

Lights Out

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ON THE COVER

Term one social media competition winner - Wenona School, enjoying a beautiful sunny day.

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The Role of a Head of Boarding

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I regularly get asked what the role of Head of Boarding is like, and can honestly say that it is impossible to explain to someone who hasn't ever done it. However, it has got me thinking - what should a modern day Head of Boarding be doing?

First and foremost, I believe the role is one of Leadership, not Management. Too often in the busy-ness of life those running a boarding house can get bogged down in management tasks - approving leave, answering emails, writing reports, and the myriad of paperwork tasks which come across their desk every day. I can clearly recall how difficult it was to get on top of this all and still do the job I was meant to be doing - actually leading my staff and my boarders and the community as a whole. It is the place of the leader to develop the strategy of the boarding house and put together an action plan for this strategy, not just be doing the actions!

My thoughts are that a Head of Boarding needs to step away from their desk and provide the boarders with the life skills they will need for their future. With the boarders spending 40 weeks of their year under our care they miss out on so many opportunities to learn the important things in life - about money, about health, about sex and relationships, and about living independently, just to name a few. Our boarding houses are being challenged more and more to fill these gaps, and we should all be reaching out to grab this opportunity with both hands. However, I am surprised and concerned that so many of those leading our boarding houses don't see this as a critical part of their role, or say that they don't have time for this. If we do not provide these life skills for those under our care, who will? The answer is actually quite simple - no-one - and this is very obvious when you talk with some of those ex-boarders who can't budget and are always running out of money, don't know

anything about the options of where they might live when they leave the boarding house, of how to sign a lease and find the bond payments necessary, of how to cook simple meals, change the tyres on their car or even sew on a button or iron their clothes. It is the boarding houses' job to teach these - not the schools, and we can't rely on their parents as they are not at home long enough to do this. We need to develop a Residential Curriculum for our boarders, and put the time and effort into ensuring age specific skills are learnt by every boarder, and it is the job of the leader of the boarding house - the Head of Boarding - to do this.

So, when anyone working in boarding feels snowed under with the administration needs, it is time for them to step aside and re-analyse the way they are working. Our Leaders Conference in Adelaide in August will help with these skills - email ninja which teaches you how to be on top of your emails every day, the skills of turning strategy into action, balancing work and life and ensuring the important things are done well, all of the time. We all need to read more on leadership (have you read 'Leaders Eat Last' by Simon Sinek?), to spend time being the role model for whom your boarders are looking, and to see strategy as the way forward, not just busy work.

I was once told you should never answer a question with 'I didn't have time' as time is a choice - you choose whether to do something or not to - and I believe all those leading our boarding communities need to make the choice to lead, to develop their own Residential Curriculum, and to make sure that when their boarders leave school they are fully equipped for the challenges they face.

Governance Overhaul: Get Ready School Boards, Here it Comes!

AUTHOR

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Governance is back in the news and not necessarily in a good way. Successive Royal Commissions and government investigations have uncovered grave omissions and errors of judgement (indeed criminal activity) by Boards and those who report to Boards. Public trust in governance frameworks has been steadily eroded as more of these incidences have come to light (many in schools and many of a criminal nature).

There is a widely held public view that the current regulation of enterprise governance is insufficiently rigorous and inadequately administered to effectively hold enterprises, including Schools, and their boards and leadership, to appropriate standards. We are thus likely to see a tightening of regulation and an increase in penalties for failure to properly govern enterprises. It is already being suggested that an increase in ASIC's powers is warranted, and that criminal penalties for individual and corporate misbehaviour should be increased. The regulation of directors' and officer's legal duties and obligations is likely to become more transparent and more onerous, and directors and officers will be held more accountable for their own actions and for the actions of their organisations.

These governance frameworks do not just sit with exchange listed entities. Increasingly, government agencies, not for profit enterprises, charitable and mission based organisations will be bought under stricter controls. School Boards will not be immune. We should expect a flow-on effect from ASIC led regulatory tightening to including agencies that regulate not for profits and mission-based enterprises, including schools.

School boards and leadership teams face a myriad of governance and compliance issues, many with a complexity misunderstood outside of the sector. Privacy, data breach, compulsory reporting, bullying, cyber security and protection of children are all high visibility areas for schools; on top of the usual matters relating to financial sustainability, capital infrastructure management, student recruitment, teaching workload management and fundraising (to name just a few). The governance framework within schools is often complex; school board members, and the Principals and leadership teams who work with them, will need to understand better the governance framework and statutory obligation that applies to them.

We are entering an era where governance transparency will increase significantly; penalties will be applied more forcefully; and directors and committee members will be personally exposed to a greater degree than we have seen before. One can argue the risk will be, and should be, too high to carry forward a lack of knowledge in general governance understanding.

In the face of all this, there is a clear and pressing need for better education of directors, officers and enterprise leaders, particularly in relation to their understanding of their legal and ethical obligations. A comprehensive understanding of the legal regulation of enterprises and their leadership is the foundation of good governance. This doesn't mean we all need to be lawyers; but we do need to understand the legal, regulatory and compliance framework within which (school) governance operates.

As members of the governance community, we are obligated to educate ourselves in matters important to boards. Anything less exposes both our enterprises (and ourselves) to unnecessary risk, at a time when the regulatory framework around that risk is being tightened.

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Are We Seeing the Wussification of a Generation?

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Psychology should ultimately be about common sense. So when a policy is proposed that is just so draw droopingly loopy, the urge to reach for my laptop is overwhelming. But in this case I'm conflicted, I'm on the philosophical fence and the pain is sharp! Let me explain.

According to football legend Graham Cornes, writing in the Adelaide Advertiser last year, some undoubtedly well-meaning, caring, compassionate officials in the South Australian National Football League have requested that all the junior football clubs under their jurisdiction be played with no tackling, no scores, no record of goals, and definitely no premiership ladder, goal-kickers or best players. The SANFL follow the AFL's rules and match conditions as outlined in its booklet Australian Football Match Policy - AFL guidelines for the conduct of Australian Football for players aged 5-18 years.

The booklet is a straightforward - actually quite well written, declaration of how these people say that junior AFL games needs to be played with no tackling, no scores, no record of goals, and definitely no premiership ladder, goal-kickers or best players. The rationale behind this policy is simply that by not having any scoring mechanism, the children will somehow gain more enjoyment from the game and presumably the league will attract zillions of little players and build the AFL stocks for the powerhouse Adelaide based clubs for decades to come.

As a psychologist that obsesses about the wellbeing of our young people, the single most upsetting issue for me this year is the research results on kid's physical activity levels. Evidence is emerging that Australian kids are indeed falling behind their international peers and are performing worse in skills such as kicking, throwing, catching and jumping than they were 30 years ago.

2018 research shows more than 90 per cent of girls and almost three quarters of boys aged 12-17 are active for less than an hour a day. An overwhelming number of these kids are cemented to screens for excessive periods of time. The findings published in journal Preventive Medicine reveal up to 85 per cent of children get more than the recommended two hours of screen time per day. Last year in March, VicHealth CEO Jerril Rechter warned today's kids could be the first generation with a lower life expectancy than their parents. From a physical point of view, the real headline grabber is that a staggering 92% of teenagers are not meeting daily physical activity targets, study do not meet the minimum requirements for daily physical activity.

So clearly, all right thinking people would be in favour of anything that actually gets young people into team sport. I assume that the AFL have consulted, researched and investigated and found that this does actually work. Please tell me that the no tackling, no scoring, no recording of goals, and no league ladder, goal-kickers or best players does get more bums on seats. The only problem is that I cannot find one single jot of properly conducted peer reviewed research that supports this contention. Nothing, nada, not a sausage of serious literature.

I am ready to admit that my research skills may have deserted me after 30 years of clinical practice and if anyone reading this, could direct me towards the peer review evidence for this practice, I'd be eternally grateful and apologise to the football bureaucrats who dreamt this up.



But while waiting for this uplifting epiphany may I point out that the most up to date and carefully prepared research literature is abundantly clear that the physical and mental health of our young people is in an increasingly perilous position.

It is vital that staff in boarding schools ponder some of the latest mental health statistics around our young people. According to Emerging Minds, one out of every three 12 to 25-year olds report high or very high psychological distress. One out

of every eight, 12 to 17-year olds report a mental health problem and one in every ten 14-15 year olds self-harmed in the previous 12 months.

This learnt helplessness is now being seen in our adolescents in the annual Mission Australia Youth Survey which in its 2018 report that surveyed over 28,000 young people demonstrated that that the number one issue in the lives of young people is an inability to cope with stress, with 45.3% saying that they were extremely concerned or very concerned about this ability.

It seems to me, that we are seeing the progressive 'wussification' of our young people from schools that have actually banned ball games, best friends, somersaults and cartwheels, and even hugging although I must admit that I know of no boarding establishments who have bought into this.

The unpalatable fact for boarding schools in 2019 is that by any objective measure, today's children have much worse mental health than their parents - who grew up in an environment where ball games, best

friends, cartwheels, hugging, scoring, winning and losing were all part and parcel of life! So perhaps it's time for us all to reconsider this arcane idea before even more damage is done? Besides do you seriously think the students aren't keeping score anyway?

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Crackpot or Cracked Pot?

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

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Part 2

In Part 1 of this three-part series, we discussed the deleterious consequences of contemporary education's emphasis on standardised testing. Here in Part 2, we turn our attention to qualitative assessments that are less deleterious to students' mental, emotional, and social health (MESH).

Quantitative Backdraft

The fact that frequent assessment may lower students' pleasure in learning is akin to digging up young vegetables in the spring to check whether their roots are healthy. You get data but also perturb the organism; performed too frequently, you stunt its growth or worse. Said differently, test scores are not benign; they either buttress or dismantle students' perceptions of their own efficacy. They provide valuable, but circumscribed, information that, when given too much importance or administered too frequently, becomes iatrogenic. In other words, the assessments inadvertently harm some of the people they were designed to help.

Widespread testing has, like university admissions competition, motivated entrepreneurs. Private standardised test tutors and for-profit summer test-prep programs have proliferated. Here, too, we find iatrogenic effects. Although expensively prepared students realize higher test scores, they also realize that numbers matter more than creativity, kindness, or comradery. Worse still is the gradual fixing of their mindsets as highly competent in certain domains and perpetually mediocre in others.

In a study conducted at the University of Bristol (Broadfoot, et al., 2004), researchers found that students' views of their effectiveness and confidence as learners dropped significantly as they moved from

Key Stage 2 to Key Stage 3, the transition from primary to secondary school. This finding is particularly troubling alongside a study conducted by Carol Dweck at Stanford University, in which a mixed-ability group of students were given a maths test that took the form of a booklet of problems (1999). Some of the students were given the booklet with problems inserted in the middle that were nearly impossible to solve; other students were given the booklet without these harder questions. Dweck observed that students with the hard problems in the middle of the test did significantly worse on subsequent questions within their range of ability, compared to those who had worked on the standard booklet. The sub-group most affected by the experience of extreme challenge was high-achieving girls. In other words, some high-achieving students have low levels of resilience and they often don't know what to do when they don't know what to do.

Dweck is also well-known for her research demonstrating that mindset matters. When students are told that questions are problems rather than puzzles and that results will be scored rather than discussed, their performance drops. Findings like this leave one wondering what happens when schools, exam companies, and many families implicitly frame a standardized test as one of the most important indicator of a young person's competence.

Qualitative Ignition

Most professional educators agree that a pillar of their mission is to prepare students for the future, even if that future is uncertain. Guy Claxton (2008) provided a litany of 21st-Century challenges schools should respond to: social regulation and anarchy; the decline of community cohesion; the effects of long distance travel; the 24/7 pace of life and its impact on people's physical and mental health; the increasing North-South divide of the world; the effect of the rise of women on the place and identity of men; the effects of the exposure of a variety of chemicals on the body; the development of nuclear technology in the Islamic world; caring for an increasingly elderly population; increased competition for scarce resources; the decline of some religions; and the rise of fundamentalism and cults.

Claxton then suggested a number of competencies that could help respond to these challenges and that could form the basis of schools' curricula: human rights; statistics and probability; empathy; risk management; negotiation/mediation; ecology; epistemology; collaboration; literacy; global awareness; imagination; ethics; healthy skepticism; body awareness; neuroscience; resilience; creativity; will-power; giving and taking feedback; and relaxation. A prodigious and prescient list, to be sure, notably missing any suggestions of standardised testing and the rote memorization necessary to perform well. Indeed, many of these competencies could not even be measured in a valid fashion with a typical standardized test. A revolution in educational process and content could be exhilarating. Yet significant change also feels risky...and trepidation delays action.

From Content to Process

Schools may claim that many of the competencies Claxton encourages are already woven into their curricula. But Claxton's point is that these modern proficiencies are more mental habits to be practiced than bodies of knowledge to be memorized. For example, statistics, in Claxton's view, should be less about passing exams that require plugging data into memorized formulas and more about creatively calculating risk and responding thoughtfully.

Of course, healthy habits of the mind do require a fund of knowledge to function. However, the primary fuel of cognitive alacrity is not facts and figures, but curiosity, exploration, flexibility, creativity, and perseverance. (Eschew the label non-cognitive for these psychosocial skills. They all require considerable cognition.) The emphasis on a healthy combination of skill acquisition and mental habits is embodied by the award-winning Mastery Transcript Consortium.

In the words of MTC: "The MTC model is substantively different from the traditional model of assessment that is typically organized around content oriented courses, Carnegie units for credit and A to F letter grades." In its place, MTC has drafted a colourful 8-part pie chart, where the size of each slice "signifies complete mastery of a specific skill, knowledge block or habit

of mind as defined by the crediting high school."

The description goes on to say, "MTC schools will be supported by a technology platform that allows the complete record of a student's credits, institutional standards, and performance evidence to be submitted to college admission offices for evaluation. This electronic Mastery Transcript will allow college admission officers to dive deep within a transcript to see the specific standards of the sending high school and actual evidence of student work and mastery, thus giving depth and transparency to the student's work record."

Claxton's ideal is at odds with the results of a MORI poll carried out for the Campaign for Learning in 2000, 2002, and 2004. This survey asked more than two thousand 11-16-year-olds to name the three most common activities in their classrooms. Some 60% of the sample (in all three years) said, "copying from a board or book." This was closely followed by "listening to the teacher talk for a long time" and "taking notes while my teacher talks" (Claxton, 2008, p. 22). So it seems many professional educators pay only lip service to Claxton's 21st-Century competencies or Trilling and Fadel's (2009) 21st Century Skills, the latter of which was generated by asking corporate executives what they most needed in new employees.

These results highlight the importance of a school's implicit curriculum, defined as "the messages conveyed by how the school is run", and the school's null curriculum, defined as "what is not taught" (Eisner, 1994). The implicit includes everything from the school's architecture and furniture to teaching styles and disciplinary practices. The null curriculum is most frequently manifest in two main areas: intellectual processes and subject content. For example, most schools over-emphasize writing (i.e., they do not make much room in the curriculum for other ways of expressing thinking) and they under-emphasize arts, culture, and social science (i.e., they do not include many topics that are as valid as maths and physical science).

Seen through Eisner's lens, it becomes clear that although schools may purport to teach their students many modern proficiencies, students will not learn these competencies unless they have experiences that leave them with a disposition to embody them, rather than just completing a written assessment on them. Today's students and the professional educators entrusted with their development cannot simply read about



Claxton, Trilling, and Fadel. Contemporary pedagogies - such as the flipped classroom, experiential learning, and self-paced online coursework - must immerse students and teachers in an interactive space that pushes not the limits of memorization but the limits of originality, teamwork, and cross-cultural agility. In many parts of the world, the Internet has supplanted teachers as the curators of information. Successful teachers no longer defend and dribble information, they design experiences and experiments during which students discover the why and the what next related to that information. Engaged in this way - both cognitively, socially, and emotionally, these students do commit lots of content to memory, but as an epiphenomenon of a different approach to learning.

Boarding Tomorrow

Our combined 33 years of professional experience in boarding schools in the UK and the US, compels us to believe that boarding education plays a more important role than ever in exposing students to these sorts of dispositional experiences and experiments. Great 21st-Century teachers and professors are intellectual coaches who curate content as a sideline and instead ask polemical questions, provide intriguing case studies, and above all guide encounters with information that nurture new ways of interacting with others and the world. It seems to us that boarding schools in the 21st Century are ideally-suited to provide what the itinerant Ted Dintersmith (2018) refers to as PEAK learning principles: purpose, essentials, agency, and knowledge.

21st-Century educators must also understand and nurture their students' mental, emotional, and social health (MESH) needs. Once derided as "soft skills," these dimensions of emotional intelligence are now widely understood to be essential

ingredients of personal and professional success. Artists, doctors, engineers, lawyers, managers, scholars, and entrepreneurs must be culturally agile, empathic, skilled at collaborative problem-solving, deft at giving and receiving feedback, able to manage stress in healthy ways, and nimble at capitalizing on the character strengths of their colleagues and themselves. Which brings us back to the cracked pot.

In Part 3 of this three-part series, we will review current thinking on pedagogies that boost mental, social, and emotional health (MESH). We then outline our Contributory Model of teaching and learning, where boarding's unique contributions are leveraged for maximal impact.



Dr. Christopher Thurber is devoted to educating leaders using innovative content that stirs thinking and compels action. An entrepreneur from a young age, Chris is the co-founder of ExpertOnlineTraining.com, the Internet's most popular library of educational videos for youth leaders and of Prep4School.com, which prepares Asian students for boarding school. He has been invited to deliver keynotes, contribute articles, and lead workshops at schools and camps on five continents. Learn more about Chris's books, articles, videos, and in-person workshops by visiting <https://DrChrisThurber.com>

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Relief for Parents as Boarding School Fees Become More Affordable

AUTHOR
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Boarding schools are vital institutions for many families across Australia, particularly for rural households being able to provide their children with high quality education regardless of distance. However, it is no secret that the option to send a child to boarding school is a significant financial decision, given that it often comes at a large additional cost to the family budget.

The struggle to keep up with school fees
School fees alone are one of the expenses commanding a huge chunk of household income. Based on Edstart's research of 1,600 families who send their children to non-government schools, school fees took up approximately 35% of net family income. This is substantially greater than average mortgage repayments which account for approximately 25% of household disposable income in Australia.

Adding on boarding fees to the budget can cause an obvious financial strain for many families. In some cases, parents have to make the choice of compromising in other areas of life to afford this for their children, such as having to sell their home and resort to renting or taking on multiple jobs at once.

What are boarding schools doing about it?
A number of schools are recognising the need to keep boarding fees at an affordable rate so that parents can still provide their children with a great education without cost or distance getting in the way. In Edstart's recent National School Fee Report, we researched over 100 boarding schools across Australia to find that the average increase in boarding fees was 2.6% from 2018 to 2019. This is lower than the average annual rise in tuition fees of 3.1% and closer to the current wage growth rate of 2.2%.



Many schools have also avoided increases altogether to keep boarding fees at the same level as last year. Caulfield Grammar School (VIC), Trinity Grammar School (VIC), Scotch College (WA), and St Joseph's Nudgee College (QLD) are among the largest schools in Australia who have not increased their boarding fees in 2019.

When comparing to the current inflation rate of 1.8% per annum, over 17% of schools have been able to keep boarding fee increases to less than inflation. Constraining growth in boarding fees helps parents immensely as they don't have to rearrange their finances as much to account for the rise in their expenses.

How Edstart is helping schools and families
While boarding schools are doing as much as they can to maintain boarding fees at an affordable level for parents, the increasing number of student enrolments, particularly in independent schools as well as ongoing

maintenance and operating costs make it difficult to control school costs. Especially with the additional facilities, teacher support and catering services dedicated to boarding students, this is no easy feat for boarding schools. In Edstart's research, the average boarding fee was at approximately \$23,800 for 2019.

To take the pressure off both parents and schools, families are looking to Edstart to make boarding fees more manageable throughout the years of schooling. We're enabling parents to spread out fees over an extended period of time to lower the annual spend on school while allowing parents to make small, regular repayments rather than having to pay fees in one lump sum.

Just like what a mortgage is to a house, or a lease for a car, Edstart is the equivalent for education. To find out more about how we can help, visit our website edstart.com.au.

Preparing Students for The Present

AUTHOR
Liam Brizee
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Student One

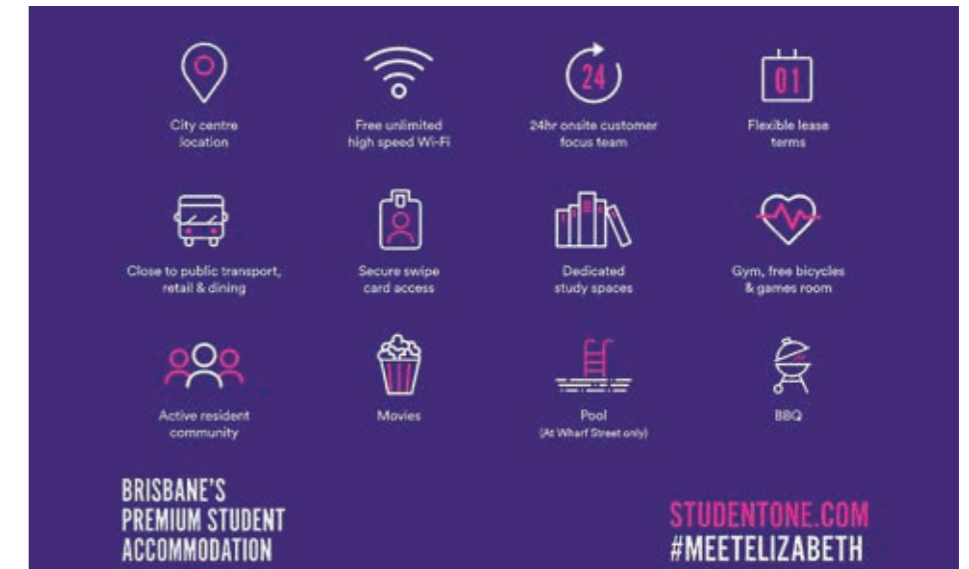
With all three of Student One's residences now open and thriving, our key focus for 2019 has been to continue building up the unbreakable spirit of our student community.

Much like a boarding house, our main aim is not just to provide a student with a bed - but rather to provide students with tools for the future, a sense of belonging, and to have them eventually leave our residences as better people than when they started.

Our key to success in this area lies in our Residential Life Program - an ongoing series of events, workshops, and activities which put student wellbeing and personal development at the forefront of our operations. In the same way that boarding houses have a responsibility to prepare their students for life after high school, we too have a responsibility to prepare our students for life after university.

Through our Residential Life program, our events tend to fall into three main categories;

Healthy Bodies
Our very own in-house residents run personal training classes, boxing and kick-boxing sessions, running club, yoga, and much more. Not only does this give our own residents paid experience in teaching and instruction, but it also provides our students with physical activity through the course of their studies. It has been proven time-and-time again that healthy minds and healthy bodies are connected and intertwined, and by providing our students with such outlets we give them a better chance of performing well in university and their other endeavours.



Healthy Minds
Not every event or activity needs to have a deeper purpose. Sometimes the deeper purpose is to simply unwind during a busy time. To add another layer to unwinding, we usually pair such events with free food to create the ultimate relaxation experience for students. It's no surprise that our most popular events are when we combine Pictionary and Pizza, or Musical Bingo and Burgers, or even Outdoor Cinemas with Hot Chocolate. Ordering Pizza for hundreds of students can be a logistical nightmare for us, but it's a dream come true for them after a busy day of study.

Personal Development
We're very proud to have partnered with one of Brisbane's premier development organisations to provide our in-house students with career development workshops. These workshops cover topics such as resume building, LinkedIn strategy, job-hunting tips, workers' rights, and securing internships. One of the greatest contributors towards university attrition rates is a lack of financial security, and we believe that providing career development assistance is one of the best ways to prevent our residents from dropping out of their studies. We address this further by providing financial assistance through our Student One Scholarship, and we also believe that career development helps in

arming our students with knowledge and skills that they can use for life.

The best challenge I could set to all of those involved in educating our current Year 12 cohort is to equip your students with as many skills as possible to ensure success in their future endeavours. Too many times we have had residents arrive at Student One without ever having worked a part-time job or participated in volunteering. Without knowing how to write a resume or having never applied for a job on Seek. Without knowing the difference between a Tax File Number and an ABN. Without knowing their rights as a worker, and without knowing what superannuation is.

For those in regional areas, make it crystal clear to your students that they may be moving to a city with a highly-competitive job market that can take months to navigate and even longer to understand. For those who are already in our major cities, encourage your students to find local part-time work, become involved in the local community, and achieve things that translate to today's job market - no matter how small the task or how few the hours. All experience counts for something.

And once they're at Student One, we'll be here to help them hone their skills even further and reach their full potential.



Five Things I Wish I Knew

AUTHOR

Caralyn Dae
Head of Boarding
Toorak College

Recently I was asked two questions by a peer so that she could share at an upcoming conference. My experience in boarding is limited compared to many of my peers.

My Boarding House is 95% International and of that 80% Chinese so it is somewhat unique in Australian Boarding. However, it is the way of the future in boarding so I was more than happy to share. These are the two questions I was asked:



Q1. What are five Things that I Wish I Knew... (that I probably know now) when I first became a Head/Director of Boarding (of a boarding facility with international boarders)?

1 - The three reasons why students are sent abroad to study and the huge impact that can have on your boarding house. (Saving face, outsourcing parenting, a better life). These reasons are not dissimilar to why Australian parents send their children into boarding schools either! Those that are sent away because parents are outsourcing their parenting duties or are saving face are the hardest to build relationships with and motivate to do anything. They also have the highest incidences of mental health issues and are usually disconnected from the school and boarding house. Generally, these are the students that will stay a year or so and then move onto another school. They are searching. You have to give them everything whilst they are with you knowing that they will typically up and leave in the blink of an eye. Heart breaking!

2 - Food and shopping is more important than air and water. Generally, when I speak with girls in an interview I speak with two types; the ones that have been exposed to a lot of travel and different experiences and the ones that haven't really done much because study was the only priority. The one commonality with the two groups are food and shopping. So if you are not city based use these two things as a carrot to get your students to participate in other activities. We have an activity every Saturday that the girls can be involved in. The way we get the girls to go on these activities is we offer a trip to Chadstone (Shopping heaven and place to be seen on weekends if you are an international student in Melbourne) once a term but if they want to go to Chadstone they have to go on three other activities. Suddenly our bus is full every Saturday. Winning!

3 - Saving face is bigger than anything we as Westerners can ever comprehend. A great example is swimming. We do swimming / pool based activities for all of term one. Girls would rather sit on the sideline and feign illness, injury or monthly issues rather than get in the pool and let others see them swim. Some genuinely cannot swim. For the others that have some ability they quickly realise they are not even as good as the 'locals girls' worst swimmer so they won't participate. You always have to allow your Chinese (particularly) students to save face without allowing them to get out of whatever it is that you are doing. Tricky!

4 - Personal hygiene is viewed very differently. We all know that boarding houses can be / are breeding houses for germs. Our international students don't have the same personal hygiene habits as the 'Aussie girls'. Of course there are exceptions to every generalisation but on the whole you need to educate your students on proper hand washing and showering daily in particular. After a while their habits change and you have lovely smelling students everyday. Having said that the one thing that I still can't get my head around is that our girls believe that washing your underwear in a washing machine is the most disgusting thing you could ever do. They think we are absolutely filthy for washing our knickers in a machine along with our other clothes. As Westerners we think handwashing your knickers is subpar when it comes to getting them clean. We couldn't be more opposite. Mind blowing!

5 - Most parents don't understand mental health, the importance of sleep and electronics use and how all three are interconnected. The rapid rise of the east in the past 30 years has built a generational and knowledge gap so big parents are struggling to jump over it. When I speak with parents about mental health issues with their daughters they genuinely, do not understand and often tell me that their girl just needs to be stronger in their mind. It is a process to educate parents on these issues. You have to remember it is not their fault. This kind of thing did

not exist in their generation and there is no social education on it in their countries. It is part of our job to educate our parents. I have had one parent tell me to return a confiscated mobile phone to her daughter that had depression and eating disorders so could soothe herself mentally by watching more movies and looking at social media. "She likes to see what her life could be like if she was skinny and pretty." Speechless!



And Q2. What are five bits of advice that you would give to a new Head/Director of Boarding (re international boarding)?

1 - Just when you think you understand your internationals, you will realise you have no idea. Just keep asking questions and trying to piece it all together. Learn a countries history as that will often give you clues into certain types of behaviour. Strangely true.

2 - Learn some key words so you can start to put together their conversations. My girls think I know a lot more Chinese than I really do. I read body language and know a few words to piece together some conversations. Most of the time I'm clueless but they believe the opposite.

3 - Follow expat Facebook pages that deal with China / Thailand / Vietnam. China Law Blog is a great one. Sometimes it has no relevance and other times it drops huge knowledge bombs. There are some others, but they are a bit trashy these days.

4 - Learn to love WeChat / Line / WhatsApp. I cannot say it enough, WeChat is life if you have Chinese students. My phone statistics tell me I spend 60% of my phone time on WeChat a week and if you added in my computer time it would be more. It is the only way to communicate with the girls and the families. Email DOES NOT work as a communication tool. I am even starting to send the school bills via WeChat.

5 - Encourage, encourage and encourage and when you think you have nothing left keep encouraging. In time, one of your students will take a step into sport or leadership and then suddenly, like a waterfall, they will all start. Remember, this is a society of followers. They do everything in groups. Wide open spaces are terrifying, sticking your head above the crowd is worse than death but once you get one doing something the rest will follow and then you will start to see success.





Bond University Adapts Boarding School Model for Indigenous Student Success

AUTHOR

Laura Harvey
Partnerships Manager
Bond University

It may not be immediately apparent from the media reports, but there have been significant improvements made towards closing the education gap for Indigenous Australians.

According to the Australian Bureau of Statistics, the proportion of Aboriginal and Torres Strait Islander students who had completed Year 12 (or equivalent) rose by more than 10% from 2006 to 2016. Over the same period, the number of Indigenous students attending university or another tertiary institution more than doubled.

Obviously, these statistics will vary widely based on geographical location. There are still plenty of students from regional and remote areas who are the first person in their community to graduate from Year 12 or attend university but, overall, the needle has definitely shifted in a positive direction.

As a relatively small university with Australia's lowest student-teacher ratio, Bond University on Queensland's Gold Coast took the lead on Indigenous education more than a decade ago.

Starting with a small number of scholarship opportunities specifically for Aboriginal and Torres Strait Islander school-leavers, Bond developed a more formalised strategy that included a dedicated Indigenous student support centre, cultural awareness initiatives on campus and community outreach programs, working with school students, educators, parents, families and Indigenous leaders across Australia.

"From its first Indigenous scholarship student in our very first semester in 1989, Bond realised that it is uniquely positioned to provide the personalised, supported learning environment that students from regional, rural and remote communities really benefit from," said Brett Walker, Director of Alumni and Development.



"With less than 5000 students on campus and a 10:1 student-to-staff ratio, we could adopt the 'home away from home' boarding school model in a way that is just not possible in the large public universities,"

Building on the success of the early Indigenous scholarship recipients, Bond made a significant investment in 2012 by opening the Nyombil Indigenous Student Support Centre, overseen by Cultural Support Officer, Narelle Urquhart and Centre Manager, Jason Murray.

"Narelle and I are there to help our Indigenous students navigate the university system and stay on track with their studies," said Mr Murray, "it is a place where students can meet other Aboriginal and Torres Strait Islander students from all over Australia and share their different experiences."

With more Indigenous scholarships being awarded and more Indigenous enrolments, there was a cultural buzz around the campus. Nyombil became a place where students could connect with Elders and leaders from the local Indigenous community; the Student Society for Indigenous Awareness hosted Jingerri ('Welcome') barbeques each semester

and the University's extensive collection of contemporary Indigenous art, donated by art patron Dr Patrick Corrigan AM, was showcased through VIP and public art tours.

Perhaps most significantly, within three years, Bond's Indigenous student enrolments had increased by over 50%. "Our scholarship program expanded considerably, thanks to a major corporate sponsorship and fundraising strategy and the University's own financial support," said Brett Walker, Director of Alumni and Development.

"As a result, Bond became the preferred university for the family members, friends and schoolmates of those original scholarship students".

"Those students really changed the conversation within their circle – showing the younger ones that, not only was university well within their reach but that Bond really welcomed Indigenous students and had created an environment where Indigenous culture is honoured and valued."

Former St Patrick's College Townsville boarder, Maya Johnson, was one such student who was inspired by Bond's Indigenous spirit.

In 2015, her Principal, Paulina Skerman, travelled to the Torres Strait Islands as part of Bond's award-winning outreach program, Yarning Up. A few months later, Ms Skerman brought Maya and a small group of her classmates down to the Gold Coast to attend the Bond University Indigenous Gala.

"It was totally amazing," said Maya, who grew up on Magnetic Island where her family are the traditional owners.

"We saw Christine Anu singing on stage and some of the Indigenous Bondies took us on a tour of the campus, sharing their stories and telling us why they chose to come here. Narelle really made a huge impression on me too.

"I still wasn't 100% sure that Bond was for me but when one of their representatives came up to St Pat's a little while later and suggested I apply for a scholarship, I just went for it."

Maya is now in her second year of a Journalism degree and hopes to continue her studies with a Master of International Relations. She is President of the Student



Society for Indigenous Awareness, an intern for the Australian Indigenous Mentoring Experience (AIME) and Treasurer of the Journalism Students' Society.

"For me, it was a really good transition from boarding at St Pat's to living on campus at Bond," she said. "I really learnt to be independent and responsible for myself as a boarder so that was a great preparation. But the support that I got at the Nyombil Centre, meeting friends and finding my roots on campus – that really made a huge difference in terms of what I've been able to achieve here and being open to trying new experiences."

Maya's experience is typical of the Bond Indigenous experience. All the students talk about Nyombil and the value of being welcomed into a community who understand who you are and where you're coming from.

They share stories; they look out for each other; most of all, they encourage each other to go the distance.

As a result, Bond's 83.3% completion rate for Indigenous students is higher than the national average for Aboriginal and Torres Strait Islander university graduates (73.6%).

"I don't think I'd have the opportunities at a large public university that I've had here at Bond," says Maya. "Most universities are so big now that I'd just be a face in the crowd".

"At Bond, I know everyone in my classes, at the Nyombil Centre and in the student accommodation. I can go pretty much anywhere on campus and I'll know someone. That really gives you a sense of belonging and self-assurance".

"I know that there are a lot of Aboriginal girls who won't be able to reach their full potential simply because of where they live in remote communities. Studying Journalism at Bond has given me, not just the technical knowledge, but the confidence and compassion to be their voice."

Bond University's Indigenous scholarship applications are now open until 6 September 2019. For further information please visit www.bond.edu.au/scholarships.



Boarding Staff and Training: How Have you Mitigated your Risks for Staff Training?

AUTHOR
Craig D'cruz
National Education Lead
CompliSpace



According to ABSA, there are over 190 non-government boarding schools in Australia. In addition, there are many government-managed residential colleges both within and outside the metropolitan areas where school aged students from many schools, including non-government schools, may board. The Independent Schools Council of Australia (ISCA) notes that there are 15,800 students in independent boarding schools alone across Australia! With so many students now involved in boarding, the risks associated with boarding schools and boarding in general have grown substantially with many of them being highlighted over the past few years.

The risk of child abuse in institutional settings was identified in the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) document, "Assessing the different dimensions and degrees of child sexual abuse in institutions" published in 2017. In a corresponding School Governance article, it was noted that this report identified boarding schools as being what is referred to as "total institutions" and therefore having a combined

elevated risk level. Boarding schools were identified as total institutions that present a high cumulative risk of child sexual abuse in terms of both adult-child and child-to-child abuse. More recently, Volume 13 of the Royal Commission's Final Report stated that almost one in three of the survivors that they spoke with in private sessions (2,186 survivors or 31.8 per cent) said 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.

In addition to this, two key strategic risks for schools in 2019 have been identified by CompliSpace in its White Paper: "12 Key Risks for School Boards to Consider in 2019" as:

- failure to adequately plan and provide resources to meet future changes to child protection laws and policies and to meet increased community expectations in relation to child protection.
- failure to develop, resource and effectively implement strategic objectives associated with the enhancement of child protection measures and the development of a child safe culture at the school that work towards best practice in institutional child protection.

Both risks apply equally to boarding schools. Therefore, the immense value and importance of training the staff who care for the students in these residences simply cannot be underestimated.

The value of boarding staff training was recognised many years ago and was outlined in 1990, long before the outcomes of the Royal Commission. Anjo Tarte, a Lecturer at the Guild Centre Teaching And Curriculum Studies, Faculty of Education, University of Sydney in her 1990 paper "Training of Residential Staff In Australian and New Zealand Boarding Schools" wrote:

"Whatever the structure and criteria for staff recruitment in educational residences, there remains the accountability and range of responsibilities in an ever changing educational environment which supervisory staff have to take on in their positions. The duty of care in the supervision of adolescents is onerous and demanding of residential staff as it is of parents. Legally, the governing body of a school and the principal take on the responsibilities of residence care. However, the implementation of procedures and the process of administration of boarding is most likely to be the direct responsibility of the residential staff, many of whom have had limited training and understanding of the complexities of administering the duty of care in a group residence but, nonetheless, are legally held accountable for their charges." (emphasis added)

ABSA, in its document "The Warts and All of Working in a Boarding School" notes that: "Whilst you may not have personal experience within a boarding setting, many of the 'lived experiences' of our boarders can have been experienced in another context." It also goes on to state: "... it is imperative to have a concise working knowledge of the operational side of the boarding community you are joining. You do not need to see the bigger picture upon commencement of your new position, however in order to best support the boarders you must be clear of the parameters you must set and enforce with those in their care."

It is apparent that many of the staff in boarding schools are not necessarily trained teachers. They come from all walks of life and may be students studying at TAFE or university, international visitors on limited work permits and soon. A quick search on seek.com of possible boarding positions in Australian schools, brought up 20+ results in the space of a few seconds. One advertisement stated: "Candidates who are studying education, welfare or health science and/or who have attended a boarding school with a strong sense of community are encouraged to apply."

Very clearly, this means that boarding school staff, who come from many varied walks of life, should be involved in training that is offered to day school staff in relation to child protection, mandatory reporting, anaphylaxis, diabetes, work, health and safety etc. In addition, boarding schools need to look at specific training relevant to the closer levels of supervision required in a boarding school context and the duty of care that the boarding school is required to meet during the 'other' 18 hours of each day of the week that boarding staff are responsible for the boarders.

Schools need to provide opportunities for boarding staff training, such as those found in CompliLearn, to ensure that they meet their commitments to their boarding students and their families.

In a nutshell, schools have a moral and in some jurisdictions a legal requirement to ensure that their boarding staff are trained to not only deal with the myriad operational risks of boarding residences on a day-to-day basis, but to also be able to identify strategic risks such as child protection and to ensure that they maintain a level of duty of care that corresponds with the expected child safe cultural norm for 2019.

With 37 years of educational experience, Craig D'cruz is the National Education Lead at CompliSpace. He began his education career in 1983 and has taught in several non-government schools including Catholic, PSA (Boarding), Anglican and Greek Orthodox schools. He spent 22 years as a Deputy Principal and Principal and five years as the Industrial Officer at the Association of Independent Schools of WA. Craig was also a Board member and Deputy Chair of a large Uniting Church School for nine years. He has a background in school leadership and governance, a demonstrated history of working in the management consulting industry - skilled in non-profit organisations, coaching, policy development, registration and compliance, curriculum development and HR/industrial matters.



Multi-Sensory Studying - Pumping up Prep at St Mary's!

AUTHOR

Tina Campbell
Head of Boarding
St Mary's Anglican Girls' School

In an effort to make prep time more directly linked to the needs of our girls we reflected late last year on how they studied best. Indeed, there were many for whom our archaic study regime was working well since they enjoyed studying alone quietly at their desks, reading through their notes and not interacting with anyone for the set two-hour period. This system also worked well for us in boarding as it allowed boarding routines to go on undisturbed but was it really allowing our girls to study at their capacity and reach their potential academically?

We decided to test the theory by undertaking a range of participatory action research activities with some of our girls. We asked them to trial listening to music in their study routines, to study outside in the courtyard for a few nights, to study in groups rather than alone and to choose



to study in a fully supervised area rather than by themselves. For each change they reflected on whether this supported them in their learning or made it more chaotic.

Interestingly the data from our research showed a wide range of results. For some the change of routines helped them to focus more strongly during the set prep period and they found it aided their study routines, but for others it was a distractor and at night time after prep concluded they would return to the confines of their own

room to study in silence at their desks.

What our results did show was that one study routine really did not suit everyone. These ideas support the ideas of multiple intelligences developed by Dr. Howard Gardner in 1983. Gardner proposed that students need to be taught via a diverse array of tasks such as using music, or via cooperative learning, through art activities, role play, multimedia and much more to ensure that they learn in ways that are harmonious with their unique minds (Armstrong, T. 2000).

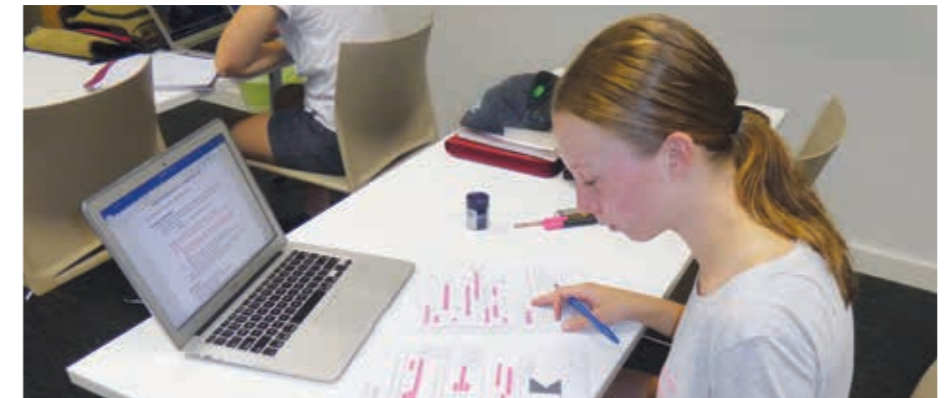
If multiple intelligences impact the way that students learn and hence how they should be taught within the confines of the classroom, then inevitably they must equally impact the way we manage study routines in boarding. Effective learning needs to allow boarders to pursue self-study in a way that links to their learning pathway. This might change depending upon what subject they are studying or how they are feeling but to manage a study time that only allows boarders to study in one area and in one way seems a little outdated to me. As educators we need to look beyond the very conventional linguistic approach to prep time and seek to build in options that allow boarders to link in to their other intelligences during their evening study routines. Whilst the absolute validity of multiple intelligences has been questioned over time, even to some degree by Gardner himself, many dispute its findings because there is little 'hard evidence' to support it (Waterhouse,

L. 2006), our research validated that our girls ultimately did find studying in different areas and with a different focus beneficial to their overall learning and also for their enthusiasm for prep. By having a range of areas, we allow the girls to develop their own sensory pathways allowing them to study more efficiently and effectively in a way that works for them and hopefully providing them with rich experiences for their study routines.

This year our girls can therefore choose where they study for prep time. They are loving the freedom, independence and choice that this brings them.

The girls in Year 6 and 7 study together in the library with a tutor but also have the option to study elsewhere. They do 90 minutes of study and then move into a 30 minute 'Post Prep Session' where we teach them some of the basics of multiple intelligences and learning styles, the importance of mindfulness, we offer them advice for getting organised, discuss the importance of sleep on their developing brain, run goal setting workshops, have spelling bees and silent reading sessions and also look to prepare them for the prep choices from Year 8.

The girls in Years 8 - 9 can choose to study in silence in the library, with headphones in an adjacent classroom, in pairs with a supervisory tutor, with music playing softly in a classroom or using whiteboards with in an area supervised with an academic staff member. They can work in pairs or in larger groups. They can be inside or outside. They can be supervised or unsupervised. Work in silence or with noise. They can move from space to space each night and many have found that changing their location depending on their study needs each evening is working well. They also enjoy working across year groups, which for us had not happened before.



The girls in Years 10 - 12 can choose to study in their rooms by themselves, at specific study booths listening to music on headphones, with a teacher in a classroom or using whiteboards in a large supervised study area. They can choose areas where they work alone or in small groups, they can work inside or outside, in silence or with music, with tutors or academic staff or be self-supervised. Again, the range of areas has allowed them to move around each night and find an area that works best for them and the work that they want to manage each prep night.

Achieving great results for prep has been like managing a jigsaw puzzle. Putting it all together has meant letting go of the reins a little and allowing the girls to be able to choose where to study and to do so along several dimensions at once – socially,

spatially, kinaesthetically, self reflectively, and so on. It has meant having more tutors and spaces available for prep time and we also have the benefit of academic teaching staff and library staff on duty each prep night to support us.

Miss Julie Garnett, in her role as Boarding Academic Support, has also worked tirelessly researching study spaces, multiple intelligences and learning styles to develop a holistic programme that builds the necessary skills for successful learning with our Year 6 and 7 girls. We understand that our girls will not always be using one learning pathway, but now that they understand how they learn and the different ways that they process information the choices presented to them for prep allows them to become more active self-directed learners utilising multi-sensory studying during our prep session.

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A Naturopaths Guide to a Better Sleep

AUTHOR

Sarah Jane Fehlberg
Naturopath, Nutritionist, Herbalist,
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In this crazy modern world of screens, busy-ness, commitments and stress, the importance of sleep can be overlooked.

Until it's too late of course, and we wind up in a horrible cycle of restlessness where we can't sleep, have trouble sleeping or can't get back to sleep (early waking).

Sleep is a fundamental part of health and many of us function on way too little of it.

Here are some of my top tips to help ease the burden of anxiety that can arise about not being able to sleep...

- Go to bed at the same time every night, wake up at the same time every morning. Routine and structure are key to balancing the your sleep hormones.
- Exercise in the morning. This balances cortisol and allows for sunlight (hopefully you are exercising outside) to hit your retina, balancing hormones again.
- Turn of ALL electronic devices at least 1-2 hours before bed, dim the lights, light a candle, prepare your mind and eyes for the darkness of sleep, over stimulation of screens and electronics can confuse your brain and overstimulate your mind.
- Have an epsom salt bath with calming aromas such as lemon balm, lavender or sandalwood - seen our bath soaks? here <https://www.sarahfehlberg.com.au/shop>
- Read, Meditate, Practice deep breathing, Have herbal tea such as chamomile to calm to nervous system - do something that calms you.
- Don't over indulge at dinner - sometimes our digestion works overtime when we do this making it hard to sleep
- Stop all caffeine prior to 3pm - since caffeine has a half life of six hours, some people might find they can't sleep simply because they have had too many stimulants late at night or in the afternoon - remember caffeine is found in chocolate and black, green and white teas, not just coffee!
- Don't be too hard on yourself - its ok to go to bed rather than tick off that last thing 'to do'.
- Turn your phone on airplane mode - especially for those who use the phone as an alarm to wake up, you don't want that by your head, plus you don't want to be drifting off and be disturbed by notifications or texts, that stuff can wait till later the next day!
- Last but not least, some lavender essential oil (just a drop or two) on your pillow!

Here are some sleep apps - some of which I use regularly.

Relax Melodies

FREE - iOS, Android

Lull yourself to sleep with a custom blend of relaxing music and natural sounds. Relax Melodies gives you a huge selection of high quality, mix-and-match ambient soundscapes, so you can choose your favourite to drift off to - whether it's gentle ocean waves with soft piano, or calming wind with birds and a flute melody. It also incorporates binaural beats, and has an alarm and timer functionality to help you customise your sleep routine to best suit you.

Deep Sleep with Andrew Johnson

\$3.79 - iOS; \$3.03 - Android

This popular app provides guided meditations designed to help you relax, unwind and get the rest you need at night. Andrew is a Scottish clinical hypnotherapist with over 20 years' experience helping people cope with stress, anxiety, fears and insomnia. Listen to his soothing voice as he takes you through a range of visualisations and relaxation techniques, and let it send you into a deep, restorative sleep.

Sleepmaker Rain

FREE - iOS, Android

If the sound of rain soothes you, this app gives you a wonderfully comforting way to fall asleep. Choose from 20 different rainfall patterns, from a gentle patter against the window, to a steady rain shower over a forest, to a moody thunder storm. This is also a great app to use during the day, creating a calming, ambient atmosphere to help you relax at work, or to escape the bustling noise of city streets.

Simply Being

\$2.99 - iOS; \$2.79 - Android

Take ten minutes before bed to unwind, release the worries of the day, and get in touch with your breath and body. This app takes you through simple guided meditation exercises to help you relax, so you can go to sleep without those racing thoughts.

Choose your session length and decide if you want relaxing music, soothing natural sounds, or just a calming voice. Perfect for meditation beginners, this simple app makes it easy to create your own mindfulness practice, with an easy to use interface and plenty of customisable options.

ReachOut Breathe

Free - iOS

If you have trouble sleeping because you often feel stressed or anxious, simple breathing exercises can make a big difference in getting your mind and body relaxed. By slowing down your heart rate with a few deep breaths, you can reduce the physical symptoms of anxiety and stress, like shortness of breath and a feeling of tightness in the chest.

This fantastic app by ReachOut uses simple visuals to guide you through some slow, deep breaths. It also lets you measure your heart rate, so you can check your baseline and see how you're going from day to day.

Yoga for Insomnia

\$4.49 - iOS; \$3.34 - Android

Stretch out and calm your breathing before bed with yoga moves specifically chosen to help you get to sleep. This app gives you simple graphics and instructions to explain how to do each pose, with options to make it easier for beginners. Create your own yoga routine designed to help you relax and see if it helps you fall into a deeper, more restful slumber.

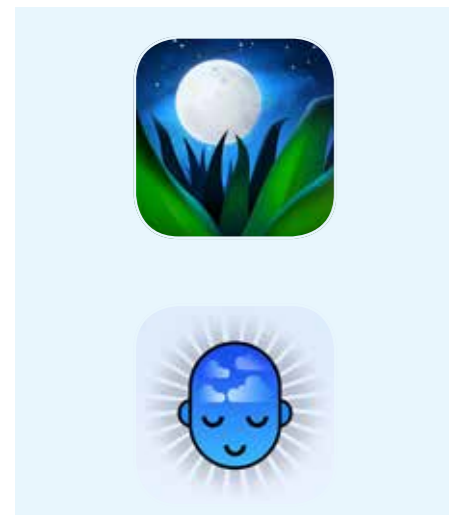
Sleep Cycle

FREE - iOS; \$1.49 - Android

This smart alarm clock app has long been a popular choice for waking you up gently, and for tracking your sleep patterns. Sleep Cycle analyses your slumber based on your movements throughout the night. When you're ready to wake up, the alarm function vibrates, timed with your sleep cycle to wake you in your lightest sleep phase. It's a more natural way to be roused from sleep, so you open your eyes feeling more refreshed. Then, you can check the graphs and data from your night's rest, and use the information to help make changes to your routine.

Feeling like you've tried it all and nothing seems to change? Maybe a more in depth look may be needed.

Feel free to contact me sarahjanefehlberg@gmail.com for a chat and perhaps book in a consult for some further in depth investigation and look at your health overall.





Head, Heart and Hands Together in Boarding

AUTHOR
Kate Benjamin
Director of Boarding
St Joseph's School, Port Lincoln

Boarding was introduced at St Joseph's School, Port Lincoln soon after the school opened in 1874. Founded by the Sisters of St Joseph, under the guidance of Australia's first Saint St Mary of the Cross MacKillop, the school and boarding house were established to serve the needs of the families existing in this rural and remote area of South Australia, particularly those without the financial means to educate their children.

Port Lincoln is situated 650km west of Adelaide on the Eyre Peninsula of South Australia, with a population of around 15,000. Famed as the "Seafood Capital of Australia", its main industries are farming and fishing, particularly Bluefin Tuna, King George Whiting, Spencer Gulf Prawns and world-famous Coffin Bay Oysters.

After going through numerous renovations over the years, the boarding house was demolished in 2016 and a brand-new state of the art facility built in its place. Opened in 2017, the new facility has the capacity to host 38 boarders, welcoming students from all over the Eyre Peninsula and West Coast of South Australia, as well as inland SA such as Roxby Downs and Andamooka.

Although a small boarding facility, we are proud of the close knit and welcoming atmosphere created within our community. Our boarders are country kids at heart and enjoy the fact that while they are able to experience the educational, sporting and social opportunities of a larger town, they are still close to home and familiar environments.

Living a five minute walk from the town's picturesque foreshore, a common after school activity is swimming off the jetty, or fishing at the local wharf. Boarders have participated in team school sailing, competing around the state, country and even overseas. Weekends see many of our boarders return home to the farm or coastal community, where outdoor activities such as camping and water sports are part of their typical lifestyle.



After discussions at the 2018 Boarders Transition Evening, the boarding house developed the theme of "Head, Heart and Hands Together in Boarding" for 2019. Boarders are encouraged to "think with their head" in their commitment towards their studies, facing challenges with determination and confidence; "give from the heart" in the way they interact with each other and welcome our newest members; and "use their hands" to help those around them, particularly the less fortunate and vulnerable.

This theme has already been put into action through a welcome scavenger hunt around Port Lincoln where returning boarders helped new students get to know our town and its history; participation in Clean Up Australia Day through working with a local conservation group to help clean up the Port Lincoln National Park; planning to work with the local Salvation Army to collect donations for the annual Red Shield Appeal; a focused approach towards study through study skills sessions and flexible supervised study times; and the development of a life skills program to help boarders develop independence and valuable skills for transitioning into the 'real world'.

Our small group of boarders bring a wealth of richness and diversity to our wider school and local community. Their positive approach towards life, particularly rural life, helps remind us of how fortunate we are to be living in such a beautiful and inspiring part of the world. Their genuineness and sense of fun and adventure make working in this boarding community a privilege, and I look toward the remainder of this year with feelings of enthusiasm, pride and hope.





Much To Do About Your Mattresses? - a Simple Guide for Guaranteed Sound Sleep

AUTHOR

Chase McDonald
Commercial Sales Representative
Avante

The idea seems so simple that most don't consider the little things that can be done to ensure your mattresses will serve your boarders well and for a long term. Mattress hygiene and basic care is something we all seem to conveniently tuck away when we make our bed in the morning. The reality is that a little more attention to the condition and treatment of a boarder mattress can be the difference between it lasting two and seven years.



What's that Stain? - the inevitable side effect of not using a mattress easement.

The Avante "Savant Range" of mattresses carry a five year guarantee, but this by no means predetermines the life of each mattress. Regular care can extend the expected life of a mattress to far exceed its warranty, saving your school money. At Avante Australia we believe that every student should be issued a mattress that will remain their property to care for and maintain until graduation.

Considering that most mattresses are made up of two components, springs for support and mixed foam layers for comfort, it's easy to work out which of these two materials will give you grief first. In most cases regardless of the type, the steel springs in mattresses will outlast the foams in comfort layers. As people usually sleep in the same area of the mattress every night, foams are continually compressed in the same area. Eventually a small indentation can form on a mattress, also known as a body impression. Body impressions are clinically proven to help support spinal alignment and provide the pressure relief needed for a great night's sleep. Many people can mistake this impression or dip as a defect in the mattress (i.e. sagging). However, if foam had an arch nemesis, it would have to be moisture. When foams are exposed to moisture they will break down at a much quicker rate resulting in much deeper body impressions that can cause aches over a period of time.

This is not only ideal for hygiene reasons but will also allow each boarder to further develop life skills and understand the responsibility of maintaining and caring for their belongings. We understand the logistics of this concept are going to differ in difficulty from school to school, which is why mattress encasements are essential.

How Old is Too Old?

Firstly, if you have any mattresses in your boarding houses that are over 10 years old, its time to replace them, no excuses. The only exception being if a mattress has not been used or used sparingly over that period. If you purchase quality mattresses, they should last between five to seven years in a boarding environment, if they are looked after by your boarders. If mattress protectors or encasements have not been used and there is obvious staining, again it might be time to retire any tired looking mattresses.

Top Tips

If you want your car to run well, start every time and provide you with a travel alternative to public transport you must look after it. The same applies to your mattress, and its a lot easier than you think if you follow these simple steps:

- Get a Mattress Protector or even better a "Mattress Encasement" - The number one thing that every school can do for their students benefit and ensure longevity of mattresses is to use a waterproof mattress encasement. As the name suggests a "mattress encasement" encases the mattress on all six sides, ensuring that the mattress has the maximum level of protection available and some refer to mattress encasements as a type of insurance for your mattress. A mattress encasement acts as the last line of defence against dust-mites, liquid spills, perspiration and other body fluids as well as ensuring that the mattress itself it fit for use by another person at some point in time. Mattress encasements should be replaced every two to five years depending on the degree of use.

- Rotate Regularly - The second most overlooked and often ignored step towards a long lasting and comfortable mattress is regularly turning your mattress from head to toe at least every two months, but every two weeks is ideal to evenly distribute the wear and tear on a mattress over its lifetime. The idea being that the area in which you sleep on your mattress will eventually become softer over time, this is the case for almost all mattresses after some time, but by turning your mattress regularly, you can achieve an even surface wear resulting in a longer lasting mattress free of deep body impressions and lumps.

- Air it out - Even though making the bed each day can be mentally satisfying for most of us, it is actually good practice to leave your bed unmade allowing sunlight and heat to enter every month or so. This helps prevent excess moisture both from sleepers and humidity, and may also help keep dust mite populations in check. Even mattresses with a mattress encasement will benefit from an occasional airing.
- Vacuum - Lastly for those of you who have the time and desire, vacuuming your mattress every term is also a great way to ensure the dust and allergen levels are kept at a minimum. Just like airing out your mattress, mattresses with a waterproof mattress encasement will not need as much attention but should still be vacuumed at least every year.

It's that simple, a little effort every now and then can save your school, money, and keep your boarders sleeping happily for longer. So stay vigilant and sleep well.



PRACTICAL LEADERSHIP HABITS
for the
DIGITAL AGE

Australian Boarding Schools Association
2019 Leaders Conference
Adelaide Hills Convention Centre
Monday 12 - Tuesday 13 August



Social and Emotional Well-Being of Primary-Aged Boarding Students in Australia - a Mixed Method Study

AUTHOR

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Harry climbed the spiral stairs with no thought in his head except for how glad he was to be back. They reached their familiar, circular dormitory with its five four-poster beds and Harry, looking around, felt he was home at last. Rowling (1997, p.14)

Introduction and Aim of the Research

Leaving the security and attachment figures of their family home at such a young age, social-emotional well-being is of particular importance for boarding students aged 6-12. Drawing comparisons to Harry Potter at Hogwarts, these children call their school a home-away-from-home for the majority of the academic year. As highlighted by the Australian Institute of Health and Welfare (2012) as well as Zins and Elias (2007), schools are central to promoting behavioural, cognitive, social-emotional and, ultimately, self-perceived competencies. Therefore, it can be inferred that this has even more profound implications on the complex developmental stages of students who live and learn at boarding school.

This study aims to investigate dimensions of social-emotional well-being with a particular focus on the paradigms of motivation and engagement framed by progression into primary boarding. For students aged 6-12 years, motivation and engagement directly influence outcomes of well-being and are thus imperative for the successful progression into residential schooling. As a dynamic process, progression provides both, a window into the experiences and summary of outcomes of social-emotional well-being.

Purpose of the Study

Acknowledging world-wide changes that result in new challenges for education, Australian Education Ministers agreed in that "schools play a vital role in promoting the intellectual physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians" (MCEETYA, 2008, p. 5). They declared in their first goal of promoting equity and excellence in Australian schooling that "Australian governments and school sectors must provide all students with access to high-quality schooling free from discrimination based on (...) geographic location" (MCEETYA, 2008, p. 9). The residential education of students aged 6-12 years in particular from rural and remote areas, forms an important part of this need to access an adequate education.

When compared to boarders at secondary level, primary students at school-age stage experience very different social and emotional needs as for example, attachment, warmth of a family home and mutually supportive friendships (Whyte, 2008). White (2004) highlights the emotional impact of separation from parents for an average of 75% of the year, whereby overseas boarders are, for 6 months or more, away from their families for the longest. This has implications for the well-being of children aged 6-12 years who particularly "seek proximity to and maintain contact with the caretaker until they feel safe" (Benoit, 2004, p.542). For primary-aged boarders, strong attachment to their home environment may have a stronger effect on their experience of homesickness than on their older peers (Hadwen, 2014). This has enhanced implications for boarders with developed patterns of social and emotional maladjustment grounded in insecure attachment to their primary caregiver (Benoit, 2004).

The limited tradition of research within the past decade, chiefly in the field of secondary boarding, investigated dimensions of transition, social-emotional well-being, the boarding setting per se, extra-curricular activities as well as levels of engagement and motivation. For children aged 6-12, for whom a home-away-from-home and therefore extension of their family is of primary concern, social and emotional implications of a move to residential schooling are important parameters of well-being.

Related literature appears to only marginally reflect on crucial factors such as homesickness with a clear paucity on the primary school context (Cree, 2000). Within this restricted body of knowledge, academic and non-academic outcomes (Christensen et al, 2012; Hadwen, 2014; Petriwskyj, 2010; Papworth, 2014; White, 2004) have been examined to contrast day and home schooling.

At present, the body of core literature on the topic of residential schooling (Anderson, 2005; Bass, 2014; Cookson & Hodges, 1985; Fisher et al., 1986; Hamblin, 1978; Kennedy, 2014; Shu & Tang, 2010; Weber, 1972) focuses on transitional, academic and non-academic aspects of secondary boarding (Downs, 2001; Hadwen, 2014, Martin et al., 2014; Whyte, 2008; Yeo, 2010a, 2010b). Taking into account the enrolment of international and urban students, primary boarding is an important educational provision which impacts significantly and differently on

parameters of social-emotional welfare than on academic outcomes. Therefore, the experiences of children at this age group in this context needs to be investigated to a larger extent.

This study identifies challenges imposed on students by the process of progression from primary day to boarding schooling by making findings of how providers, parents and staff can support boarders aged 6-12 years emotionally, spiritually and socially. Taking into consideration that boarding in the "shared lifestyle of a closed society with common goals that, at the same time, rejects former aspects of life" (Goffman, 1961 in Cree, 2000, p.6), it is conceded that children aged 6-12 years have very different social and emotional needs compared to secondary boarders.

Research Questions

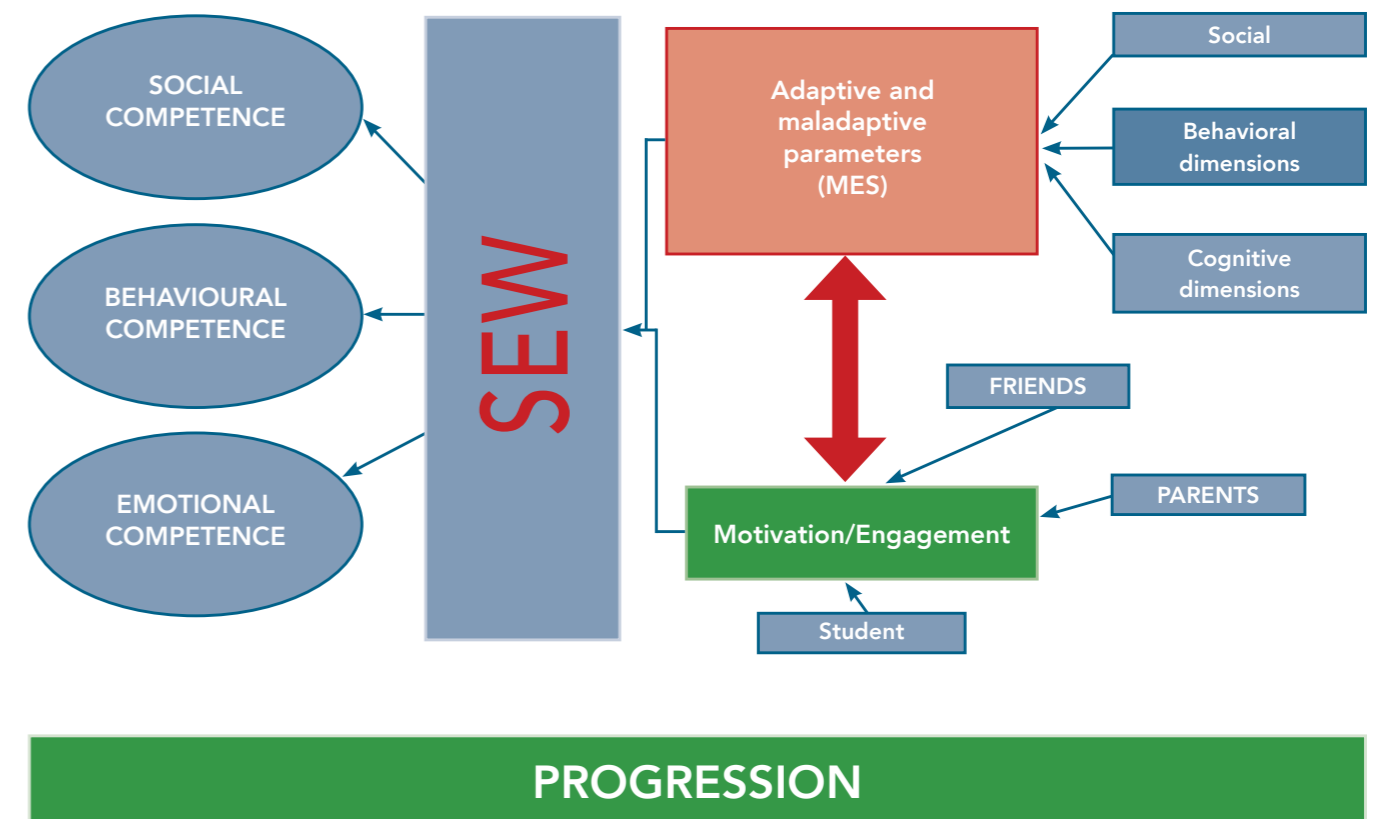
An in-depth review of primary and secondary literature has been undertaken using these terms. This has informed the inquiry and developed the following research questions:

1. How does residential schooling impact upon the social and emotional well-being of students 6-12 years?
2. In what ways are motivation and engagement linked to social and emotional wellbeing of Primary boarding students?
3. What factors are influential for the successful process of progression of primary students into boarding?

Conceptual Framework

Based on Martin's (Martin 2009, 2019) Motivation and Engagement Wheel, this framework conceptualises inputs and outputs into and from social-emotional well-being, framed by progression.

Firstly, adaptive and maladaptive cognitive, social and behavioural parameters interlink with motivation and engagement with both constructs strengthening or decreasing social-emotional wellbeing. Parameters are, for example, self-belief, goal setting, persistence, disengagement, homesickness and coping. They influence social-emotional well-being and advance social, behavioural and emotional outcomes in the boarding environment. Further impacting upon developmental outcomes for example, life purpose and attachment, they lead to successful progression by avoiding negative outcomes such as homesickness and loneliness.

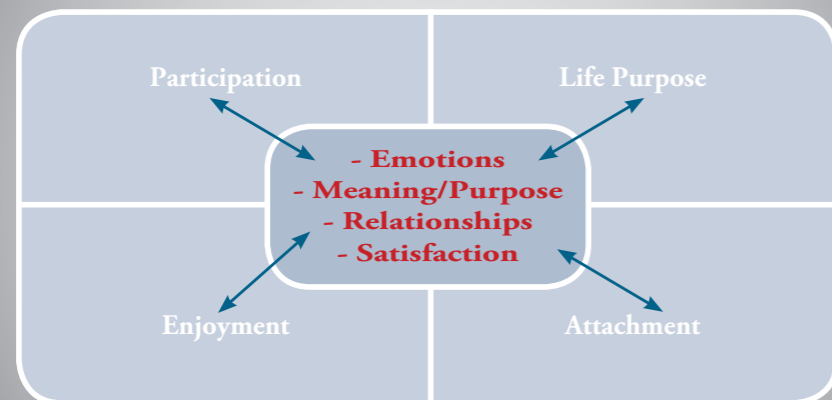


Theoretical Framework

The recent longitudinal studies by Martin et al. (2009, 2014), Papworth (2014) and Papworth et al. (2012) form the foundation of the proposed study. Grounded on Bronfenbrenner's (1979) bioecological theory, they identify factors of motivation and engagement highlighted by Martin's (2009, 2019) Motivation and Engagement Wheel (MEW). The MEW conceptualises both adaptive and maladaptive cognitive and behavioural dimensions enhancing or diminishing motivation and engagement. It is proposed to use this framework within the context of primary boarding.



How are motivation and engagement linked to Social-emotional Well-being? (Martin, 2015, 2009 Martin et al., 2014)



Research Design

A mixed-method study design has been adopted in order to discover the social and emotional implications for boarding of primary-aged students as it "assists in establishing the consistency between the qualitative and quantitative findings by using more than one way of measuring the concepts" (Webb et al, 1996 in: Hadwen, 2014, p.54). Firstly, qualitative enquiries assist with the generation of rich data collected through homogeneous sampling (Punch, 2006) to investigate dimensions of well-being, progression and adjustment. Participants are interviewed in a mix of focus-groups, semi-structured interviews and invited to design their ideal boarding house as well as writing a letter to a prospective boarder. Such a staggered approach has been adopted in various studies (Downs, 2001; Hadwen, 2014; Petriwskyi, 2010). This approach may reveal differences caused by time and effect among participants and is influential for obtaining various perspectives on progression within boarding.

Secondly, following an inductive pathway, dimensions of well-being such as coping, homesickness and motivation and engagement and their meanings in and relation to the daily life of a primary-aged boarder are investigated. In order to gather information to answer Research Question 2, motivation and engagement are examined using two questionnaires. Such research instruments can produce a comprehensive picture of emotions associated with significant changes in the participants' life such as progression into primary boarding entailing adaption and flexibility:

- the Motivation and Engagement Scale (Martin, 2019), Junior School (MES-JS) measuring positive motivation, positive engagement, negative motivation, negative engagement.
- the Primary Boarding and Well-being Scale developed by the researcher using elements from the Kidsmatter K-4 Well-Being (Kidsmatter 2018) and ACER Social-Emotional Well-Being, Primary (ACER 2017) surveys. This instrument measures the link between motivation and engagement and social-emotional wellbeing. These include: positive and negative emotions and behaviours; social-emotional competencies (resilience, attitudes, coping and social skills and values, work management and engagement skills).

Strengthening the perspective of qualitative data collection, quantitative research methods support the establishment of a broader and defensible picture of student well-being in primary boarding. This includes recognising limitations such as subjectivity, idiosyncrasies and short-term memory limitations of children aged 6-12 years.

Modus Operandi

For the purpose of 'studying a group that shares the same culture' (Creswell, 2013, p.104), key informants have been selected from providers with residential educational offerings pertinent to primary-aged students. In addition, stakeholders were selected based on their experience, qualification, length of employment within the school as well as working relationship with different year groups (Hawkes, 2010, Hodges et al., 2013a; Mason, 1997). Looking in depth at contextually different schools, it is envisaged that data collected from one, reflects on those derived from the other. Data collected from students will triangulate (Creswell, 2013) with that obtained from staff.

Based on thematic analysis of text (Sproule, 2006, in: Walter, 2006), content analysis has been adopted using software in this research preceded by review notes taken to identify key issues (Krueger, 1994). The thematic analysis is based on themes of behavioural, social and emotional competence and are supported through motivation and engagement using Martin's (2019, 2012, 2007) Motivation and Engagement Wheel and Scale. Moreover, the scoring template of the latter as well as the results of Primary Boarding and Well-Being survey further facilitates the analysis of content.

Synopsis

Schools are central to promoting behavioural, cognitive, social-emotional and, ultimately, self-perceived competencies (AIHW, 2012). Recognising the influence of emotions on health, cognitive behavior and physical well-being (Saami, Campos, Camras & Whiterington, 2006), important themes for this study include motivation, engagement and social interaction within as well as successful transition (here termed progression) into boarding from the perspective of the student, parent and teacher.

The nature of settling into boarding school involves relocation and environmental change (Downs, 2001) which can disrupt the self-world relationship of the child (Fisher et al., 1986). Studies in this field have shown that the social, emotional and academic well-being of students is directly impacted by the process of transition (Bramston, 2007; Petriwskyi, 2010).

Homesickness remains the most important factor during progression into boarding (Cree, 2010; Downs, 2001; Fisher et al., 1986; Hawkes, 2010; Reynolds, 1994). This must not be neglected when adopting the paradigm of attachment to at least one parent or caregiver as a "powerful predictor of a child's later social and emotional outcome" (Benoit, 2004, p.542).

Focusing on transition into secondary boarding, Mander et al. (2015), support the standpoint of the vital role of schools in shaping the social-emotional, physical and moral progress of students. They found that the status of a boarder foreshadows their social-emotional well-being. Rarely commencing boarding before Year 3 (Anderson, 2005), students at Stage Two and Three are particularly vulnerable to inferiority and ecological change such as progressing to living and learning away from the security of their home.

Therefore, the incorporation of students as participants serves the purpose of this proposed study with the unambiguous aim to improve, facilitate and enhance public awareness (Hodges, Sheffield, Ralph, 2013a/b) for boarding at preparatory level in education.

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Loft Living

AUTHOR

Stephen Richards
Marketing Director
Batger Furniture

Farrer Memorial Agricultural High School has an enviable and well-deserved reputation as the sole public day and boarding selective agricultural high school for boys in Australia. Home to over 300 boarders Farrer is set on 190 acres of prime land just 10km from Tamworth in NSW.

Farrer has gone through some major transformations in the boarding school recently under the direction of Clint Gallagher (Principal) and David Gale (Deputy Principal - Residential).

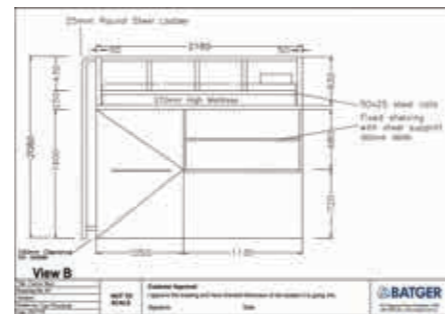
The Brief

Batger was invited to submit a proposal for the design and supply of a new dormitory suite for a major refurbishment of the school's boarding houses. On first consultation David showed us the boarding rooms, existing beds and storage and detailed his requirements for the space. We then met with Principal Clint Gallagher for a formal briefing, who explained in detail the project with key requirements being for more storage, smaller footprint and for the furniture to be heavy duty and built to last.



Design and develop

In response, Batger designed a number of Loft Bed concepts. With maximising storage in mind, all designs fully utilised underneath the bed, with one side having a cupboard and desk and the other side having storage to be used by neighboring boarder. "We had a great realization there was potentially a lot more we could do underneath the bed especially behind the desk as the room layout had the suite perpendicular to the wall."



The whole suite was made with steel framing, ensuring strength and durability. On approval of the concept design, Batger provided shop drawings for approval prior to creating a sample suite. The loft suite was built to stringent safety requirements as specified in ASNZ 4220:2010 "Bunk Beds and other Elevated Beds"



Manufacture and install

After some minor changes to the sample, the suites were manufactured by Batger in our Sydney factory and were assembled on site at Farrer by local contractors.

Outcome

The feedback from the school has been very positive as it has allowed more storage and comfort for each student. It has better utilised the available space and given more privacy to each individual. The new furniture has lifted the rooms aesthetics and has received positive feedback both from students and parents.

Clint Gallagher principal says "The Batger representative was very easy to deal with and was on site to ensure that the final product was what we wanted. Small issues were addressed in a timely manner and we intend to use Batger for further upgrades in other sections of the boarding house."



Maximising storage and desk space



Further storage for neighbouring boarder

The right answer!
BATGER



Batger is one of Australia's leading manufacturers of student accommodation furniture. We understand the importance of student lifestyle and the need for comfort and security when living away from home.

Living spaces vary in shape, size and purpose, so do furniture requirements. We have a long history of successful collaboration with developers, architects and builders, ensuring the highest outcomes are met - on budget and on time. We manufacture in Sydney and can custom build to specification.

We believe that Australian-made quality and world-class standards should be affordable, and our competitive prices reflect a commitment to making furniture of this standard available to every boarding school.

We give all of our boarding school clients total peace of mind by ensuring they know exactly what they are getting prior to manufacture. Once we are awarded a project we create a set of drawings for your review, on approval of these we create a sample suite for your approval. Only once the sample is approved will we manufacture the furniture for the project.

It is never too early to contact us for some friendly advice. We can assist with initial costings, options, floor plans and furniture design.

Call 1300 553 240 - www.batger.com.au

EAT LIKE A KING

BY CHARTWELLS

Chartwells has had a busy and exciting start to the 2019 year with a number of new partnerships, and the further extension of existing, around the country across both the Independent School and Tertiary spaces.

In this edition of Lights Out we are showcasing our mobilisation at The King's School, which we commenced at the beginning of this year, and involved a significant refurbishment and relaunch of catering services across boarding, retail and functions. Having spent the December period planning for this, in readiness for the return of the boys and the broader school community, there was major activity on site with our builders and project team.

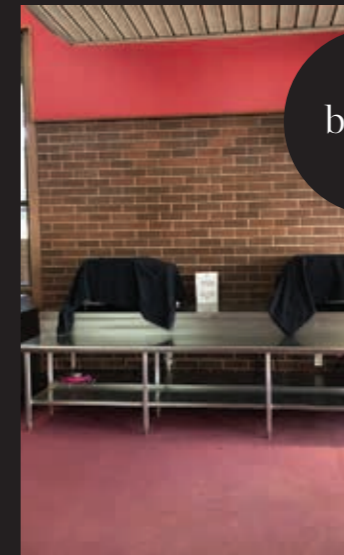
Our goal was to create 2 warm and engaging dining spaces for the boarders, day boys and staff. A sense of place that was reflective of a modern and reinvigorated food service based on innovative, well executed and wellbeing focused menus designed around the specific needs of boys. Our focus was on the introduction of modern, streamlined service counters that would facilitate both speedy service as well as the contemporary presentation of a reinvigorated menu design where our smart food program underpins the use of fresh seasonal produce, wellbeing, batch cooking and a fresh is best policy.

The boys and wider school community have responded very favourably to this, as have the teaching staff who enjoy lunch daily.

The introduction of stone surfaces, warm paint works, additional lighting and redesigned counters have transformed both the Dining and Trophy Room spaces providing the perfect backdrop for our Chartwells catering service.

This has ensured that we are meeting the needs of all boys and staff alike and the reaction to new menu items such as smashed avocado and bacon on artisan grain toast with dukkah or our slow cooked beef with spring vegetable and parsley dumplings has captured the interest and enthusiasm of them all.

With 365 boarders, approximately 1200 day boys and 300 staff we are committed to making a positive difference to the daily experience of each and every one and are very excited to have commenced this dynamic partnership.



before.



build.



after.



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

George Michaelides
Director, Business Development
Chartwells | 0404 000 931



Help Them Find Their Passion

AUTHOR
Josh Drahm
Office Manager
ABSA



Waves, crashing on the sand. Crystal clear water, shimmering as far as the eye can see. The sound of birds singing a song-like melody. The breath of a light summer breeze pressing against my skin. The warmth of the sun as it peeks above the mountain tops. I am in my happy place...the ocean. The ocean is a playground of ever-changing obstacles, at the hands of an architectural genius, mother nature. It is consistently creating new challenges and opportunities for those who call this magnificent place their playing field. A group of people that come in all shapes and sizes, all races and religions, all genders and all areas of expertise. Yes, that is right; they are surfers.

I have been surfing since I was five years old, from the moment I could swim I was on a surfboard. I still remember my first wave. I remember the feeling of truly being in touch with mother nature as I rode a surge of water on a piece of red foam. What a rush! I instantly fell in love with the feeling. I fell in love with the fact that, the more I surfed, the more I could improve. I fell in love with attempting new manoeuvres and continually searching to land the biggest air possible, in sight of my friends of course. I fell in love with the tribal community of surfing. Fellow surfers willing to have a chat in the water, starting the conversation with, "hey mate are you getting a few waves?". Or the fact that when a big swell is coming everyone is talking about it, whether that be at the shops or the movies, it is always the 'talk of the town'.

Surfing has many positive effects on my life both in and out of the water. We need that thing in life that gives us a break, a chance to reflect, a chance to decimate the outside world almost to seem non-existent. For me that is surfing. I have never left a surf feeling angry or upset, even if I entered the water feeling that way. It has kept me out of mischief, and for that, I am genuinely grateful. I believe the concept of finding a hobby that frees your mind from stress, anxiety, anger, etc. is an essential part of growing up. It applies in all contexts of life.

For you it may not be surfing, it might be the feeling of painting a masterpiece, with every flick of the brush you relieve that tightly wound knot of stress. It might be running a long distance, feeling like a bird in the sky as you glide gracefully along the pathway. Or merely that opportunity to curl up in bed and let your mind wander the realms of fiction and non-fiction as you bury yourself into a novel.

I want you to stop and think for a moment. What is the one thing that helps you cope? What is the one thing that clears your mind of stress? What is the one thing that you know will always be there when you need it? If you can't name that thing, I suggest you go looking. Start exploring, find that special hobby which brings you joy. Hold on to that sensational feeling!

Now I'd like you to change your thinking. I'd like you to reflect on the boarding students around Australia. What are their hobbies? Do they have a passion for something that allows them to remove the stress of study, sport, homesickness and social hierarchy just for a brief moment? We all need to switch off from time to time!

As a former boarder, I know the boarding experience can be a daunting one in the beginning. You are away from old friends, family and for me, the activity that kept me sane...surfing! If it weren't for my boarding staff and my indigenous liaison officer continually pushing me to pick up a paintbrush, pushing me to involve myself in extra curricular activities and pushing me to fully immerse in the full boarding experience, I wouldn't have lasted. This cements the fact that as a staff member or parent you have a tremendous opportunity to create a positive relationship with the boarders.

It starts with support!

So how are you going to help them find their passion?

Beaconhills College Expands Boarding

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Beaconhills' Head of Residence, Ingrid Watson, and students

Beaconhills' new boarding program is set to expand with the second stage of its residential facility at the Pakenham Campus opening in Semester Two.

For the first time, local students will also be able to apply for a boarding place, with an option of boarding during weekdays.

This year the house welcomed a new Head of Residence, Ingrid Watson, who has moved in with her family; two-year-old Henry and husband Sam (Head of the College's Pakenham Campus Senior School).

The 10-bed boutique-style residence will expand with the addition of a separate new 16-bed facility, enabling the College to offer boarding to both boys and girls aged over 13 years.

Beaconhills is the only school in the Casey/Cardinia region of Melbourne to offer boarding. Mrs Watson said having local students boarding would bring a new dynamic to the house, which is currently home to students from China, Hong Kong, Macau and Vietnam.

"It will give our international students an insight into the Aussie way of life – and local students will have the opportunity to learn more about other cultures too," she said.

Two former Beaconhills students are part of the team of residential supervisors who help support students with their studies. Kelsy DePrada (Class of 2015) is studying a double degree in Arts and Music at Monash University, while Tess Wilkens (Class of 2016) is studying Law and Arts and Deakin University.

Mrs Watson said both girls had been "exceptional" in helping students with homework.

Students have seven-day access to the College facilities such as basketball and netball courts as well as the local swimming pool, sports competitions or dance classes.

Beaconhills Headmaster Tony Sheumack said the Beaconhills boarding program could be an attractive alternative to a city-based boarding school for families wanting the benefits of a Beaconhills College education.



How Youth Mental Health Strategies are Shaping Staff

AUTHOR
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Real Response

What is Youth Mental Health First Aid?

Youth Mental Health First Aid (YMHFA) is the help provided to someone who is developing a mental health problem, has a worsening of an existing mental health problem or is in a mental health crisis. The first aid is given until appropriate professional help is received or the crisis resolves. Real Response's mental health first aid strategies are taught in evidence-based training programs authored by Mental Health First Aid (MHFA) Australia and conducted by accredited MHFA Instructors across Australia.

The Youth Mental Health First Aid Course is for adults working or living with adolescents (those aged between 12 and 18 years), however, the course can be relevant for those helping people who are a little younger or older. This course is particularly suitable for people who have detailed interaction with school students or boarders.

What Is Covered In These Courses?

The course teaches adults how to assist adolescents who are developing a mental health problem or in a mental health crisis. Course participants learn about adolescent development, the signs and symptoms of the common and disabling mental health problems in young people, where and how to get help when a young person is developing a mental illness, what sort of help has been shown by research to be effective, and how to provide first aid in a crisis situation.

Developing mental health problems covered are:

- Depression
- Anxiety problems
- Psychosis
- Substance use problems
- Eating disorders

Mental health crisis situations covered are:

- Suicidal thoughts and behaviours
- Non-suicidal self-injury (sometimes called deliberate self-harm)
- Panic attacks
- Traumatic events
- Severe effects of drug or alcohol use
- Severe psychotic states
- Aggressive behaviours

Where Can I Participate?

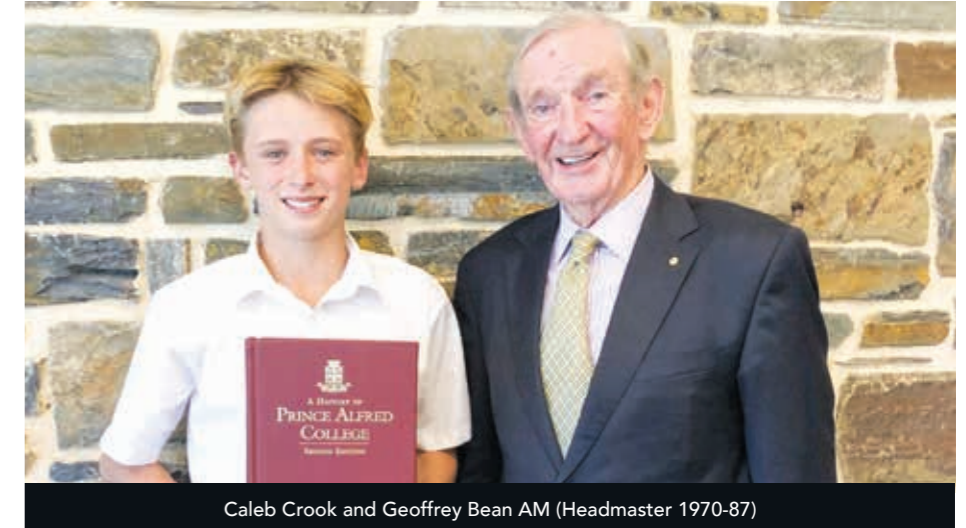
Real Response are running exclusive boarding YMHFA courses which will ensure the way in which this content is learned is relevant to everyone. It will tackle common issues faced among boarders who experience mental health issues, going right into detail about specifically what you can do and who you can call on to make a genuine difference around adolescents and their families. For more info contact tom@boarding.org.au

How Can I Learn More?

View more on realresponse.com.au/ymhfa or request a YMHFA doc from the Real Response team at training@realresponse.com.au

The Geoffrey Bean Boarding Scholarship

AUTHOR
David Cornish
Executive Officer
Prince Alfred College Foundation



Caleb Crook and Geoffrey Bean AM (Headmaster 1970-87)

Adelaide's Prince Alfred College is commemorating its sesquicentenary this year, and at the forefront of celebrations will be the opening in June of our new Boarding House. But it isn't all about bricks and mortar, and as discussed in Lights Out (3, 2011 and 3, 2017), philanthropic generosity is providing significant assistance to boarding students.

In our Centenary year in 1969, an Englishman called Geoffrey Bean was appointed as the seventh Headmaster of Prince Alfred College.

With a young family, a school to run in a new country, and much to learn, Geoffrey Bean had plenty to contend with when he commenced in 1970. An early and appreciated source of all manner of things for the new Headmaster were the Boarders, who by his own admission provided him with friendship, support, and wonderful stories still recounted today. This worked both ways, and boarding students of the Bean era remember him with gratitude, and his late wife Margaret with fondness for her kind nature and hospitality.

In 2017 Geoff's views were sought on how to recognise his outstanding contribution to the life of the College. His wish was to help lads from the country, and in 2018 the Geoffrey Bean Boarding Scholarship was launched. The endowment was established using a bequest from a former boarder, and additional gifts from men and women who value Geoff has seen the fund grow quickly.

Recently, Geoff Bean visited the College and was introduced to the inaugural recipient of the Geoffrey Bean Boarding Scholarship. Year 10 boarding student Caleb Crook from Renmark (250km north east of Adelaide) met with Geoff Bean for lunch in the Dining Hall. It was a lovely meeting, and they spoke about their shared interest in Cricket, Geoff's time as Headmaster, and Caleb's impressions of College life after three weeks in the Boarding House.

Geoff's delight in meeting Caleb and wishing him well was a special moment.

Over his seventeen years as Headmaster, Geoff Bean influenced the lives of countless young men. He is highly regarded for his leadership, wise nature, and his devotion to PAC in the 32 years since his retirement. The scholarship bearing his name will ensure his contribution lives on.

I was a beneficiary of Geoff Bean's leadership and am proud to have played a role in the establishment of the scholarship. However, nothing made me prouder than introducing Caleb Crook to Geoff Bean, and I look forward to introducing future recipients to him.



Geoffrey Bean AM



Geoffrey and Margaret Bean and their children (1970)



New Principals

St Augustine's College Cairns

St Augustine's College Cairns welcomed its 18th Principal this year with the appointment of Mr Matthew Brennan. Mr Brennan is the first lay principal after the Marist Brothers led the College for the first 89 years.

Mr Brennan has worked in Marist all boys' schools for over 25 years. He has also worked across three boarding schools and has an intimate knowledge of how they operate. Mr Brennan has held a number of leadership positions including House Dean at Marist College Canberra, Senior Boarding Master at St Stanislaus' College, Bathurst and Director

of Boarding at St Gregory's College. During Semester Two, 2017, he was the Relieving Principal at Parramatta Marist High School, NSW and most recently the Head of Senior School at St Gregory's College Campbelltown. Mr Brennan is highly regarded for his leadership of quality contemporary learning and teaching in boys' education.



Mr Matthew Brennan
Principal
St Augustine's College,
Cairns, QLD

St Hilda's Anglican School for Girls Perth

Fiona Johnston commenced in January 2019 as St Hilda's eleventh Principal.

Fiona brings to St Hilda's over 25 years' experience across a diversity of leadership positions in Grammar, Government, Non-denominational and Faith-based schools in Australia, the United Kingdom and in Singapore, where she previously held the position of Head of the Secondary at the Australian International School.

Fiona is a strong advocate of girls' education, gender equality and personal excellence and is passionate about fostering personal and professional growth opportunities for the girls and young women at St Hilda's.

Fiona is committed to open and inclusive leadership and values the contributions of others. She believes that collaboration is powerful and the key to sustainable improvement and positive growth. Fiona strongly believes that clear alignment, collaboration, transparency, trust and respectful relationships are key ingredients in growing and nurturing learning communities.

Fiona has led school communities with representatives from many different nations and a diversity of religious beliefs. She is wholly committed to embracing diversity, respecting differences and promoting inclusivity. Fiona is committed to the ethos and values of Anglican education and is looking forward to building on St Hilda's strong connections with the Anglican community of WA.



Mrs Fiona Johnston
Principal
St Hilda's Anglican School for Girls,
Perth, WA

Wesley College Perth

Ross Barron began as Wesley College's eighth Headmaster in January of 2019.

His passion for teaching and positive influence on young people have earned him an enviable reputation for creating an exceptional education environment through dedicated leadership. Throughout his career, he has been committed to developing innovative curriculum, high-impact initiatives and outcomes.

A proud West Australian, Ross came to Wesley College from Hale School, where he held several senior positions, including most recently the role of Head of Senior School. Ross' educational experience has been varied, having worked in the state education system, overseas in Canada, co-education, country, metropolitan and different faith-based systems.

His sporting achievements are extensive including being an official, coach and athlete. He has received awards as an AFL coach and has coached various successful teams across AFL, cricket and hockey.

Ross joined the Wesley College community alongside his wife, Narelle, and their two children, Abbey and Mitchell. Ross will lead the College as it moves to celebrate the centenary in 2023.



Mr Ross Barron
Headmaster
Wesley College,
Perth, WA

New Heads of Boarding

Cranbrook School Sydney

Having been one of the Cranbrook boarding housemasters since January 2016, Matt Banes took over the reins as Director of Boarding in January 2019. Hailing originally from Kent in England, and following five seasons of professional cricket and a stint in the city, his teaching career began at Eastbourne College, a co-educational boarding school on the south coast. He was a housemaster, teacher of English and Classics and Director of Cricket. A decade there, a marriage to Sarah (a Queenslander and St Margaret's captain of boarding) and three children

(Gracie, Bea and Lachlan) later, the family moved to Sydney for a new adventure and have loved helping to shape the familial, diverse and close-knit culture of the Cranbrook boarding community. With a focus on character and life skills formed from embracing all of the co-curricular opportunities on offer, Matt leads a dynamic team of resident teachers and a community of 75 boys from Sydney, rural NSW and overseas.



Mr Matt Banes
Director of Boarding
Cranbrook School,
Sydney, NSW

Firbank Grammar School Melbourne

This year Firbank Grammar welcomed Mrs Carole Ward as its new Head of Boarding. Carole brings, 21 years of experience in Boarding Houses across Europe and in rural Queensland. As a skilled Boarding House operator, she is committed to providing a safe and caring space for Firbank's Boarders.

Carole says "Firbank, has so much to offer our Boarders with exceptional facilities and programs designed to bring out the very best in these independent young women. More than that though, the Firbank Boarding House is a 'home away from home' and I am committed to making students feel a strong sense of belonging".

"I, along with Firbank Grammar's Boarding House Staff, teachers and Principal believe in knowing, caring and valuing each of our students. This boutique attention helps them to achieve and gives our Boarders the confidence to face challenges knowing that they are supported in their actions. We work hard to see our Boarders become all that they can be; confident, well-educated young women who can and will make a difference in the world", said Mrs Ward.

Firbank Grammar's Boarding House is committed to living the School's values of compassion, courage, curiosity, integrity and respect. Firbank Boarders achieve excellent academic results and enjoy state-of-the-art sport and music programs and facilities. The Boarding House is fully integrated in School life and provides students with a positive and fun experience that they will cherish for years to come.



Mrs Carole Ward
Head of Boarding
Firbank Grammar,
Melbourne, VIC

St Augustine's College Cairns

Mr John Brimstone was appointed to the position of Director of Boarding at St Augustine's College in January 2018.

John, an Old Boy of the College, has nearly 20 years of teaching experience in a variety of classroom and leadership roles. During his time at St Augustine's he has taught Chemistry and PE, held the roles of Director of Sport, Head of Department - HPE, Director of Studies (acting for 6 months) and Head of Ambrose Residence. This leadership experience, along with his depth of knowledge of the College and great rapport with the students, makes him an excellent fit for the position.

John strongly embraces the Marist charism and his passion for young people ensures a boarding community based on a strong family spirit. He brings great energy to the role and works collaboratively with his team of staff to provide exceptional care to all boarders.



Mr John Brimstone
Head of Boarding
St Augustine's College,
Cairns, QLD



New Heads of Boarding

St Hilda's Anglican School for Girls Perth

Mrs Rachel Stenslunde commenced in the role of Director of Boarding in January, 2019.

Rachel worked closely as Boarding Assistant to Mrs Leonie Jongenelis and the St Hilda's Boarding students throughout 2018. Rachel was educated at St Hilda's School in Queensland before going on to gain her Bachelor of Economics at the University of Queensland, living on campus in the residential community of St John's College. Rachel is married with three primary school aged children, and the Stenslunde family now reside in the Bay View campus residence.



Mrs Rachel Stenslunde
Director of Boarding
St Hilda's Anglican School for Girls,
Perth, WA

The Director of Boarding has responsibility for the leadership, management and operations of the Boarding House, and for converting the School's strategic goals into operational priorities and plans for Boarding. Rachel's priority is to manage the physical, emotional, academic and spiritual development of the Boarders and she will focus on the development of communication with the parent body, staff and students, as well as providing a link between the Boarding School and the Day School.

Rachel's corporate experience has developed her strengths in working with people and logistics and the practical application that working environments require. Her background of living in remote Western Australia has given her a firsthand understanding of the challenges that boarding life presents.

Wesley College Perth

Wesley College warmly welcomed Rodney Steer into the role of Head of Boarding in January of 2019.

Rod's move to Wesley is the next progression in his teaching and leadership journey, which includes 14 years at Caulfield Grammar and the last six years at Geelong Grammar School (Corio Campus).



Mr Rodney Steer
Head of Boarding
Wesley College,
Perth, WA

A senior school Mathematics and Science teacher by training, Rod has taught in single-sex and co-educational institutions, working pastorally with boarding and day students in both senior and middle school contexts. Brought up in regional Victoria, Rod has a strong affinity with boarding and the unique challenges faced by boarding students and their families. His most recent experience as Head of House (Francis Brown), at Geelong Grammar School, saw him lead a team of staff in supporting a diverse student body, including those associated with Geelong Grammar's Yalari program.

Rod has relocated to Western Australia alongside his wife, Sarah, and their children, Jackson and Tom, who are now students at the College. They are all excited to call Wesley their new home.

Whitsunday Anglican School Mackay

Mr Brad Allen is the newly appointed Head of Boarding at Whitsunday Anglican School (WAS). Brad is very well known to Whitsunday Anglican School's Booth House Boarding and wider school community, having served as the Assistant Head of Boarding and more recently as the Acting Head of Boarding.

Brad brings a wealth of experience working in boarding schools throughout Australia and the United Kingdom. Brad was previously the Head of Boys' Boarding at All Saints' College for the past five years. Previous to this, Mr Allen held significant positions at Dulwich Preparatory School in England and at Georgiana Molloy Anglican School in Western Australia.



Mr Brad Allen
Head of Boarding
Whitsunday Anglican School,
Mackay, QLD

Brad is joined by his wife Jodie who is also a teacher at the School and two children, Imogen and Harry who attend WAS.

New Heads of Boarding

St Saviour's College Toowoomba

My name is Del Murphy and I am the new Head of Boarding at St Saviour's College, Toowoomba, a Mercy College based on the charisma of Catherine McAuley. We aspire to the Mercy values of Justice, Compassion, Hospitality and Excellence. Our Motto "Integrity is our Strength" is a wonderful attribute in our world today.

St Saviour's boarders come from communities far and wide – PNG, Bamaga, Dauan Island, Kowanyama, Horn Island, Hopevale, Palm Island, Aurukun, Cunnamulla, St George, Taroom, Thargomindah, Roma, Eulo, Murgon, Mt Tyson, Rockhampton and the Gold Coast.



Mrs Del Murphy
Head of Boarding
St Saviour's College,
Toowoomba, QLD

I come from a small farming community in Central Queensland, and have worked at The Cathedral College in Rockhampton in both Boarding and Day Campuses for almost 10 years. I have also worked voluntarily in the parish communities as a catechist and lay minister. I love working with young people, aspiring to make a difference in their lives. I am quite passionate about boarding and enjoy being a "second Mother" to the boarding students.

I have four children and ten grandchildren, and I love to enjoy family time with them.

Prior to boarding life, my family conducted a Transport business, Logging business, Dairy Farm, Deer Farm, Cattle and Crops. Just prior to leaving for Rockhampton, I was a Doctor's Receptionist.

In my spare time I love reading, movies, scrabble, dancing and spending time with family and friends.

The Armidale School Armidale

The Armidale School welcomes Mr David Drain to the role of Director of Boarding in 2019. David has been at TAS since 2014 as the Head of Croft House, a senior boys boarding house. While at TAS, David has held the positions of Acting Director of Pastoral Care, MIC of Rugby, 2nd XV Rugby Coach and Combined GPS Rugby Selector.

David is responsible for the oversight and management of the five TAS boarding houses, the continued growth of both boys and girls boarding and provides an additional layer of support for the Heads of House, parents and students. David is also a member of the School Executive team.



Mr David Drain
Director of Boarding
The Armidale School,
Armidale, NSW

"At TAS it is imperative that all boarders feel a sense of pride and togetherness in what is their home away from home. They must appreciate and respect each others' differences to create a positive and enriched living and learning environment," David said.

David worked at St Joseph's College, Hunters Hill, of which he is an old boy, from 2010 to 2013 across a number of boarding year levels including the role as Year 11 Assistant Boarding Coordinator. David was also involved in the co-curricular program at St Joseph's College as the Convenor of College Athletics and Combined GPS Rugby Selector.

David worked in accounting, finance and sports marketing prior to commencing teaching in 2010. He lived and worked in Sydney, Edinburgh and London during this time for companies such as KPMG, Goldman Sachs and the Williams Formula One Racing Team.

David lives on campus with his wife Alexandra and has four children; George, Neave, Wilbur and Joseph. Both George and Neave attend the TAS Junior School.

Coming Events

AUS

Visit www.boarding.org/our-events to see upcoming Duty of Care Workshops.

30 May 2019

NSW State Symposium

4 June 2019

QLD Northern Symposium

12 - 13 August 2019

Boarding Leaders Conference

29 August 2019

TAS State Symposium

USA

20 - 25 July 2019

TABS Summer Sessions
Boston University

5 - 7 December 2019

TABS Conference
Boston

UK

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
by 1st September 2019