

# Lights Out

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ON THE COVER  
PLC Perth girls having fun.

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# Should all Boarding Schools Require Students to sit a Digital Licence?

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In the middle of the last year I received a call from the Minister of Education in NSW asking me to lead a review into the non-educational use of mobile devices in NSW schools. It is now concluded and on line at <https://education.nsw.gov.au/about-us/strategies-and-reports/media/documents/mobile-phone-review.pdf>

I do not pretend to know what goes through the minds of politicians, but I suspect that the decision to instigate this inquiry may have been prompted by any one of several events. I'm pretty sure that the tragic death of 14 year old Amy ('Dolly') Everett on a remote cattle station in the Northern Territory, in January 2018, which gained world-wide attention and some ill-informed media commentary played a part.

The urgency of having an inquiry may have been pushed along by a media report in May 2018 where most of Australia was horrified to see a 13-year-old girl allegedly assaulting a fellow student that was filmed on a mobile phone in a NSW state school. Graphic vision of the attack, in a stairwell, at a school in Bega, showed a female victim being hurled into a wall, before being punched and kicked while lying on her side.

Or it may have been because the French Education Minister Jean-Michel Blanquer suddenly announced in May 2018 his Government's intention to prohibit student mobile phone use in both primary and secondary schools until Year 11, starting in September 2018. Jean-Michel Blanquer, in announcing the Bill, said that mobile phones were a technological advance but they could not be allowed to monopolise our lives. He observed that you can't find your way in a world of technology if you can't read, write, count, respect others and work in a team."

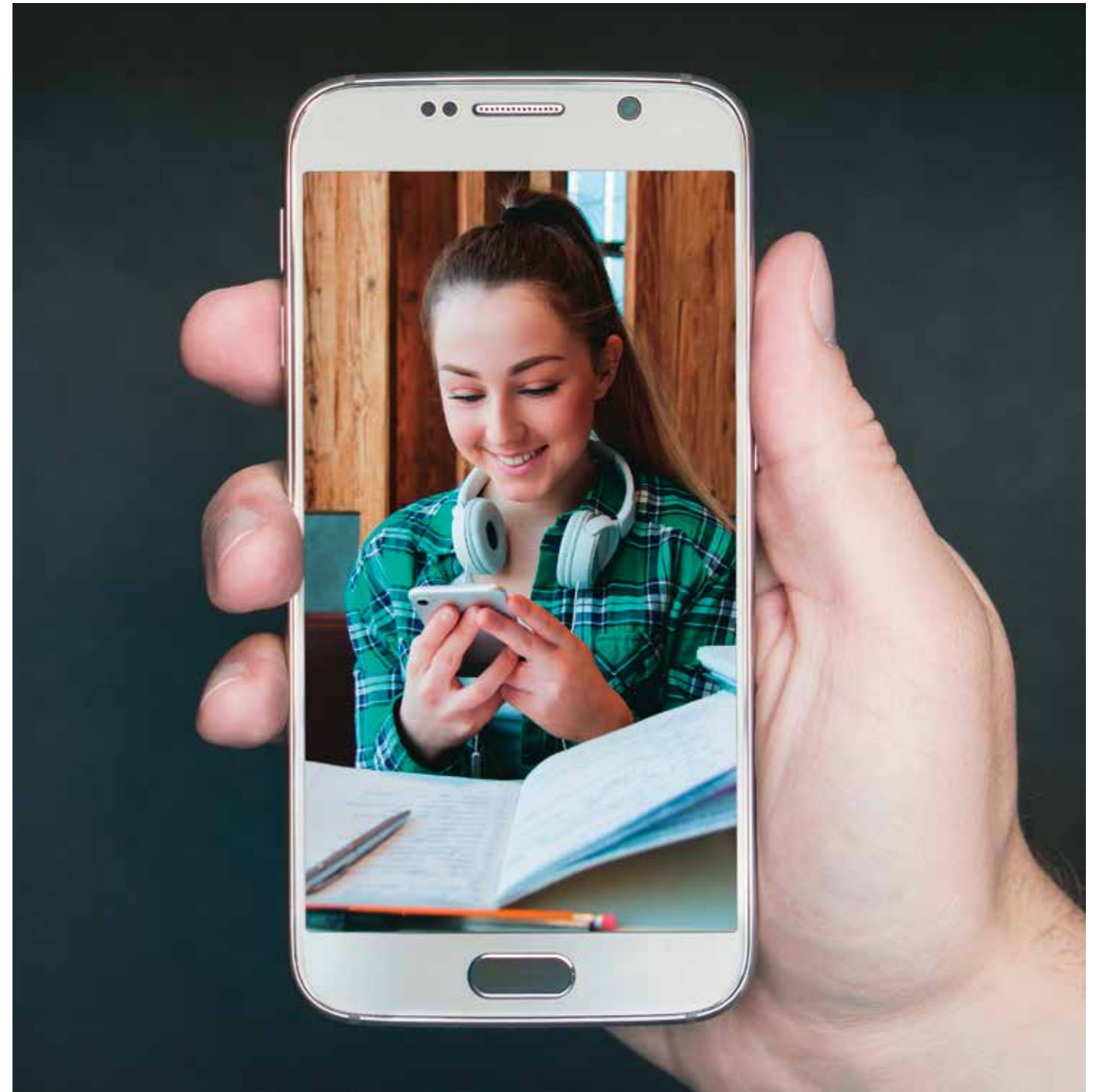
Minister Blanquer had earlier suggested that schools would have to provide lockers for students to store the phones during school hours. In France, previous education ministers and parent groups have opposed a mobile phone ban, arguing that the use of mobiles has entered modern life and that the emphasis should be on teaching students how to use these devices in a safe, smart and responsible way.

France's move prompted an international debate on whether schools should follow suit and initiate a ban. The result has been a prohibition on mobile phones in school in the UK, (where 98% of schools have some form of prohibition on mobile phones), Albania, Greece as well as various states in the United States of America (for example, Wisconsin).

Alternatively, it may have been that the NSW inquiry was driven by research released by the Office of the eSafety Commissioner in May this year of 3,000 young people which found that 24% of 8 to 12 year olds have received unwanted contact from strangers online, 15% had been subjected to cyber bullying. Clearly, cyber safety education across Australia is not sufficient.

Whatever the reason, kudos must go to the Minister of Education in NSW, the Hon Rob Stokes, for establishing an Australian-first inquiry into the pros and cons of mobile phone use in schools. In what was a welcome move, views amongst educators remain divided and up until now, there was no State or Territory with a policy position other than leaving it up to individual school principals to decide.

Across Australia some schools, including boarding schools, require students to hand in phones at the beginning of the day and



then collect them at the end of the day, while others require students to keep them in their locker or bag. Other institutions allow students to keep them on their person, but not use them in class and others allow use during recess and lunchtime, and in the classroom itself.

The NSW inquiry sought to establish world's best practice, examine the literature and take the views of educators, cyber safety experts and parent groups, and after six months, 14,000 survey responses and 80 written submissions, the Review made

its recommendations. To my delight, in a joint press release by the NSW Premier and the Education Minister on the 14th December, the NSW Government agreed to introduce strict new bans on smart phones in Primary Schools. Many individuals and organisations in the cyber safety arena have been campaigning for such a move that is founded on school's legal duty of care to protect children from digital harms.

But it was not just the predatory behaviour online and cyberbullying that prompted me to opt for a ban on smartphones

in primary schools, it was also the inappropriate sharing of explicit images between students and the overwhelming number of teachers who argued that mobile phones in schools were an unnecessary distraction. The recommendation unsurprisingly had the overwhelming support of Primary Principals, many of whom Australia had already introduced some form of prohibition, but now of course have Departmental and Ministerial backing.



As far as secondary schools are concerned, the Review team stopped short of recommending a ban on smart phones in high schools but offered several approaches that schools could adopt based on their circumstances. These range from policies like John Edmondson High School in Horningsea Park who have instituted a complete ban on the use of smart phones. Their policy states: "Students may not use mobile phones or similar devices while on school grounds. If parents choose to allow their child to bring a mobile phone or similar device to school, school staff are not to see or hear the device at any time and students are not to use the device at any time while at school. This applies to all times students are at school and on school grounds including before and after school, during and between classes and at all break times such as recess and lunch".

Other schools have policies that reflect that older students, specifically in Year 11 and 12, have greater capacity for self regulation and need to be prepared for a work environment where they must learn to balance their mobile phone use with requirements of a job. As such, some schools authorities permit senior students to use their smart phones at designated times and in designated places. Still other schools allow students to carry their phones with them and can use them during recess and lunchtime while some schools actively promote the use of mobile phones as teaching tools in class.

Whatever policy your school has one thing is for sure, the review discovered a lack of peer reviewed evidence on the risks and benefits of the various models currently utilised by secondary schools and in the absence of good research to support one model over the other - schools should encourage a debate on this issue and importantly do some research.

But a key recommendation that the review team made in relation to the implementation of a mandatory 'digital licence' for all students in NSW schools, (similar to the old-fashioned idea of a pen licence), is something tangible that



all boarding schools can do.

I recommended that, before students are allowed to use any digital devices at school, all students should be required to sit and pass a 'digital licence' competency test. Students should sit for their first digital licence no later than year three. A second, more advanced version of the digital licence, should be completed by each student upon commencement of high school. The licencing process will require that students first complete a series of interactive, online educational modules, ideally with their parent or carer. This training should address the use of all digital devices, including mobile digital devices. Such a licence has already been developed by the Alannah and Madeleine Foundation in association with google and can be found online at <https://www.digitallicence.com.au>

I suggested that in conjunction with the

Office of the eSafety Commissioner and other expert organisations, the NSW Government undertake an independent evaluation of this licence and if necessary invest in the collaborative development of a bespoke digital licence if the existing resource is found lacking. We recommend that any licence should be made available to students in government and non-government schools throughout Australia. From a parenting perspective, the licence represents an effort to reduce the burden of responsibility for cyber safety education on schools, and to incentivise Australian parents to an authoritative style of engagement around their children's use of mobile digital devices in a responsible manner.

Where it is not possible for a student to complete this training at home or with a parent/carers, schools should provide

this service. Consideration should also be given to the provision of this service by local public libraries. The digital licence education modules should be based on the Office of the eSafety Commissioner's digital citizenship principles, which outline a holistic and life-long approach to digital citizenship and comprise technical literacies and capabilities, social and emotional competencies, as well as personal rights and responsibilities to others.

Upon completion of these modules, each student will be issued with a digital licence that acknowledges they have completed training to enable their safer use of mobile and other digital devices. The review team recognised that some students start using digital devices for educational purposes from as early as kindergarten and an elementary version of the licence might be appropriate for this population. To ensure

the effective allocation of resources, and to reduce duplication, national consistency around such education resources should be prioritised.

For boarding schools this is an idea whose time has come. The idea of ensuring that before any boarder brings to the boarding house any internet-connected device that it is school policy that they should be required to sit, and pass, the digital licence has many advantages. First and foremost, is the fact that in the light of any potential legal action against the boarding house, it could be shown that the school had gone out of its way and done everything in its power to ensure that all students were properly prepared prior to them coming into the boarding house. Secondly, it represents a substantial harm reduction approach to cyber bullying and image-based approach. Thirdly, the completion of the digital

licence at home, prior to the student arriving at school, ensures that parents take responsibility for ensuring a level of digital citizenship, instead of outsourcing this to schools. This is especially important as it is more often than not the parents who procure the device for the student in the first place.

The internet is not going anywhere. Fifth-generation wireless (5G) is the latest iteration of cellular technology, engineered to greatly increase the speed and responsiveness of wireless networks. With 5G, data transmitted over wireless broadband connections could travel at rates as high as 20 Gbps by some estimates -- exceeding wireline network speeds. In other words the technology seems to be getting speedier and cleverer and means that our young people will, whether we like it or not, - be continuously connected - meaning that we will all have a 'real wired child'.

The uptake of information and communication technologies (ICT) has created a new space in which young people can learn and play, be amazingly creative as well as interact with each other. The internet is unarguably the greatest communications revolution since Guttenburg invented his press in 1440. It is a story about community and collaboration on a scale never seen before. It's about the cosmic compendium of knowledge that is Wikipedia and the million-channel people's network we know as YouTube and the online metropolis of Instagram, Snapchat and Facebook.

It is a place of both opportunity and risk where young people can develop, but where they may also become the victims of crime or engage in illegal behaviour themselves. If Australia is to confront the problem, then boarding schools need to think outside the box and we could all start with a digital licence.

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## Crackpot or Cracked Pot?

Standardised Testing, Student Mental Health, and the Future of Boarding Schools

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### Part 1

A water-bearer in India had two large pots, one hung on each end of a pole that he carried across his shoulders. One pot was perfect and always delivered a full portion of water at the end of the long walk from the stream to the master's house. The other pot had a crack in it and arrived only half full. Every day for two years, the water-bearer delivered only one and a half pots of water to his master's house.

The perfect pot was proud of its accomplishments, for being perfect for the purpose for which it was made. The cracked pot was ashamed of its imperfection and miserable that it was able to accomplish only half of what it had been designed to do.

Overcome with disgrace at what it perceived to be its bitter failure, the cracked pot spoke to the water-bearer one day by the stream. "I am ashamed of myself," the pot confessed, "and I want to apologize to you." "Why?" asked the bearer. "What are you ashamed of?"

"I have been able, for these past two years, to deliver only half my load because this crack in my side causes water to leak out, all the way back to your master's house. Because of my flaws, you have to perform all of this work, and you don't get full value from your efforts," the pot explained.

The water-bearer's heart went out to the old cracked pot. In his compassion, the bearer said, "As we return to the master's house, I want you to notice the beautiful flowers along the path." Indeed, as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on the side of the path, and this cheered it somewhat.



But at the end of the trail, the cracked pot still felt sad because it had leaked out half its load, and so it apologized again to the bearer for its daily failure. The bearer said to the pot, "Did you notice that there were flowers only on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, and I took advantage of it. I planted flower seeds on your side of the path, and every day, while we walk back from the stream, you've watered them. For two years, I have been able to pick these beautiful flowers to decorate my master's table. Without you being just the way you are, he would not have this beauty to grace his house." (Various, 2016)

### Strength, Weakness, or Difference?

Anyone who works in education in the twenty-first century knows students who perceive themselves in the same way as the cracked pot in this parable: conscious of and ashamed of their perceived shortcomings. What is also painfully striking about the cracked pot is how, oblivious to

its inherent strengths, it evaluated itself against the performance of the un-cracked or "perfect" pot. If indeed this parable captures the mindset of many twenty-first century adolescents, then their mounting emotional turmoil should come as no surprise.

In 2004, the Journal of Child Psychology and Psychiatry published the results of a study comparing teenagers' mental health in 1974, 1986 and 1999 and concluded that it had deteriorated significantly over the course of those twenty-five years (Stephen Collishaw, 2004). Responding to the report, Dr Andrew McCulloch from the UK's Mental Health Foundation, a UK charity that promotes mental health, cautioned, "The mental health of our young people is a critical issue: Cases of anxiety and depression have risen by 70% over the past twenty-five years, and up to 60% of adolescents with a mental health problem will carry that through into adulthood." (Anon., 2007).

More recent research by the Mental Health Foundation concluded that 20% of adolescents experience a mental health problem in any given year; 50% of mental health problems across the lifespan emerge by age 14, 75% by age 24; and 10% of children and young people between 5 and 16 years old have a clinically diagnosable mental health problem (Foundation, 2017). Surprisingly, 70% of children and adolescents who experience mental health problems do not receive appropriate intervention or treatment at a sufficiently early age (Anon., 2018).

### Democratisation by the Numbers

The deterioration in mental health in school-age youth over the past few decades coincides with an increase in both the frequency of written assessments and their prominence in admission to colleges (as post-secondary schools are called in the US) and universities. For example, an above-average applicant to a selective US college or university typically submits the scores for the SAT or ACT (sometimes both), several SAT II subject tests, and several AP subject tests. In the UK, university admissions tests, such as the TSA, are increasingly required, in addition to public exams such as GCSEs and A-Levels.

At the same time, spots at UK and US universities, as well as entrance to many professions, have been increasingly democratised. Today, acceptance is based more on candidates' ability to perform to a certain standard on public exams or standardised testing than on wealth or social class, both of which were historically dominant selection criteria. To compensate, US universities in particular are raising more and more money to provide financial aid (as bursaries are called in the US) to qualified students.

Broad access and intentional inclusion - both in educational and professional spheres - have many social, cultural, and economic benefits. Heterogeneous classes, like diverse professional teams, tend to be more creative, aware, and prepared for strategic change than homogeneous classes. Despite these and other benefits, there may also be two unintentional drawbacks of this democratisation: An uptick in emotional distress and a downturn in pedagogical evolution. How could this have occurred, given our best intentions?

One possibility is that because more students are applying to more universities than ever before, admissions committees have more applications to review and must therefore make finer-grained distinctions among qualified applicants. As a result, these committees may be relying on the rapid results of quantitative indices rather than on work samples, audition tapes, behavioral interviews, and other semi-structured measures of strength. Such artisanal, artistic, and attitudinal data takes considerable time and expertise to evaluate. And because almost all independent secondary schools (both boarding and day) are partly market-driven - not purely mission-driven - they must produce what university admissions committees seek: Students with high standardized test scores. Admissions committees do review other criteria besides numbers, but it may be the frequency and primacy of these numbers that is stressing students and stalling teachers.

### The Competitive Squeeze

Trending in the opposite direction from standardised assessments and democratisation are the dipping admission rates at many universities in the US (Ivywise, 2018) and the UK (BBC, 2018). (Note that accurate long-term data on annual admissions rates at UK universities are rarely published. At least some of the documented short-term drop in applications at UK universities can be attributed to the Brexit vote and to UK universities being allowed to charge up to £9,000/year in tuition fees.)

Today, the perception among many teachers and parents - correctly, in many cases - is that their alma mater has become so competitive and selective that if they were to apply today, with the same standardised test scores and grade point average they earned a two or three decades ago, they probably would not get in (Urist, 2014). In part, the rarefication of admission is a function of the rise in secondary school applicants noted above. Yet in a decidedly non-democratic vein, lower admit rates are also a function of commercializing the admissions process. Affluent families can expect to pay between £4,000 / \$5300 and £40,000 / \$53,000 for a private admissions coach who can curate and polish a student's applications to roughly two dozen schools.

Even students without the means to hire a guide will typically pay around £80 / \$106 in application fees per school, to a dozen or more schools. Add to those figures the registration fees for standardized testing and equitable access to post-secondary school education starts to erode.

Despite persistent economic inequities and their associated risk factors, the evolution toward academic meritocracy is a welcome development to many, on both sides of the Atlantic as well as in many Asian countries. However, the scramble to the top of the heap has brought new and sustained pressures to today's students. To wit, when researchers at the National Foundation for Education Research evaluated the effects of sustained assessment on reading, they found that while levels of ability had indeed risen, enjoyment of reading had fallen (Sainsbury, 2007).

*In Part 2 of this three-part series, we will examine other consequences of the heavy emphasis on grades and test scores, then discuss more qualitative assessments that are less deleterious to students' mental, emotional, and social health (MESH).*



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## The Outcomes of the Royal Commission into Institutional Responses to Child Sexual Abuse

Is Your Boarding House Ready to Implement the Recommendations of the Royal Commission?

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"In view of the elevated risks that we have heard about for children in boarding school environments, current regulatory frameworks do not adequately support boarding schools in providing safe environments to children. We consider that school registration authorities should monitor boarding schools more closely and more often than day schools, proportional to the greater risk factors in boarding schools." (The Royal Commission into Institutional Responses to Child Sexual Abuse)

In his article "Royal Commission findings and recommendations relevant to schools", Paul O'Halloran notes the following about the Royal Commission's final report: "Volume 13 is mandatory reading for all education professionals. It specifically focusses on institutional responses to child sexual abuse in schools. It examines the nature and adequacy of responses and draws out the contributing factors to child sexual abuse in schools. It makes recommendations to prevent child sexual abuse from occurring in schools."

### Royal Commission Recommendations

O'Halloran went on to outline the eight key recommendations made by the Royal Commission regarding schools. However, there are two that clearly stand out in relation to boarding schools:

- all schools should implement the Child Safe Standards identified by the Royal Commission. Detailed information about the Child Safe Standards and how they could be applied to better protect children in schools are referred to in Volume 6 of the Royal Commission's final report
- boarding hostels for children and young people should implement the



Child Safe Standards identified by the Royal Commission. State and territory independent oversight authorities should monitor and enforce the Child Safe Standards in these institutions.

### Background

Volume 13 of the Royal Commission's Final Report states that almost one in three of all survivors that they spoke with in private sessions (2,186 survivors or 31.8 per cent) told the Royal Commission that they were sexually abused in a school setting as a child. Of these survivors, almost one in three (30.4 per cent) said that they were abused in a boarding school setting, of which 96.8 per cent told the Royal Commission that it was a non-government boarding school, and 3.2 per cent identified a government boarding school. (Note that much of the abuse that was detailed occurred before 1990.)

The abuse that took place was often perpetrated by adults who were in positions of authority but also by other children who resided in the boarding houses. The survivors who were sexually abused in schools by children provided the following data:

- the vast majority (93.1 per cent) told us they were abused by a boy
- more than one-third (36.0 per cent) told us they were abused in a boarding school
- more than half (59.1 per cent) told us they were abused in a non-government school.

### Dimensions of Risk

In 2017, School Governance published an article entitled "Child abuse risk significantly higher in boarding schools: Royal Commission Report". This was based on a report released by the Royal Commission on a research project carried out by Professors Patrick Parkinson and Judy Cashmore titled "Assessing the different dimensions and degrees of child sexual abuse in institutions".

The Royal Commission referred back to the research from the 2017 research project in some detail in its Final Report. The four dimensions of the risk of child sexual abuse as noted below, were described in relation to boarding schools:

- situational risk
- vulnerability risk
- propensity risk
- institutional risk.

Boarding schools fall into the upper-medium and high-risk categories for all four dimensions of risk.

According to the Final Report, the main reasons that boarding schools have such a high cumulative risk of child sexual abuse in comparison to other institutions are:

- the residential context gives ample opportunity for perpetrators to be alone with children without being observed
- children are completely under the authority of the adults and have no

reasonable alternative but to comply with demands

- the children have no parents actively in their lives during the school term to whom they could disclose abuse or to whom they could turn for protection
- there is little oversight or influence over the norms of the boarding school from the outside environment.

Any boarding school in which staff and children are co-resident where there is a strong hierarchy of power and authority, a strong sense of allegiance to the good name of the school and which has child protection policies that are hard to access and scarcely mentioned beyond initial teacher induction would score highly in relation to the above four elements.

### Boarding Standard AS 5725:2015

In a recent School Governance article, Richard Stokes, Executive Director of the Australian Boarding Schools Association (ABSA) asks us the question; 'Boarding Standard AS 5725:2015 - Where are we up to?'

Within this article, Stokes, who was involved heavily in the writing of Boarding Standard AS 5725:2015 (the Standard), examines why there has been varied uptake among boarding schools regarding the adoption of the Standard. He notes that many schools have "grabbed the Standard with both hands, worked hard to ensure they had the required policies and procedures in place, and would be sitting back with only a few issues yet to resolve. However, there are some schools which have not even purchased a copy of the Standard yet, nor have they done any work to address the compliance needs it sets out".

Although the Standard is voluntary, it is a clear guide towards best practice in boarding school management and operation. The Standard is a document produced by the industry for the industry. Even though it has broad guidelines and some detailed sub-sections, it was written to ensure that schools and other organisations that run boarding facilities have learnt from the issues of the past and are now better prepared to care for and protect their students.

Stokes goes on to state that "the important role boarding schools play in the care and development of those living at school demands that our schools are operated at the highest standard possible. Without addressing each of the aspects of community living as listed in the Standard, the boarding school is at risk - not only the

risk of not looking after their charges well, but also the risk of being liable if something goes wrong".

It can be strongly argued that one way in which boarding schools can ensure that they are engaging in proactive child protection behaviours in their boarding facilities, in addition to legislated state and territory requirements, is to adopt the Standard as a model of best practice.

### State and Territory Requirements

The Royal Commission in its Final Report (and as also noted in a School Governance article in 2017), has markedly drawn attention to the fact that jurisdictional registration requirements for boarding schools vary considerably among the states and territories. It noted that Victoria, Tasmania and the Australian Capital Territory have no specific regulatory requirements for boarding schools beyond the standard registration requirements for all other schools.

Queensland schools are required to advise their registration body if they have a boarding facility.

New South Wales amended its Education Act 1990 (NSW) to require non-government schools that provide boarding facilities to have policies and procedures that are "satisfactory to ensure the safety and welfare of boarders".

Both South Australia and the Northern Territory require government boarding schools to comply with the Standard.

Western Australia is the only state that has a specific boarding standard for non-government boarding schools. Within the Registration Guidelines (Standard 10) it states "the policies and procedures should be benchmarked against contemporary best practice in protecting the safety and wellbeing of students in boarding facilities, as determined by a relevant peak body, such as the Boarding Standard for Australian schools and residences [AS 5725:2015] published in July 2015. The policies and procedures should also give due recognition to the finding of the Royal Commission into Institutional Responses to Child Sexual Abuse that the risk of child sexual abuse in boarding schools is heightened".

The Royal Commission notes that this "disparate regulation of schools across jurisdictions means that the registration process affords children inconsistent protection. The level of child safety should

not depend on the state or territory in which the child attends school; it should be at a consistently high level across the country". It would be difficult to launch an argument against the compelling evidence of the Royal Commission and its very real concern about the inconsistent approach in relation to the protection of children in Australian boarding schools.

### The Way Forward

Recommendation 13.3 of the Final Report states: "School registration authorities should place particular emphasis on monitoring government and non-government boarding schools to ensure they meet the Child Safe Standards. Policy guidance and practical support should be provided to all boarding schools to meet these standards, including advice on complaint handling".

One of the biggest advantages of the Standard is the fact that it establishes a national benchmark for compliance for boarding schools across Australia. While schools are subject to laws which vary dramatically depending on the state or territory in which they are located, the Standard presents a unified approach for all school governors and managers to refer to on the topic of boarder safety. With over 100 points of compliance in the Standard, in particular Section 3 in relation to boarders, there is a lot of information for boarding schools to understand and implement. Nevertheless, based on Stokes' personal experience, and following on from many personal discussions with school representatives at boarding school conferences, it is apparent that many more boarding schools are now looking to implement the Standard as their base standard for best practice. (CompliSpace produced a briefing paper for more information for schools about compliance with the Standard.)

Until national legal reform occurs to harmonise the current patchwork system of laws affecting schools around Australia, the Standard will provide a welcome source of uniform compliance requirements for boarding schools and a best practice model that boarding schools can adopt.

Will your boarding school be ready to meet the more stringent and possibly more frequent reviews that are likely to be introduced by your registration authority as part of the move towards a more rigorous and uniform national approach to child protection matters as a result of the Royal Commission?



## St Patrick's in the Rain

### AUTHOR

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It's been an interesting start to the school year for the boarders at St Patrick's College Townsville, as a significant monsoon moved in and drenched the region for more than a week straight, causing schools and businesses across the city to close.

Principal of St Patrick's College Townsville, Ms Paulina Skerman, said the boarders have been amazing throughout this event. "It's been a highly unusual start and despite everything that's happening around us, our girls have been wonderfully calm and in good spirits; I am very proud of them."

With school closed for several days, the girls have been entertaining themselves indoors with games, ping pong, movies and books. "After several days it's natural to suffer from a little cabin fever, but our girls have been going outdoors whenever possible to play sport and games – whenever the weather has given them a quick reprieve," said Ms Skerman. "Many of our teachers who have been able to get to school have come in and helped out, running yoga sessions, music sessions and dancing. I brought my Dalmatian, Remi, in for a visit over the weekend and he was lapping up the attention, I think he was disappointed to leave!"

Ms Skerman said she is deeply appreciative to so many who have ensured the boarding college has been fully operational during this time. "I can't thank our boarding team enough for their commitment during this time, led by our Director of Boarding, Mrs Anne-Marie Hammond. We've been incredibly fortunate and have not suffered any flooding or damage so we are very much counting our blessings.

"The team from Alliance Catering have also been incredible. Knowing the significance of the weather event that was upon us, they moved into the College and slept here for several nights to ensure our girls were well catered for in the event of possible power



and water outages, which we did not end up experiencing. I can't thank them enough for this incredible act of generosity, it has really made a significant difference and given us peace of mind.

"We have been communicating with boarding parents, assuring them that the welfare of their daughters is our highest priority and they have been very grateful for the updates.

"We really have been very fortunate in what has been a devastating and unprecedented weather event for the North. There are some students who have not been able to return to school due to flooding and flight

cancellations so we are looking forward to welcoming them back and getting back into the swing of things as soon as possible.

"Going forward, we will be looking at ways we can offer support to our day school families and others in our community who have been impacted by this event. I'm sure our boarders will be keen to reconnect with their day student friends when school resumes and find ways they can offer support and assistance.

"We are very grateful for the widespread support we have received from our boarding communities. These are the times when we realise how blessed we are."



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Manage and record student medications



#### Flexi & Dorm Manager

Room & Bed manager and flexi-bed allocations.



#### Quality Control

Collate and store policies and documents for boarding.



#### Biometrics

Biometric authentication and automated checkins.



#### Voyage

Manage and report transport records and lists.



#### Flourishing

Wellbeing assistance and positive education.



#### Staff Rostering

Who is on duty? Staff rostering and staff kiosk.

## The future of boarding is within REACH.

[www.reachboarding.com/extensions](http://www.reachboarding.com/extensions)



## Student One Elizabeth Street

### AUTHOR

Liam Brizee  
Business Development Manager  
Student One

The whole team at Student One is excited to announce that our third Brisbane residence - *Student One Elizabeth Street* - has opened for students on February 23rd 2019.

*Student One Elizabeth Street* will fulfil two major demands in the centre of Brisbane's CBD - refurbishing and reinventing Brisbane's historic Elizabeth Arcade, while also providing premium accommodation for up to 901 students across two towers. It will be our third residence to open in Brisbane's CBD, following *Student One Adelaide Street* and *Student One Wharf Street*.

The new residence features state-of-the-art study spaces and communal areas, including a rooftop cinema, apartments with courtyards and ensuites, and an expansive first-floor to service both towers. The majority of room types are multi-share apartments, reflecting demand from students for accommodation that promotes community and friendships. On the ground floor below, the historic Elizabeth Arcade will be rejuvenated and restored as a 24/7 retail and dining laneway - with walk-through access from both Elizabeth Street and Charlotte Street.

With the opening of Elizabeth Street, Student One will now have a three-residence community with over 2,400 beds - exclusively for residents studying in Brisbane. Our new location sees us in our most central position yet. Directly behind Brisbane's Myer Centre and a mere three blocks from the Brisbane City Botanic Gardens, *Student One Elizabeth Street* is the perfect choice for those wanting a community-driven student oasis in the heart of Brisbane.



Elizabeth Street residents will be just a short stroll away from Queen Street Mall, South Bank Parklands, Brisbane City Botanic Gardens, and QUT Gardens Point.

The University of Queensland and Griffith University will also be easily reached, owing to our close proximity to Brisbane's most-central public transport hubs.



The beginning of 2019 has already seen the first of our boarders arrive at Student One to begin their journey as university students. We're thrilled to have so many boarders and regional students choosing Student One as their new home. As expectations for student living grow higher and more sophisticated, Australian students are continually favouring Student One over traditional share-housing and on-campus living.

At Student One, we have always looked to be proactive when it comes to creating a holistic and safe experience for our residents. Our staff all hold blue cards, our front office is manned 24/7, numerous staff live on premises, and all parts of our residences require the use of secure swipe cards. CCTV is present in all common areas and is monitored regularly. These safety measures aren't difficult to implement, and should really be the standard for all student accommodation providers. The WiFi is fast and unlimited, the gyms are free, and the leases are flexible. These features reflect the demands of the modern student.

This year we welcome far more Australian students than ever before, and our overall community has grown larger and stronger than ever. Through our close work with ABSA-member schools, we've been able to help many boarders with the often-difficult transition from high school to university. Throughout the year, we'll be keeping the boarding community updated on their progress. I'd encourage all Heads of Boarding and Career Advisors to get in touch to learn more about everything we do at Student One to help students settle into life as first-year university students.

Throughout 2019, members of the Student One team will also be spending large periods of time in regional Queensland and New South Wales. We'll be visiting schools, meeting with career advisors, attending regional career expos, talking at Year 12 career nights, and even making the journey to Charters Towers for the 2019 QLD ICPA Conference.

As a proud member of ABSA, Student One is fully committed to supporting the interests and values of Australian boarding schools and families, who have invested the time, effort and guidance that has allowed students to realise their full life potential. We hope to welcome even more former boarders to our residences in the coming weeks and months.





## The Eternal See-Saw: Schools or Businesses?

### AUTHOR

Mike Symons  
Boarding Housemaster  
The King's School

Educational institutions are the breeding ground for miracles. Young boys and girls in primary schools find the confidence to sing. Adolescents learn to think and think to learn. University students begin to see their future and map it out through the mist of adulthood.

Yet schools, at least all private schools and most boarding schools, run the gauntlet of having to govern a school with independent financial prudence while also desiring the best possible teachers, the best possible facilities in a bid to attract the best possible students. To do the former means it is not always possible to do the latter. If one goes up, the other must come down. Yes, that is an oversimplification of an extremely complicated issue. However, most would agree that's how it works when viewed through a wide lens.

Before we delve into the veritable quagmire that is such a predicament, let's set up some semi-rigid parameters. I'm sure everyone reading this has some level of involvement in education. Education, unlike other 'goods and services' sectors, is a long-term investment. Six years would be about average: but a six-year service is not standard. A trip to the doctor? 30 minute service. Getting your car tuned? 3 hours. Getting your kid the best education to give them an adamant platform for future success? Six years.

It is a significant investment, whether it is a public or private school; not only in financial outlay but also in emotional involvement, a sense of your community and the inherent stresses that go along with raising a child into a world where our Prime Minister scraps with Pamela Anderson and deep-fried pizzas exist.

Additionally, when you pay for a service, you feel like you have the right to funnel



that service provider down a certain path. Phone plan? I'll pick one with Telstra that suits me. More data, unlimited calls and a better handset, please and thank you. Haircut? Can I please have one that looks like this picture? But with some blonde in it? When you choose a school - and not everyone has that financial freedom to do so, it must be acknowledged - you leave your pimply-faced investment at the front gate and pick them up six years later, so to speak, hoping your investments have paid dividends.

Finally, we need to understand what people actually want from an education for their kids. Australian-based education choice specialist, The Good Education Group, has conducted this research and narrows it down to five key areas:

- Committed and effective teaching staff
- Individual attention
- An active presence of the democratic values of our multicultural Australian society
- Mutual respect between staff and students
- An environment where students must learn social competencies

Of course, not all parents want all these things and some parents want some other things. But it is a very good place to start and a better place to think about our aforementioned conundrum.

Ergo, the above might be summed up as follows: an educational institution provides a unique service that aims to cater for those who want to embrace the culture that they create.

And there is a keyword in that summation that, I think, identifies the nucleus of the argument:

culture. It is a word so often used yet so often misunderstood. It is a word that finds itself so frequently voiced by those who fail to represent it. Culture is one of those words, I think, like love. You know what it is when you feel it, you know what it is by its absence, but it's not so easy to put into a simple definition; harder still, to identify your desired one and then put steps into place to make it materialise.

For a business to have a culture is one thing. But a school's culture is entirely different, isn't it? For a school to have a culture that aligns with the business seems ostensibly to be entirely incongruous.

An anonymous school from well beyond our respective shores says their statement of purpose "seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic and geographic backgrounds" and that their school's constitution - which is older than modern Australia - demands that the school must "prepare youth from every quarter to understand that goodness without knowledge is weak...yet knowledge without goodness is dangerous".

There is so much about this purpose that I love. It's inclusive, it's bold, it's steeped in history and it's got kindness at the core. Yet, herein lies the problem. I would love to be able to seek students from diverse socioeconomic backgrounds; to nurture them and give them the opportunities usually reserved for such a small percentage of the world. But this particular school charges almost \$AUD 75,000 per year for the privilege - residential and tuition.

How do you balance such a beautiful purpose with balancing your books?

It is here that the school must be, at least in part, a business. To offer 400 scholarships a year means the school goes broke; everything stops. To offer zero scholarships means students from "diverse...socioeconomic" economic backgrounds can't attend. Where does a school draw the line? The see-saw goes up or down.

Clearly, the line must be, at least financially - and especially for not-for-profit institutions - a balance. Make enough money to continue existing and put some away for a new whiteboard or two while also delivering on your mission statement. It is certainly possible and schools all the world over are doing it as you read this - and will do so for generations to come.

However, the structure of many schools is changing rapidly. The old guard will remember a time - which still exists in many schools today - where there was a Headmaster or Principal who taught a bit and coached a rugby team and presided over the school. They knew the students by name, knew the parents and turned a sausage at the Saturday BBQ. Then there was the Deputy Headmaster or Vice Principal who looked after the kids and dealt with problems as they arose. They were frequently the disciplinarians of the school and had, like an octopus, their arms and legs (yes, octopuses have both!) in every facet of the school. Then there was the Bursar - the money guy. They made sure the fees were paid, the school spent a wee bit less than it made and that whatever funding they received was spent in a wise and measurable fashion.

Yet that world would seem, for many schools and people involved in education, to be fading. Where there were once Headmasters, there are now Heads and even Chief Executive Officers. Deputy Headmasters roles have shifted and multiplied; there are now Heads of School and a multitude of pseudonyms. In my research I have found the following titles in Australian schools alone: Chief Operating Officers, Chief Financial Controllers, Financial Managers, Business Managers and Directors of Organisation. Sound familiar? Less high school and more business.

Yet, in conversations with the heads of two schools, this is simply the way things now work. A school's structure is now so geared around business that, in the words of one, "an education is completely separate to business but it's an interesting dichotomy because the quality of the education provided to the students' paying parents allow the business to exist". The leader of a prominent Queensland girls' school agrees, saying that "it's a chicken and the egg scenario".

I agree with both of these sentiments but would go a step further. Why does one create a business? If you and I got together and decided to create a business to make a profit and provide a good or service, chances are that we wouldn't settle on education. Granted,

it is a wonderful service to the community but there are far better money-spinners out there. Ones with less bureaucracy and governmental red tape. Less property dilemmas and independent marketing. We don't see names from the Forbes 100 List scrambling over each other to create schools. It's simply not a money-making industry, for the most part. So, why create a business? To take a passion, provide a good or service and turn it into profit. Yes, an oversimplification again, but it's near the centre of the truth.

And why create a school? Well, we've already covered that. An educational institution provides a unique service that aims to cater for those who want to embrace the culture that they create. See the difference? A school, at least in its purpose and day-to-day offerings, shouldn't have profit front of mind. Profit, like the business focus of a school, MUST exist; without it, everything stops. However, to quote a gardener I spoke to in late September, "the focus has to be the kids and your people, sort them out and the business takes care of itself." Touché.

When looking to the future, educationalists agree on one thing: we have no idea what the future of education looks like. Perhaps best positioned is the online enterprise, eLearning Industry; a network-based media and publishing company founded in 2012. It is the largest online community of eLearning professionals in the industry and gives nine things that will change in the education of tomorrow. From free choice to personalised learning, from field learning to a revolution of examinations, change is guaranteed.

But their final 'change', deemed as simply "fundamental", is that "mentoring will become more important" than it currently is. And, while thousands of goods and services have become obsolete through the years, it is comforting to know that, in the eyes of those focusing on it, "though the future of education seems remote, the teacher and educational institution are vital to academic performance".

That should provide solace for all of us. School or business, business or school, the future of education puts teaching and mentoring - people, essentially - front of mind. And while people certainly need business to enable, a business - like a school - most definitely needs people to truly flourish. And maybe that should be our focus.





## Australia's Drought and the Impact on Families and Their Children's Education

### AUTHOR

Jack Stevens  
Co-founder & CEO of Edstart



2018 has provided one of the worst droughts that Australia has ever faced. Specifically, New South Wales and rural areas within Victoria and South Australia have taken the biggest hit. The consistent lack of rainfall coupled with the autumn and winter seasons showing record warming temperatures are the key reasons for this drought that is devastating the country.

### The financial effect of drought on farm households

Even without the consequences of this drought, the financial position of farming families is already inconsistent due to the varying weather conditions of each season, unpredictable market prices and a range of other uncontrollable factors.

Income volatility of farmers is higher than most other sectors, with last year showing record production levels where the gross value of farm production exceeded \$63 billion. In under a year, these farmers have experienced the drastic changes due to worse than expected falls in crop production. Earlier in 2017, the average cash income for large scale farms was already projected to decrease by 10% to \$191,000 per farm in 2018. This forecast assumed that there would be sufficient rainfall. This means that the extremely dry season is resulting in an even larger drop in income for farm households.

The struggle for these families to sustain themselves amidst this drought has far exceeded the expectations of the federal government. Funding for drought assistance of over \$1 billion has already been depleted and the government has announced an additional \$500 million to be funnelled towards the cause.

With government assistance being quickly exhausted, many organisations have stepped up to send more money to help our farmers. However, even these efforts are not enough with these households being exposed to a wider range of financial stresses that go beyond crop production.

### The toll on children and their education

Their remote location leaves farming families with limited options of where to send their children to school; many are restricted to boarding schools only. This means that parents are bearing the price of not just tuition fees, but also boarding fees and the costs of travelling back and forth from school to home.

According to the Isolated Children Parents' Association, on average farming parents are paying \$17,000 to \$35,000 every year to send one child to boarding. This expense alone would eat up approximately 10 - 20% of farm cash income in 2018. However, some annual boarding school fees can go beyond \$60,000 per child.

Government funding has attempted to address the ripple effects of the drought on education. In August 2018, the Federal Education minister announced that they would be allocating an additional \$12,000 to the Farm Household Allowance for each family so that they could address expenses such as school fees. Again, such financial support is insufficient to meet the cost of boarding school, which is one of many problems for these families. This is especially so when considering that families are often sending more than one child to boarding school.

Not having the adequate funds to pay for school fees on time forces many rural families to face the harsh reality of pulling their children out of school early. While this brings the problem of students not being able to complete at least their secondary education, it gives rise to other issues such as a lack of opportunity to exercise social skills and long periods of isolation.

### How Edstart can help

Many parents in these tough circumstances experience stress and disappointment when they struggle to provide their children with the best possible education. Here at Edstart, our purpose is to make sure that finance does not get in the way of providing a child's right to education and that parents no longer feel undue pressure to meet such costs.

What we offer is flexible and tailored packages where Edstart pays the school fees on time when each invoice falls due. Parents then set up a plan where they make regular and consistent repayments over a period of their choice. This period can extend up to 5 years after the youngest child graduates from high school.

The ability to extend these repayments over a longer, more manageable period of time can significantly lower a family's annual spend on school costs. Having a consistent repayment amount makes it easier for families to manage their finances as well as shielding them from the expected inflation of school fees over time.

If you would like to know more about how Edstart can help, visit our website at [edstart.com.au](http://edstart.com.au) to try our online calculator and see how a funding package could benefit you.

## A smarter approach to boarding school fees

At Edstart, we believe education is the world's most powerful investment. Our mission is to help people pay for it.

Edstart helps schools and parents better manage school fees. Schools receive full upfront payments, while families can pay over a timeframe of their choice, extending up to five years after their children graduate.

To learn about Edstart for your school, visit [edstart.com.au/schools](http://edstart.com.au/schools)

1300 139 445 [schools@edstart.com.au](mailto:schools@edstart.com.au)



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## New Emotional Intelligence Program Gives Students Post-Exam Life Skills

**AUTHOR**  
Rachel Demarco  
PR/Marketing Manager  
InsideOutPR

A recent study<sup>1</sup> revealed that schools are failing to prepare students for life after the classroom. In an Australian first, an emotional intelligence schools' program has been launched to sit alongside the academic curriculum, designed to give students important life skills for greater success and reduce growing levels of anxiety.

Based on the successful pilot in two schools in 2017, the unique XVenture Schools Program launched in 11 Sydney schools this year focusing on building confidence, emotional intelligence (EQ), resilience and leadership skills in students in years 10 and 11.

The XVenture Schools Program, was created by emotional intelligence, resilience and leadership expert, Mike Conway.

"Recent statistics<sup>2</sup> predict there will be about 516,600 job openings per year from 2017-2024 in Australia, with some 200,000 new jobs in South-Western Sydney alone<sup>3</sup>. It is likely many of these jobs will need to be filled by local people, yet research suggests school leavers are lacking certain skills required in the workplace and life," says Mike.

"Furthermore, it's been suggested for some time that people with higher levels of EQ are better leaders and better equipped to deal with change and pressure<sup>4</sup>. Our program aims to better equip students in years 10 and 11 with enhanced social skills, emotional intelligence, resilience and confidence for life after exams."

The program, which is delivered by specially trained teachers from within participating schools, consists of six stages delivered over 12 weeks with a blend of face-to-face, experiential, online, reflective practice and employer integration.

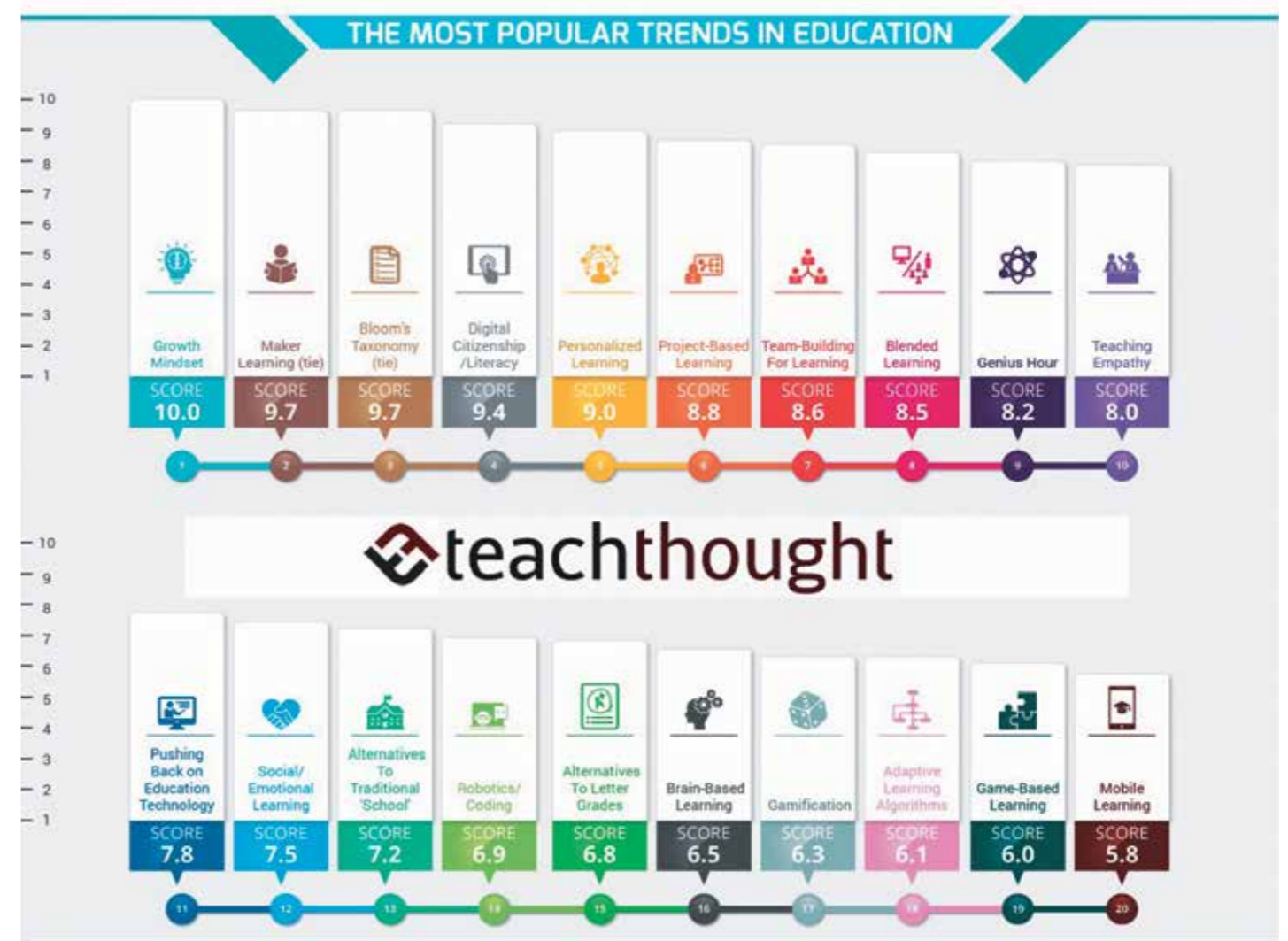
"Via a diagnostic tool and the students' reflective essays, not only have we seen improved confidence and composure but also better communication and acknowledgement of their areas of development. Students have recognised they have the most powerful impact on their performance and not outside factors."

Across the participating schools, 84 per cent of students noticed a change in their behaviour by the end of the program. Furthermore, all students who completed the program had a shift of 5-13% in their levels of EQ (self-awareness, self-management, motivation, empathy and social skills).

Magdalene Catholic High School was one of the schools who participated in the program. Assistant Principal Jennifer Foldes says, "We were thrilled to be one of the first in the country to be selected to participate in the XVenture Schools Program. We have seen the positive outcome of the program in building emotional intelligence, resilience and leadership skills in students. The program is designed using experiential learning and offers students the opportunity to work in teams collaboratively and build their social skills."

The XVenture Schools Program is built on XVenture's work, with elite sports teams, corporates, universities and families globally over the past six years.

For schools to be eligible to offer the program, one or two educators from the school are trained over 1-2 days in a unique, fully immersive experiential personal and professional development course. Hosted at the University of Wollongong and lead by Mike Conway and the XVenture coaching team, they'll learn and test out contemporary leadership thinking skills and the relevance of emotional intelligence, resilience and goal setting as markers for success. During the training they will explore all of the plans, content and experiential components of the successful six stage program, which will enable them to successfully facilitate and deliver it to students in their school.



Recognising the impressive work Mike and his team deliver in the learning, growth and development space, Parliamentary Secretary for Youth Employment in Western Sydney, Chris Patterson MP. recently approached XVenture to create and deliver a unique one-day Youth Employment Forum to 70 students from 22 schools across Sydney. This was held on the 20th August at NSW Parliament.

Expressions of interest are now open via XVenture's website for Schools nationwide to participate in the next round of the XVenture Schools Educator Training and implement the XVenture Schools Program in 1,000 schools nationwide by the end of 2019.

Presented by [www.ecostore.com.au/ecostore](http://www.ecostore.com.au/ecostore), XVenture Schools Program is created, developed and produced by global experts in learning, leadership and team development, XVenture. XVenture is a group who is dedicated to creating rich learning, leadership and media content and delivery. XVenture programs are based on over six years of intensive emotional intelligence, resilience and leadership work with over 500 teams, over 5000 people in a wide range of settings, including business, sport and education. Most recently, Mike Conway worked directly with the record-breaking A-League side Sydney FC as part of the coaching team. For more information visit: [www.xventure.com.au](http://www.xventure.com.au)

<sup>1</sup> [www.mitchellinstitute.org.au/wp-content/uploads/2018/07/Connecting-the-worlds-of-learning-and-work.pdf](http://www.mitchellinstitute.org.au/wp-content/uploads/2018/07/Connecting-the-worlds-of-learning-and-work.pdf)

<sup>2</sup> [www.sbs.com.au/yourlanguage/hindi/en/article/2018/04/23/researchers-reveal-jobs-will-be-high-demand-australia-next-five-years](http://www.sbs.com.au/yourlanguage/hindi/en/article/2018/04/23/researchers-reveal-jobs-will-be-high-demand-australia-next-five-years)

<sup>3</sup> Shaping Future Cities - Designing Western Sydney - December 2015, Deloitte

<sup>4</sup> [www.theglobeandmail.com/report-on-business/small-business/sb-managing/11-signs-that-you-lack-emotional-intelligence-article34073414](http://www.theglobeandmail.com/report-on-business/small-business/sb-managing/11-signs-that-you-lack-emotional-intelligence-article34073414)



## 7 Reasons CEOs and Other Leaders Need a Digital Presence

AUTHOR  
Mel Kettle  
Communications Expert



CEOs and leaders, including school leaders, who don't have a digital and/or social media presence are missing out on so many opportunities for themselves and for their organisations.

In my last blog post, I mentioned that research shows CEOs with a social media presence are seen as more influential than those without. And that is only one reason why you need to be actively using digital and social media.

If you're a CEO, Principal, or want to be seen as a leader in your field, these are a few reasons why you need to be using digital and social media.

### To Communicate

Getting your messages across can be one of the biggest challenges organisations face, particularly in an age when we are being bombarded by messages everywhere we turn. If you're clear on who your audience is, then you will know where and how they like to be communicated with, and you will be better positioned to communicate with people in their space. If you're wanting to communicate and engage with a younger audience, then using digital channels will help. The 2018 Yellow Social Media report tells us 89% of Australians have a social media profile and 81% of 18-29-year-olds check in at least once a day.



Social media allows you to communicate what's happening in your organisation and your broader community in real-time. Don't limit your use of digital to social media, be a digital leader within your organisation by sharing your thoughts on your company intranet, online educational platforms and by using audio and video technology to reach your people.

### To Connect

Personally, I believe that connection is even more important than communication. Because when you are connected with people they want to know more about you, they listen more carefully, and they are more inclined to want to help you and to buy from you. Digital and social media is a fabulous way to build real and lasting connections that transcend online into the real world.

I've lost count of how many business relationships and friendships I've developed over the 10+ years I've been active on Twitter, having endless conversations, sharing my thoughts and ideas and connecting my tribe to others. These friendships have resulted in too-many-to-count phone calls, referrals, clients, recommendations, coffees, cakes and meals shared, cards and gifts to celebrate, remember and commiserate. One that stands out is when Deb Peralta from Dello Mano sent a box of brownies and biscuits to my father when my mother died in 2010. We were connected on Twitter but hadn't ever met. This overwhelming kindness and generosity during one of the worst times in our lives will never be forgotten.

### To Share Your Expertise

Martin Luther King, Jr said life's most persistent and urgent question is, What are you doing for others?

One of the most generous acts we can undertake is to share our knowledge and expertise. Share your expertise and your thoughts by writing a blog, recording a video (and then transcribe it and turn it into a blog too), writing a LinkedIn post, recording a podcast episode, sending a quick tweet. If you have an iPad Pro, handwrite a thought and instantly share it on LinkedIn and Instagram.



When you share your expertise you are helping others, and this is an excellent way to become known as a leader in your field, as well as someone others turn to for guidance and advice.

### To Demonstrate Your Purpose

By 2020 millennials will make up 50% of the workforce. They have a very strong sense of social justice and want to work for organisations whose purpose is about a whole lot more than making money. However, research by Deloitte indicates most millennials believe businesses and their leaders are solely focused on the dollar. Furthermore, many other employees also want to work for an organisation whose values align with theirs, and who have a clear sense of purpose. What's your organisational purpose and how can you articulate it in a way that clearly says what you stand for? Consider sharing stories, examples, case studies, and using blogs, images, video and audio content as a way of depicting who you are and what you stand for – both as an individual and as an organisation.

### To Attract Better People

CEOs and leaders of organisations that use digital and social media are more likely to be seen as employers of choice. Use your social media platforms to demonstrate the benefits of working for you and your organisation. Share stories, talk about what happens behind the scenes, talk about what daily life is like. Share what do you do for fun, how you cope when times are tough, and what your people think of working for you. Demonstrate how you live your values in a way that will resonate with the people you want to attract.

### To Show Your Personality

People do business with people they know, like and trust. The more you can show your personality and your "real self", the more people are going to want to be connected to you, work with you and buy from you. Use digital and social to share video (selfie videos are awesome!) and stories so people can get to know your true personality. Video is an excellent way to build trust and to show your authentic self, especially when creating live video content. Trust me, there is NOWHERE to hide!

### To Fulfil Your Curiosity

According to a recent article in Harvard Business Review, curiosity "enhances intelligence" and "propels us toward deeper engagement, superior performance, and more-meaningful goals". Curiosity is one of the biggest assets of social media. Anyone who has hopped onto Twitter for five minutes, only to find themselves an hour later with 20 tabs filled with really interesting stuff open in their internet browser will attest to this! However, curiosity on social media is a two-way street. If you create interesting and compelling content, you will instil curiosity in your followers.

If you would like to become a Social CEO, I would be happy to provide information about my Social CEO program. It's for CEOs and other leaders who want to increase their digital and social footprints so they become more connected, confident and curious. This will help others see them as being more purposeful, personal and powerful.

# NRL Cowboys House: Community Spirit Shines during Townsville Floods

## AUTHOR

Rochelle Jones  
General Manager  
NRL Cowboys House

NRL Cowboys House has a Boys Campus and Girls Campus that provides supported accommodation for young Aboriginal and Torres Strait Islander students from some of North Queensland's most remote and educationally disadvantaged communities, enabling them to access quality secondary education opportunities in Townsville, North Queensland. Rochelle Jones recently commenced in her role as the General Manager at NRL Cowboys House. She shares an account of what it's been like at the House since she started, with the completion of the girl's facility, the arrival of the students, the start of school and the severe weather event that hit Townsville.

"I was very fortunate to be appointed General Manager of NRL Cowboys House at the end of 2018. My previous role was in education, including Head of Student Wellbeing, Deputy Principal and Acting Principal at Kirwan State High School in Townsville.

Since starting at NRL Cowboys House we have been busy setting up our Girls Campus ready for our first intake of girls and reviewing our processes for our Boys Campus which has been successfully operating for two years.

We celebrated the arrival of our students with a Welcome Dinner on Thursday 24 January at our Boys Campus. Families and friends shared a delicious meal, including sop sop, vermicelli chicken, rice, potato bake, and the list goes on.

After celebrating the arrival of our students, we worked together to make sure everyone was prepared for the first day of school. Preparation included uniforms, books, bags and lunches. Then the rain started!

Because of the unprecedented weather event, schools and businesses around Townsville closed, and the community banded together to support one another. While we weren't at risk of inundation, we did have to contend with students having to stay indoors for days in a row given the constant rain.

Our staff and students combined forces to find interesting ways to entertain each other as the rain continued to come down. Our students were amazing in providing assistance, not only at NRL Cowboys House, but also to members of our staff and the wider community whose properties were affected by the flood. This included volunteering at the local sand-bagging station and removing damaged property from homes that had been inundated with water.

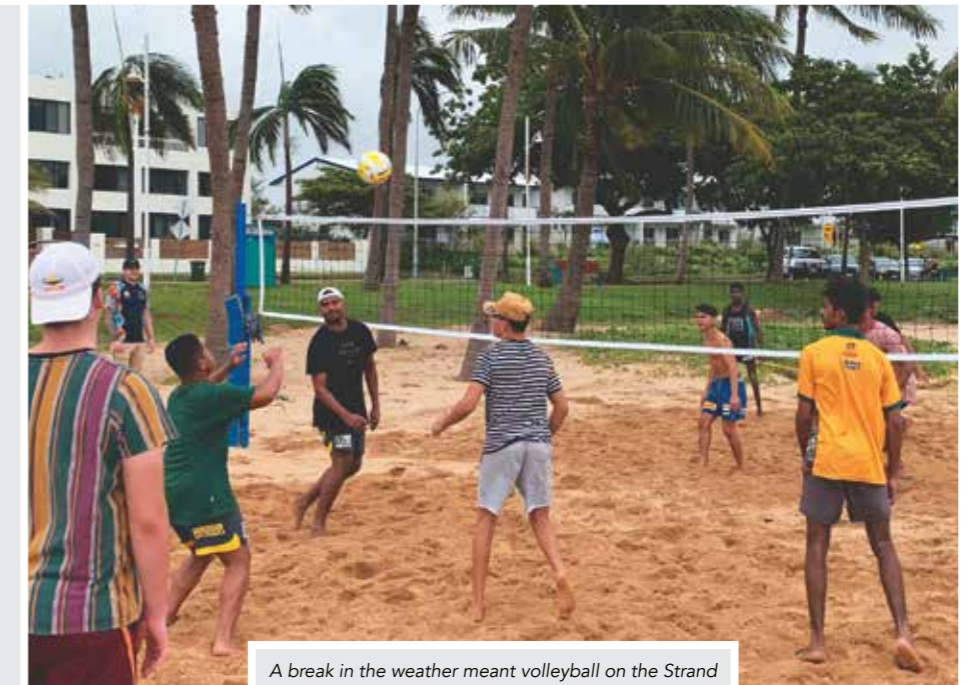
During this time, I have met some wonderful people who all share the passion and drive to create a community of high expectations for young Aboriginal and Torres Strait Islander students and to support them to be successful in education and life.

I feel extremely proud to be a part of such a wonderful organisation, and to have the chance to witness the resilience and kindness shown by the young people living at NRL Cowboys House.

We certainly are looking forward to 2019 and the ongoing success of NRL Cowboys House, its staff and students."



Students from the Boys Campus with Head of Boarding Stu Ward were out in force



A break in the weather meant volleyball on the Strand



Lending a helping hand to the local community



Keeping students entertained while schools were shut



Our students helped with sand-bagging



Our boys and girls make the trek up Castle Hill



## CAS 2.0

### AUTHOR

Stuart Murray  
Marketing Manager  
A Team Tuition

At A Team Tuition, we do not rely on the notion that intelligence stems from good genetics, luck, nor past experiences. In fact, we as a team seek to work collectively towards our overarching vision of providing every student in Australia with the right support, strategies and mindset to succeed regardless of the different dynamics embodied in each individual student.

With 87% of our students having transformed from D and C grades to A and B averages, A Team Tuition is more determined than ever to proliferate the current 700,000 "A" students in Australia to each and every single student nationwide through a hybrid of tutoring, mentoring, and academic strategy delivered by our specially trained Academic Personal Trainers.

### Where did it all begin?

The foundation of A Team's vision to change the Australian education for the better through Academic Personal Training was sourced by our founder and CEO, Hayden McEvoy. Diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in Grade 1, Hayden was not a born businessman, nor did he aspire to become an entrepreneur. That said, it all began when he sought to improve himself academically whilst challenging the stereotype of an ADHD student.

As one who scraped through Grades 1 to 9 with C's, D's and occasionally E's, Hayden was always treated differently by his teachers and often put aside as the outcast by his school mates. Fortunately, this began to change when he discovered the revolutionary concept to success - setting a goal, designing a strategy, executing that strategy then analysing, reflecting and evaluating the outcome for the very purpose of setting a new and improved goal.

How did a young boy establish such a holistic model? As a competitive swimmer, Hayden began formulating several strategies with his coach, starting with the way he was managing gym, training, school work, having a balanced diet and a healthy sleeping schedule, as well as developing good time management skills. Upon executing his success model, Hayden soared from 48th at the Queensland titles to 6 silver medals at Nationals within a short year. So, he thought - if this worked in the sporting arena, why not apply it to his academics?

After diligently collecting valuable advices from 6 of his subject teachers for achieving As in their respective classes, Hayden carried out some extensive research over the next six months, by which he formed a series of documents that became his study strategies plan. As the next step of his model was to execute such strategies, he did exactly that - and leapt from Ds to Bs in just one term!

But, as the resilient student he was, Hayden did not just stop there; he went onto refine those strategies based on the results they helped him achieve - and after countless trial and errors with implementing different study tactics, our once underachieving CEO was scoring straight A+s by the time he was in Year 10!

Realising the structure, he had planned for himself was golden, Hayden followed his success model all the way through, impressively becoming the fastest 16 year old free-styler in the world as well as finishing Year 12 with an awe-inspiring OP3.

Motivated to maintain such high performance, Hayden saw his friendship circle transform from "the cool kids" to "the nerdy kids" in order to surround himself with those who not only positively influenced him but also possessed valuable study techniques which Hayden found extremely helpful. It is from them that he learnt everybody has a different way of studying, but there always existed commonalities and patterns that comprised the key to success. Most importantly, he

uncovered the true master behind high distinctions - self created mock exams. As he once learnt from a high achiever from his University, normal questions and answers will not cut it; instead, developing weekly mock exams to be completed at the end of the semester will ensure all the mock questions cover everything and anything that could possibly be on the exam. Genius idea? Hayden thought so too!

Naturally, it wasn't long before Hayden decided to impart all that he had learnt to struggling students. In 2011, he started tutoring his first student - but all that he was teaching simply did not stick with her! Seeing his student's grade change from a D to a D+, Hayden decided to tweak the way his tutoring sessions were progressing. He allowed his student to draw up her own plan for the sessions tailored to her own strengths and weaknesses, and they followed that plan through to the end of the term, by which time she was sitting on an A+. This became a chain reaction as Hayden transformed all 16 of his students to A students by the end of that year, followed by 248 phone calls from parents who were more than eager for Hayden to do his magic the following year!

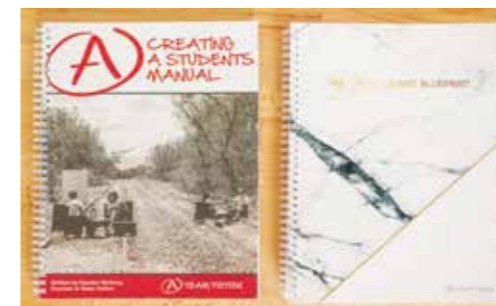


Hayden and with one of his first students

And what better way to teach Australian students the secrets to success than founding A Team Tuition to educate

Hayden's collection of all-encompassing academic strategies through Academic Personal Training? Having worked with 600 tutors and providing tutoring to over 1000 students all through 2012 to 2014, Hayden was able to pinpoint exactly what worked and what didn't, which eventually led to the creation of the first version of our Creating A Students (CAS) Program, a summary of Hayden's success strategies in 3 modules - study strategy, exam preparation and time management.

Though our students were achieving phenomenal results ensuing the CAS program as proudly presented on our website, new problems arose with increasing clients. Accordingly, by the end of 2015, Hayden and some of our brightest tutors brainstormed all the problems they had come across with their students, along with their respective solutions that ultimately became the blueprint of our CAS Program 2.0.



### The 9 Core Modules for creating "A" Students

The hypothesis of the CAS program 2.0 is to become a program that consistently creates A students, because at A Team we believe that any student can achieve an A with the right support, strategies and mindset.

Through both theoretical and practical means, each of the 9 modules that make up the entire program targets a specific component of that which creates an A student. As a CAS student, our clients will learn how to build a positive support network, undergo an assessment and redesign of their study space, engage with tools that aid in enhancing their time management and goal setting, be exposed to the concept of 'learning languages', have access to our secrets for efficient study, learn how to write flawless assignments, receive advice for maintaining study and life balance, learn how to overcome lack of motivation, failure and burnout, and understand how to get an edge during down time. In addition to all that, our editors have ensured the program is presented as aesthetically as it sounds!



Module 1 targets the core functionality and underlying philosophy of every single A student we have ever encountered - the mindset of an A Student. It explores the realm of growth mindset verses fixed mindset, as well as the respective habits that reflect the mindset of an A to E student. In light of encouraging students to develop and maintain a growth mindset to prolong long term As, this module also presents the formulas for attaining skill, effort, achievement and last but not least, success. It breaks down the vital element of 'study and life balance' into six key areas - nutrition, social life, mindset, study habits, mental health, and exercise, all of which contain tips, tasks, diagrams and quizzes to engage our students. In essence, Module 1 aims to highlight the importance of altering one's mindset to succeed both in school and in life.

Just as with building a house, success first requires a base, and Module 2 is precisely designed to teach CAS students how to establish the foundation of success, which begins with a strong support network model. A support team includes the student, the parents, the teacher, and the Academic



Personal Trainer. Not only does this module underline the role of each team member, it provides four profiles for the different types of teachers, along with advice as to how to connect with each kind. This strengthens the EQ of our students and reinforces the significance of teamwork, as A's do not get achieved singlehandedly.

Recognising the perpetual issues of procrastination and distraction, Module 3 is devised to help students create their own neurospace that maximises their effectiveness and endurance during tutoring sessions and while completing school work. For boarding students with limited access and flexibility as they would have at home, a checklist of essential materials has been constructed for creating effective study zones outside of the comfort of their own homes. Students are also encouraged to design their ideal neurospace that will instil motivation and inspiration either through a sketch or in the form of a table.

Students will then work through module 4 for a comprehensive and holistic training on setting the right goals, learning how to time manage their work, social lives, sporting and extracurricular activities. Both time-orientated and task-orientated timetable templates have been created for the convenience of learners.

Module 5 elaborates on a fundamental ingredient to effective learning that is continually appreciated by A Team - the importance of correctly utilising learning languages to the advantage of our students. Tests, mind maps and profiles have been formulated in this module to help differentiate our oral, auditory and kinaesthetic students. A more condensed version is also published through blogs on our website.

To stress the value of study strategies as discovered by Hayden at a young age, module 6 is dedicated to teaching students the study pyramid step by step. It expands and details up to ten study strategies students can employ to facilitate their success, in addition to specific study pyramids for every subject.

As many students would find extremely helpful, module 7 contains the secrets to writing an A Standard Assignment. That includes translating common terms in criteria sheets such as analyse, compare and contrast, discuss, evaluate, justify and many others into plain, easily understandable English. The module also contributes a huge amount to referencing, an area often neglected by many students. It teaches

referencing for journal articles, school content, textbooks, websites, and even sources without authors. To all intents and purposes, we seek to provide our students with all that they need to thrive.

Similarly, module 8 explains exam preparation and strategies to reduce stress and blanking whilst in exams. It begins from two weeks prior to the exam up to the best breakfasts before the exam. As cramming and rote learning are admittedly common in students, strategies for chunking, linking, recitation, distributed practise, mental visualisation, memory consolidation and sleep are all spelled out in this module.



Last but not least, the program caters for students who experience stress, burnout and failure. Module 9 identifies burnout according to three components - social network, workload and flexibility; it also teaches Academic Personal Trainers the ways to un-burnout our students. This module is comprised of theories from psychological journal articles as well as the input of Janin McEvoy as a psychologist who specialises in this area.

### The Final Step

So how will all these be implemented? In light of creating *the A Team difference*, Hayden has set a goal for all our boarders - to work through the whole program within six months by spending 15-30 minutes at the end of weekly school programs to connect with one another through

interactive activities, content and questions as set out in the CAS 2.0. They will execute the CAS modules in groups alongside their classmates with the mentorship of A Team's Academic Personal Trainers through seminars and workshops in their school programs in order to achieve the ultimate goal behind this program - to increase our current 50% of A students to 80% in line with our slogan of "We create A students".

### Levelling the Playing Field

As Hayden recognised, the inherent difference between boarders and students reside in the element of parenting. For many boarders, the opportunity to be mentored

by a parent figure is absent, rendering them less likely to hold experiences regarding managing pressure, burnout and many other inevitable life encounters. As a result, Hayden established a vision to ensure every single boarder in Australia has what it takes to get an "A" by providing them all the information and strategies they need to do so, thus levelling the playing field.

"I realised that many kids who did well had somebody in their lives that taught them how to do well, and the kids who didn't do well had never had that moment, so A Team is about providing that moment to every kid through sharing the secrets of "A" students to ensure every student has the opportunity to succeed both in school and in life."

## Measuring the Value of Indigenous Student Boarding

**AUTHOR**  
Greg Franks  
CEO  
Boarding Australia

For most Indigenous students living in regional and remote communities the only chance to get a secondary education and the opportunities that this provides is to move away from the security of home, family and culture to study in a boarding school.

For many students, and their parents, this is a hard choice to make and to challenge to continue the educational journey throughout secondary school. Scholarships play an important role but unfortunately not all Indigenous students will have the benefits a scholarship provides.

In late 2018 Grant Thornton conducted an *Evaluation of Investment in Aboriginal and Torres Strait Islander Boarding Services* commissioned by the Department of the Prime Minister and Cabinet (PMC). This report will be presented at the *National Education and Boarding Symposium* as an exclusive session.

Whilst this evaluation focussed on the monetary investment, there is another side to the value boarding can play in a young Indigenous person's life. Boarding should not be seen as removed from education. Boarding can and does play an important function in both supporting classroom education as well as providing educational activities that contribute to academic outcomes. It also contributes to personal

and social development and provides opportunities for physical and emotional well-being.

These educational activities are undertaken now in boarding schools and residences across Australia. What needs to occur is to identify what educational outcomes are being achieved in boarding for Indigenous students, how are these being measured and are they replicable in other boarding schools. This is a project that Boarding Australia has commenced and we are keen to hear your stories.

Please contact Greg Franks ceo@boardingaustralia.edu.au if you have educational programs for Indigenous students in boarding that you are proud to share.

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## Confidence

### AUTHOR

Sarah Jane Fehlberg  
Naturopath, Nutritionist,  
Herbalist, Personal Trainer  
Forever Natural

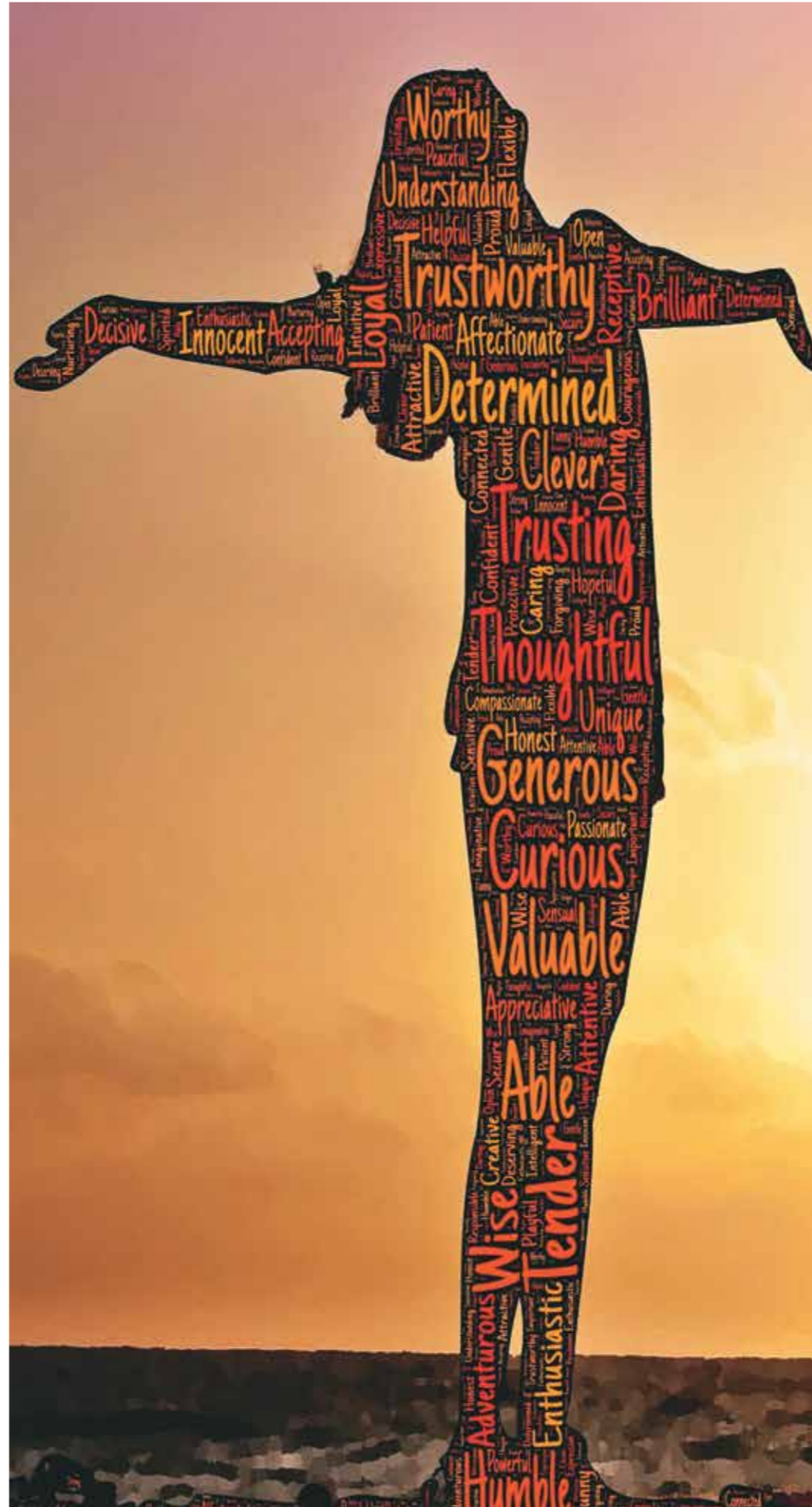
As young tots we are often told be independent, be confident, be strong.  
SO when we become young adults there is often a dialogue that follows..  
Show a brave face  
Don't cry  
Don't show you are upset in front of this person or that person  
Sit up straight  
Brush your hair  
Don't show your vulnerabilities  
Be strong  
Be confident

We live in a society of people who are becoming more and more independent, strong willed, career orientated, entrepreneurial, Fierce, *confident*.  
I have been viewed as a confident woman from time to time I am actually told this is how I come across.  
A status I don't feel you can really say one is, but more so, becomes.  
It was because of this I felt the need to explain why confidence isn't always what it seems and I'm sure I'm not alone in my way of thinking.

I think people forget where confidence comes from. Instead they see the present self (the person they are perceiving to be confident) and assume "they have their shit together" It's then the comparing starts....

But what about that person's back story? How they got to where they are today.  
It didn't start with confidence I can assure you that.  
Strength and confidence in me came after years of learning, breakups, friendships, change, growing, falling over and over again, more than one time with a broken heart and lots and lots of tears.

Have you ever thought of why babies don't get discouraged when they learn to walk? They fall over so many times but it doesn't really seem to bother them, they just get up and try again. Why is it that we as adults can take a fall and find it so hard to get up again? Where along the line is that childhood essence of not giving up, lost on us as adults?  
In a world of the digital age where we can often catch ourselves comparing to the façade of others on social media, we can get lost in the fake fronts people, friends, colleagues can so easily create and forget about a person's true back story.  
We present what we want people to see, not what we don't.  
Are we too busy looking at our phones to actually talk to someone about their journey?  
Are you showing up in the wrong places like snapchat and instagram but not to a phone call or a catch up with a friend?  
We are so quick to judge, to assume, to compare, I just want women and men to step back for a second and really take the time to understand each other and truly start to care, listen.



I do believe somewhere down the line social media affecting our day to day interactions of being real, honest and vulnerable with each other. Hence my need to share this – on social media, go figure!  
I believe our vulnerabilities are our strengths, and sharing them makes us stronger, relatable, more united and internally *confident*.

So it got me thinking, why don't we share our vulnerabilities more? Is it because we see a confident woman or man and think she/he is or never has been vulnerable?  
We don't want to show our vulnerabilities to the world or to each other in fear of looking weak, in fear of being pitied, in fear of having your vulnerabilities on a table in front of you, for then we will *actually* have to face them.  
Is it because we have a warped perception of others; "you're doing so well"; we assume this statement we say to each other is true.  
What happened to stopping by and actually asking how that confident woman or man may be feeling in what they are doing and how they are going?  
When did we lose the basic human nature of nurturing, feeling, caring and supporting one another.  
When did it become a fear to share with each other?

I saw a Meme recently; I think it came out around a campaign for mental health that said; "Ask your strong friend if they are ok".  
This rang really true for me, as often as people perceive me to be a confident woman and that perception comes with the assumption that I am always ok.  
Just because he/she is confident, doesn't mean they are always ok!  
Assume and you make an ass out of you and me. Old dad joke kinda saying but rings true..  
Just because we seem "OK" on the outside doesn't always mean we are and its totally OK not to be!  
It's OK to cry when you feel something, express what you are thinking and be honest with yourself and others about what might be going on for you.

So how can we change the way we view and act in order to feel confident in ourselves? And NO I'm not a guru - these are things I'm working on also!

- Be ok with being vulnerable and showing up as your true self to others.
- Be there for others but also says yes to yourself first and foremost and be ok with that.
- Stop comparing where others are in their lives to where you are in yours.
- Be content with who and where you are. Its not a race, its your journey, enjoy it!
- Let down that big wall you hold up and start showing your true self, you'll find deeper connections, truer friendships and I promise, someone on the other side of that wall saying "me too".



## Financial Life Skills: The Parent Perspective

### AUTHOR

Ken Swan  
Director  
The Wealth Academy

Many parents rightly believe that the habits their children will display as young adults will have been significantly influenced by their years in boarding. This includes financial habits! The following views have been volunteered by members of the Isolated Children's Parents' Association (ICPA). I thank them for sharing their views.

#### Queensland: Nina Mayne

- I have a 19-year-old who to my knowledge received little financial education at her boarding school in central Queensland. She did a small amount in accounting but little that will help in her current daily life. My daughter who is now at university, is still lacking in the daily demands of financial decision-making/budgeting/saving.
- I think financial life skills should be an essential component of the boarding program. Boarders have very little opportunity to have casual jobs in their community, therefore, cannot learn some of these skills through that opportunity.
- My 19-year-old also does not get as many opportunities to work casually even though she is at university, because employers do not want to hire students who go home for the holidays. She loses out to the locals all the time.
- My youngest is in Year 9 at boarding school. As yet she has had, to my knowledge, no financial life skill lessons.
- Because our children are away from us for most of the year they do not frequently see or hear us talk about paying the bills, managing our finances, making financial decisions for our property and so on. While we also do not want to burden them with the bigger financial decision parents make while they are still young, (and living away from us for support), we do expect them to receive some financial life skills education at boarding school.
- In 2017 the school did some short courses at the end of the year for the seniors which was a fantastic idea. Unfortunately to my knowledge there was nothing to do with money management and or, financial decision-making.
- I am aware of the pressure my child is under to spend money and use cards for online purchases which we don't allow. But because so many other boarders have access to these cards there is a lot of peer pressure. Boarding staff must provide lessons for our children about this. They should not allow this pressure to build. This needs to be managed.
- We do not have access to a regular bank facility or a regular Bank ATM in our local community so we expect boarding schools to help with the teaching of banking services and products etc.
- My key message for boarding staff is 'would you be comfortable with your child to leave school and go out into the big, wide world with very little financial skills?' I would think the answer would be 'no'.

**Callout 1:** My daughter's financial habits will have largely been moulded by the experiences she has seen in the boarding house and the amount of financial life skills education she has received during her stay!

#### South Australia: Joanna Gibson

- I have had three children in boarding. The last one finishes Year 12 this year. The first two received no specific financial life skills education during their time at boarding school.
- I am very thankful that since mid-2018 the boarding house is now providing financial life skills education (using The Wealth Academy's resources).
- I think a financial life skills education is essential these days. Definitely, our children should not be leaving school without some knowledge and awareness of the financial world. It would be negligent to allow them to do so.
- I believe there should be some financial education workshops that are compulsory for boarders each year, and then others that may be elective. This education will do them no harm.
- My children as boarders, spend more time at school during their teenage years than they do at home. They also have the opportunity to mix with children from all walks of life, from



different backgrounds and whose parents may have different values about money management, gambling, the use of credit cards etc. As a parent I have been regularly challenged by a child to provide more money to spend on the in-thing, based on boarder peer pressure. Most recently this conversation related to the purchase of a car. There is constant peer pressure which becomes ongoing parental pressure.

- Parents need boarding staff to ensure the environment in the boarding house does not encourage spending peer pressure. While I understand that boarding schools may not be able to stop boarders from participating in online gambling and online shopping, I would find it extremely alarming if this occurred without boarding staff providing some controls and ensuring there was associated financial education lessons involved. For example, I would not want my child pressured into online gambling.

**Callout 2:** Financial education is vitally important for our children. The boarding school has a role to play in helping our children build some financial awareness and understand how important trust and ethics are in financial decision-making.

#### New South Wales: Katie Ponder (ex-boarder)

- I was a boarder for six years at a school in regional NSW. I left in 2014 and am now studying teaching.
- I can remember doing a bit of financial numeracy in maths one year, but it was not very practical or useful to me.
- I cannot recall any financial life skills education in our boarding house. We should have definitely received some to help prepare us for life after school.
- I know of boarders who have struggled with their finances when they left school. Sometimes parents can help them out, but if that is not possible, like for my friend, it can be very stressful. Giving all boarders a financial education starting point would be helpful for everyone.
- We are very much protected from the real world as a boarder. Our electricity, accommodation, internet, heating, meals etc are all covered and we hear no conversation of their costs and the need to budget for them. When we leave school, these costs become real very quickly. It is very daunting to suddenly have to pay for everything.
- I realise Directors of Boarding may not want to take away the free time of boarders, but there are always opportunities to run financial education sessions in the boarding house. Some topics could be compulsory and other topics optional. Boarders in Years 10, 11 and 12 would be interested in many financial education topics.
- Directors of Boarding should make sure there are financial life skills learning opportunities throughout the year. Some of these should be compulsory. Perhaps not every boarder will be happy, but they should attend, as they will benefit in the future.

**Callout 3:** I didn't know anything about taxation, superannuation, loans, rent, managing bills when I left school. We need to have a basic understanding of these things when we leave school.





**Northern Territory: Tina Barrett**

- I have children in boarding in year 7 and year 10. I have been involved in boarding for three years.
- I definitely want my children to have a financial life skills education and the boarding school should play a part in this.
- I do believe financial education starts at home with parents encouraging their children to work for their pocket money etc, but when they go to boarding school, the staff have a role to play. We live 250km away from Mt Isa and our children are boarding over 1600km away, so our financial education role as parents is limited by distance.
- I would like boarding staff to help my children to develop good financial habits. For instance, they should be encouraged, along with my own reminders, that they do not need to spend all of their money and that they have to also save.
- If there are boarders gambling or not using their own money responsibly, I would expect the boarding staff to notify families and to work through a solution. I would not like my children exposed to or pressured into using their money irresponsibly. I would be very concerned if boarders were being allowed to gamble, and my child was regularly exposed to this.
- On our property we provide opportunities for teenagers to come and work. We have found most don't know anything about tax and superannuation. They do not know how to fill in the forms. Many cannot provide bank account details and so on. All students should learn these financial basics.

**Callout 4:** I am unaware if the boarding school has previously offered any financial education lessons to my children. I will be proactive and ask this question when I meet with staff soon.

All boarders need help to navigate and interrogate the financial world. They need knowledge and skills to disseminate the good from the bad, and to develop processes and habits for informed financial decision-making. Financial education needs to start in the boarding school somewhere, by someone!



## Applestone

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## AIEF Marks 10 Years of Helping Educate Indigenous Youth

**AUTHOR**  
Renee Coffey  
Deputy CEO  
AIEF

The story of the Australian Indigenous Education Foundation (AIEF) is a story of hope, ambition and success. Launched with one scholarship student in 2008, AIEF has grown over the past ten years to now offer around 500 scholarships each year and continues to support a network of over 500 alumni.

AIEF was established to enable Indigenous families to make their own decisions about where they want their children to go to school. Driven by community demand, AIEF provides scholarship funding for Indigenous families who choose to enrol their children at some of Australia's leading boarding schools, and scholarships for Indigenous students at university. As part of the program, AIEF also provides career support and mentoring to help graduates make a successful transition to further studies and employment.

Over the past ten years, AIEF has made a significant impact on the lives of young Indigenous people from over 250 communities across Australia, from as far north as Dauan Island, to Hobart in the south, Ballina in the east and Carnarvon in the west.

As AIEF marked its 10th Anniversary in September 2018, members of the boarding community from across Australia came together at Sydney's Luna Park. AIEF was thrilled to share this milestone with all the people who have supported the organisation over the past ten years, including many current and former students, now alumni, and their family members.

AIEF Alum Kygim King grew up in Kempsey, NSW. She began boarding at Kincoppal Rose-Bay School in Sydney in Year 10 and completed Year 12 on an AIEF Scholarship in 2011.



"My mum had always said to me, 'Knowledge is power; education is something no one can ever take away from you'. My mum and some of my teachers back home really saw something in me. When the opportunity for a scholarship came up, I've always had the belief to just take every opportunity, I decided to give it a go because you can't lose anything."

In 2017 Kygim completed her law degree at the University of Technology Sydney, and is now working fulltime as a lawyer in Sydney.

"When I graduated, there were about 25 AIEF Scholarship Students who graduated Year 12 with me. To see how many Year 12 graduates there are now blows my mind. AIEF truly is helping change Australia. We're the next generation and we're going to do big things."

Executive Director Andrew Penfold AM started AIEF after seeing the effect that a handful of Indigenous students at one school were having in their families and communities.

Indigenous students in the program make a successful transition from school to further studies or employment. AIEF Alumni are forging careers in a vast range of fields, including construction, engineering, business, education, law, hospitality and tourism.

"Nobody gives you an education," Andrew Penfold says. "You earn it yourself and that's why it is so powerful. It's not something we can give you. It's something where we can enable the opportunity but it's you who actually has to do the work."

AIEF Alum Robert Thatcher grew up in Darwin, NT, the third youngest of 10 siblings. He completed Year 12 at St Joseph's Nudgee College in 2012.

"Going to boarding school was a big change; especially coming from a place like Darwin and moving to a massive city like Brisbane and a huge school like Nudgee. At first it was a little bit of pressure, but I got comfortable and hooked in to everything and had my mind opened to new possibilities."



"The idea of AIEF was really quite a simple one. If we could achieve so much at one school, imagine if we could take that program in one school and reach out into the broader community and outside the school gates and multiply that across the country; imagine what ten schools could achieve if they were connected to a national network of companies, philanthropic donors and the Australian Government."

AIEF has achieved significant success over the past ten years through the efforts of AIEF Scholarship Students and through collaboration with AIEF's Partner Schools and other stakeholders.

"Thanks to the unwavering commitment of our Partner Schools, and the hard work of the students and strong family support urging them on – we have together had an annual retention and Year 12 completion rate above 90% every year for the past ten years."

Along with scholarships, AIEF provides career support and mentoring to ensure

After graduating from school, Robert enlisted in the Australian Army. He is a committed role model within the ADF for young Indigenous people and continues to work with AIEF Scholarship Students.

"As much as I can, I'll always be there to help and give back to the other students, sharing my advice and experiences. I accept the busy life my job has given me, but I will always have time for AIEF."

There are now a thousand inspiring Indigenous students who have graduated or are currently at school in the AIEF Program. These students and alumni are trailblazers and role models for the next generation. In the last ten years, since AIEF was established the demand for scholarships from young Indigenous people, families and communities and has continued to grow and far outpaces the funds available.



There is no 'silver bullet' to ending Indigenous disadvantage in Australia. If it was easy, it would have been done decades ago. The AIEF model does not prescribe a 'one size fits all' approach, but while there may be no cure-all solution, there is no disputing that all Australian young people deserve the opportunity to access quality education.

By laying the foundation for young Indigenous people to take their place as leaders, we are building a brighter future for our nation. As AIEF enters its second decade, we look forward to witnessing the achievements of future generations of Indigenous young people who have been able to complete their education and fulfil their dreams.





## New Principals

### Canberra Girls Grammar School Canberra

Mrs Anna Owen is the fifteenth Principal to head Canberra Girls Grammar School since its establishment in 1926. She commenced the role in January 2019.

Anna has extensive experience working in executive and senior management positions in schools. She has completed a Masters of Science with Distinction at Curtin University, an intensive management course at Stanford University and is currently completing a Master

of Business Administration. She held the position of Deputy at Brisbane Girls Grammar School for five years before commencing at Canberra Girls Grammar School.

Mrs Owen believes strongly that educating girls and young women at this unique time in history is a privilege. "Our purpose is to educate girls. Our intent is to develop young women that are able to articulate what it is to be well-educated, who understand the great responsibility of receiving a great education and who insist on living ethically and purposely," Mrs Owen said.



Mrs Anna Owen  
Principal  
Canberra Girls Grammar School,  
Canberra, ACT

### Columba Catholic College Charters Towers

Candi Dempster is the new Principal at Columba, beginning in July 2018. Candi is an experienced educator with over 25 years' experience spanning three states and territories. She taught in outback Australia for nine years and was Head of Campus at Our Lady of the Sacred Heart College in Alice Springs. She then moved to Burnie in Tasmania to Marist Regional College for seven years where she held the position of Deputy Principal. She moved back to her hometown of Brisbane with husband Milton and son Julian and became foundation Deputy

Principal of a new coeducational Catholic College on the northside – St Benedict's College, Mango Hill. Candi is passionate about connecting students to their passion and possibilities and was drawn back to a regional lifestyle to take up the Principalship at Columba Catholic College in Charters Towers. She is enjoying the vibrancy of Columba being a co-educational boarding college and relishes the opportunities to see residential students grow into capable, creative, and confident men and women of integrity.



Mrs Candi Dempster  
Principal  
Columba Catholic College,  
Charters Towers, QLD

### Concordia Lutheran College Toowoomba

Concordia Lutheran College welcomed Mr Adrian Wiles as the new Head of College in January 2018.

Prior to Concordia, Adrian has led four of the largest Lutheran schools in Australia over 26 years.

He has previously served as Head of College at St Peter's Lutheran College in Brisbane, Immanuel College in Buderim, Luther College in Croydon, Victoria and Good Shepherd College in Hamilton, Victoria.

Throughout his career, Adrian has both chaired, and been a member of, many professional organisations in Queensland and elsewhere within Australia. He has been a Board member of Independent Schools Queensland and Chair of the ISQ Education Advisory Committee.



Mr Adrian Wiles  
Head of College  
Concordia Lutheran College,  
Toowoomba, QLD

### Loreto Normanhurst Sydney

Marina came to Loreto Normanhurst in January 2015 in the role of Deputy Principal after a substantial career as a teacher and school leader at three Catholic independent schools for girls. Prior to joining the Loreto Normanhurst community, she was Deputy Principal at St Vincent's College Potts Point. Marina commenced as Principal of Loreto Normanhurst in 2019.

Marina has an ongoing commitment to professional learning and holds the qualifications of Master of Educational Leadership, Master of Theology, Bachelor of Laws, Bachelor of Arts and a Graduate Diploma of Education.

With a strong commitment to her Catholic faith, Marina embraces the values of the school, the charism of Mary Ward and the Sisters of the IBVM. Marina's love of learning, her joy in working with young people and her willingness to serve the community are evident in her dedication and leadership of Loreto Normanhurst.



Ms Marina Ugonotti  
Principal  
Loreto Normanhurst,  
Sydney, NSW

## New Principals

### Knox Grammar School Sydney

Scott James became the eighth Headmaster of Knox Grammar School in April 2018.

Prior to this, Scott was the Deputy Headmaster and Head of Senior School of Knox Grammar School, positions he held from 2009.

Scott has 25 years' experience as an educator and has worked in a number of high-profile schools. He has led the implementation of

Knox's Positive Education program, Knox Total Fitness, and is passionate about how mental fitness and a growth mindset can empower young people.

Scott has a demonstrated commitment to academic excellence with the capacity to lead high-performing teams. He has contributed to strategic planning and curriculum development, allowing him to establish an outstanding professional track record.

He is a member of the Australian College of Educators (ACE), the Australian Institute of Company Directors (AICD), the Australian Council for Educational Leaders (ACEL) and is a Board Member of Positive Education Schools Australia (PESA). Scott recently completed a school leadership program at Harvard Graduate School of Education.



Mr Scott James  
Headmaster  
Knox Grammar School,  
Wahroonga, NSW

### Newington College Sydney

Michael Parker will lead more than 500 outstanding educators in his new position as Headmaster of Newington College, a boarding and day school in Sydney's vibrant inner west.

Mr Parker, an English teacher who was the subject of the SBS documentary Inspiring Teachers, is the author of ten books, and believes Newington College's motto - 'Discover what's possible - encapsulates a vision that inspires every boy to be themselves at their best. His aim is to foster an environment that combines academic performance with enduring pastoral care programs to ensure boys are prepared for an unpredictable and constantly changing workplace.

Mr Parker comes to Newington after four years as headmaster at Oxley College in Bowral. He was previously Deputy Headmaster at Cranbrook, and has also worked at Eton College in the UK.

Mr Parker is married to Fiona, an English literature academic at the university of NSW, and has two daughters, Julia and Elena.



Mr Michael Parker  
Headmaster  
Newington College,  
Sydney, NSW

### Presbyterian Ladies' College Melbourne

Mrs Clements was appointed to Presbyterian Ladies' College after an exhaustive search process. Mrs Clements has taught and held senior positions at a number of independent schools in Perth, most recently she was Principal of Lake Joondalup Baptist College, the largest and the first Baptist College in the State. At the University of Western Australia, Mrs Clements completed a Bachelor of Arts (English and History), a Diploma of Education and a Master of Educational Management. She is a member of the Association of Heads of Independent Schools of

Australia (AHISA), the Australian Council of Educational Leaders (ACEL) and a Fellow of the Australian Institute of Management (AIM).

Mrs Clements moved to Melbourne with her husband, son and daughter. She is a woman with a deep Christian faith, and with her family, she has been worshipping in the Anglican Church in Perth before moving to Melbourne.

Professionally, Mrs Clements is passionate about educational excellence in Christian education and equipping young women to positively and strategically influence their generation as women of character.

We are delighted to have Mrs Clements, an engaging, warm and articulate leader as our College Principal. We know that, under her leadership PLC will continue to be one of Australia's top leading girls' schools where our students thrive.



Mrs Dawn Clements  
Principal  
Presbyterian Ladies' College,  
Melbourne, VIC



## New Principals

### Somerville House Brisbane

Somerville House is honoured to welcome Principal Mrs Kim Kiepe to the School, commencing January 2019.

Appointed the twelfth Principal of the School, Mrs Kiepe, a well-respected educator, holds extensive teaching and leadership experience with a strong background in girls' education within Christian schools.

With a great passion for leading staff in supporting the aspirations of all students, Mrs Kiepe believes in a philosophy of encouraging girls to strive for personal excellence, developing them into happy, confident and connected young women.

"By creating a rich learning environment, with a strong focus on developing and nurturing the whole person, my belief is that students can feel self-motivated and empowered to achieve their personal aspirations. Further, a school culture that places emphasis on the growth of quality relationships and a social awareness contributes to a student's sense of purpose in a global sense," Mrs Kiepe said.

"As a previous Head of Boarding, I value and look forward to making personal connections with our boarding students, and their families at upcoming regional visits around Queensland."



Mrs Kim Kiepe  
Principal  
Somerville House,  
Brisbane, QLD

### St Gregory's College Campbelltown

Lee MacMaster was appointed as the College Principal (K-12) at St Gregory's College, Campbelltown and commenced at the start of the 2019 academic year. Lee replaces Mr Damien Millar who served the College with distinction for the past ten years.

Lee brings his thirty-eight years of experience in Catholic education across schools in NSW and QLD to the role at St Gregory's. Prior to his appointment at Campbelltown, Lee was the College Principal at St Andrew's Catholic College, Redlynch (Cairns) for seven years, this

being preceded by his appointment as Assistant Principal – Director of Teaching and Learning at St Joseph's College, Hunters Hill from 2007 – 2011.

Lee's leadership is characterised by humility and integrity, and the building of a strong faith and learning community. Lee empowers his staff to bring out the best in the students. He is a visible witness to the community in the way he leads with compassion and encouragement.

"I feel very privileged to lead St Gregory's College, Campbelltown over the coming years, and to further grow the reputation of this fine College. I particularly look forward to working closely with our boarding students, their families and the staff caring for the students."

Lee is joined on campus at St Gregory's by his wife, Sue.



Mr Lee MacMaster  
Principal  
St Gregory's College,  
Campbelltown, NSW

### St Mary's Anglican Girls' School Perth

The St Mary's community is delighted to welcome Mrs Judith Tudball, as the School's tenth Principal.

Judith has over 25 years' experience in education and is a recognised leader in single-sex education for girls. Beginning her career as a teacher of music, Judith has held the positions of Deputy Principal (Operations) at Brisbane Girls Grammar School and Principal of St Michael's Collegiate School in Hobart. Judith holds a Master in Leadership and Management in Education (Distinction) and a Master of

Business Administration. She is a graduate of the Australian Institute of Company Directors. Judith is a former member of the Executive Committee of the Alliance of Girls' School Australasia and the current President of Anglican Schools Australia.

Passionate about inspiring and empowering girls and young women to become independent, capable citizens of the world, Judith enthuses.

"In the role of Principal, I am charged with a special responsibility to instil in our girls a love of lifelong learning and to guide them towards a future full of happiness, confidence and opportunity.

"Here at St Mary's, our boarding family plays a significant role in the life of our school. I have already experienced the true sense of home the girls feel living here. I look forward to contributing to the safe, secure and happy environment that is a hallmark of the St Mary's boarding experience."



Mrs Judith Tudball  
Principal  
St Mary's Anglican Girls' School,  
Perth, WA

## New Heads of Boarding

### Concordia Lutheran College Toowoomba

Jim Tamvakis commenced as the new Director of Boarding at Concordia Lutheran College in January 2018.

Jim has spent over 30 years working in schools in both Australia and the United Kingdom and has specialised in boarding throughout most of his career.

He was heavily involved in ABSA as a committee member in the past and held the office of National Treasurer for a number of years. Jim has previously been the Director of Boarding at Anglican Church Grammar School (Churchie) in Brisbane and spent seven years working in coeducational boarding at UK schools including Christ's Hospital in Horsham, West Sussex and Bedales School in Petersfield, Hampshire, where he held the position of Deputy Head Pastoral.

In 2018, Concordia implemented a new structure for the coeducational boarding program with significant changes including a new after hours academic program for boarding students, new staff structure and an extended boarder activity program.

The female boarding residence is now located on the same site as the male residence, creating a truly modern coeducational boarding precinct.



Mr Jim Tamvakis  
Director of Boarding  
Concordia Lutheran College,  
Toowoomba, QLD

### Fahan School Sandy Bay

Kirsteen Devine has been appointed as Head of Boarding at Fahan School. She is an Accountant and holds qualifications in Business and Education. She has taught across a broad range of subjects including all business disciplines, Mathematics, Health, History & Geography. She has worked in Tasmania and the mainland and has previously held positions including Careers and VET coordination.

Fahan provides a boutique boarding experience with a family atmosphere. Set in beautiful grounds in the picturesque Lower Sandy Bay of Hobart, Fahan is a small school that delivers a unique school and boarding program. Fahan has two boarding houses: Nateby, one of the original school buildings for juniors and the purpose-built senior house with individual rooms for girls in Year 11 & 12.

Kirsteen is passionate about the benefits of a residential education experience and with her husband John, led The Hutchins School boarding house from 2004-2009. Her philosophy is centered on empowerment and providing a safe and engaging environment where her girls can develop holistically. Wellness is of paramount importance. She looks forward to implementing innovative academic, pastoral and social programs into Fahan.

Kirsteen is joined at Fahan by her husband John, cat Monty & 'Head of Pastoral Care' dog Angus. Angus, a Western White Highland Terrier grew up in the Hutchins boarding house and is looking forward to being the centre of attention at Fahan.



Mrs Kirsteen Devine  
Head of Boarding  
Fahan School,  
Sandy Bay, TAS

### Glennie School Toowoomba

Donna Grant is the newly appointed 2019 Head of Boarding and member of the Senior Leadership Team at The Glennie School, Toowoomba. In her early career Donna enjoyed working as a HPE teacher and Head of Sport before taking up a leadership role as Assistant Principal Mission and Student Well-Being. Donna has a passion for working with young women in residential educational settings particularly around pastoral care and well-being. Building relationships and promoting A Growth Mind Set are two key ideas Donna believes builds capacity, and empowers young women.

Joining Donna on campus will be her family including her husband, David and three small children Nicholas, Daniel and Sophia. The family is excited about the prospect of living on the beautiful grounds of The Glennie School and getting to know students well.



Mrs Donna Grant  
Head of Boarding  
Glennie School  
Toowoomba, QLD



## New Heads of Boarding

### Ipswich Grammar School Ipswich

As the oldest grammar school in Queensland, Ipswich Grammar School has a distinctive culture borne out of our 156-year heritage. Our Boarder's presence creates a fabric of community, of diverse culture and their leadership of fellow students profoundly enhances the experience for day students.

We are pleased to welcome Mr Stewart Drinkeld to the position of Director of Boarding at IGS in 2019.

Stewart, an IGS Old Boy, has almost two decades of teaching experience in a variety of classroom and leadership roles. Nine of those years have been spent at Ipswich Grammar School as a Teacher, Head of Department - HPE, Coach and Boarding Master.

Stewart and his wife Julie are also parents to Lachlan and Lucas, who are IGS boys themselves, as well as Roseanna their daughter.

Stewart will work closely with the team of Boarding Masters to ensure a seamless transition into the new year for the boys.



Mr Stewart Drinkeld  
Director of Boarding  
Ipswich Grammar School,  
Ipswich, QLD

### Newington College Sydney

Nathanael Coull joined the Newington College family as Head of Boarding at the beginning of Term 1, 2018. He heads up a group of experienced boarding staff at Newington College's Edmund Webb House in Stanmore, which is home to up to 50 boys from regional areas, greater Sydney and overseas during the school term, as well as teaching in Newington's PDHPE faculty. Nat is a key member of the College pastoral executive team.

Newington College's commitment to boarding and its recognition of the enormous spirit and energy a boarding house community brings to a school like Newington were behind Nat's enthusiasm to join the College. He is a strong protagonist of modern boarding practices that allow a strong sense of student self-determination as they pursue their academic and non-academic goals

A talented runner who competed at National level as a junior, Nathanael previously worked at Melbourne Grammar. He and wife Jane have three young children: Zac, Sam and Phoebe.



Mr Nathanael Coull  
Head of Boarding  
Newington College,  
Sydney, NSW

### Shore School Sydney

Brendan Morris is the newly appointed Senior Boarding Housemaster at Shore from the start of 2019, having been acting and continuing in his role as Boarding Housemaster of Barry House. As a student, Brendan attended famous boarding school St Joseph's College, Hunters Hill as a full-time boarder for six years, before his first teaching appointment at Newington College in 1989, where he taught English for 12 years. He coached the 1st XV rugby side for seven years, as well as A cricket sides, junior rowing quads, and hurdles in the Athletics squad for several years. Brendan was also caretaker Housemaster of Johnstone House for six months, and a Tutor in the same House for eleven years.

In 2001, Brendan joined the staff at Shore, where he has taught English from Year 7 up to Year 12 Extension level. He was a Tutor for five years with Burrell House, before being appointed Housemaster of Day House, Whight in 2006. Brendan has been a Mentor of Teaching at Shore and coaches A-level cricket in summer and rugby in the winter season, coaching the 2nd XV for two years before his daughters were born. He has also been an Athletics coach at Shore, and referees rugby on a Winter Saturday.

Brendan is married to Sophie and they have twin girls, Tilly and Ava, who are twelve years old. Brendan and his family moved into Barry House in 2010, and love being a part of this wonderful boarding community. As Senior Boarding Housemaster at Shore, Brendan will oversee four boarding houses comprising 190 students from Years 7-12. Brendan wants Shore Boarding to be a place where its boys feel safe, have fun, are afforded every opportunity to thrive in any/every path they choose to take, and become valued and dignified citizens, equipped to participate in the wider community through a broad and well-rounded education of the highest standard.



Mr Brendan Morris  
Senior Boarding Housemaster  
Shore School,  
Sydney, NSW

## New Heads of Boarding

### St Stanislaus' College Bathurst

Marjory Shales joined St Stanislaus' College in 2015 as a House Parent and Boarding House Supervisor. In August 2018 Marjory was appointed Head of Boarding, caring for College boarding students across Years 7 to 12.

Prior to joining St Stanislaus' College, Marjory spent over 20 years in North Queensland at All Souls St Gabriel's School, a co-ed Anglican boarding college in Charters Towers. Marjory is a mother of two, a grandmother of five and a great grandmother. In what spare time she has, she enjoys live music and theatre for relaxation.

"When a student boards at school they need to think of the dormitory as their home (after all that's where they spend most of their schooling lives). They need to be cared for and looked after individually. Boarding as home at Stannies enables our students to be happy and to thrive as they grow into manhood."

Marjory has brought much of her life experience and years of working and supervising at boarding schools to her role of Head of Boarding at Stannies.



Mrs Marjory Shales  
Head of Boarding  
St Stanislaus' College,  
Bathurst, NSW

### Stuartholme School Brisbane

Stuartholme School welcomes Mrs Karen Davies to the role of Dean of Boarding for 2019. Karen most recently held the position of Assistant Principal - Head of Senior School at Trinity Catholic College Lismore, in northern NSW. Karen's passion for developing wellbeing amongst young people will strengthen the comprehensive holistic care of Stuartholme girls.

Karen brings to Stuartholme over 20 years in leadership roles in Catholic Education, in the areas of Mission and Student Wellbeing, in addition over a year as Acting Principal. With her experience in the NSW system, Karen also bring a wealth of knowledge on the external exam system, being introduced in Queensland.

Karen's sophisticated, yet highly relational, approach with adolescents will enhance the Stuartholme Boarding House. Karen's leadership of the compassionate Boarding staff will further enhance the girls' growth and development. The Boarding staff also includes an award-winning catering team, an enthusiastic Recreational Officer and specialist health and wellbeing staff.

With the majority of boarders coming from rural and remote Queensland and New South Wales, as well as internationally, Karen is looking forward to learning more about the girls and their families. A key priority for Karen is to undertake a number of regional visits where she can meet the families personally.



Mrs Karen Davies  
Dean of Boarding  
Stuartholme School,  
Brisbane, QLD

### Townsville Grammar School Townsville

Townsville Grammar School is excited to be welcoming new Head of Boarding, Mr Jaye Beutel.

Jaye and wife Katie have lived and worked in boarding schools throughout Queensland for the last 17 years. Jaye was the inaugural Head of Boarding at John Paul College and has also worked at The Rockhampton Grammar School, Whitsunday Anglican School and, most recently at The Southport School.

Since being appointed to the Head of Boarding position at Townsville Grammar School, Jaye has been renewing his northern Queensland connections and enjoying being back in the rural heartland of much of Queensland's boarding community. Whilst Jaye will oversee the latest renovations and updates to the TGS Boarding facilities, he is also watching a changing landscape in his own home life, as he and Katie welcomed the arrival of their third baby in February this year.

Jaye will be taking on the role of Head of Boarding and combining it with a teaching role in the Business faculty. "I am thrilled to be returning to North Queensland and I genuinely look forward to being able to make a contribution to an incredible school that has been offering boarding since 1888. I am very mindful of the School's great history, but also excited to be taking the reigns on this new era. In my visits to the School last year, I was also overwhelmed with the genuine love of the School that the current students demonstrated. This provides a wonderful platform from which we can grow and I am excited by that challenge."



Mr James Bourne  
Head of Boarding  
Townsville Grammar School  
Townsville, QLD



## New Heads of Boarding

### Wesley College Melbourne

Sean Cox was appointed to the role of Head of Learning in Residence at Wesley College, Melbourne in August 2018. Previous to this role, Sean worked as a Residential Mentor at Southport School and Brisbane Grammar School, and most recently as the Director of Boarding at John Paul College. 'As a past boarder myself, I appreciate the many soft and life skills living and learning on campus with peers can develop, and the sense of community and belonging it can foster. I am looking forward

to leading the contemporary and innovative residential learning community at Wesley College'. Learning in Residence opened in 2016 and provides Senior School students from Australia and abroad an opportunity to extend their learning as a part of a holistic and integrated education at Wesley College. Sean is joined on campus by his wife Diana.



Mr Sean Cox  
Head of Learning in Residence  
Wesley College,  
Melbourne, VIC

### Xavier College Melbourne

Xavier College welcomes Alexander Smith to the position of Head of Boarding.

Alexander joins the College from Hamilton and Alexandra College, where he was the Director of Boarding and a member of the College Executive. Alexander led the development of the school's boarding community including the creation of a new boarding precinct. Alexander

is well placed to lead boarding at Xavier College in the next phase of our growth and development. Alexander was previously Head of Abbott House (Boarding) at The Armidale School. Alexander has also held positions at Sydney Grammar School and worked in an educational capacity with the Red Cross in Micronesia.

"I am looking forward to learning and embracing the traditions of Xavier whilst also taking a contemporary and innovative approach to boarding. In particular, I am excited to work with a great team of staff to provide exceptional care to all of our boarders," Alexander said.

Alexander joins the Xavier Community with his wife Amy and their three children, Theodora, Lilian and Archie.



Mr Alexander Smith  
Head of Boarding  
Xavier College,  
Melbourne, VIC

### St Joseph's Nudgee College Brisbane

Mr Casey Brealy joins Nudgee College in 2019 as the Head of Cotter Boarding House. Casey has worked extensively in boarding, both in Australia and abroad. Having just moved from France, where he was Head of Boarding at Chateau de Sauveterre, he is excited to return home to the Sunshine State.

His unique opportunity at Chateau de Sauveterre saw him work with students from around the globe in an immersive full-boarding environment. Thus, as well as running three boarding wings, Casey's

position also required him to oversee pastoral care in the day school and keep on top of academic performance. With students as young as ten living in a foreign country, Casey's communication with parents and overseas partner schools was vital to the success of the school.

Prior to his experience in France, Casey worked at Toowoomba Anglican College and Preparatory School as an Assistant Housemaster, English Teacher and Head of Rugby. During this time, Casey thoroughly enjoyed engaging with rural families and made great efforts to visit his students in their domain. He says that he "loves it when the roles are reversed. On a property, the students are the teachers and I am most certainly the student." Casey prides himself on building authentic relationships with students and families and he is excited to meet the Nudgee Boys.

Casey also has a keen interest in Positive Education and student wellbeing. He looks forward to working with Nudgee's "Habits of Mind" framework in the day school and in the boarding community.

Throughout his career, Casey has published a number of articles for Lights Out Magazine which share some of his philosophies and reflections on the institution of boarding. Being a rugby tragic, Casey will fit right in at Nudgee College and will hopefully make an impact to the rugby program as well as in the residential community.



Mr Casey Brealy  
Head of Cotter Boarding House  
St Joseph's Nudgee College,  
Brisbane, QLD

## From the Chairman



Pauline Turner  
Chairman

I am thrilled to be welcoming you to the first edition of Lights Out for 2019. From the outset this publication has been a leading publication in the world of boarding. We are now proud to say Lights Out is internationally recognised and read throughout the boarding world.

Your contributions make this publication a product of invaluable worth with current and relevant information for all our schools, enabling the development of best practise. I take this opportunity to encourage everyone to be bold and write articles that have interest to others who share your passion. Boarding has developed immeasurably over the past ten years due to the wealth of knowledge colleagues have been prepared to share. I look forward to reading your contributions throughout the year.

The world of boarding is anything but static. For so many years traditions dictated our work, however we are now faced with a new world of opportunities and requests from families that choose to board their children. These opportunities are continually developing and we need to stay fluid in our approach to how we manage and embrace new ideas and possibilities while maintaining a high standard of care and safety for each of the students in our boarding communities.

The best way to ensure your staff are staying abreast of the possibilities on offer from ABSA is to enrol in as many of the ABSA professional development courses, workshops and activities as possible. By now everyone will have received the ABSA Calendar for 2019 with a wealth of

activities on offer in State regions, plus our National Leaders Conference in South Australia, Principal lunches in all states and multiple offerings to be engaged with and learn from. Having opportunity to network with colleagues can produce invaluable information for you to take into your school. The offerings of the ABSA team are not limited, do not hesitate to email or call for assistance or professional support.

To new readers of 'Lights Out' we warmly welcome you to our readership. The members of the Board of ABSA are looking forward to meeting with many of our member delegates over the year at various activities both at state and national level. We wish you all a happy successful 2019 and hope to hear of your good work through the year.

## INTERNATIONAL BOARDING LEADERS CONFERENCE

### NATIONAL BOARDING WEEK



AUSTRALIAN  
BOARDING  
SCHOOLS  
ASSOCIATION  
CREATING THE FUTURE FOR BOARDING SCHOOLS

12 - 18 MAY 2019



## ADELAIDE

Monday 12 - Tuesday 13  
August 2019

## Coming Events

### AUS

Visit [www.boarding.org/our-events](http://www.boarding.org/our-events) to see upcoming Duty of Care Workshops.

#### 11 - 14 March 2019

Boarding Australia National Indigenous and Boarding Symposium  
Brisbane

#### 2 - 4 May 2019

Agfest  
Launceston

#### 12 - 18 May 2019

National Boarding Week



#### 15 May 2019

WA State Symposium

#### 30 May 2019

NSW State Symposium

#### 4 June 2019

QLD Northern Symposium

#### 12 - 13 August 2019

ABSA International Boarding Leaders Conference,  
Adelaide

### USA

#### April 28 - 30 2019

TABS Global Symposium  
Newport, RHODE ISLAND

#### 20 - 25 July 2019

TABS Summer Sessions  
Boston University

#### 5 - 7 December 2019

TABS Conference  
Boston

### UK

#### 7 - 9 May 2019

Annual Conference for Heads  
London

#### 8 - 10 July 2019

Annual Conference for Matrons and Nurses  
Bristol

### NZ

#### 29 May - 1 June 2019

NZBSA National Hui  
Wellington

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## Would You Like Your Boarding School Featured in Lights Out?

We plan to feature two schools each edition

All you need to do, is write a brief article (400 to 1000 words) and send us some high resolution photos

Send all files to:

[absa@boarding.org.au](mailto:absa@boarding.org.au)

by 1st May 2019



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