.

Much of Trent's work before coming to St. Brendan's College was working with Indigenous young people. Trent has a passion for Indigenous education, and is looking forward to working at Tiwi. Trent is looking forward to working closely with the Principal to develop boarding policies and procedures along with supporting staff who are working in house groups.

'It's great being back in the north, and I am excited about the opportunities and challenges of working at Tiwi College.' ■

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