

Lights Out

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CASE

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CREATING THE FUTURE FOR BOARDING SCHOOLS



Appraisal

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ON THE COVER

Actura's CASE Space School

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Continuing my discussion from the last edition regarding the need for Heads of Boarding to be Leaders more than Managers, I now turn my thoughts to helping our staff to be more professional in their approach to the important role of looking after the boarders. Boarding schools generally appear to struggle with the idea of effective Appraisal for all levels of boarding staff. As those of you who have attended a Duty of Care workshop in recent years have heard, we believe this is quite likely due to the historical understanding that teachers didn't like anyone watching them teach - and this has translated to the boarding house. However, how are we going to raise the bar when it comes to boarding staff?

The first step in this area is to prioritise developing an effective appraisal system - which includes all levels of staff in the boarding house. As Tim Hawkes in Book 1 of Duty of Care - A Certificate Course in Student Residential Care states:

"Staff appraisal needs to be a feature of a boarding institution and should encompass all staff. The appraisal should focus more on professional development than on accountability. In other words, the process should not just be a 'policing initiative' but a constructive and continuous process of feedback, review and reflection."

He continues:

"An appraisal system is generally more effective when:

- it is undertaken regularly; for example, every year or on a biannual basis.
- the process is understood and accepted by staff.
- it is not too cumbersome or time consuming.
- it is positive and empowering.
- it employs feedback from a variety of sources including supervisors and colleagues.
- it is based on the staff member's job description."

My question is this - if the above is part of the basic training for all boarding staff, why haven't more schools and specifically more Heads of Boarding made this a priority? I suggest the answer usually offered to me is that they are too busy and don't have time to put together an effective appraisal system. My thought is quite the opposite - if you are a boarding leader you don't have time not to!

The impacts of an effective and trustworthy appraisal system are nothing short of amazing - staff working toward a common goal, staff understanding their Position Description at a completely new level and above all, much better care for our boarders. Is this not the main reason we are in this industry - to provide outstanding care for our boarders?

So, let's all band together - Principals can expect to see an effective appraisal system in place, Heads of Boarding share thoughts across their network, ask questions of ABSA and put together a great system, and boarding staff expect to develop in their role because they are provided with an appraisal which supports them in their work.





The Need for Sensitivity in Public Statements

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Issues relating to speech by employees both in the discharge of their duties and in their non-work lives are currently featuring very much in public debate, in Court cases and in proposed legislation. The purpose of this article is to draw attention to a recent decision of the Court of Appeal in the United Kingdom which identifies some important principles worthy of consideration by professionals, particularly those dealing with vulnerable patients, clients or students. This article is no way an attempt to provide an overview of the relevant law which is substantial, complex, uncertain and changing, but it does identify an issue worthy of consideration, both from a professional ethics point of view and (potentially) from a legal point of view. Given the range of responsibilities of boarding house staff, the principles are worthy of consideration.

The case is entitled "*Ngole v The University of Sheffield*" and the decision was handed down on the 3rd of July 2019 by the English Court of Appeal.

Mr Ngole was a student in a two year Master of Arts and Social Work course at the University of Sheffield. Significantly the regulatory framework for social work professionals in the United Kingdom extended to students such as Mr Ngole as he was on an accredited course which was not purely academic but which, on successful completion, could lead to registration and professional practice as a social worker. The relevant code of conduct applied to both providers of such accredited courses and to students such as Mr Ngole.

Mr Ngole was a devout Christian "*for whom the Bible is the authoritative word of God*". Upon enrolment in the course he signed documents relevant to standards of conduct and ethics. Later, however, he posted a series of comments on his



facebook account about a prominent news story on an American news website. His comments included statements and observations expressing views on same sex marriage and homosexuality which included biblical quotations strongly disapproving of homosexuality. These posts were brought anonymously to the attention of the University. An investigation was initiated and then disciplinary proceedings.

A range of issues beyond the scope of this article were raised. Ultimately Mr Ngole was successful to the extent that errors of both substance and procedure had been made during the proceedings. Accordingly the appeal was allowed and the outcome set aside. However the Court concluded: "*This Court cannot finally determine whether the Appellant would have resisted the possibility of tempering the expression*

that is used or would have refused to accept guidance which would resolve the problem. This requires new findings of fact. This case should, therefore, be remitted for a new hearing before a differently constituted Committee".

So it was a classic administrative law outcome where, although Mr Ngole won the case before the Court of Appeal, he did so on grounds which were not finally determinative of the matter, but his success in the Court of Appeal enabled him to have the issues considered on a proper legal basis.

The Court of Appeal noted that one of the legitimate aims of the professional regulations was "*a maintenance of confidence in the relevant profession*", and that that "*must be supported in*

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law". The Court observed that "... every set of professional regulations is likely to encompass the same, if in no other sense than to incorporate a duty not to bring the relevant profession into disrepute". The Court noted that the maintenance of confidence will carry very different requirements in different professions and in different factual contexts. The Court observed that the obligation to maintain confidence in a profession "cannot extend to prohibiting any statement that could be thought controversial or even to have political and moral overtones", adding that no social worker for example, "could be sanctioned for arguing in public that social work was underfunded" provided that such views were not in offensive language.

The critical consideration in this case was that the legitimate aim of such regulation: "...must extend so far as to seek to ensure that reasonable service users, of all kinds, perceive they will be treated with dignity and without discrimination. Social work service users cannot usually choose their social worker. The use of aggressive or offensive language in condemnation of homosexuality, or homosexual acts, would certainly be capable of undermining confidence and bringing the profession of social work into disrepute. As the Guidance makes clear, the Appellant had an obligation not to allow his views about a person's lifestyle to prejudice his interactions with service users by creating the impression that he would discriminate against them."

Later the Court noted (including specific reference to teachers and student teachers as follows:

"If social workers and social work students must not express such views, then what of art therapists, occupational therapists, paramedics, psychologists, radiographers, speech and language therapists: all professions whose students and practitioners work under the rubric of the same general regulations? What of teachers and student teachers, not covered by the HCPC regulations, but by a similar regulatory regime? For present purposes it is not easy to see a rational distinction between these groups. All are usually engaged with service users who often have no opportunity to select the individual professional concerned. Very many of these professions deal on a day-to-day basis with personal problems of a particular nature, where the social, family and sexual relationships of the client or service user are relevant, sometimes central."

The Court added an important caveat: *"In our view, such a blanket ban on the freedom of expression of those who may be called "traditional believers" cannot be proportionate. In any event, the HCPC guidance does not go so far. The specific guidance prohibits "comments ... [which] were offensive, for example if they were racist or sexually explicit": see paragraph 27 above. No doubt if the Appellant's comments were abusive, used inflammatory language of his own, or were condemnatory of any individual they would fall to be regarded in the same way as would racist views, or inappropriate sexually explicit language."*

There have also been two decisions in recent years of the Employment Appeal Tribunal, taking a similar approach.

Both from a professional perspective, and (potentially) a legal perspective, caution and restraint are clearly appropriate. In the boarding house, the 24/7 responsibility, the age, special needs, and ethnic and religious sensitivities make this issue very relevant.



Crackpot or Cracked Pot?

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

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Part 3

In Part 2 of this three-part series, we reviewed what is necessary for students to go beyond knowledge acquisition and actually acquire a disposition to embody key competencies. Here in Part 3, we outline our Contributory Model, which focuses on boarding's essential contributions.

The contemporary educational paradigm - shaped in part by writers such as Eisner, Claxton, Dweck, Trilling, Fadel, and Dintersmith - has no single definition of success; no "perfect pot" image of the ideal student or the ideal teacher. Instead, updated pedagogies, such as the positive education movement (Larson, 2017) take a positive, strengths-based view of learning that incorporates MESH variables, not as nuisances but as necessities.

Of paramount importance is the realization that traditional testing has limited validity, i.e., that it may not be measuring what it purports to measure: competence in a particular domain. As all students know, grades partly depend on how strict a teacher is, the relationship between the student and the teacher, the test-taking training that a student has undergone (and been able to afford), and the psychometrics of the test itself.

As Yale University professor, Laurie Santos has eloquently described, "Striving for high scores is not the same as learning" (personal communication, December 7, 2018). She added, "Scientists didn't realize this in the same way 10 or so years ago, that our intuitions about what will make us happy, like winning the lottery and getting a good grade - are totally wrong." Perhaps Yale students are getting the message. Her



course, Psychology and the Good Life is the most popular course in Yale's history, with 1,182 students enrolled in the Fall term of 2018.

In a recent interview for the New York Times, Santos commented on the MESH benefits of turning away from purely quantitative, standardised testing. "I [hope] that the social pressures associated with taking a lecture with friends will push students to work hard without provoking anxiety about grades." Dr. Santos has encouraged all students to enroll in her course on a pass-fail basis, tying into her argument that the things Yale undergraduates often connect with life satisfaction - a high grade, a prestigious internship, a good-paying job - do not increase happiness at all. Indeed, striving for scores has contributed to what Santos calls, "the mental health crises we're seeing at places like Yale." (Shimer, 2018)

Another seismic pedagogical shift is frontloading content acquisition by relegating it either to a self-directed, pre-class video (e.g., the Flipped Classroom, co-founded by Jon Bergman) or to reading (e.g., the Harkness Method, first practiced at Phillips Exeter Academy, beginning in the 1930s). Teachers can then capitalize on the best part about the classroom: that it provides a space for face-to-face interaction with other people who are now

somewhat familiar with the same content. The classroom - indeed the whole boarding environment - becomes a playground for guided encounters with information. One cannot overstate the magnitude of intrinsic motivation and authentic happiness that flow in such spaces (Csikszentmihalyi, 1990), nor the speed at which learning accelerates as a result.

Much more research on effective teaching and learning is in order, of course. However, we share a concern that current epidemiological research suggests that excessively comparative, quantitative, and standardized approaches to education are costing many students their mental health. And without joy, every student starts every lesson with a learning disability.

Rest in Peace, Chalk-and-Talk

1781 is not ancient by British boarding school standards, but it was the year that businessman and philanthropist John Phillips founded Phillips Exeter Academy, the fifth oldest boarding school in the US. In his Deed of Gift, Phillips wrote: "Above all, it is expected that the attention of instructors to the disposition of the minds and morals of the youth under their charge will exceed every other care; well considering that though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both

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united form the noblest character, and lay the surest foundation of usefulness to [hu] mankind.”

Although the limitations of “chalk and talk” and the necessity of character education were obvious centuries ago, schools have only recently recognized the emotional, social, and cognitive liabilities of excessive memorization, excessive standardised assessment, and the excessive competition that results. Educational professionals who continue to ignore MESH will do so at students’ peril.

Some secondary schools, such as Geelong Grammar School and other members of the Positive Education Schools Association, have thoroughly integrated the tenets of positive psychology to revolutionize their pedagogy and boost student wellbeing. Other secondary schools, such as Choate Rosemary Hall and other members of the Mastery Transcript Consortium, have “organized around the development and dissemination of an alternative model of crediting and transcript generation.” And still other schools, such as the Lammersville Unified School District in California or the Clintondale High School in Michigan, have adopted the genuine Flipped Classroom model, as envisioned by educational pioneers Jon Bergmann and Aaron Sams. Importantly, these innovative approaches to teaching and evaluation yield high-achieving students, but with lower levels of social and emotional distress than traditional sage on the stage models.

Education that replaces rote with student-centered learning, challenging experiences, inspirational case studies, and strengths-based exploration can produce happier, healthier students whose love of learning accelerates their intellectual, interpersonal, and leadership development far beyond graduation. Whether through sport, music, art, drama, or the presence of emotionally intelligent staff during a heated debate, the opportunities to cultivate qualitative changes in students’ thinking also extend far beyond the classroom. And, by design, boarding offers the uniquely enriching dimensions of community living with one’s peers, away from home, among supportive and professional adults who function as surrogate caregivers. At its best - with an

intentional curriculum and expertly trained employees - this immersive social context teaches MESH skills, promotes resilience, and celebrates each student’s contributions to the school and the communities it touches. With professionally trained, sterling role models in every corner of the school, boarding becomes a true value add.

Old Is Today’s New

According to leadership scholars Ronald Heifetz and Marty Linsky (2002), technical problems are those to which individuals or organisations already possess the necessary know-how to solve. Consequently, people and institutions tend to find these challenges easy, even enjoyable, to deal with. By contrast, adaptive problems cannot be solved with a group’s current expertise. They require the acquisition of new knowledge, the development of novel capacities, and a shift in values, attitudes, and behaviours. Therefore, adaptive problems can initially appear inconvenient or even threatening. As a result, either consciously or sub-consciously, people and institutions often avoid adaptive problems or misinterpret them as purely technical problems.

At best, the consequence of failing to distinguish an adaptive problem from a technical problem is stagnation. At worst, the result is actual harm to people and institutions. We are not the first educators to describe a scholastic event horizon that prioritizes mental, emotional, and social health. Nor are we the first to tout 21st-Century Skills and the importance of teachers guiding students’ interactive encounters with information. Progressive educators such as John Dewey and Maria Montessori championed those priorities more than a century ago.

Naturally, Dewey did not call creativity, critical thinking, collaboration, and communication “21st-Century Skills.” Instead, in *My Pedagogic Creed*, he described it thus: “Education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction” (1897). And in *The Child and the Curriculum*, he wrote: “If knowledge comes from the impressions

made upon us by natural objects, it is impossible to procure knowledge without the use of objects which impress the mind” (1902).

For her part, Montessori wrote of the teacher’s role: “The instructions of the teacher consist then merely in a hint, a touch - enough to give a start to the child. The rest develops of itself” (Montessori, 1914). And in her own pedagogical creed, she wrote: “Here is an essential principal of education: to teach details is to bring confusion; to establish the relationship between things is to bring knowledge” (1948).

In this essay, we have criticized chronic and content-heavy assessment, promoted guided encounters, and implored educators to integrate MESH. In so doing, we have risked being lumped with modern writers who are recycling old ideas. To sidestep this pitfall, we have cited original thinking, some of which is more than a century old, and given credit to those writers who have creatively recast those original ideas.

Toward a Contributory Model of Boarding Education

If there is originality in our own thinking, it is our asserting the following: (1) Students’ mental, emotional, and social health are not optional but a prerequisite for and a benefit of the highest quality educational programs; (2) Boarding’s native characteristics of community living, surrogate caregiving, and separation from home must each be intentionally woven into the curriculum to become true benefits; and (3) Students’ active participation and personal contributions to their educational experiences, in all areas of the school, are direct contributors to desired outcomes.

In this Contributory Model of education, classroom teachers, boarding staff, sports coaches, parents (from afar), and support staff (from within the school) must approach their work with students by recognizing three things: (a) education is a developmental experience (i.e., the dynamics change over time, as the spirit, mind, and body of each student changes); (b) learning happens best in the context of supportive, professional relationships (i.e., it is inherently social and interactive); and (c)



learning is most powerful and memorable during moments of exploration and discovery, not during didactic presentation, transcription, or rote memorization.

Standardized tests may be convenient metrics for university admissions committees and human resources departments, but they also may undermine robust learning and robust mental health. Schools and societies worldwide should not only acknowledge these risks and the limited validity of grades and test scores, but also change what and how they teach. A few schools have begun that hard work, including some boarding schools.

The Contributory Model assumes that multiple supportive adults and peers contribute to each student's education; that each student's brain development contributes to and benefits most from guided encounters; and that interactions with enthusiastic educators and intriguing content fuel each student's motivation to contribute to their own and others' learning. Contributory education can be successfully implemented in any setting, including

universities. But is particularly powerful at boarding secondary schools, where it transforms a vessel for housing students into an intentional vehicle for education; where it reconceptualises students' brains from vessels for warehousing content into vehicles for positive personal and social change.

Thanks to a wonderful teacher, the cracked pot realized its full potential, transformed from ashamed to joyful, and experienced the lasting gratification that comes only from using one's signature strengths in service to others. The teacher was able to show the cracked pot its unique contributions without even referencing the un-cracked pot (who made immensely valuable contributions of its own). And although content acquisition and practice will always be fundamental to skill development, neither stokes the fires of academic, artistic, and athletic achievement, nor of personal and social change. For that, we need educators who understand that the demoralised pot in the parable did not learn how to be cracked, but how that crack contributed.



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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It's Boarding, but Not (always) as I Know it

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Those of us of a certain age would have been raised on a well-honed diet of television with a sci-fi leaning, no doubt a byproduct of the space race of the 60s. Preeminent among all those programs, to my thinking at least, would be *Star Trek*, and the voyage of the *USS Enterprise* to explore strange new worlds, to seek out new civilisations, and more than anything else, to boldly split the infinitive.

And the relevance of these apparently random witterings about my viewing habits of some 40 years ago? Simply this. In my present role as Director of Boarding at Brisbane Grammar School (BGS), colleagues often ask if my experience of now working in boarding in Australia is in any way different to my previous roles of similar responsibility in England. In response, I often find myself mimicking First Officer Spock, in my assertion of, 'it's boarding, but not always as I know it'.

So, what are these differences and similarities? Are they significant differences and where is the common ground?

Having now worked in boarding in both countries, my unequivocal viewpoint is that there are far greater similarities to the experience than there are differences. Whether at Haileybury, Dean Close School, The Southport School (TSS), Gippsland Grammar or BGS, there are the same demands of staff, the same pinch points in the daily routine, and the same rewards and sense of purpose at the end of the journey. All those who have worked in boarding will know and recognise the unique sense of belonging or 'mateship' among the boarders, the obvious challenges of the residential setting, the rewards of caring for an adolescent, and of being part of the extended family. All of that is the same, whatever hemisphere the residential setting.



What, therefore, are the differences between the boarding experiences?

Potentially the most obvious difference is the scale of respective communities. In Australia, boarding can be a far more discrete and bespoke experience than is the case in England. My first teaching post was at Haileybury, with 12 residential houses and approximately 80 staff either 'living in', or accommodated in housing on the grounds. It was akin to a village, with its own doctor and a farm to provide you with your dairy needs, delivered daily and delightfully unpasteurised! In contrast, the community at BGS is just shy of 100 boys, in a school of over 1700 students. Equally boutique boarding communities are located throughout Australia, with the largest communities in South East Queensland at Toowoomba Grammar School, St Joseph's Nudgee College and TSS still accounting for less than half of their respective senior school populations. When boarding is a smaller discrete operation, then it does become a school within a school - a place where by default you have to fly the flag - but it then also, importantly, becomes a place where each boarder is truly known by the staff.

Not only are communities naturally smaller in Australia, but they are also built on a geographical necessity. While many Brisbane schools will have boarders from the immediate metro area, the majority of students still come from towns and cities





along the east coast or from rural and remote centres. The vast distances between their home and the nearest high school, and indeed the desire for greater opportunity, are the catalysts for a boarding education. In contrast, boarding in England remains very much a matter of social choice or family predisposition. At Dean Close School, very few of the 'home-grown' boarders would have lived more than an hour from school. They boarded not because they had to, in order access an opportunity-rich education, but because they wanted to experience the residential setting. There is evidence of growth in metro boarding in Australia, most notably for students with heavy extracurricular commitments, but it remains an experience that in the main is geared to meet the needs of remote and rural students.

The nature of staffing is also somewhat different. In England, almost all of the adults who worked in the residential community - save the irreplaceable Matron, of course - were members of teaching staff. Teachers did their traditional night on duty, met with their tutor group, and attended the odd

house event or function. The 'house' was the pastoral backbone of the school and the tutor was the 'tooth in the cog'. In Australia, most schools relying on boarding-specific staff to provide a supervisory presence. Staff can range from students and pre-service teachers to boarding professionals or 'supra' matrons. The price you can pay in this model is a lack of direct contact with the classroom, but what you do gain is a fresh approach, and seldom do the challenges of learning impact on the philosophy of providing a 'home away from home.'

Whether you are in Australia or England, prep is prep. It provides the same opportunities for boarders to do their work, and indeed the same challenges for staff to get the boarders to do their work in the first place! At both Haileybury and Dean Close School, clinics and support sessions were integral elements of the program for all students, with day students and boarders often staying until dinner. In Australia, the same extension or support experiences are much more boarding specific and many families choose a school on the academic benefits of the residential experience.

Formal tutoring, as opposed to the English tradition of the lone teacher supervising prep, is offered in a range of subjects and many communities run a 'homework club' for junior boarders. Indeed, in some schools, boarding is much more about the academic benefit it offers rather than the virtue of 'growing up in a group'.

Finally, I cut my boarding teeth on a strict diet of five nights of prep and Saturday teaching, followed by 'games', which in turn left a relatively brief window to cater for the students over the weekend. A staple diet in Tower House was a big screen cinema (in reality, a projector aimed towards a wall), a house barbecue, games of cricket (with improvised rules that prevented any significant loss of glass) and, most importantly scones and jam on Sunday afternoons. At BGS, with a much longer weekend from Friday afternoon, there is the inevitable challenge of finding worthy activities. Games of bin cricket are always good value; while we also offer the traditional smorgasbord of table tennis, gaming consoles and pool in our common rooms. Where it differs is that like many of my fellow boarding communities, I can call on an Activities Tutor to manage this program. His repertoire includes beach trips, bush walks, watching sport at the nearby SunCorp Stadium or the Gabba, cinema visits and socials with other schools. At which point, cue cries of, 'it was never like that in my day'.

The ultimate question is, of course, which is better? To this question there is a simple and immediate answer, that doesn't need any qualification or sci-fi reference, and that answer is neither. Each system has its special characteristics. Each has its foibles and its failings. Each has its strengths and weaknesses. Neither is better than the other - they are simply different and need to be valued as such.





NATIONAL BOARDING WEEK



AUSTRALIAN BOARDING SCHOOLS ASSOCIATION

CREATING THE FUTURE FOR BOARDING SCHOOLS

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Lights Out

Why Young People Set Fires

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In the first two weeks of September, fires burnt across Queensland and Police, after examining some messages on social media, have charged two teenagers. Police say the blaze was deliberately lit. The fire spread fast, with the blaze gutting one home, severely damaging another and destroying bushland. A Queensland police taskforce has been set up to investigate the cause of ten other fires across the State.

This is not the first time that this has happened, nor will it be the last. As we approach yet another bushfire season, (predicted to be one of the worst on record) we will sadly hear of more such stories of children deliberately lighting fires on hot and windy days.

Incredibly, they will do this despite the fact that they know that police, ambulance and firefighters are putting their lives on the line across Australia and in the full knowledge that many people might lose their houses, their belonging, their pets; and others will be re-traumatised because they already have lost a house, a pet or person they loved.

It would be simply splendid if there was a simple answer to the question as to what would prompt a child to engage in such incredibly risky and deliberate action, but human psychology, individual differences and the often puzzling developmental psychology of adolescence, makes a simple answer elusive.

The reality is that motivations for fire-setting can range in severity and desired outcome, from curiosity, boredom or attention seeking, to sexual enjoyment, revenge, feelings of power and control, or destruction.

The Australian Institute of Criminology defines, arson as the act of intentionally and maliciously destroying or damaging property through the use of fire. Within this definition there are four core elements:

- the lighting of fire - fire is the fundamental element of arson; if there is no fire lit, there is no arson (some legal definitions also include lighting explosives);
- intention or wilfulness - excludes fires started by natural causes or accidents;
- malice - excludes fires started intentionally with positive or legitimate intent; and
- property - there must be some kind of property or object that is burned.



Other motivations behind arson include to conceal evidence, to set vehicle fires, insurance fraud, political purposes or re-housing. So what are the most common motivations in young people who engage in this behaviour? An analysis of all current research identifies seven categories of firesetters:

1. Curiosity Firesetter

Curiosity firesetters are typically young children (three to six years) who engage in firesetting as experimentation. When asked why they started a fire, they tend to respond that they did so in desire to watch a flame. Hyperactivity or attention deficit disorder is the traditional early childhood diagnosis for most firesetting in children age seven years and below. This type of firesetter often shows remorse after the fire and tends not to understand the consequences of their behaviour.

2. Accidental Firesetter

Accidental firesetters are usually children under the age of 11 years, although this category may also include teenagers engaging in experimental firesetting or those exploring what fire can do. Young adult or adult carelessness may fall into this group. Accidental firesetting is not intended to cause havoc and, for the most part, is not the result of neglectful or abusive home environments.



3. 'Cry for Help' Firesetter

The 'cry for help' firesetter often occurs within the diagnoses of attention deficit hyperactivity disorder, depression, oppositional defiant disorder, or post-traumatic stress disorder. This group is defined as those – generally children or adolescents – who consciously or subconsciously wish to bring attention to an internal dysfunction (depression) or to interpersonal dysfunction (abuse at home, witnessing violence, parental drug, or alcohol abuse, neglect). This group is not thought to want to cause harm or damage. Assessments show that most 'cry for help' firesetters have been physically, emotionally or sexually abused and use fire to release anger.

4. The Delinquent Type

The delinquent group usually includes young people between the ages of 11 and 17 years. Typically, their firesetting is part of a larger constellation of aggression and other conduct disorders. There may also be involvement in vandalism and other aggressive crimes, most commonly setting fire to abandoned or stolen vehicles. This type of firesetter has little empathy for others and a poorly developed conscience.

5. Severely Disturbed Firesetter

The severely disturbed firesetter includes youths and adults who are paranoid or

psychotic, and for whom the fixation with fire may be a factor in the development of a mental disorder. These people will find positive sensory reinforcement from the sensations that the fire provides for them, thus they will repeatedly light fires to fulfil their desire to experience those sensations.

6. Cognitively Impaired Firesetter

This group includes those who are mentally impaired. They have learning disabilities brought on by some organic brain dysfunction, by foetal alcohol syndrome, or by drugs taken by their mother during pregnancy. These kinds of firesetters tend to avoid intentional harm but lack acceptable judgment of consequences.

7. Sociocultural Firesetter

Those sociocultural types who set fires are typically in the midst of civil unrest and are enraged or enticed by the activity of others and set fires to call attention to the righteousness of their cause. This is an activity mainly carried out by adults as arson-for-profit activities (insurance fraud, re-housing).

So what can be done with these young people? When working with firesetters to alleviate the behaviour, we need to be aware of what type of firesetter they are. If a young person is setting fires alone or appears to be the ring leader in a group of people

involved in fire-related offences (not vehicle fires), it needs to be established whether their motivation is anger, frustration, or revenge, rather than thrill seeking through boredom. Extreme punitive measures used with an angry firesetter will in many cases lead to more fires being set.

The likely legal consequences for children caught lighting fires depends largely on their age. In all Australian jurisdictions the statutory minimum age of criminal responsibility is now ten years. Between the ages of 10 and 14 years, a further rebuttable presumption (known in common law as *doli incapax*) operates to deem a child between the ages of 10 and 14 incapable of committing a criminal act. Only if the prosecution can rebut this presumption, by showing that the accused child was able at the relevant time to adequately distinguish between right and wrong, can a contested trial result in conviction.

From 14 to either 17 or 18 years (depending on jurisdiction), young offenders may be held fully responsible for their criminal acts but are subject to a different range of criminal sanctions than adults committing the same offences.

Even without criminal liability, children may still be subject to court-ordered welfare measures such as "care and control" orders, along with a range of other orders in relation to residence, contact, supervision and assessment. So since the alleged perpetrators in the Most recent Queensland case were all over ten - they could be liable to prosecution, and depending on the damage, may be sentenced to a juvenile detention facility.

As for how such children deal with the aftermath and the emotions of having caused such widespread destruction, each child will respond differently depending on their personality, temperament, level of education, mental state, IQ and family background. Some may be devastated and require intensive counselling while others may be less impacted – particularly those with low levels of empathy.

Sadly, there is little evidence that arson prevention programs are especially effective in reducing the prevalence of this behaviour and treatment outcomes are variable - so we all need to brace ourselves - be alert not alarmed.

*Dr Michael Carr-Gregg BA (Hons) MA, PhD
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Child and Adolescent Psychologist
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Lights Out

Aquinas Connect

AUTHOR

Teneeka Hill
Connect Facilitator, Transition
Aquinas College

The Aquinas Connect Programme was a recent finalist for the Best Student Wellbeing Program at the 2019 Australian Education Awards.

The programme, now in its fifth year of operation at Aquinas College, aims to build a sense of readiness for boarding school life within new incoming Year Seven and Eight boarding students by forging connections with future classmates and staff, building knowledge about Aquinas College, and an understanding of what schooling away from home and family involves.

Known more fondly as 'Aquinas Connect', the programme begins six months prior to students starting at the College as boarding students. The transition process continues for Aquinas Connect students during boys' first six months at the College.

Aquinas Connect combines on campus orientation activities with regular weekly opportunities for the students to connect with one another at home through a range of teacher-led social networking and academic digital platforms. This unique aspect of the programme helps to bridge the vast physical distances between incoming Year Seven and Eight students and promotes early positive friendships and a network of support before they start life as a boarding student at Aquinas College.

Aquinas Connect facilitator Teneeka Hill says the programme starts in July with a student-centred orientation day at Aquinas College, where boys and their parents meet one another and learn about aspects of boarding.

"Some of our current Year Seven boarders are mentors for the boys on the orientation day, taking them through digital systems and platforms used at school – this gives



incoming boarders a 'real' look at school life. Our mentors are always very eager to help out the new boys, knowing how it feels to be part of the new group coming to boarding school for the first time," Ms Hill says.

Ms Hill notes that incoming boarders take part in rotating classroom experiences and activities throughout the day while their parents engage in their own orientation into boarding, meeting key staff and touring facilities including the Health Centre and the purpose-built 'Brothers House' boarding house.

"By the time the day ends the boys feel more at ease with what their boarding experience will be like and have confidence having met future classmates and boarding staff face-to-face," Ms Hill explains.

She says the next step involves continuing to build on these initial connections by bringing the boys together online for social catch ups as well as academic lessons.

"Our challenge is to maintain and help grow connections between the boys despite the physical distance between them. We use the online platform Yammer for incoming

boarders to catch up socially and Zoom to take part in lessons designed to help the boys learn about one another, these are monitored and facilitated by the College and have been really successful in engaging the boys and helping them to build these key friendships before they start boarding."

Head of Boarding Sean Henderson says the positive nature of the relationship building exercises across the initial six-month programme are evident at the second orientation event at the College.

"It is an outstanding programme - an extremely comprehensive and well organised initiative. It was noticeable at our Orientation Day in October how the boys and their families already felt a real connection with boarding at Aquinas, and this is primarily thanks to the Aquinas Connect programme," Mr Henderson says.

Homework routines, organisation and navigating new school life impacts greatly on settling into a new living environment. Small group lessons, evening study support and academic mentors (graduate boarders) ensure continuity for students once they arrive on campus.



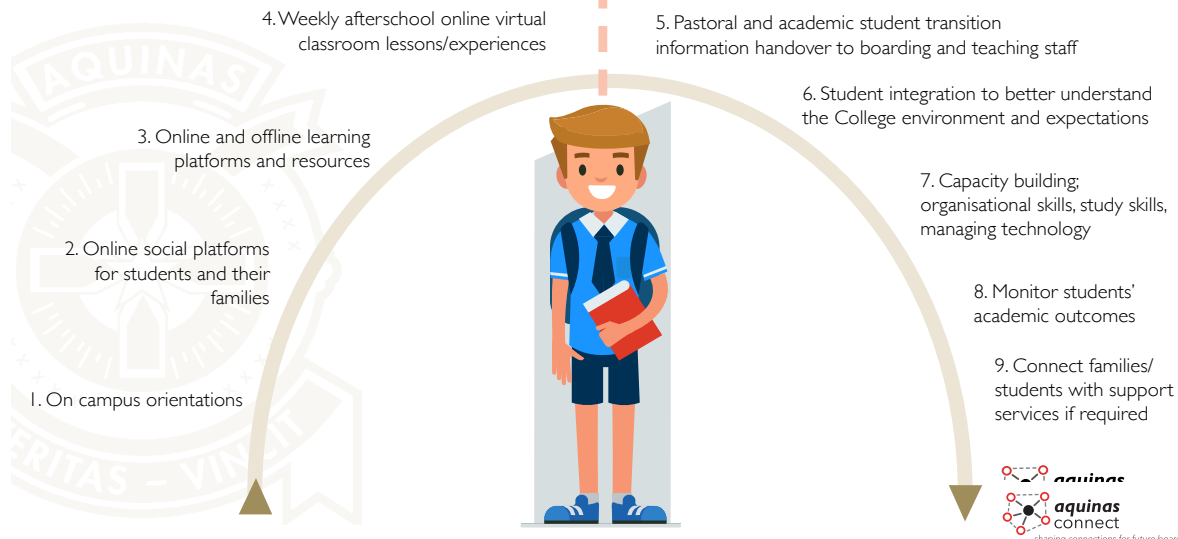
Aquinas Connect - Student Experience

Pre-Transition

6 months before arriving on campus

Transition

First 6 months on campus



The following quote depicts a boarding student's experience of the Programme:
"Aquinas Connect has helped me with keynote strategies and study skills which has improved my grades. It is great to get lots of help during study especially

because Ms Hill and the tutors are great resources."

Ms Hill says the programme continues to be developed to ensure the needs of families and incoming boarders are met with the 2017-2020 Aquinas Connect Research

Project, which has tracked all Year Seven students' social and emotional wellbeing as they transitioned to Aquinas College. The research project was conducted in partnership with Associate Professor Leanne Lester at The University of Western Australia, Health Promotion Evaluation Unit.



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Lights Out

What a Journey!

AUTHOR

Robyn Kronenberg,
General Manager Partner Schools,
Bond University

Many of the boarding house directors, teachers and principals from the Australian Boarding Schools Association (ABSA) member schools reading this article will know Tom Dunsmore. They may have met him when he visited their school, or at a 'Duty of Care' workshop that he and Richard Stokes, ABSA Chief Executive Officer, were conducting, or at an event or conference that Tom organised in his role as the ABSA General Manager. But what they may not know is how transformative this role has been for Tom and the impact that studying at university has had on his life and his career.

At school, St Joseph's Nudgee College, Tom was more interested in sport, mainly basketball, than what happened in the classroom. He was an exceptional basketballer, and from Year Eight had been selected in the 'Firsts' under his then coach, and now boss, Richard Stokes. Tom studied a full VET program from Year Ten

including Agricultural Studies, Building and Construction, Engineering and Hospitality. But in his own words; 'The main thing that I did at school, was play basketball and rugby'.

Tom thought that he would go into a trade after year 12 and, although he tried jobs in building construction, landscaping and shopfitting, he soon realised that he didn't like that type of work. He also considered taking up a traineeship in warehouse logistics, which he felt would be something more suited to his skills, until Richard gave him an opportunity that took him on a new pathway of learning.

Richard saw potential in Tom that perhaps others had not seen, and Richard also had a belief that Tom was much more capable than Tom, himself, realised.

In 2012, when ABSA was starting to grow, and Richard had taken on the role to build



Bond University congratulates Tom Dunsmore, General Manager Australian Boarding Schools Association, on his graduation from Bond University, Friday 14 June 2019. Bond very much values its partnership with ABSA and applauds ABSA's support for Tom to complete his Diploma in Business part-time over the past four years.

Tom is pictured here with Richard Stokes, CEO ABSA, Leeza Boyce, Director Bond University College and Professor Keitha Dunstan, Deputy Vice Chancellor (Academic). We wish Tom all the best with his future studies.



up the organisation, he had the opportunity to connect with similar associations overseas. As the sole employee of ABSA, Richard needed someone to keep the ABSA business going while he was away - and Tom was just the person. It was while Richard was visiting The Association of Boarding Schools in the USA that he was hit with the idea of an internship as a way of gaining an additional person to work in the ABSA office. When he returned, Richard offered Tom a one-year traineeship at ABSA. This was a government supported position that involved Tom studying a Certificate III in Business with on the job training through a trainer who visited Tom at work every four weeks. This suited Tom and he finished the one-year course in six months and then did the same with a Diploma in Business Administration. The following year he completed a Diploma in Management and began to realise that he had found something that he enjoyed doing and studying.

In the meantime, ABSA was starting to form a relationship with Bond University and in particular with Chris Webb, who at the time was Director of Bond University College and suggested that Tom might consider completing a Diploma in Business at Bond. From first semester 2016 to the end of 2018 Tom completed nine subjects, one each semester, including the compulsory Bond Core program. Tom excelled; completing his Diploma in Business with either distinctions or high distinctions in every subject.

What a journey! For Tom it was the initial experience of gaining a distinction in his first university subject that showed him that he could achieve highly if he worked hard enough. From then his self-belief continued

to grow. I think that most educators could recall a student who, like Tom, did not perform well at school; not because of a lack of ability or intellect, but more because of other factors; maybe disengagement, or lack of self-belief, or just not in the right course for them. But if they can find the area that excites them and they start to experience success, the pathway can lead to a flourishing career.

The research abounds with studies that have investigated the strong correlation between self-esteem and academic performance at both school and university. Tom is testament to this. He had the incentive that ABSA would support his studies, not just with time to attend lectures, but some financial support as well if he achieved a distinction in a subject. This drove Tom to work hard and it only took one distinction for him to realise that he could do it.

There were other factors too. Tom found that he enjoyed learning more about business and that as he studied, everything he learned in his Diploma related to his work at ABSA. Subjects such as Accounting and Marketing had direct application, but also subjects including Introduction to Global Citizenship and the Core subjects of Ethical Thought in Action, and Critical Thinking and Communication, were highly relevant. As Tom said, 'This made it easier for me. I liked the job and I could apply what I was learning to my work at ABSA. I was learning because I had the desire to learn; not because I was being made to learn.' Tom was also supported by someone who believed in him right from his school days and who mentored him on his pathway to success. Richard Stokes, in his own words; 'I admire all that Tom has achieved, which for

me is proof that once the 'learning' fire is lit in someone, they can achieve great things!'

It wasn't easy for Tom to study part-time and work full-time. He had to deal with the travel from Brisbane to the Gold Coast once a week as courses through Bond University College are campus based. This is, in part, because of the additional support given to students who follow the alternative pathway towards a degree by studying a Diploma through Bond University College. Tom found that he was given good support from his tutors, who he felt really cared about his learning and helped him enormously. While students who take this pathway are supported with this additional assistance, they are Bond students with full access to all of the facilities on campus. With the trimester programming at Bond University, full-time students complete their diploma in the first two semesters and by September can join the related degree program with their diploma subjects credited towards their degree. Tom, however, has taken two years to complete his Diploma in Business while working full-time for ABSA in a role that always has him travelling, mostly interstate but also overseas. He has taken his assignments with him to complete on the plane and in the hotel room, such was his determination to complete the course. And now Tom is embarking on a Bachelor of Commerce majoring in Management.

Bond University is a proud sponsor of ABSA and the strong connections with boarding schools that this relationship has fostered. Bond is also proud of its graduates and especially of Tom Dunsmore and what he has achieved through his studies with Bond University College.

Lights Out

Australian Students Celebrating 50 Year Anniversary of Apollo Program at NASA

AUTHOR

Nerilee Chen,
Marketing and Communications Specialist,
Actura

Celebrating the 50 year anniversary of the Apollo Program at NASA, three hundred and nine students from schools around Australia and abroad recently returned from Actura's CASE Space School International Study program expedition, held from 8-21 July 2019. CASE Space School is an international study program designed to broaden the mind of students and instil curiosity along with the values of pursuing learning excellence in the STEAM field.

The CASE Junior Space School Program for Years Seven to Nine students focuses on inspiring and training young explorers. The students discover NASA technologies with industry experts, participate in astronaut training with mission simulations, and perform shark dissections and cellular analysis to understand the human body in space. There are also guest inspirational speakers from within the space industry who include industry experts, astronauts and engineers.

The CASE Senior Space School Program for Years Ten to Twelve includes exciting and immersive, space-related experiential activities and challenges. This includes in-depth tours of the Johnson Space Centre where students visit the ISS Mission Control, see space vehicles at the Space Vehicle Mock-up Facility, observe astronaut training at the Neutral Buoyancy Lab, see the authentic flight-ready Saturn V rocket, enter and explore a full-scale high-fidelity replica of the Shuttle Carrier Aircraft (the only one of its kind on display) and many more amazing NASA technologies and facilities. Students also have the opportunity to manage a highly immersive \$600 million simulated Mission to Mars Project. They also learn how to introduce and fund innovation either as a start-up or within an enterprise while learning from the best at Silicon Valley, California.



Shore (Sydney Church of England Grammar School) this year participated in the CASE Space School expedition that took place in July. This was Shore's first ever Space School expedition experience. Feedback from students, parents and teachers alike from Shore has been greatly positive, demonstrating the value that schools like Shore can obtain from the versatile STEAM out-of-class solution that is the CASE Space School International Study Program. Students from Shore have returned from the CASE Space School expedition invigorated, inspired and motivated to pursue STEAM subjects for the future.

"I came to Space School knowing little history of the space race and other exploration and I feel that now I know a lot more. I also got a better understanding of what happens in space and how everything works. I also started to understand everything NASA has built, the various functions and the processes of successful missions and explorations".

Tom W. Student, Shore

"Thank you for a great experience, we really couldn't fault any of it and have already recommended it to others".

Anke Barrett, Parent, Shore

"Overall, my experience at CASE Space School was amazing. I loved the STEAM experience, the activities were excellent & the cultural experiences were exceptional, especially the baseball game. As for what I learnt, I learnt about the new part of STEM (A), the history of space and the cultural experience that is baseball (surprisingly interesting!)".

Max E. Student, Shore

"The encouragement for young people to take up the reigns for future generations with the wonderful experience at Space School was apparent".

Blake Gulliford, Teacher, Shore



The five-day flagship program managed by Space Center University is highly immersive, designed with realistic human spaceflight experience and STEAM-building activities. Many of the students from the CASE Senior Space School program in particular were able to participate in this unique program this year – for the first time.

CASE Senior Space School 2020 Expedition

As part of Actura's ongoing enhancements for next year's planned Space School expeditions, students who are a part of the CASE Senior Space School 2020 expeditions will be able to improve their technical skills using the latest AIoT technology within the program. AIoT is the combination of artificial intelligence (AI) technologies with the Internet of Things (IoT) infrastructure to achieve more efficient IoT operations, improve human-machine interactions, and enhance data management and analytics. AIoT is transformational and mutually-beneficial for both types of technology as AI adds value to IoT through machine learning capabilities, and IoT adds value to AI through connectivity, signalling and data exchange.

"During Space School, I have extended my knowledge on what an astronaut or engineer would do in the space workforce, such as in NASA. Additionally, I have learned what paths would be best to take to get into these roles. Throughout Space School, I have also learned how things are designed based on nature, as shown in the shark dissection".

James H. Student, Shore

"Excellent experience. Looking forward to the Senior Program in two years' time already!"

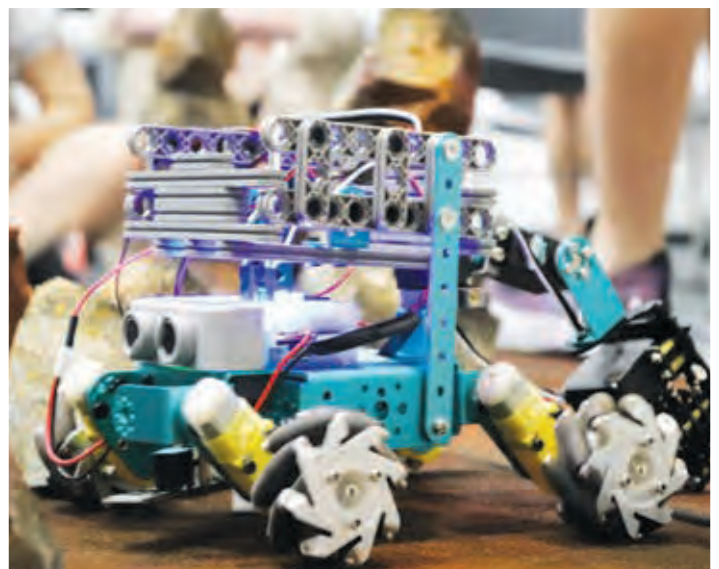
Zhi Ilin, Parent, Shore

About Actura

Established in 2014 Actura provides the leading STEAM learning solution comprising of in-class to out-of-class solutions. Striving to be the most trusted STEAM education solution provider, Actura's in-class and out-of-class solutions cater towards its formula for success, which is a combination of talent, attitude, passion and opportunity. At Actura, we collaborate with educators to provide students with the opportunity to pursue this success formula.

NASA's Space Center University and FlipRobot

It was a momentous expedition this July also, as Actura collaborated with NASA's Space Center Houston, providing a bespoke robotic learning solution as part of the Space Center University program. The program is one of the most innovative STEAM programs of its kind. Actura's FlipRobot Robotic Learning Solution had been meticulously designed and developed nine months in advance of its official launch within the Space Center University Program.



Lights Out

Active Supervision

AUTHOR

Craig D'cruz
National Education Lead
CompliSpace

School boarding houses and boarding facilities have changed dramatically since I was involved in boarding house duty in the 1980s as a young teacher. Today, modern boarding school facilities are light years ahead of the norms of the 70s, 80s and earlier. Just as schools have progressed immensely in relation to how they educate children, they have progressed exponentially in how they care for children - especially boarders.

Duty of Care

Today, boarding house supervision boils down to one overarching factor - Duty of Care. It is considered to be paramount in terms of a school's obligations to its boarders. What is meant by a duty of care, as noted in this article, is usually only determined by a court when there has been a breach of the level of care and a child has sustained an injury.

If we refer to Section 3.6 of the Australian Boarding Standard, all boarding staff, whether they be supervising in the:

- dormitories and/or bedrooms (3.6(c)(i))
- recreation and common rooms (3.6(c)(ii))
- outside areas (3.6(c)(iii))
- dining room(s) (3.6(c)(iv))
- bathrooms/toilets and changing rooms (3.6(c)(v)) and (c)(vi))
- off-site or extra-curricular activities and excursions (3.6(c)(vii))

or while on any form of supervision duty, should be clearly aware of their duty of care responsibilities and the extent to which they are expected to monitor the students in their care. Basically, student duty of care in relation to boarders is an obligation on schools and boarding staff to not act negligently.





Supervision Rosters

However, there are several issues that schools need to be mindful of regarding boarding house duty and staff rosters. Most notably, it needs to be understood that any supervision roster, no matter how or by whom it is created, is the responsibility of the school and not the boarding supervisors.

Boarding directors need to place the right person with the right skills set in the right place for their skills to be utilised effectively, while on any boarding duty. Boarding staff who are randomly placed on duty in areas or in circumstances that are outside of their experience or capabilities can, and often do, pose a high risk regarding a breach of duty of care by the school. Before developing a boarding duty roster, amongst many other matters, schools need to look closely at industrial requirements, the boarding house and school environment, the general environment, the qualities of their staff and the age and abilities of the boarders - this is not a document that should be left to chance.

In addition, the Australian Boarding Standard requires that boarding schools implement

- risk management processes used to determine ratios of trained boarding staff to boarders for all circumstances (3.6.(b))
- procedures outlining the manner of supervision of boarders in various activities, locations and facilities including off-campus activities (3.6(c))
- policies and procedures in relation to the record of rosters (3.6(a)(i))
- a daily record of boarders at key times throughout the day (3.6(d)).

There are also state or territory specific requirements such as these in NSW and in WA.

However, no roster will be effective if the staff do not take their duties and their responsibility and accountability for attending to their duties, and the care of the students, very seriously. The development of any roster must be accompanied by clear instruction regarding the requirements for the duties, the expectations of the Principal and the school and, if necessary, the outcomes for the supervising staff if they fail to attend, are not active in their supervision or are deemed culpable in the event of a student injury.



Standard of Care/Responsibilities

I would argue that the standard of reasonable care that could be expected by the law is that boarding staff act as a reasonable teacher would act. The standard of care required of schools and boarding staff is higher than would be expected of parents, and the duty of care is a special duty which goes beyond the ordinary duty in negligence.

It is a special relationship due to the vulnerability of students and requires staff to act positively to insure against the risk of injury which includes protecting students from harm caused by themselves or another source.

Schools and boarding staff must also maintain other duties imposed by legislation including:

- reasonable care for the health and safety of employees and others in the workplace (for the purposes of work, health and safety laws, students are considered 'others')
- mandatory notification of suspected or actual child abuse
- duty to prevent discrimination and harassment of students
- contract obligations to parents upon enrolment of students.

All boarding staff are also responsible for:

- following the guidelines set out in safety policies and procedures
- taking reasonable steps to ensure the safety and welfare of boarders
- participating in safety training as required
- supporting boarder safety education procedures, including active roles in boarder education as required.

Summary

In summary, supervising boarding staff must proactively monitor boarder activities and provide assistance to boarders at all times while on duty. They must take reasonable steps to ensure the supervision, safety and welfare of boarders, they must follow the guidelines set out in specific work health and safety and supervision policies and procedures, they must comply with all reasonable school directives and they must participate in boarding staff training as required.

Above all, if they fail to actively supervise while they are on duty and a child is injured, they may be held personally accountable by law for a breach of their duty of care.

This quote from 'School Governance', although it refers to teachers, is equally valid for staff in boarding facilities who are charged with the care of student boarders:

"In determining the scope of a teacher's duty of care, the legal position is often not clear enough, especially when school and community or religious lines are blurred. Instead, where teachers are unsure whether they have a legal or moral duty of care for students, they should look towards creating a culture of safety through their capacity to influence the situation involved. Embedding that culture of safety is the most effective way of ensuring a teacher and a school meets their student duty of care obligations both within and outside the school gates."

Lights Out

What Makes a Good Boarding House Captain?

AUTHOR

Mr Ryan Fowler
Boarding Assistant Housemaster
The Scots College

"A good leader leads the people from above them. A great leader leads the people from within them." – M. D. Arnold

At The Scots College Sydney, we have the privilege of having five boarding houses which house over 220 boys as part of the boarding program. Each boarding house is home to over 40 students from Year 8 - 12, with our Year Seven house a stand-alone home. Yet the wonderful part of the boarding program, is that the Year 7s are still aligned to a senior house and with this, each boy quickly becomes part of a home away from home.

For boys being part of a boarding house, the journey they follow can be both exhilarating and exhausting. Boarding means living away from home, living with new individuals, and having a new, lasting experience full of great memories, ready to greet them in every chapter of their life. With over five years of boarding experience, I really do believe that each boy's journey at school would not be as rich and full of life without their boarding experience. Boys become a more complete person as a boarder, and gain valuable friendships that continue to grow day in, day out.

Given such an experience, the house becomes an integral part of each boy's journey, once they walk through their respective boarding house doors. Boys band together and will never leave anyone behind, because they are part of a community that represents their school, but also honours their boarding house and the years of service it has completed for the boarders that went before them. Therefore, it is imperative that in order to capture the true boarding experience, a strong leader is needed; a Boarding House Captain is called to lead.



The position of captain is generally given to students whom the rest of the house respect and trust to lead them well...and in the right direction. Yet as the saying goes, with this great honour also comes great responsibility. In my opinion, being a house captain is a great privilege, but some students take this honour for granted and do not understand the significance of their responsibilities as captain. In fact, in some situations, captains may be selected because they are popular amongst their peers rather than being a suitable candidate for the captaincy. Given this, I believe that a good boarding house captain should embody the 3 C's of *Caring, Courageous, and Consistency*.

Great captains have an undeniable passion for their school, their house and housemates. They put the needs of the house and its students ahead of their own and are truly concerned with the well-being of all students.

As a *CARING* captain, they treat all housemates with respect and recognise the contributions made by all, across all year groups. If able to be a caring captain, then the majority of the time, this will lead to the second C that makes a good boarding house captain and that is to be *COURAGEOUS*.

As a *COURAGEOUS* captain, the captain must "walk the talk" and cannot be afraid to compete in the most challenging situations. Courageous captains set the example for the rest of the house. Their actions must embody the core values of the house and boarding environment, especially during times of adversity. As a courageous captain, they must show that they trust their housemates, tutors and housemasters and are willing to hold all housemates accountable to working hard and being prepared. If able to stand courageously, then, the what makes a good boarding captain will see them hopefully reach the third C of being *CONSISTENT*.



Effective captains need to be the model of consistency for their boarding house and school. To be a **CONSISTENT** captain one needs to hold their actions and behaviours to a high standard. As a consistent captain they cannot cut corners and must earn the respect from housemates and tutors to lead the team effectively. Consistent captains also have an authentic style of communicating. Some lead by their actions, while others are more vocal. Importantly though, to be a consistent boarding house captain one must remain true to their own style of communication and not try to be someone else. If you successfully accomplish these 3 C's, I believe that only then, will they earn a 4th C – **credibility**. Nothing is more important in leading your team, than being seen as an authentic, credible leader. For me this is what a true boarding house captain is and looks like, one to lead any boarding community.

A famous quote by M.D Arnold states:
"A good leader leads the people from above them. A great leader leads the people from within them."

In 2019, most boarding schools have boarding houses that are diverse and full of characters and engaging individuals. This is why it is imperative to have a Boarding House Captain who can best demonstrate and embody such components to lead, in efforts to get the best out of each and every boarding student. Now being able to do this will not always be easy and in doing so, will not always see the house run smoothly, but if able to work towards this, then the boarding community and indeed the house, will see a level of commitment and development in their students that they cannot learn from any text book. Instead they will learn from the bond they share with their mates and see every day in their boarding house captain.

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Lights Out

Financial Life Skills in the Boarding House: The Simple and Easy Model

AUTHOR

Ken Swan
Founder
The Wealth Academy
www.thewealthacademy.com.au

Exposing boarders to positive financial life skills is quite an easy task in the boarding house. Not only is it easy, but also it also takes very little time. Most importantly, the Simple and Easy Model of using our financial life skill resources is very effective.

This Simple and Easy Model is based on repetition. That is, the more often we expose boarders to good quality financial life skill messages the more likely they are to think carefully about financial decisions. The e-zines, e-posters and house meeting messages are three activities that can be easily repeated and implemented in the boarding house. The parent's website is a way the boarding house can help parents of boarders to support the financial life skills of their children.

The four aspects of the Simple and Easy Model have the potential to generate tens of thousands of financial life skill thoughts in every boarder annually. It is worth doing.

Aspect 1: Teenfinca

The Teenfinca e-zine is published twice per year. All articles are youth oriented and have a holistic life orientation. (Teenfinca is an acronym for **teenage financial capability**)

Staff preparation:

Download the e-zine twice per year and make a few hard copies to place around the boarding house. (20 minutes)

Give to selected boarders once per fortnight to choose an article and prepare a one-minute presentation. (10 minutes per month)

Activity:

Two Year 12 boarders (or boarding staff), one night per fortnight, hold up the e-zine after dinner and mention two articles. They emphasise a couple of key points from each article and encourage students to read the article.

Potential Impact per Boarder:

Each boarder will be exposed to 40 financial life skill messages per year. (2 articles x 20 fortnights)

Boarders follow up and read or peruse all article/s in the e-zines.

(Each boarder may also think or talk about the article with others several times during the fortnight)

Options:

Generate a 5-minute discussion about the contents of the article and what the messages may mean for teenagers.





Aspect 2: e-posters

We are well aware of the power of imagery. We also know that boarders are seeing hundreds of images daily through their phones and computers, and that many of these images develop inappropriate habits and beliefs about money management.

A simple and easy way to counter this is to ensure boarders are seeing positive financial life skill imagery by placing appropriate posters around the boarding house.

Staff preparation:

Download 8 posters for the term, then laminate to protect and keep for future use (25 minutes).

Give two posters to selected boarders once per month and ask them to place around the boarding house. (5 minutes per month)

Activity:

Selected Year 11 boarders (or boarding staff) place 2 posters around the boarding house each fortnight.

During a house meeting the boarders speak about each poster, and why it is important for boarders to consider.

Potential Impact per Boarder:

Each boarder sees each poster approximately 10 times per day, 14 days per fortnight (2 posters x 10 x 14) x 40 weeks = 11,200 views annually



Aspect 3: Messages to boarders

The Wealth Academy provides two e-books 'Student Leaders on Assembly'. These books can be re-purposed and used by the boarding house. Each book includes 10 messages with scripts about financial concepts e.g. gambling, budgeting, online shopping and taxation.

Staff preparation:

Download books once. (10 minutes)

Give to selected boarders once per month. Listen to boarders practice beforehand. (15 minutes per month)

Activity:

Year Ten boarders (or boarding staff), read a script each month to all in the boarding house.

Potential Impact per Boarder:

Boarders are introduced to ten financial life skill topics per year. There is an opportunity to generate a brief discussion or do a simple activity based on the script associated with that topic. (Each boarder may think about that message several times during the month)

Options:

If you have a local financial services partner you could invite them to the boarding house to respond to the questions that are included with the script.



Aspect 4: Parent's website

The Wealth Academy provides a website for parents. The information on this website has been gathered to support parents who are looking for ideas to guide the financial learning of their children. Boarding parents are given a login to access these resources.

Staff preparation:

Include login details in the boarding house newsletter with reminders throughout the year.

Planning for 2020: Financial Life skills for every boarder

As can be seen from the above model, implementing an effective financial life skills strategy is quite simple and easy. Now is the time to get on board if you would like full implementation in 2020.

Deeper engagement

We also provide over 300 video / video slideshows and dozens of other resources, all with facilitator notes, that you can use in a deeper, more engaged program.

Let us help you to guide the financial life skills education of boarders in your care. Boarders deserve a financial education.



We asked Conference Delegates what was the one thing they were taking away from the conference:

- Planning rest as a conscious and intentional part of the life, as well as working towards a rest-friendly work culture and rhythm in the workplace and among the staff team in the boarding school.
- Keep my inbox to ZERO!!!
- I have already implemented the emailing system and have started keeping an electronic copy of my to do list. We have also got the entire office becoming Email Ninjas.
- I have implemented many. I've fine tuned my email processes, reprioritised some of the pillars in my fortnightly diary (self and exercise), planned more research and reading time, and also put aside time to plan strategically. Importantly I've added a verb to my lists and now focus on doing chunks that work toward bigger projects.
- Not often do you get the chance to work on how we can be more productive so that we can make our job easier for us.
- Action, Wait, Read. - I was pretty confident with my organisation, but this session allowed me to super charge my actions and after using it for two weeks I have already enjoyed the benefits.
- During the SPACE and List Assassins session I was able to organise my days into - SELF - ON - IN - REST simplifying my day has made a big impact and I looking forward to tweaking things as the term goes on.
- Return to reading books - make the time!
- I have also been practicing the pilates for the desk/office... I feel that it helps my posture already.
- Choosing not to commit
- Blocking out time to think
- Leaving Loudly
- Turn off notifications
- I thought the practical material was outstanding. Simple ideas but extremely effective.
- I enjoyed the pilates session and need to learn big picture concepts about how to gain better balance.
- I found the workload management theme of the sessions very helpful and exactly what I need.
- Best conference to date - it was about us and managing our load rather than ideas to add to the burden.
- I am already an email Ninja, feels fantastic.
- I enjoyed them all. For people at the coal face there were lots of practical suggestions.
- I especially liked the time out suggestion. Take the time out and not feel guilty!
- A massive thing I got out of attending the conference was that I am now confident that I can leave the house and everything will carry on as norm. Very happy with the systems that we have created over the last 18 months.



Lights Out

The Gut-Brain Axis

AUTHOR

Sarah Jane Fehlberg
Naturopath, Nutritionist, Herbalist,
Personal Trainer
www.sarahfehlberg.com.au

Naturopath, nutritionist and personal trainer Sarah Fehlberg discusses how your brain and your gut are talking to each other.

There is truth in the sayings such as “Oh I feel sick to my stomach with worry” and “I have butterflies in my stomach”. The science is now very clear - our worries alter our gut function and, our gut function changes our mood.

The Sympathetic nervous system

This is our “fight or flight” - this is where hormones get switched on to deal with certain stressors.

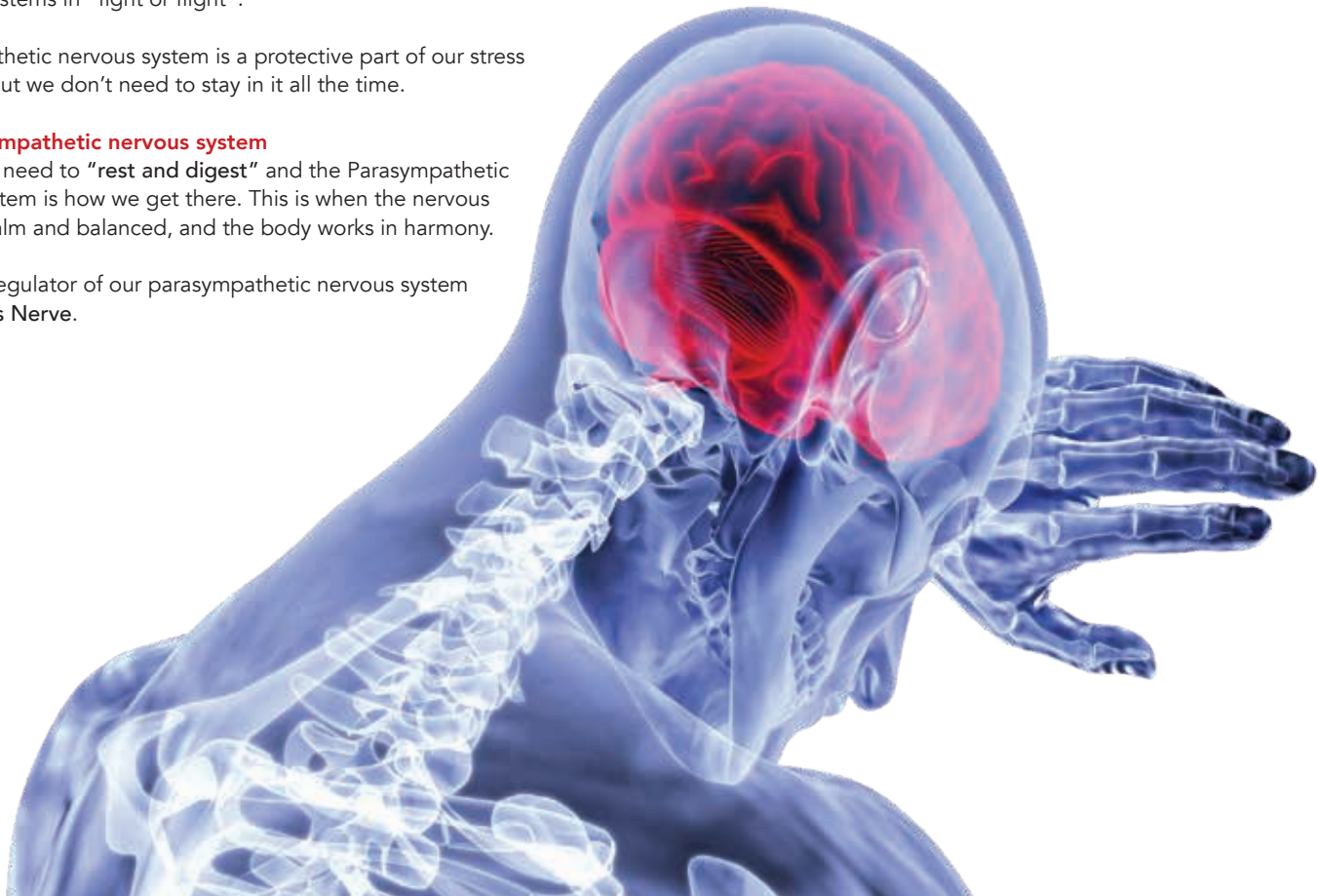
In ancestral times it may be running from a bear. In modern times the bear looks like work stress or getting stuck in traffic and the school drop off. Our bodies also see over-exercising, excess caffeine and not eating enough food as stressors, which keep our systems in “fight or flight”.

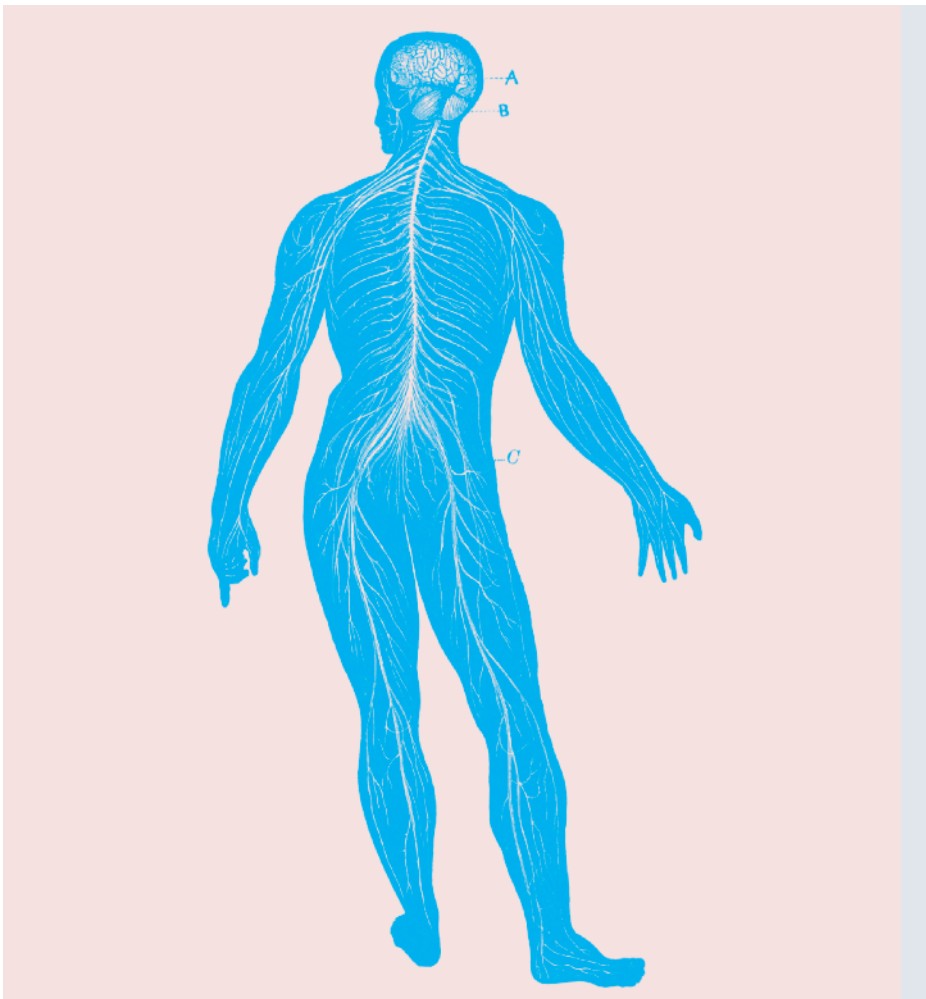
Our Sympathetic nervous system is a protective part of our stress response, but we don't need to stay in it all the time.

The Parasympathetic nervous system

Our bodies need to “rest and digest” and the Parasympathetic nervous system is how we get there. This is when the nervous system is calm and balanced, and the body works in harmony.

A primary regulator of our parasympathetic nervous system is the Vagus Nerve.





What is the Vagus Nerve?

This is a cranial nerve that connects the brain to the body. Its major role involves **regulating your heart rate and keeping the gastrointestinal tract working optimally**. It integrates the central nervous system, immune functions and your lung function and gastrointestinal tract, forming what is often called the gut-brain axis.

Stress inhibits the vagus nerve!

Commonly we see our clients not connecting the dots between their stress and their daily digestive movements. You may experience IBS, changeable bowel movements, nausea, reflux and burping and poor appetite.

Research published in the Journal of Cellular and Molecular Gastroenterology and Hepatology highlighted 40 years' worth of literature showing how stress affects the structure of the bacterial community within our gut microbiome!

The exposure to social stressors for as little as just two hours showed changes in gut profiles as well as reduced numbers of certain species of beneficial gut bacteria.

Now for some science-y stuff

The signalling mechanisms from the gut to the brain happens via the neuro-immune and neuroendocrine pathways, which often involve the vagus nerve!

This communication happens via several molecules within the gut, including **short-chain fatty acids (SCFAs)** as well as **tryptophan metabolites** (an amino acid essential for serotonin production) and **bile acids**.

The molecules send signals by interacting with several different cells that can cross the intestinal barrier, move into the systemic circulation and are even thought to cross the blood-brain barrier!

Research is still being done as to whether these molecules are reaching the brain directly or whether they are producing responses via neural signalling via the vagus nerve.

The microbiota can also produce or contribute to the production of many neuro-active molecules. One, in particular, is dopamine. (A neurotransmitter involved in our reward-motivated behaviour)

So what does it all mean?

Drawing attention to the fact that there is a strong link between your nervous system and your digestive system is the key to understanding how your mood impacts your gut.

We know from scientific research that stress indeed plays an integral part in the regulation of your nervous system and this is the master regulator of the Gut-Brain Axis.

Has this sparked any interest in your health journey? If it has, feel free to get in touch with Sarah, who offers online consults via Zoom or Skype and also practices in the inner west of Sydney.



Sarah Fehlberg is a qualified Naturopath, Nutritionist and Personal trainer and resides in Sydney's inner west, Sarah lectures for TAFE NSW in the health and recreation sector teaching Nutrition and Fitness/Sports Coaching.

If you or your sporting team are after a professional approach to further enhance your sporting goals or need to learn basic nutrition for your class or team as well as targets or general health, please don't hesitate to get in touch.

Sarah specialises in sports nutrition and teaching adequate "fuelling" for sporting events as well as recovery.

Sarah is available online for consults as well as in house workshops and talks and also offers whole-food catering for small groups, lunches and events.

Lights Out

The Easy Road to 'Having it All'

How Student Concierge Services can Enhance the Boarding School Offering

AUTHOR

Danielle Pringle

Director

Student Concierge Services

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Danielle Pringle, Student Concierge Services' Founder, knows all too well how valuable peace of mind is to boarder parents - the comfort in knowing their children are safe, secure and well looked after in their school boarding house. "Having been a parent of boarding school children, I depended on the boarding house as a substitute parent for our children – taking care of them as if they were at home."

Student Concierge Services (SCS) is an Australian-based boarding support service assisting educational institutions and their boarding students; both domestic and international. SCS provides a vast range of services designed to aid schools in ensuring their boarding facilities and offering are first class.

SCS works with a number of schools and universities across Australia, supporting their boarding offering. Boarding students and their families give prioritisation and consideration to educational institutions offering SCS support services, enabling schools to value-add and attract students based on their comprehensive boarding offering.

SCS offers a range of services tailored to all boarding needs. Secure storage gives schools the ability to let their clean and clutter free boarding houses over the holiday periods and gives assurance that belongings are safe. Laundry management and transport, travel and labelling services ensure a superior product is extended to prospective and existing students.

Transport logistics: safety is the number one priority – KABS4KIDS

The demand for safe, trustworthy and reliable student transport has never been more prevalent as it is today. Recent news stories have highlighted the risks involved in booking transport via unreliable networks and the need for boarding house staff to know where their boarding students are at any given moment.

Aligned with a national transport group, SCS supports schools by co-ordinating student transport logistics such as airport transfers, transport to medical appointments, social



events and sporting fixtures. Schools are able to organise journeys easily using the online booking system and can closely track student whereabouts. Drivers are all police checked and Working With Children certified, offering students that extra layer of protection.

Avoiding risk exposure

SCS stores student belongings securely offsite. This gives much-needed space back to schools, alleviating the need to allocate rooms for belongings on the premises and for a storage management system. It also allows schools to let their boarding houses over the holiday period without a major clean-up operation and exposing schools to the risk and insurance issues in leaving student belongings onsite.

Items are housed in collapsible crates and cartons and are collected at the end of term and returned ready for the start of the next. SCS storage management is a seamless process that is greatly valued by parents, as it ensures boarding life is made easier for everyone.

Laundry and Dry Cleaning

Dry cleaning, washing and ironing services are taken offsite by SCS, alleviating the need for laundry facilities and processes in the school and freeing up student time for study. Items are collected and delivered back to school promptly, ensuring students are always neat, clean and presentable.

This fast-growing SCS service is in high demand and has assisted hundreds of students across Australia, saving time, money and worry. Regional dry cleaners are slowly closing down their businesses, giving families little option for cleaning uniforms. SCS offers a helping hand and peace of mind that uniforms will be spotless and fresh on day one of term.

Uniform Labelling

As labelling is an essential boarding school requirement, SCS ensures all student uniforms are named, using their labels which are ordered online. Schools no longer need to allocate rooms for lost property storage, allowing them to be able to put this space to better use.



High School to University Transition

SCS can step in and bridge the gap between the end of Year 12 and the onset of university. Alleviating the cumbersome need to transport all possessions home, SCS can securely store belongings during the transitional period and deliver to the new student residence. This service has proved extremely popular with overseas and expat students.

Student Concierge Connect

With the current high demand from overseas students for places in Australian boarding schools, SCS established Student Concierge Connect (SCC). This network is devoted to providing boarding school solutions for international students and their families. Working closely with schools, agencies, students and families, SCC specialises in supporting, recruiting and retaining international students at Australian boarding schools - attracting students throughout South East Asia. Offering a full 360-degree service, SCC utilises its extensive education agency network to market and promote Australian boarding schools to international target markets.

Contact and Testimonials

Our clients love to say great things about us! Should your school require a testimonial commending SCS services and the support they offer to boarding families, please don't hesitate to contact us.



Student
CONCIERGE
SERVICES

Lights Out

A Unique Learning Journey

AUTHOR

Catherine Naum
Marketing & Communications Manager
St Patrick's College Townsville

Five boarders at St Patrick's College Townsville embarked on a unique learning journey during the 2019 winter school holiday that sought to demystify university and illuminate professional careers in STEM.

Two of the College's Aboriginal and Torres Strait Islander students in Year 11 - Javanah Bero, Priscilla Sibley - and three students in Year 10 - Nevis Esrom, Patricia Mabo and Ebithia Reimann - were invited to explore university life and potential STEM career pathways at the 2019 Science and Infrastructure Development School at the Queensland University of Technology (QUT) in Brisbane. The students were competitively selected to attend the five-day residential camp, held from July 1 – 5, alongside 25 other Aboriginal and Torres Strait Islander secondary students from schools across the nation.

The program is born out of the University's mission to develop better access to university education for Aboriginal and Torres Strait Islander people and to promote higher levels of participation in tertiary education. The action-packed camp featured site visits showcasing STEM careers at locations including the Brisbane Airport and the multi-national engineering firm, WSP. Based at QUT's Science and Engineering Centre, which includes "The Cube" (Australia's largest interactive and learning display centre for STEM), participants also engaged with lots of hands-on learning activities exploring topics ranging from chemistry to transport engineering.

"We are proud and delighted that our girls were chosen to participate at this year's SID School," said Ms Paulina Skerman, Principal at St Patrick's College Townsville. "We are driven to provide our girls with



every opportunity to succeed and to step outside their comfort zone. The SID program dovetails with this mission. The girls were able to travel from Townsville

to Brisbane – some for the first time – and explore post-school options, helping them to build confidence and formulate career aspirations."





New Heads of Boarding

The Scots School Albury

After 11 years as a Wellbeing Leader, as well as Mathematics and Physical Education teacher at The Scots School Albury, in January 2019, Neale took on the role of Director of Boarding for the first time.

Neale is a country boy with a farming background in North-Western Victoria who, after attending university in Melbourne, returned to the country to work. He commenced his teaching career at Euroa Secondary College in 1989, where he discovered his passion for working in pastoral roles with young people. This has led to many years of stage and year level co-ordination, ranging from Year 7 to 12.



Mr Neale Poole
Director of Boarding
The Scots School,
Albury, NSW

A desire to develop all aspects of a young person fitted perfectly with the aims of a boarding leader and hence the move into this role.

"There is no doubt this job allows you to connect on a different level with the students who you work with. You can have input into many more aspects of their lives, compared to a normal classroom teacher. You get to know them and their families much more intimately. I really enjoy finding out about where they live, their past experiences and what they enjoy doing. They are all so different, yet in boarding, they come together to be part of a special community," Neale says.

Neale is also a keen sportsman, although more accurately a coach and spectator these days. Australian Rules Football and cricket are his particular interests and he is proud to have coached the Scots First 18 to a NSW State Championship in 2012.

St Patrick's College Townsville

St Patrick's College Townsville warmly welcomed Ms Megan Christie into the role of Director of Boarding in July, 2019.

Megan brings over 20 years of experience in Education. She has held a variety of academic and pastoral care roles in secondary schools across Queensland. She represents a positive and strong role model for the girls – leading by example in the Mercy tradition.

In her role, Megan oversees the day-to-day care and support of the boarders. She is assisted by a team of qualified professionals including live-in health and support staff. Underpinned by Megan's experienced leadership, the Boarding College seeks to provide a welcoming, inclusive and supportive environment.



Ms Megan Christie
Director of Boarding
St Patrick's College,
Townsville, QLD

"At St Patrick's College, the majority of our boarders come from regional and remote communities, as well as from PNG. It is essential that all boarders feel a sense of community and connectedness. I enjoy working closely with the boarding staff to ensure they are given ample opportunities to build rich relationships based on respect and trust."

Megan joined St Patrick's College in 2016 as a teacher and pastoral leader before commencing in the boarding role.

The Glennie School Toowoomba

The Glennie School warmly welcomed Mrs Donna Grant as new Head of Boarding in 2019.

Mrs Grant joins the Glennie community having extensive experience in educating young women in residential boarding environments.

"I am very excited to be moving into the Glennie community. It is a great privilege to be entrusted with the care and education of their young women," Mrs Grant said.



Mrs Donna Grant
Head of Boarding
The Glennie School,
Toowoomba, QLD

"The history of Glennie and its ability to foster young women who achieve to their full potential in a 'home away from home' environment has been a credit to the school.

"I was fortunate as a young woman to experience a dual lifestyle, growing up on a beef and grain property while receiving a quality education in town. It instilled in me self-confidence that equipped me well to be independent, resourceful and fearless to explore the world.

"Through my personal experience and teaching career, I have found that during these important adolescent years, young women who receive good support and a quality education truly flourish.

"I look forward to continuing the legacy of creating the best opportunities for your daughters and a wonderful, warm environment where they are treated with respect, love and dignity," Mrs Grant said.

Lights Out

New Principals

Downlands College Toowoomba

With funding for major upgrades to the Cuskelly Resource Centre approved and recent success in academic, sporting and performing arts arenas, 2019 has been a big year for new Downlands College Principal, Mr Stephen Koch.

Appointed in April 2018, Stephen formally commenced as Principal from 1 January 2019. Educated at the University of New England, he began teaching Science and Agriculture teacher and was Year Co-ordinator at Glen Innes High School before moving to Tenterfield High School as Head of Science and Agriculture in 1999. In 2012, Stephen accepted a position of Assistant Principal Teaching and Learning at Downlands, and afterwards made a seven-day pilgrimage to Issoudun, France, the birthplace of the Missionaries of the Sacred Heart (MSC), during which he developed a deeper understanding of Fr. Jules Chevalier and the MSC Vision and Mission in education.



Mr Stephen Koch
Principal
Downlands College,
Toowoomba, QLD

"As a practicing Catholic and member of this vibrant MSC Downlands community, I have great respect for our faith, tradition and history. I believe the cornerstone of a Downlands education is the development of strong, life-giving relationships, and our unique MSC heritage ensures that the Downlands journey is intertwined with an 'education of the heart'."

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From the Chairman



Pauline Turner
Chairman

Here we are in the last months of 2019. We are fast approaching that time of year when we farewell our year 12 students and take time out with our families and friends in the warmth of the Australian summer. Time to reflect and plan for the coming year as the cycle continues.

This year's highlight was definitely our leadership conference in August, set in the spectacular Adelaide Hills, which provided an opportunity for Boarding Leaders to step into a warm and restorative environment that left a lasting effect on the delegates. I know I was wondering what we could learn about managing emails and the ever present Inbox that we now live off daily. The thought of attending a conference on managing emails was a stretch of my imagination however Richard had assured me what we were about to learn and experience would change the way we worked from that day forward.

What we didn't discuss was the empowering effect delegates were to experience. Yes, we learnt how to get this area of modern working life under control and removed that sense of doom you feel when opening your inbox each day to find multiple emails waiting impatiently to be answered or actioned in some form immediately, not to mention the endless stream that would rush in to fill the Inbox all day.

We were also reminded to take time to live our lives thoughtfully and with purpose. This is, after all, what we are teaching our students. As busy leaders we need to be reminded to take time to

think and ponder as this leads to creative thought and mindful reflection, among so many wonderful life lessons. Thank you to everyone who attended the conference and participated in making it successful.

The 2019 AGM was held during the Leadership conference and we were thrilled to present Mrs Rosalyn Lindsay with Life Membership of ABSA. Rosalyn has had a long and well respected life in Australian education and worked in a number of boarding schools as Principal and as Head of Boarding in her later years. She has been on the ABSA Board for 11 years in different capacities, Tasmanian Chair and recently as Vice Chair of ABSA. We have valued Rosalyn's expertise and sage advice over these years and wish her good health and wellbeing as she enjoys full retirement in Tasmania.

The ABSA team has also had a few changes occur since the last edition of Lights Out. We farewelled Josh Drahm as he has moved off to pursue a career in indigenous education and in his place we welcomed Mrs Jackie Dench to the office in the position of Office Manager. Jackie is the voice in the office when you call and I know she is already a very welcome addition to the team and our Association. The Office has also had a change of location and now ABSA's home base resides within a very short distance of Brisbane airport. You are always welcome to pop in for a visit when in Brisbane.

I take this opportunity to thank all our Member schools for their support of the Association, thank you for your feedback and engagement in our many activities. ABSA has a strong and highly respected reputation in the world of boarding, due not only to our fabulous staff but also through the support our member schools place in us. Thank you also to our Partners who invest in the Association and support the work of ABSA throughout Australia, we value your support and engagement with us.

May you all enjoy the last weeks of the 2019 school year and find time for reflection on the lives and stories the students who have crossed our thresholds have created as they move on to their adult years, stronger and more resilient for having been a boarder in your school. We work in a place of great privilege as we invest in the future generations of our world. I hope and pray that this year has brought times of joy and happiness for having spent time with your boarders and staff.

May you have a wonderful holiday season and find time to reflect and think unhindered ready for the New Year that awaits us.

Taking the Reins

2020 Date Saver

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION
CREATING THE FUTURE FOR BOARDING SCHOOLS

A conference for those taking on leadership roles in boarding communities

Dates: Saturday 29th February and Sunday 1st March 2020

Venue: Bond University
14 University Drive,
Robina, QLD.

Visit the ABSA website for more information at <http://www.boarding.org.au/our-events/conferences/2020-taking-the-reins-conference>

Coming Events

AUS

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

21 October 2019

QLD State Symposium

23 October 2019

SA Managing Challenging Teenagers Workshop

8 November 2019

NSW Heads of Boarding Christmas Gathering

15 November 2019

VIC AGM and Dinner

18 November 2019

WA AGM and Dinner

29 February - 1 March 2020

Taking the Reins Conference, Bond University

17 - 23 May 2020

National Boarding Week



27 - 30 September 2020

ABSA International Boarding Conference, Fremantle

USA

5 - 7 December 2019

TABS Conference, Boston

29 - 31 January 2020

TABS Lab: Res Life Leadership Workshop, Florida

UK

29-30 January 2020

BSA Annual Conference for Deputy Heads and Heads of Boarding, Bristol

10-11 March 2020

BSA Marketing, Admissions, Guardianship International Conference, London

1-2 April 2020

BSA Annual Conference for Boarding House Staff, Brighton

5-6 May 2020

BSA Heads Conference, Edinburgh

NZ

25 - 29 May 2020

NZBSA National Hui, Queenstown

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by 1st February 2020

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