

# Lights Out

Vol. 11 | Issue 2 | June 2018



CASE

**SPACE**  
SCHOOL

EXPERIENCE AWESOME  
TECHNOLOGY  
ATTEND MAJOR LEAGUE GAME

DEEP SPACE EXPLORATION  
ASTRONAUT TRAINING  
ACCESS INTO NASA

INSPIRING PERSONAL  
GROWTH  
FUEL YOUR PASSION



AUSTRALIAN  
BOARDING  
SCHOOLS  
ASSOCIATION

CREATING THE FUTURE FOR BOARDING SCHOOLS







## Contents

- 02 Crossing Professional Boundaries Very Dangerous
- 03 Live What You Want Your Boys to Become
- 06 Boarder Parent Support Groups - a Great Idea
- 07 Stay "Woke"
- 08 Boarding Schools and Excursions: Practical Risk Management Solutions
- 10 Boarders Kicking Goals on Stage
- 12 Are You On Wechat? If Not Why Not?
- 14 Inspirational Education
- 16 Furniture Trends
- 18 Pathway to Womanhood
- 19 All-boys College Stands Strong
- 20 Beijing Huijia Private School
- 22 Balancing Elite Sport and Study
- 24 Nicole Stott, Astronaut, Aquanaut, Artist, and CASE Special Advisor
- 26 Manage Boarding Anywhere...
- 28 Boarders' Study, Done Differently
- 30 What Sets Your Boarding School Apart?
- 32 Free-Range Character Development at Tudor House
- 34 A Dialogical Exploration Into the Wellbeing of Australian Boarders
- 37 Are Our Teenagers Becoming Adults Slower?
- 38 Coming of Age and Rites of Passage in the 21st Century
- 40 Nurturing the Growth of Boarding Students
- 42 New Heads of Boarding
- 43 From the Executive Director

ON THE COVER  
Actura's CASE Space School

CONTACT US  
Australian Boarding Schools Association.  
Postal: PO Box 5569, Brendale, Qld. 4500  
Office: Unit 6, 3 Hinkler Court,  
Brendale, Qld. 4500  
P + 61 7 3205 4940  
F + 61 7 3205 6567  
E absa@boarding.org.au  
[www.boarding.org.au](http://www.boarding.org.au)

EDITOR  
Richard Stokes, Executive Director,  
Australian Boarding Schools Association

GRAPHIC DESIGN  
ddprint - ddprint@mac.com

PRINTING  
Clikprint - info@clikprint.com.au

# Crossing Professional Boundaries Very Dangerous

**AUTHOR**  
Andrew Knott  
Special Counsel  
Holding Redlich, Brisbane

The purpose of this article is to flag briefly a number of fundamental issues in relation to the huge issue of child protection and professional boundaries. In the current environment, and following the Royal Commission, it is vital to be sensitive to school staff obligations in this area. Even teachers with no improper motives. To put it colloquially, "what good teachers do for the best of reasons, paedophiles do for the worst of reasons". Compliance with employer directions, seeking good advice, and transparency, are critical protections.

### The Standard of Practice

Firstly, all school administrators and teachers should regularly read employer advice and direction documents. These usually contain extremely good advice and direction and many school staff come under investigation for failing to comply with those requirements. The range of possible consequences include criminal prosecution, loss of professional registration, employer discipline, actions for damages by harmed students and allegations of discrimination.

### Crime

In relation to the wide range of offences for improper interactions with students, many jurisdictions have added in recent years an offence of grooming.

### Teacher Registration

In relation to teacher registration, the critical concern is fitness in a child protection context. School staff members can be, and are regularly being, suspended whilst enquires are made. It can take several months to sort out, including determination of what the true facts are and their significance under the relevant principles.

### Non-Teaching Child Related Activities

The right to participate in such activities (eg. churches, sports clubs, etc.) will inevitably be affected by adverse action in teacher employment context.

### Employer Discipline

Employers can take disciplinary action often, including suspension. Staff are regularly suspended by employers where child protection concerns arise from professional boundaries allegations.

### Damages

Finally, it is always potentially the case that staff accused of professional boundary violations may be open to being sued for damages (particularly in relation to psychological harm) caused to students in respect of whom they have crossed those boundaries.

It is impossible to be too careful. All school staff need to be aware of the potential consequences and where appropriate to seek advice at the earliest date.

# Live What You Want Your Boys to Become

Practical Considerations for Professional Educators of All Genders

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

Masculinity in the 21st Century outlined ten constructs and four activities that define boys and men. Somewhat surprisingly, my definition failed to distinguish males from females. But that was never the goal. Instead, I wanted readers to scrutinize the examples they set for the young people they serve. Such a personal approach to nurturing and educating begins by rejecting gender role stereotypes, which are categorical by definition and limiting in practice.

But what happens after we eschew gender role stereotypes? And what happens when we help boys themselves reject what psychologist William Pollack dubbed the Boy Code? How can professional educators nurture happy, healthy boys, regardless of their culture, their emerging sexuality, or the gender they were assigned at birth?

Surely there are dozens of healthy ways to nurture boys, each seasoned with your school's unique ethos and your invaluable life experience. Here are ten ways, which I offer not as a definitive list, nor one exclusive to boys, but as an invitation to conversation and imagination:

### 1. Discuss masculinity

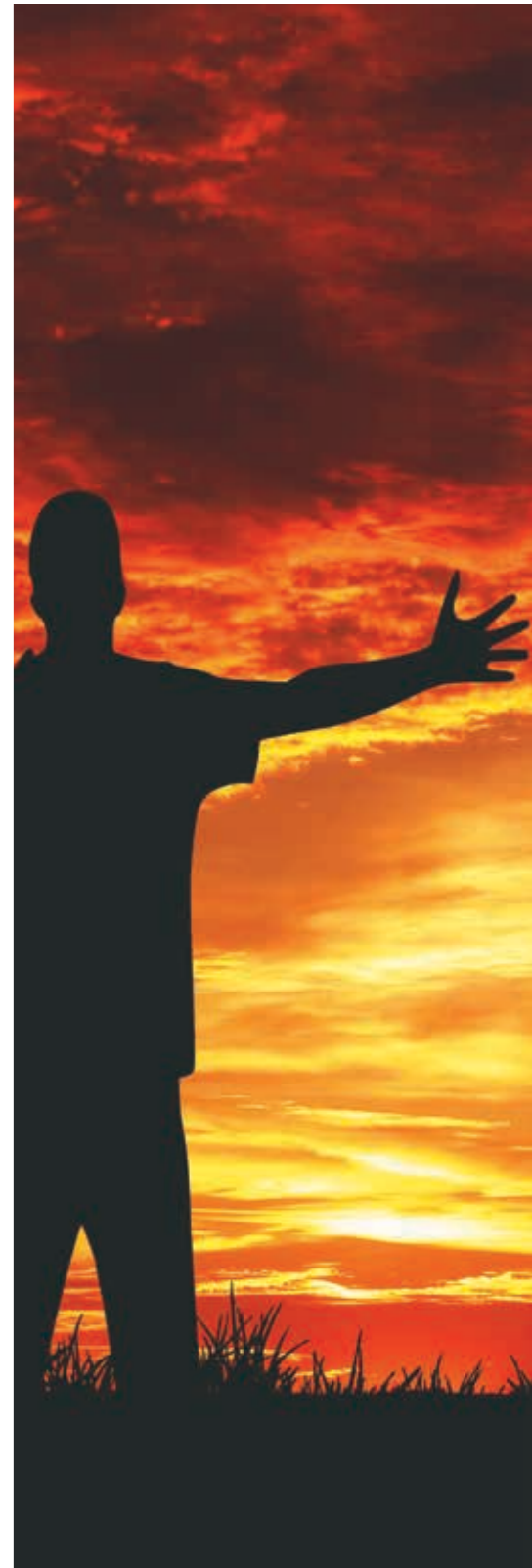
Rejecting stereotypes is only the first step in educating a healthy boy. Too often, we encourage boys to eschew the Boy Code or step outside the Man Box, but then we fail to fill the void. We leave boys feeling lost and disoriented by telling them only what not to be or believe. But by intentionally discussing masculinity, we take the second critical step with boys. Initiate discussions and respond to boys' invitations to discuss masculinity in a relational and contextual way. Help boys answer the pressing questions of what masculinity means in a romance, in their spiritual tradition, within their culture and subculture, with a business colleague, or in a family.

### 2. Postpone problem-solving

More so than females, males have a tendency to offer solutions and assistance before they fully understand the situation or the feelings attached to it. If you're an exception, then you'll be exceptionally good at setting a sterling example for boys to follow. If not, then start vocalising more adjectives that describe thoughts and feelings. Utterances like "That sounds frightening" and "I wonder why she's so sad" and "I can hear how frustrating it's been" effectively mollify distress and bring boys' frontal lobes back online. Only then can you help boys explore social complexities and engage them in effective problem solving.

### 3. Model conflict resolution

The Dirty Harry model of conflict resolution is a violent and territorial caricature of a zero-sum solution to disagreement. Beyond the short-sighted "I win; you lose," this hypermasculine stereotype is "I win; you die." But like every stereotype, there is a sinister grain of truth in it. And when men exact revenge, boys are there to witness, internalise, and imitate it. The win-win alternatives, such as collaborative problem-solving, take more time, energy, and wisdom than revenge, but they arrest the cycle of violence. Moreover, framing conflict as a win-win scenario creates more happiness for males and females alike. So let boys hear you provide genuine empathy, such as "I can see how angry that made you." Then let them hear you ask their partner-in-conflict, "What do you need right now?" And perhaps most powerful of all, let boys hear you express forgiveness, no matter how grave the offense.





## Live What You Want Your Boys to Become

Continued from Previous Page

### 4. Sanction physicality

Whether through dance, sport, exercise, or exploration, get boys doing physical things. Boys express their emotions not only through words and gestures, but with their entire bodies. This expression not only helps cardiovascular fitness, strength, and flexibility, it also can teach healthy competition, self-control, and respect. Too often, boys and men leverage their physical strength over others in order to get their way. Teaching boys the power of using their bodies and the power to refrain from using their bodies promotes healthy relationships. We must also monitor how we talk about boys' physical natures so they internalise the beauty of all body shapes. True, being dramatically over or under-weight is unhealthy, but boys should be proud of their bodies, understand their bodies, and respect their bodies. Adults can model healthy nutrition, fitness, and the abstinence from unhealthy recreational drugs.

### 5. Allow originality

Avoid the trap so many exuberant school students fall into: rejecting one popular stereotype but foisting another, politically correct stereotype onto one another. In your interactions with boys, allow for the creation of an original masculine identity. Your students' concepts of masculinity may differ from yours. Judge them on their humanity rather than their similarity to your concept, the present vogue, or their own (sometimes) distorted concept of masculinity. Push back when boys offer gender as a justification for their reluctance to take a risk or try something new. Challenge "Boys don't do that" or "That's not a guy thing" with "What are they missing?" or "Why limit yourself?" Encourage boys to see the true measure of a man: How he treats others, especially when he, the others, or both are tired, troubled, or tested.

### 6. Explore culture

All forms of gender identity are culturally mediated, but many boys have not been encouraged to explore their culture's masculine ideal. When they do, they will discover multiple forms of masculinity in the same culture, multiple facets of a single form, and multiple subcultures embedded in whatever larger culture or cultures they most strongly identify as theirs. Whenever possible, initiate nonjudgmental discussions with boys about the media they consume, about peer norms, and about family traditions. They may discover aspects of their own masculinity that deserve amplification and others that deserve attenuation or even relinquishing. And when other people - male or female - are involved in some of these discussions, your male students will learn even more. Indeed, this form of cultural exploration dovetails seamlessly with other forms of striving toward cross-cultural agility.

### 7. Show tolerance

Related to cultural dimensions of masculinity is the relativistic nature of what we deem appropriate. I remember one of the attendants on a recent Qantas flight to Sydney placing a snack box on my tray table and cooing, "There you are, my love." In that culture, in that context, between a female flight attendant and a male passenger (me), that utterance felt appropriate and caring. However, it also occurred to me that if I were to utter the same phrase, in the same tone, while placing a stack of medical records on my nurse manager's desk at work, I could be accused of sexual harassment. Teach your male students to understand the context of interpersonal interactions and to show tolerance for variation, as long as it does not make them terribly uncomfortable. Conversely, when anyone demonstrates intolerance, such as making a homophobic comment, speak up. Silence condones discrimination.



### 8. Celebrate ritual

Boys, like all people, need ceremonial ways to mark developmental milestones and significant achievements. Widespread rituals, such as birthday parties, bar/bat-mitzvahs, and names-day celebrations, should be supplemented with other religious or secular ceremonies. Such customs are not mere formalities; they increase boys' sense of pride and belongingness, provided they denote real accomplishments. Be aware that in diverse groups of peers, boys may not always feel comfortable observing the rituals that are important to them, so we must, as surrogate caregivers, learn about our boys' rituals. Without adult knowledge and guidance, the human need to evidence strength, maturation, and skill can manifest as hazing. With wise mentoring in place, celebration of a boy's humanity and responsibility can be safely nurtured. Take some time to reflect on how your school contributes to the celebration of rituals and see what might be improved.

### 9. Appreciate beauty

The mainstream masculine ideal in some cultures discourages appreciation of aesthetic beauty. Males praise other males' physical strength and coordination, sexual prowess, and tolerance for pain more frequently than natural beauty, artistic beauty, and other males' physical beauty. Older males teach boys of every sexual orientation to notice and praise feminine beauty, mocking them as soft for admiring natural and artistic beauty or abhorring them and labeling them gay for admiring other males' beauty. Few gendered trends could be more limiting than shunning aesthetic beauty, but professional educators become a powerful countervailing force when they comment on the beauty of a sunset, a literary passage, a painting, photograph, or sculpture, or an elegantly-designed scientific study.

### 10. Make time for boys

The preceding nine ideas must each be developed and customized for your school, which of course exists within the subculture of independent schools, the larger culture of your country, and today's Zeitgeist. But no concept has greater value than the simple act of spending time with the boys in your care. Boys need time with sage and loving adults of all genders, time to watch mindful men be men, and time for you to watch them grow into men. Making time for the boys in your life honors and nurtures their masculinity more than anything else. Making time for the boys in your life shows reverence for the intricate process of their discovering their own unique masculinity. And making time for the boys in your life scaffolds the investment all adults make in the next generation's becoming their best selves.



*Dr. Christopher Thurber is a board-certified clinical psychologist who has worked in residential settings since 1983. He spent 33 summers working at an overnight camp in New Hampshire (US), where he lives with his wife and two boys, and 18 school years at Phillips Exeter Academy, a coeducational secondary school with 800 boarders.*

*An award-winning author, Chris has keynoted professional conferences on five continents. He enjoys sharing his reflections on leadership, youth development, and education as much as he enjoys learning from his colleagues, family, and students. Visit [DrChrisThurber.com](http://DrChrisThurber.com) to learn more.*





## Boarder Parent Support Groups - a Great Idea

**AUTHOR**  
Kim Hughes  
Queensland President  
Isolated Children's Parents' Association



I have been a boarding parent since 2011. Our family lives on a geographically isolated property with no school close by, which means my children board away from home to access their secondary schooling. The school my husband and I chose for our children was one which was a relatively close distance to our home, had a great atmosphere and was reasonably priced. Over the years we have had very few complaints, and when we have raised an issue, it has always been dealt with adequately and promptly.

However, I had felt for a long time that something was missing. I didn't feel 'connected' to the school, and I didn't feel like part of the school community as a boarding parent. It felt like we dropped our children off at the beginning of the term, and had very little idea of what was happening in their daily lives. Information such as what extra-curricular activities were available and what happens when your child gets sick after hours were just two things I felt very vague about. I often relied on the advice of more experienced boarder parents to fill me in on such matters. Upon talking to other boarding parents, I realised I wasn't alone, and they felt a similar disconnect. I came to the realisation that, rather than any intent by the school to not communicate sufficiently, a more structured approach to boarding parent inclusiveness might be what was required.

I had heard from friends whose children went to other boarding schools that some of them actually had a support group where boarder parents could meet, fundraise, seek more information on issues within boarding and to offer suggestions for improvement. In short, there was an avenue for a better connection for boarding parents which was working in other schools. The idea was something that was eagerly welcomed by many of my fellow boarding parents at the school. A decision was made to put together

a proposal for the establishment of a Boarder Parents Support Group (BSPG). The proposal set out the vision for the group and promoted communication, positive information sharing, support for boarding staff and the fostering of more connectedness between boarding and day families. It was made clear that the BSPG would not be involved with individual boarder issues or the day to day running of the boarding houses.

On the strength of such positive feedback a meeting was booked with the Principal and the Head of Boarding to put our proposal forward. After much discussion about the pros and cons of a BSPG, how the group would meet and how it would operate in different situations, it was agreed that we would make this happen. It was seen as a positive step for the boarding community and the school in general. After that first meeting, it seemed the dynamics changed. School leaders had listened to what the boarding parents wanted and began to provide it. Detailed communication on calendar events, arrangements for the beginning of term, more inclusion of boarding parents at social functions eg. the meet and greet, were evident straight away.

The return to school in the new year was extremely positive, and the atmosphere and attitude of the boarding parents was so much more supportive and enthusiastic. This term, on top of excellent communication, the school's boarders' Facebook page has been taken to a new level, giving parents a glimpse of the events going on at school which involve their children. There has also been a Boarders newsletter established, which is distributed regularly.

The timeframe of one term was given to establish the official BSPG to allow consultation and research on how the group would fit into the already established school's P&F Association, and to ensure the model was right for all parties. The BSPG is scheduled to officially start operating in Term Two.

I would like to commend my school for embracing this idea, and then actively making change in response to parent feedback. A connected boarding community is one which will promote the school to the wider community, support the school in times of upheaval, have a general respect for boarding staff and also support new boarding parents. I am looking forward to my next few years as a boarding parent.

Boarding parents are used to doing stuff and being heavily involved in the primary years of schooling. It is so important that this resource is utilised!

## Stay "Woke"

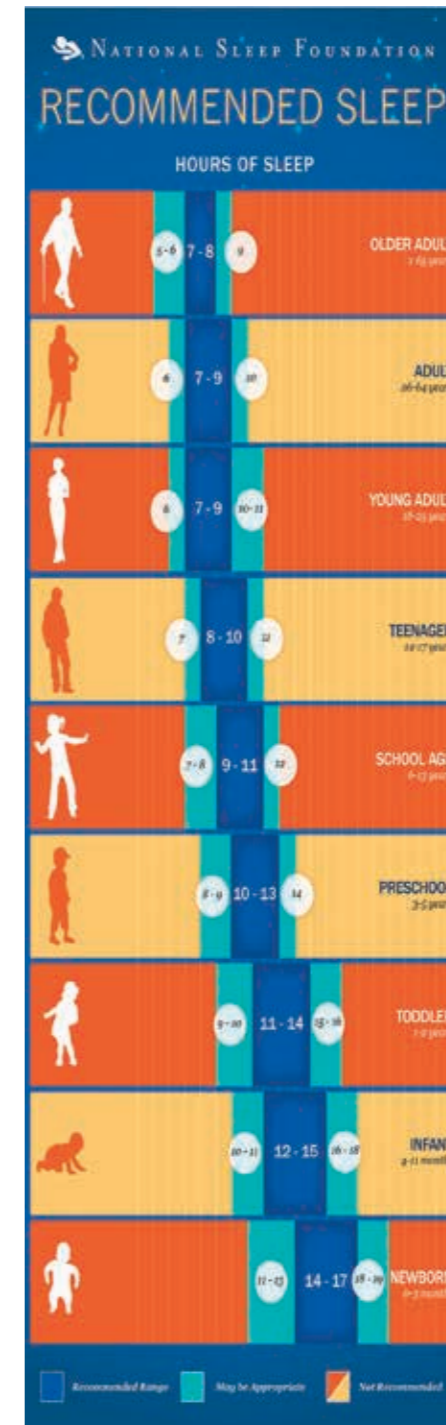
**AUTHOR**  
Chase McDonald  
Commercial Manager  
Avanté Australia

I'm guessing that anyone who works with teenagers in the education industry would have heard of the term "Woke". However, unless you frequently use social media, you may not be completely aware of the ways in which the term can be used. I won't bore you with the history of its origins as they are not relevant for this article.

Dictionary.com defines "Woke" as the past tense of wake, as in someone who is past the process of waking up. They're done with it. They've moved on. They've evolved from being asleep and hitting the snooze button.

Believe it or not, that is a pretty accurate description of how woke is being used as an adjective. I'm more interested in the Urban Dictionary as it defines "woke" as a reference to how people should be aware in current affairs/situations.

So the Questions is, how "Woke" are you to the current condition of your boarding houses as far as the facilities, furnishings and fixtures that make them "home" to so many people? I'm sure for most of you the answer is pretty confident, but be aware that scratching the surface can sometimes reveal areas that may need extra attention. Your boarders living conditions combined with their general comfort and the security of their own area is related to their attentiveness, happiness and success. That is why I believe we all strive to provide the best possible conditions for the students.



### But what about Sleep?

Sleep is such a mundane subject for most of us because we take it for granted, it just happens. With most people living such busy lifestyles the quality of sleep is usually judged as sufficient if we wake in the morning without any immediate aches or pains.

Studies show that teenagers require between eight to ten hours sleep a night - but how many boarders are actually getting that much sleep? How "Woke" are you to your boarders quality of sleep? For some students this is easy to answer, but it is the high achieving students that go unnoticed. That is because we can not simply measure quality of sleep by the achievement of an individual.

For example, I endured a 23 hour connecting flight from LA via Seoul with a two year old with no sleep and felt like a million dollars when we landed. Feeling great in the comfort of our home, I headed straight out to mow our lawn which was four weeks overgrown. Was it a good idea? Probably not as I later discovered when I damaged the mower on a large tree root that had been there for three years. My point is; although I was able to function on what I thought was my usual level of intelligence, the lack of sleep impaired my ability to carry out such a simple task thus damaging my mower. Achieving at the highest level requires the highest quality of sleep.

### Ok so what now?

Ensuring your students have a comfortable and supportive mattress is the literal foundation of a quality nights sleep, big surprise right? But don't be surprised that we want to help you, help all of your students achieve their best. What you do next is up to you. But remember, stay Woke.





## Boarding Schools and Excursions: Practical Risk Management Solutions

AUTHOR  
Kieran Seed  
Legal Research Consultant  
CompliSpace

Schools undoubtedly have a strong understanding of risk management, with greater awareness that every facet of a school's operation requires risk management. These risks range from operational/reputational risks from strategic decision-making, to safety risks posed by facilities and activities, to specific boarding risks.

But the growing difficulty with navigating the compliance minefield and keeping up with rapid legal developments means that risk management is an increasingly complex task. These difficulties are clearly seen in the context of planning recreational activities and excursions.

### Problems with Excursion Risk Management

Excursions are detailed, difficult to organise and easy to get wrong. Because excursions vary significantly in size and scale (ranging from crossing the road to an oval, through to multi-week overseas trips) the likelihood and consequence of risks varies greatly.

Excursion hazards can arise from various sources, including transport, equipment and the natural environment. Some risks are easier to manage because they are expected (such as immunising against diseases) while others are problematic because they are hard to anticipate (such as child protection risks of an unfamiliar location).

Often experienced teachers engage in risk management without even thinking about it. For example, they will count children onto/off a bus, and they will regularly check the toilets before and during the excursion time. Usually they do this without recording that they are identifying a risk and then putting mitigation practices in place.

Boarding students can participate in excursions or recreational activities through the school program, in which case the risk management process would be the same as for day students. But excursions run specifically for boarders, turning activities into a specific boarding risk, are often managed slightly differently.

### Risk Management Compliance Obligations: Duty of care and the Boarding Standard

Boarding schools and teachers have a duty to take reasonable care to protect boarders from reasonably foreseeable risks of harm when participating in school activities. A school's duty of care is non-delegable and cannot be assigned to a third party such as a venue operator. Hence whenever a duty of care exists, the school needs to mitigate against the risk of injuries.

The scope of a school's duty of care is not confined to school hours and premises, extending to any situation where it has responsibility for the supervision and care of students, including while participating in off-site recreational activities. This means that whenever a boarding school takes students to an external location, they will owe a duty of care for the duration of the excursion, requiring an assessment of the unique risks of the excursion.

Boarding schools which follow the Boarding Standard - AS 5725:2015 Boarding Standard for Australian schools and residences - should already be familiar with the need to implement risk management processes extending to off-site activities. The Boarding Standard, which must be complied with by non-government schools in WA and government schools in NT, sets out criteria associated with risk management. For example, 3.3 Safety of Boarders states requirements relating to boarder safety shall include risk management, including risk assessments undertaken in relation to off-site activities.



### Hypothetical Boarding Excursion: A movie after-hours

As a recreational activity, a boarding facility could organise for boarders to visit a cinema to watch the latest movie release. Due diligence should be conducted on the cinema to ensure it complies with workplace health and safety obligations, has appropriate facilities and amenities, and that relevant staff are appropriately qualified. The characteristics of the boarder group will impact on the movie selected and the supervisors that will need to attend. Visiting the cinema would also need to be within the scope of the consent arrangements with each boarder's parents.

Let's assume the booking process is completed successfully and all students can attend the cinema, which is within walking distance. But what route will you be taking, and are there any dangerous intersections? You would also need to consider alternative arrangements for less mobile students that may have difficulty walking to the venue, such as traveling in a supervisor's car.

Upon arriving at the cinema, staff would need to ensure they have supervision strategies in place for getting students into their seats and monitoring them throughout the movie. This should account for the cinema's darkness, and the need for some students to use the bathroom. This is a very basic example of a recreational activity, and yet multiple controls are needed to manage risks. Think about how risk management would be different if the boarding group:

- had multiple students with individual health plans, such as anaphylactic/asthmatic students
- was visiting a local beach to swim and needed to use the changerooms
- attended an outdoor education camp with activities such as abseiling, horse riding and rafting.

### Key Takeaways for Managing Boarding Excursion Risks

It is insufficient to treat each aspect of an excursion (venues, transport, child safety) as a singular risk; there must be multiple risk assessments and strategies which are tailored to each location and risk type. These risk assessments need to be regularly reviewed to consider changes in risks between visits.

Schools should have structured and documented planning processes to ensure all reasonably foreseeable excursion risks are assessed and managed. This includes standardising the creation, planning and implementation of excursions. The severity of a risk and the controls required to mitigate it will depend on many factors, including the excursion destination, duration, activities and venues/accommodation.

While boarding risks are particular to the nature of a school's boarding facility, the likelihood and consequence of a boarding risk will ultimately depend upon the school's risk management process and how it rates other kinds of risks. Consequently, boarding risks, including excursions and recreational activities, need to be considered within the overall risk management framework of the school. This ensures that risk management uses consistent risk language, identification and control of risks.

By adopting a best-practice approach to risk management within your boarding school, you can greatly reduce the likelihood and consequence of incidents occurring and will be taking all reasonable steps to protect boarder safety.





## Boarders Kicking Goals on the Stage

**AUTHOR**  
 Julia Jarel  
 Middle School Coordinator of Drama  
 Hale School  
 Coordinator of HaleConnect



*'Take the country with you in your heart wherever you go, Kicker, and you'll be all right.'*

In April, 2018, a busload of young boarders descended upon the tiny wheatbelt town of Borden and performed a play. Over eighty people were in the audience that night and some had driven for hours to attend. They had come to see Kicker Thompson, an original play about the wheatbelt, footy and anxiety. Most of the cast from Hale School and St Mary's Anglican Girls' School had never acted on stage before. As the play unfolded, and they witnessed the audience laugh and cry in recognition, these young boarders understood, for the first time, the power of theatre to connect, empower and transform.

This remarkable journey began in 2017 when we met to address the problem of a lack of participation by boarders in school theatre productions. On entry to boarding at Hale, boys usually have a great deal of sporting experience but are largely unfamiliar with the dramatic arts. They are therefore reticent to participate in productions. Even if a boy does take an interest, it requires great courage to put up his hand to audition for a show. If he does and is cast, he must then attend mysterious rehearsals that none of the other boarders understand and this may result in his feeling isolated. What, then, if we mounted a production specifically for boarders, about boarders and cast entirely by boarders? What if we took that production to a place where many of the boarders' lived? What if we included both boys and girls? Would those incentives be enough? We decided to give it a try.



Our next task was to find a suitable play. We needed a script which the boarders could relate to, had a cast of twenty and could be performed in any location without any special technical equipment. We quickly discovered that no such play existed! We needed to write one.

The resulting play, Kicker Thompson, is about a tough, fun-loving farm kid who was born with a footy in his hand. Kicker dreams of becoming an AFL superstar but is floored by his first panic attack while in the city when he is just eight years old. When Kicker is twelve, he tries to attend boarding school but quickly returns home because he cannot cope with being in the



city. The affliction now threatens to end his footy ambitions. Eventually, however, through the support of the boarding and country communities, Kicker triumphs over adversity, returns to boarding and is, once more, able to pursue his dream.

*I found myself in Kicker's shoes a couple of years ago when I didn't want to come to Perth because there are so many people here and too many cars, so many that it made me scared.*

Sean Fowler, Hale School

Once the play was written, we held auditions. Even with a script filled with recognisable themes to be cast exclusively by boarders and the prospect of a trip to the country, these auditions were challenging. They were less a case of the students begging us to be included and more a matter of our begging them to take part. Eventually, we managed to assemble a cast and rehearsals began. Reluctance and nerves, inexperience and self-consciousness characterised the first few weeks of rehearsal. But then, just as we were all beginning to despair, backs began to straighten, arms ventured out to gesture and chins and voices began to rise. Seemingly out of nowhere, a confident troupe of actors appeared - determined, strong and committed. Together, this band of boys and girls rose as one and lit up the stage.

*I am now so pleased that I took this amazing opportunity. It has greatly changed me in so many ways and made me far more confident in front of people than I was. I am going to miss Kicker Thompson.*

Rowan Edmonds, Hale School

The effects on the confidence and skills of the boarders were evident but participation in Kicker Thompson provided additional benefits for the students. As well as the focus on a small rural community and the power to connect that footy brings, the play shows a boy dealing with anxiety and finding support when his footy coach opens up about that common, sometimes debilitating experience. The way the young cast and audience talked later about these issues clearly demonstrated one of the other many educational benefits of drama - the enhanced understanding of important social issues.

Kicker Thompson also enhanced the relationship between boarding and the wider community. At Borden Primary School, there are only two Year One students and one of them played a part in the play. The local football legend, an Old Boy of Hale, also took his turn and played the ex-AFL footballer who helps Kicker turn the corner. Other members of the Borden community hosted our visit in the local sport pavilion with unstinting warmth and generosity. As one of our hosts told me as she brought in yet another tray of home-baked treats, 'I've got sons who all live in the city. I don't usually get to do this. This is my way of giving.' This type of school/community connection is invaluable. The Kicker Thompson project was



not about taking a play from the city and showing what we could do in the country. Instead, it was about working together with the connected rural community to achieve the common goal of creating a new layer of understanding and meaning, caring and support for the boarding students and their families.

*Kicker Thompson made me realise that boarding was not leaving your home to move to a different one. It was taking a piece of your old home to your new one. My 'dreaming' is the country. I will always carry it inside me, no matter how far away from it I go. As a boarder, I will always have the country in my heart and realising that changes my perspective on being a boarder completely.*

Jade Wallwork, St Mary's AGS







## Are You On Wechat? If Not Why Not?

### AUTHOR

Caralyn Dae  
Head of Boarding  
Toorak College

For those that know me, know that I have a love hate relationship with my phone. I dream of the simpler days when I had a pink Nokia flip phone and all it could do was make calls. However, I love technology and have always been an early adopter of new tech. I fall into the category of 'Xennial' technically Gen X but with the tech behaviours of a Millennial. Before moving to Shanghai in 2014, I was told to download WeChat. Back then, it was limited in its capabilities and was essentially just messaging, moments (cross between FaceBook and Instagram) and some games. The parent company, Tencent, was a fledgling company that was viewed by the west as just another tech company in Asia. In four years, Tencent has single handily changed the way China works. WeChat Pay was launched and in three years, its usage has hit over 97 billion transactions per year. 94% of all people in Tier one & two cities use WeChat Pay every day. Credit and debit card usage was only just starting to gain momentum in China over cash payments, yet once WeChat Pay was launched, it was rapidly surpassed to the point where now when you whip out your card to pay people roll their eyes.

When starting my role as Head of Boarding at Toorak College and knowing that we had so many Chinese boarders I knew that I had to use WeChat. It is the best way to communicate, not only with my girls, but also with my parents. Email is pointless. It either doesn't make it to its destination or because of WeChat's communication dominance, no one checks their email and it is never read.

### A translate feature that works

When I talk to agents or colleagues about communicating with parents, I am often asked if I know Mandarin. Sadly, my answer is no. I know a few phrases and words but not enough to make much sense of a full conversation. Yet I have very open and honest conversations with my parents because the translate feature in WeChat is quite accurate. Baidu translate and Google translate often leave both parties completely confused due to its inaccuracy.

Somehow Tencent has created a translate feature that, with a little logic applied, allows the conversations to flow on both continents.

### Parents know they can contact you

Using WeChat means that parents know that when they contact you their messages are getting to you. It gives instant relief to parents that are sending their girls 10,000km away for their education, where often there is no family and few, if any, friends. We are tasked with a huge responsibility to look after our students, so a way that our parents can contact us at any time provides a sense of security and comfort. It also allows us to build relationships, so that together we can raise their child. I can ask for their help and they can ask for mine when dealing with certain issues. I have such wonderful parents that I can discuss anything with them but only because I have been able to build a relationship with them through this app.

### Reports

The Great China Firewall keeps out a lot of information and part way through last year our reports stopped getting to our parents. Anything on Mailchimp, Hubspot, anything Google based and many, many more were blocked. In China it is a race between the Cyber Security Government Department and the VPN companies as to who can win the firewall race. The government engineers step up the security and the VPN companies find a way around it, then the government step it up again and the VPN companies find a way around it. There are only two to three VPN companies that still exist in China but there are times when they are not working as they race to break through the newly secured wall. On a recent trip, it was evident that the Government was winning the round because no one could access any email, websites, maps or anything they needed to use.

At Toorak, we send a report every five weeks to our parents. So now, all of my parents receive a message from me with the PDF of their daughters report with highlighted areas of concern. I am also able to tell my parents what help is available, what is being done to modify tasks and or behaviour, what teachers have told me about their students' performance, their students achievements and generally how they are going overall. I do of course talk to parents in between reports but this is my non-negotiable twice a term communication with them. This has been a game changer! My girls have nowhere to hide. They cannot tell their parents they are doing really well, when in fact, they are not, nor can they say that there is no help available to them from teachers or staff. The communication loop has been closed and my girls' results are swiftly improving. It keeps me accountable, my girls accountable, the teaching staff accountable and the parents accountable. My parents love it. They are back in the feedback loop and together we can work with their daughter to foster success.

### It's a marketing tool

I wear my heart on my sleeve. I adore my girls (even on their bad days) and I post photos with honest captions and real life photos. Moments allows me to post photos of what we are doing in the boarding house as well as what is happening in the general school with my comments attached. Again, my parents feel connected and can see what is available to their daughter instead of sitting on the other side of the world wondering what goes on at school. Parents will always hear what is bad. They are a safe place for their daughters to vent as they struggle through their conflicted adolescent years.

WeChat is a way to counteract this and show that there is a lot going on all of the time and that life isn't so bad. I posted about taking girls to an ANZAC Day ceremony and I had a parent contact me and ask me if her daughter went along. When I reported back that she didn't, the mother was horrified that her daughter didn't take up a great opportunity to learn more about her new country. I also piggyback the college's

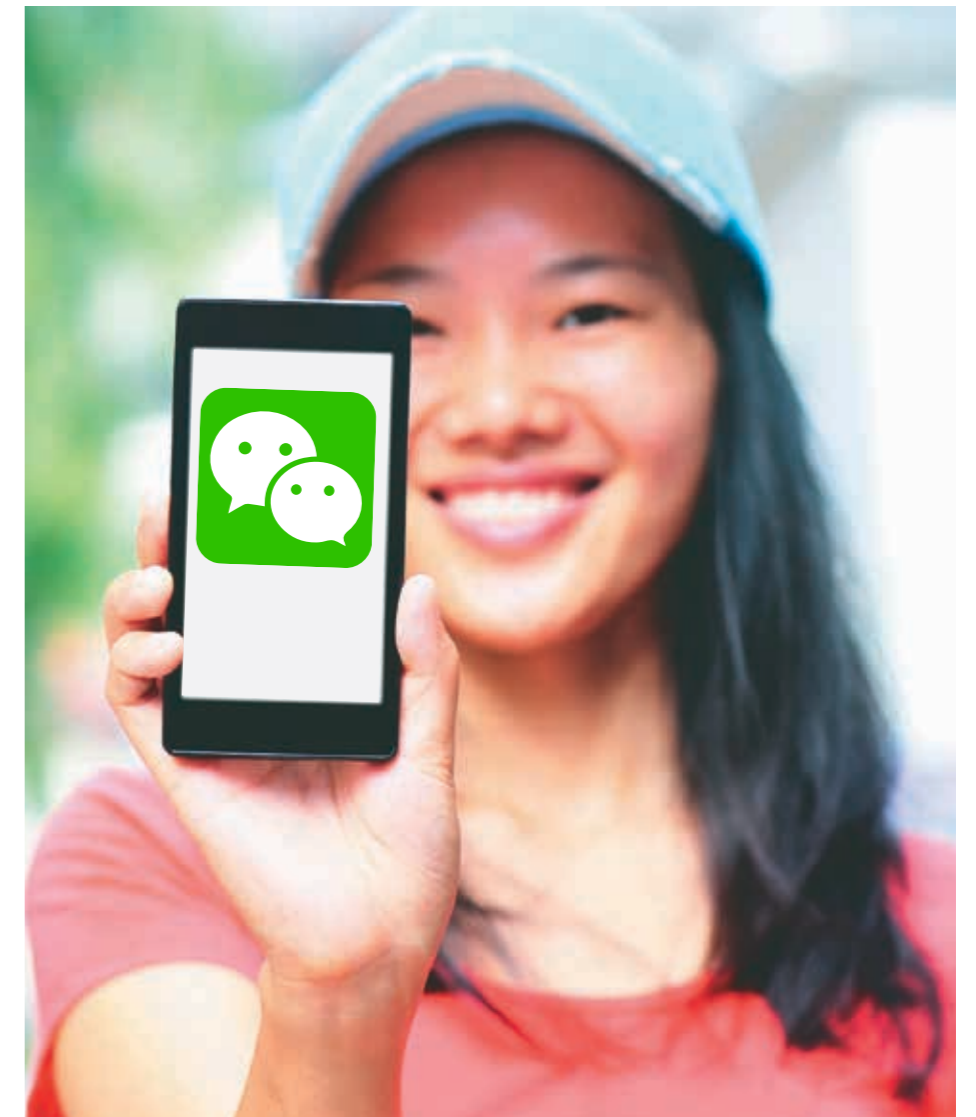
official FaceBook page and repost what is relevant. I get anywhere from fifty to one hundred 'likes' per post which is sometimes more than the College's official FaceBook posts and there are thousands more followers on that than my little WeChat account.

I also have agents linked with potential new families and students and me.

If you have a WeChat account but do not really use it much or if it is simply an official account of the school you work in, I urge you to change. Soon this will be the only method of communication that is viable into and out of China. Make it part of your everyday now. Are you on WeChat? If not why not?

### References:

<https://chinachannel.co/1017-wechat-report-users/>  
[https://www.ipsos.com/sites/default/files/ct/publication/documents/2017-08/Mobile\\_payments\\_in\\_China-2017.pdf](https://www.ipsos.com/sites/default/files/ct/publication/documents/2017-08/Mobile_payments_in_China-2017.pdf)







## Inspirational Education

### AUTHOR

Darrell Thatcher  
Director of Boarding & The Centre for  
Character and Leadership  
Christ's College

Established in 1850 and known to be one of the leading independent boys' secondary schools in New Zealand, Christ's College is an Anglican school founded on Christian principles, its history inextricably linked with the European settlement of Christchurch, its campus in an idyllic location in the heart of the city, nestled in a curve of the River Avon adjacent to Hagley Park and the Botanic Gardens.

College is purposefully a small school of around a maximum 650 students, with each boy also belonging to either a Boarding or Day House. Its small class sizes and low teacher-student ratios, excellent facilities and range of opportunities, along with its strong sense of community, are important aspects of its success.

Boarding has long been an integral part of College life, with boarding Housemasters and staff committed to creating a comfortable "home away from home" atmosphere for the boys. College boarders are encouraged to take responsibility for themselves and their environment and treat each other with respect. House duties help foster a sense of belonging, and the Boarding Programme provides opportunities for the boys to take part in a wide range of social events and leisure activities.

The best education is the sum of many different parts. It is about the calibre of teaching and learning, combined with a breadth of experience through sport, the arts and co-curricular activities, plus a strong focus on pastoral care, on helping each student grow intellectually, spiritually and emotionally, to develop the capacity to live a fulfilling and meaningful life. The best schools are always seeking ways to improve, to review systems and processes, and to help students mature and become productive members of society.



In recent years, the principles of Positive Education - encompassing health, wellbeing, character and leadership - have become strategic priorities at College, infusing all aspects of the life of the school. Furthermore, as a result of a review of boarding undertaken by the Australian Boarding Schools' Association, senior Mathematics teacher and Boarding Housemaster, Darrell

Thatcher, was appointed to a new combined management position. As Director of Boarding Darrell works with boarding Housemasters and House staff to ensure all boarders, no matter which House they live in, enjoy a consistent, high quality boarding experience; and as Director of the Centre for Character & Leadership he is responsible for coordinating a range of new programmes designed to complement

and enhance all aspects of College life. Darrell has long had a keen interest in pastoral care and says the two aspects of his new role dovetail nicely with his educational philosophy.

"We encourage our boys to aspire to always be at their best and to carry that attitude with them in everything they do," says Darrell. "Through boarding the boys learn so much about themselves and how to live with others, and through the Centre for Character & Leadership we can teach important life skills - skills which help the boys develop the knowledge, virtues and attributes to enable them to thrive. We want them to become responsible, caring and considerate young men who make a positive contribution to their community."

As Darrell set to work planning the first of these innovative educational programmes, one of College's finest heritage buildings, Jacobs House, was repurposed - its top floor converted into a comfortable lounge (dubbed the "Leadership Lounge") and



learning space, its dormitories refurbished for temporary residents - and reopened as the hub for character and leadership education at College.

Immerse & Inspire, an innovative four-week residential programme for Year Ten students (age approximately 14 years), does exactly as its name suggests. Groups of boys live as boarders in Jacobs House, with two weeks in the classroom as per usual, one week learning about social entrepreneurship at Christchurch's Ministry of Awesome, one week in the mountains to complete the Bronze Duke of Edinburgh's Hillary Award adventurous journey, a series of evening workshops covering topics such as gratitude and empathy, the value of service and study skills, plus the opportunity to take part in Boarding Programme activities. It is a full-on programme, designed to lay the

foundation for the boys to start thinking about the type of men they want to become and give them the tools they need to manage their lives.

"There's nothing random about the content of Immerse & Inspire," says Darrell. "Every aspect of it is geared to encourage the boys to learn new skills, be open to different ideas, come to understand their strengths, appreciate their lives and environment, and help them develop a growth mindset."

Feedback from the boys who have already participated in Immerse & Inspire, as well as their parents, has been overwhelmingly positive - and Darrell is delighted by its success. "It wouldn't be the same if the boys didn't live in while taking part in Immerse & Inspire. They really enjoy living as boarders, getting to know boys from across all Houses, and experiencing the boarding lifestyle. Through Immerse & Inspire, they learn so much about themselves and each other, and now feel a much greater sense of ownership of the school. It's amazing."







## Furniture Trends

For Student Accommodation

### AUTHOR

Stephen Richards  
Sales & Marketing Director  
Batger Educational  
and Commercial Furniture



Each year student accommodation becomes more stylish and better designed. The demands on boarding schools to continually provide stylish, yet comfortable and secure personal spaces is greater than ever. Throughout our numerous student accommodation projects over the last year we have been involved with, and witnessed the beginning of some strong furniture trends, fulfilling the high expectations and needs of modern students and their parents.

### Storage

Storage space is paramount, we have seen many methods to increase a student's storage capacity.

### Reducing Desk Space

In several cases we have seen desk space

being sacrificed for additional wardrobe space. One of our recent refurbishments included replacing a 1200mm wide desk with a 600mm desk plus a 600mm wardrobe, thus giving the student a lot more vertical storage.

### Under Bed Storage

Whilst nothing is new about under bed storage, there are great opportunities to utilise this space to maximise storage and organise personal items. This can include lockable drawers, end of bed shoe storage, concealed under mattress storage and steel mesh baskets for steel frame beds.

### Loft Bed

When floor space is a premium Loft Beds can offer a compact form of student accommodation, especially in a dormitory

environment. We have recently designed a loft bed which includes three cupboards, one hanging wardrobe, a desk with shelf and drawer unit.

### Style

#### Colour

Colour will always be paramount in creating a homely and comfortable ambience. There is a swing to more neutral tones and in particular light woodgrain and whites. One of our recent projects included introducing plywood as part of the cabinetry. This lifted the whole ensemble, with natural detail of the ply being set off against clean white panels, creating a fresh yet warm ambience. Laminex has given us a pre-release look at it's new commercial palate which includes some great new directions, including 'Birch Ply' and 'Classic Oak'.

### Beds

We have seen several schools adopt bedheads which have a short return which gives the student enough privacy for them not to be distracted visually. In terms of size, king single beds continue to be replacing single beds.

### Chairs

We have seen a movement towards swivel chairs with washable surfaces as opposed to traditional office chairs. There are some great chairs available like the Trupos Ultra Gaslift, which offers maximum strength and comfort and come in a great range of colours.



*Batger is one of Australia's leading manufacturers of student accommodation furniture. We understand the importance of student lifestyle and the need for comfort and security when living away from home. Living spaces vary in shape, size and purpose, so do furniture requirements. We have a long history of successful collaboration with developers, architects and builders, ensuring the highest outcomes are met - on budget and on time. We manufacture in Sydney and can custom build to specification.*

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

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

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

Call 1300 553 240 - [www.batger.com.au](http://www.batger.com.au)







## Pathway to Womanhood

### AUTHOR

Dr Lois Peeler AM  
Executive Director  
Worawa Aboriginal College  
Senior Australian of the Year

Students at Worawa Aboriginal College come from Aboriginal communities across Australia. At Worawa we nurture the Aboriginal identity of each student and emphasise the importance of knowing and having pride in themselves, of valuing Aboriginal Knowing, Doing and Being.

'The Worawa Way' pedagogy has a focus on building a culture of respect with emphasis on supporting young women to make a healthy transition to adulthood. Along with the core academic subjects, young women are given a range of opportunities to develop skills and knowledge in a program of Pathways to Womanhood. For the young women who elect to participate in the program, a series of modules lead them through a pathway of developmental activities, nurturing self-esteem, pride in Aboriginal identity and developing confidence and ability to 'Walk in both Worlds' connecting to leadership roles within the school and wider community. The program lays the foundation for young women to take their place as future leaders.

The Pathways to Womanhood program overlays the existing Worawa integrated programs. It is aligned with ACARA and boarding objectives of preparing young people for the next stage of their learning journey. It is both co-curricular and imbued within the existing education programs - it is both separate and infused.

In Pathways to Womanhood there are discreet units of pursuit that address key skills that support independence and maturity in (i.e. Cultural Competency, Cultural Understanding and Valuing, Goal Setting, Conflict Resolution, Ethics and Character, Self-care, Situational Appropriateness, Public Speaking, Personal Presentation, Respectful Relationships, Celebration.) Clearly many of these skill



development areas are well tested and delineated in other programs like Work Experience, Humanities, Science, Arts, Cultural Studies etc. and these intersections of goal and content are used to assess the students' progress and competencies in Pathways to Womanhood, so the actual content is not duplicated. Where there are separate (and there are) areas of study and experience, assessment is separate.

The students that enter Pathways to Womanhood are asked to formally apply. There is an application process and a letter of request to be created. While entry is almost certainly granted, it is seen as an important first step for each candidate. Unlike the rest of the College Program, this focus and series of opportunities and workshops are not a 'given' and not a right. Students understand from the beginning that while this program will be enjoyable, it is also a privilege. This was seen as important by the original creators. Pathways to Womanhood was to be an exciting adventure that was earned, not just another class to attend.

There is a social aspect to the course where the candidates have opportunity to experiment with their growing maturity and new skills. Speaking at assembly, formal dinners, informal nights with partner schools, presentations, leadership in College public events, leadership within the student body, presentation of knowledge to Elders and most importantly, our culminating event where all skills are on display and celebrated: 'Debutante Dreaming.' Participation in Debutante Dreaming marks the successful completion of the Pathways to Womanhood course. A young woman who is announced at this salubrious event has: shown herself able to manage college life, speak for herself socially, speak publicly, shown magnanimity in relationships, cared for herself and her environment, shown rigour in college life, demonstrated maturity in boarding life and most importantly - honoured her Culture through learning and expression.

Pathways to Womanhood puts the focus on preparing for a successful adult life. Debutante Dreaming is a celebration of this journey. Presentation at this culminating event announces that the teen has shown herself to be a proud Aboriginal woman who is ready to own her future.

## All-boys College Stands Strong

for Second Annual Walk Against Domestic Violence

### AUTHOR

Nicole Dendle  
Marketing Specialist  
St Brendan's College, Yeppoon

St Brendan's College made a strong statement against domestic and family violence recently, holding its second annual Walk Against Domestic Violence along the streets and beach of Yeppoon on Friday 4 May 2018 as part of its Edmund Rice Feast Day activities.

The 600 plus student and staff contingent walked in solidarity against family and domestic violence and as one of the largest collectives of men in Central Queensland - sons, brothers, future husbands and fathers - the College is working to ensure the anti-violence message and the importance of service and justice is taken from the school yard, home and into the community.

To support the day, the College invited one of its notable past students, Rob Caslick, as keynote speaker to impart his knowledge, wisdom and experiences to the College community, as the driving force behind a social enterprise, Two Good Co, in Sydney.



Mr Caslick's story is inspirational; with the vision of Two Good Co, 'that no person in a refuge feels unworthy of love' and their mission, 'to be the national provider of beautiful food and lifestyle products to domestic violence refuges and soup kitchens.'



From humble beginnings with three of his mates cooking a BBQ for the homeless in Sydney's Kings Cross, they decided their Unique Selling Point would be 'we don't do sausages'; and from this they were a hit with a captive audience.

Today, Two Good Co works on the 'Buy One, Give One' model, or as their marketing espouses 'you eat one, we treat one', so that people in Sydney and Melbourne buy a premium lunch jar for themselves, while the other lunch jar goes to a person in need in a local domestic violence refuge.

And for both the purchaser and the receiver, the food is of the highest quality; with some of Australia's biggest name celebrity chefs including the likes of Neil Perry, Kylie Kwong and Matt Moran donating their recipes to Two Good to support and stand against domestic violence.

Two Good's work has extended from amazing food, to employing women from the refuges they serve and supplying lifestyle products - clothing, shampoo, body wash, hand lotion - via the same give one, treat one model.

St Brendan's College Principal Mr Robert Corboy said the College was humbled and amazed at the achievements of past student Rob Caslick and the work he was leading with Two Good Co.

"After his years as a St Brendan's College student and boarder from Glenden in Central Queensland, Rob has had an amazing career; as a marine engineer in the Royal Australian Navy, as a mechanical engineer in the construction industry; and now his full-time focus with his social enterprise Two Good," Mr Corboy said.

"We were so inspired to hear Rob's story and messages - talking about the power and value of understanding someone without judgement, and the importance of true human connection in a world of 'connectivity' and our students awarded him a well-deserved standing ovation after his presentation."

"As part of offering a Catholic education in the tradition of Edmund Rice, our students are asked to live justice and solidarity in their everyday lives, by being involved in our Eddies Van which provides meals and support to those in need locally in Yeppoon, and through initiatives like our handbag drive which has run over the past three years to supply local women in domestic violence shelters with handbags and care packs."

The College acknowledges the generous support of the Queensland Government, Livingstone Shire Council and the St Brendan's College P&F who supported the Walk Against Domestic Violence.





## Beijing Huijia Private School

### AUTHOR

Tang Dexi  
Beijing Huijia Prival School  
China

Beijing Huijia Private School, established in 1993, is the first authorised Chinese school by the International Baccalaureate Organisation. Huijia is a new-style boarding and commuting school, and has formed a complete system of IB curriculum (PYP, MYP, and DP). As the largest and oldest private school in Beijing Huijia has 75 classes, more than 2,400 students and 500 teachers from different countries and regions.

The aim is to cultivate young people who are questioning, knowledgeable and caring. Through cross-cultural understanding and respect, they will create a beautiful, peaceful world. We encourage students from all over the world to become lifelong learners who are active, passionate, understanding and respecting differences. In the Department of Primary School of Huijia School, we provide the PYP Elementary School Project authorised by the IBO for 5-12 year-old children.

The MYP curriculum at Huijia is designed for Grade Seven to Grade Nine. The framework is a continuation of the PYP and is grounded in concept-based, student-centred teaching and learning, which will ultimately prepare students for success in the Diploma Programme. MYP students at Huijia have a range of opportunities to develop and practice skills in Approaches to Learning, Community and Service, Holistic Learning, International Awareness, and Communication.

Huijia School, on the basis of Chinese students' characteristics with the situation at the School, according to the IBO requirements, has offered the courses as following: Chinese A1, Chinese B, Korean A1, English B, Mathematics, Physics, Chemistry, Biology, History, Philosophy, Economics, Commercial Management and Arts; Except for Chinese A1, Chinese B and Korean, the other subjects are all taught in English.



### Differentiation

To meet different needs of students in academic, skills and interests, Huijia emphasises differentiation in teaching and learning, with a variety of differentiation strategies in teaching content, process and assessment and reporting.



MYP implements criteria-related assessments. Students are given task-specific descriptions for all MYP tasks in order to have a clear understanding of the expectation of their work. Daily participation, homework, quizzes, and summative assessment scores will all be recorded in PowerSchool. Parents and students can access student progress at anytime throughout the school year through the reporting system.

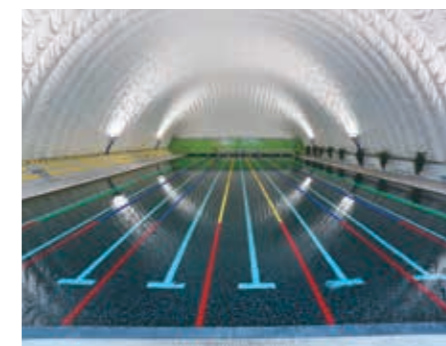


### Clubs and Activities

In addition to academics, Huijia recognises the benefits and importance of extra curricular activities with in the development of a child's creativity, health, and overall growth. The school encourages students to participate in a wide range of teacher-led clubs and activities such as art, music, dancing, painting, pottery, photography, drama, Chinese Zither, Er Hu, drums, jazz, etc., sports (equestrian, fencing, Taekwondo, baseball, softball, basketball, volleyball, soccer, swimming, golf, badminton, fitness, chess, etc.), etiquette, cooking, design, jewellery making, robot, 3D printing, science, Korean, French, and Spanish clubs. Students who sign up for clubs led by foreign teachers have the opportunity to further their English language skills. Furthermore, students at Huijia have the opportunity to participate in a variety of talent shows, school performances of (speech/debate/drama), MUN, FRC competition, as well as many educational field trips and community service projects.

### International Study and Communication Opportunities

In order to foster intercultural awareness and English language skills, Huijia provides students with a wide selection of opportunities to participate in summer and winter camps, as well as international exchange programs. Students have the opportunity study and travel in countries like Australia, The United States of America, Europe, South Africa, and Japan to name a few. Students who sign up for these programs live in home-stays, communicate with local families in their second language, and acquire an in-depth understanding of cultures around the world.



### Accommodation

The Beijing Huijia Private School is a boarding school. Students have to stay in campus for five days a week. The school has excellent dormitory accommodation. It is almost like a hotel. Junior students stay in a living unit having eight rooms, and three students share one room. Senior class students stay in a living unit having ten rooms, and three students share one room.







# Nicole Stott Astronaut, Aquanaut, Artist and CASE Special Advisor

*Astronaut, aquanaut, artist, and CASE special advisor Nicole Stott set to meet our students at Actura's CASE Space School International Study Program to NASA.*

Astronauts are well educated, driven and passionate human beings with a powerful urge to explore beyond Earth. Upon their return home, astronauts seem to share another quality: they are humbled and awe-inspired by the stunning beauty of Earth. Many astronauts are so struck by their new perspective of our planet's beauty they develop a strong desire to protect it and share their new-found awe.

Nicole Stott is one such astronaut, but unlike most others, Nicole also happens to be a talented artist. Nicole is the first ever astronaut to paint in space. The complexity of applying watercolour pigment in a zero-gravity environment being no small task. Her art now inspires both public and scientific communities alike, created from a perspective above our planet seldom seen except by a small few of humanities most courageous and dedicated individuals.

**"It's always nice to meet a kindred spirit. I'm delighted that Nicole is the first astronaut of the Space Shuttle/Space Station era to choose art as her next step in life. All of us that have been fortunate enough to fly in space find it difficult to describe the beauty of our universe in words alone. I am thankful that Nicole has chosen to help share these amazing sights we have all seen through her very beautiful artwork."** - Alan Bean (Capt, USN, Retired) - Artist, Astronaut, Moonwalker (Apollo 12, Skylab 3)

Nicole Stott has explored from the heights of outer space to the depths of our oceans. Inspired by what she has experienced, she has dedicated her life to sharing the beauty of space - and Earth - with others. She believes that sharing these orbital and inner space perspectives has the power to increase everyone's appreciation of and obligation to care for our home planet and each other. Ms Stott has received many commendations in her career to name just a few; multiple NASA Space Flight Medals, NASA Distinguished Service Medals, and the NASA Exceptional Achievement Medal.

A veteran NASA Astronaut, her experience includes two spaceflights and 104 days spent living and working in space on both the Space Shuttle and the International Space Station. She performed one spacewalk, was the first person to fly the robotic arm to capture the free flying HTV cargo vehicle, was the last crew member to fly to and from their ISS mission, and she was a member of the crew of the final flight of the Space Shuttle Discovery, STS-133.

Nicole is also a NASA Aquanaut, who in preparation for spaceflight and along with her NEEMO9 crew, lived and worked during an 18-day and longest saturation mission to date in the Aquarius undersea habitat.



actura



After a career spanning over 28 years with NASA, Nicole now dedicates her life to Art, SciArt and important conservation work. An educator and an advocate of the planet we inhabit, Ms Nicole Stott is in the unique position to approach environmental and community wellbeing from both a scientific and artistic perspective.

**"I believe art is the universal communicator"**  
- Nicole Stott

As an Artist, Nicole combines her spaceflight experience and artwork to inspire creative thinking about solutions to our planetary challenges, to raise awareness of the surprising interplay between science and art, and to promote the amazing work being done every day in space to improve life right here on Earth.

Nicole continues to inspire those she meets toward their goals, to find synergy with the planet we inhabit, all toward a greater harmonious future. At Actura we are immensely proud to partner with Ms Nicole Stott as our CASE Special Advisor on our Space School International Study program bringing her unique experience, impressive depth of knowledge, and passion for motivating young minds to many curious students.

Learn more about CASE Space School and CASE Special Advisor Nicole Stott at:  
[www.actura.com.au](http://www.actura.com.au)

**Dream big and commit to it.**







## Balancing Elite Sport and Study

### AUTHOR

Robyn Kronenberg  
General Manager Partner Schools  
Bond University



The value of combining both sport and higher education to achieve greater life success is well recognised across the university and sporting sectors. Balancing sporting commitments at an elite level with academic study, however, requires a supportive and flexible environment. The Australian Sports Commission's Elite Athlete Friendly University (EAFU) Program supports Australia's elite athletes to achieve academic excellence while also pursuing a sporting career. Such support is critical for student athletes dealing with the pressures of tertiary study while also training for up to 30 hours a week.

Bond University recognises the connection between sport, education and leadership and as a member of the EAFU Program supports elite athletes to achieve their sporting and academic goals by providing academic flexibility and support, priority timetabling, access to Bond's Elite Athlete Fund and access to exceptional sporting facilities and services. Bond University operates on a three-semester-per-year basis and thus all degrees are accelerated. Having three-semesters-per-year offers additional flexibility to students in the Bond Elite Sport Program (BESP) on a semester by semester basis throughout the whole year.



The Bond Elite Sport Program is supported by a range of scholarships and in 2017, in partnership with the Riewoldt family, the AFL excellence scholarship was introduced, offering a unique full tuition scholarship for one male and one female to enhance their footballing career while gaining a first-class educational experience at Bond.

The inaugural recipients of the Riewoldt Family AFL Excellence Scholarship were Arianna Clarke of Robina State High School on the Gold Coast and Edward Delany of Xavier College, Melbourne.

Originally from WA, Arianna moved to the Gold Coast to pursue a career in AFL, and successfully combined her leadership role as School Captain last year, with her study and AFL commitments. "My love for AFL developed from a very young age, competing against boys in under 10s when I was eight until I reached under 14s when I was 13 years old," she said. "I particularly enjoy the physicality, competitiveness and awareness that's needed to play AFL. By nature, I'm a leader, so I also enjoy being able to lead and guide team mates in order to reach a common goal; to win and enjoy the game."

Arianna achieved her childhood dream to become a professional AFL player and play in the 2018 Women's League when she was selected by the Brisbane Lions into their AFLW team last October. She combines her sporting commitment with studies towards a Bachelor of Exercise and Sports Science and a future career in Sports Dietetics and Strength and Conditioning.

Ed Delany, the first male recipient of the Bond University Riewoldt family AFL Excellence Scholarship, comes from Hamilton in the western district of Victoria and was a boarder at Xavier College in Melbourne. Ed played football from a very young age for local clubs as a junior in Hamilton, but his football career went from strength-to-strength when he joined Xavier College in 2015, where he played under the tutelage of AFL legends Luke Hodge (Hawthorn) and Matt and Luke Ball (St Kilda and Collingwood).

Taking up the opportunity to pursue his passion for AFL at Bond University and to study Law allows Ed to gain a strong foundation for him to fulfil his ambitions off the field in Sports Management. "My uncle studied Law at Bond, so I realise what an excellent opportunity this scholarship will give me for my sporting and non-sporting career. I also love the beach and surfing, so moving to the Gold Coast has been another bonus for me."

"My goal is to play football at the highest level I possibly can, and the facilities at Bond are second-to-none," he said. "Bond has a very close-knit community with a focus on equally high standards for sports as well as studies. I have found my lecturers are really engaging, where many of them are industry professionals who have a lot of work experience and therefore have their own interesting stories as a way of engaging the class."

With the support of the Bond Elite Sport Program, Ed has been able to pursue both academic and sporting goals through the flexible program offered to high performing athletes. This program has already provided an array of students from all sporting backgrounds the opportunity to nurture their sport talent, whilst also showing students that a strong educational foundation is essential to ensure options are open beyond their sporting career. And to add to this, the experience of combining high level sport with academic study is an advantage in the 'real world'. A balance between sport and studies makes for top candidates for any job; employers see them as goal-oriented, committed hard workers, and strong team players.

**BOND UNIVERSITY**  
**TWILIGHT OPEN DAY**

SATURDAY, 28 JULY, 2018  
2PM - 6PM

INFORMATION CENTRE

We will be opening our doors for our annual Twilight Open Day on Saturday, 28 July from 2pm.

Join us and you'll receive an all-access pass to our campus so you can experience university in a whole new light.

[bond.edu.au/openday](http://bond.edu.au/openday)

CRICOS Provider Code 00017B





## Manage Boarding Anywhere...

by Changing the Dialogue of "The Chair"

AUTHOR  
Tracey Shand  
Boardingology

A chair, yes a simple chair, can determine the success of you and the community you work in. Chairs come in many shapes, sizes and locations in your school and boarding community. It does not matter what position you hold in a school, everyone sits in a chair at some point during the day. It is time for act one, a daily question that sets your scene taking place in a boarding office. Are you sitting comfortably? It is time to begin.

### "What's the matter with you, can't you follow simple rules?"

Sitting in your chair with a student in front of you who is not toeing the line, you are frustrated, busy and that colours what you say out loud. But what if your chair was listening to everything you say - out loud and in your head?

What would it hear you saying -

- To students?
- To your colleagues?
- To yourself - when nobody else is there?

Everything you say is programming your future. Yes, your future.

### To students

Students will never be perfect - they're young people who are testing the boundaries of their world and some will be boldly going where the rules say they shouldn't, while others will be suffering in silence. It's your job to keep order - and it's all too easy to let the rules speak rather than making the time to dig into the why behind the actions - or lack of them.

It's tempting to focus on the negatives, but if that's what you're focused on, that's what you get more of. Is that what you want in the future?

### To your colleagues

When things go wrong, it's tempting to start looking for a scapegoat. Whose fault is it? Let's face it, if things have gone pear-shaped, someone must have done something that wasn't in the plan. If that wasn't you, it's tempting to look around for the culprit. We all like to be able to attach a reason to the outcome.

Is your chair hearing you accusing colleagues of not pulling their weight, being stupid or lazy?

Are you creating a blame culture? Is that the kind of work environment you want to work in?

### To yourself

Whether you talk out loud to yourself or have internal conversations, it all comes down to the same thing - you're programming yourself.

Be honest, do any of these statements sound familiar?

"Why did I not get promotion?"

"The senior management team don't like me"

"The boarders are trying to cause me problems"

"I'll never get everything done in time"

"If I don't tell everyone what to do nothing happens"

You've probably have other similar statements that keep popping up when your inner voice starts to sound off. Remember that your inner talk creates outer reality.

Stop and listen to what you are saying. Get up and look at your chair - what would it be saying to you?



### Transform the negative into a positive

Your brain focuses on the key words in your thoughts - whether you say something out loud or just in your head.

There's a big difference between -

"I'm never sick"

And

"I'm always healthy."

If you're focused on being sick (or your students and colleagues being out to get you) guess what is most likely to happen?

If you teach yourself to look at the positive side of any situation, you'll get what you're expecting.

- What can you do to reposition your self-talk into more positive statements?
- What will change in the way you talk to your students and your colleagues?
- What do you think that will do for you?

### It's all about Wellbeing

Wellbeing is the focus for both the education and the business worlds. It's important that people feel good about themselves, no matter what age they are. Your role in boarding is to promote your boarders' wellbeing. You are building the next generation for success, one conversation at a time. Not just the bolder ones who are easy to spot, but those quiet ones who may have problems that need a little understanding and empathy rather than exhortations to 'cheer up and join in'.

It makes sense to support your colleagues' wellbeing too; people who feel good are much nicer to work with! The heart of a boarding school is the people - so take time today to think about ways in which you can support everyone to smile in their chair.

And it all starts with you. If you feel good about yourself, passing that on to others gets a lot easier. When you feel good about yourself, it gets a whole lot easier to say the things that make others feel good too.

Will you choose to say more positive things to your chair - and yourself?

Take a seat, it is time for you to get started as actions speak louder than words.





## Boarders' Study, Done Differently

### AUTHOR

Liam Aliciems  
Prac-E

As a fourteen-year-old, there were only a handful of archaically simple things my teenage brain cared about. I wanted to have mates, I wanted a girlfriend and I wanted to be good at sport. I am proud to say the scope of my goals have progressed since. However, during my job as a resident tutor in one of Australia's biggest boarding houses, flashbacks to my adolescent self can be seen everywhere in the form of the students that I have to take care of.

As many know, teenage boys can be infinitely complicated and also infinitely simple. I liken it to herding cats; just as you get one of them sorted, another is off and about causing trouble. What works for you one day will be a disaster the next. As a leader in a boarding environment, you always have to be on your toes, changing it up on a moment's notice. This experience has led me to a puzzling conundrum however. If we can joke about the impulsive, testosterone filled mind of a developing young man, why do we attempt to constrain it so, when it comes to the students' academic prep sessions? Recently, I have attempted to completely re-invent my study sessions to promote better study habits, encourage teamwork and to more closely mirror real-world academic environments. I believe it can work for you as well.

Within the handbook I was given on day one of my new job, the description of the students' prep session each weeknight read something more out of the Industrial Revolution than the overly progressive pedagogical theory I was being sold at University. The students were to sit individually, in total silence for over an hour and a half and study. No collaboration or team work was allowed, they were not allowed to be off-task, and students were forced to hand in their phones as they walked in. As a newbie to the boarding staff, I initially wanted to follow this to a tee. I did not want to be that one teacher who completely disrupted the students' expectations, ruining the disciplinary routine for the other staff as a result.

I do not know about you, but even now, if you told me to study in complete silence without once being off task, for over an hour and a half, I simply could not do it. I would have to get up and move around, make myself a coffee, check Facebook, listen to music, or something of the like, just to stop myself going crazy with cabin fever. The students seemed to agree with me, as I found it near impossible to keep them all on task, without being unpleasantly stern, or sending one of them off to see the master-on-duty as a sacrifice, to make an example for the others. This did not make a conducive atmosphere to say the least, and I could already tell that the students were starting to resent me for it.

I can understand why these parameters were put in place. If the boarders were not kept on a short leash, and were not forced to get down to some serious academic work during the week, then I heavily doubt whether they would do it on their own accord. Because of this, the students would be ill-prepared for their assessment, their teachers would complain to the Director of Boarding, and the goings on of the whole boarding house would be put into question. Realistically, it is safe to assume then that being a junior member of staff, my head would be on the chopping block. Therefore, I initially tried to jazz my prep sessions up with things that would not rock the boat too much; breaks every twenty minutes, letting the boys play music for the others, end of session quizzes etc. This had mixed results, as the boys could not handle their new-found freedom. They loved it, but I had students on top of their desks screaming into the air when they got quiz questions correct and getting them back on-task after breaks was a task worthy of Hercules' thirteenth labor. I had to re-think my game plan...

I wrote down what goals I wanted my prep sessions to achieve. Firstly, and most obvious, I needed my students to get their work done. Secondly, I wanted to introduce some form of positive teamwork and networking. Thirdly, I wanted the students to have a greater sense of responsibility for their own learning, rather than forcing me to be a dictator, and lastly, I wanted to transform the students' disruptive jitters into something positive. After a personal development day with ABSA's Richard Stokes, and a closer look at some classroom pedagogical techniques, I 'Frankensteined' several ideas together into a new look prep session that hopefully achieved all of my goals.

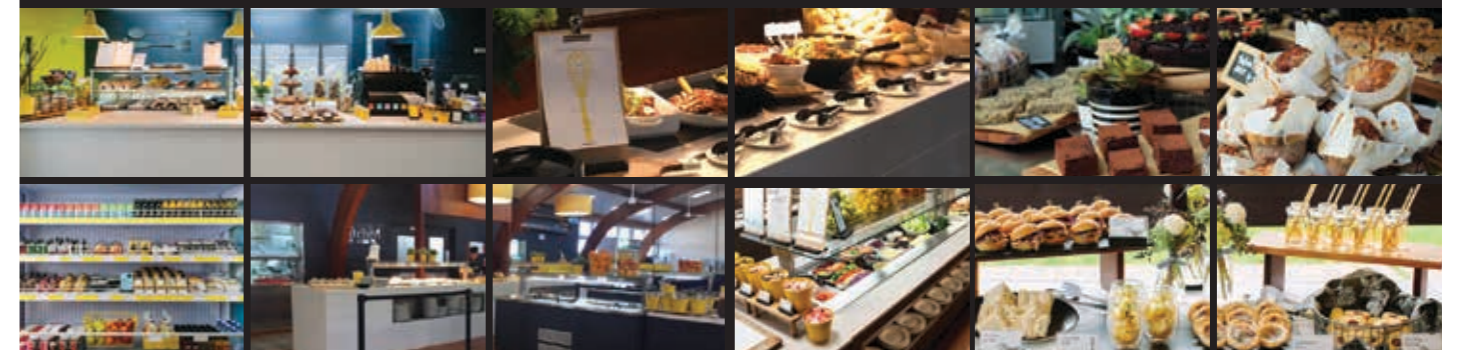
The students' prep areas were on one long level and each classroom was separated by a collapsible wall, allowing me to make the room as long as I wanted. At first the students were cramped into two rooms, so my first step was to open up a third room. Even this extra space helped diffuse the agitation amongst the group. Next, I combined the (albeit not yet proven) 'learning styles' theory and the 'water hole, campfire, cave' classroom set up theory, and made this new third room a 'collaboration zone'. Basically, the first two open classrooms were 'silent zones', where students could choose to work individually. Those who learnt better with others however, could choose to move into the third room/collaboration zone, which was somewhat separated by a dividing wall that was three-quarters closed. An added element to keep this zone from getting out of control was to turn the lights off within it, making it only lit up from the ambient light bleeding in from the other silent classrooms.

When I first tried this out, I stopped the students from coming in early, and met them all outside. I took my time explaining the new situation and what the expectations were within it. An early apprehension I had was that the class would see this as a license to slack off and they would all rush to the collaboration room as soon as they came inside. However, what surprised me was the students in the silent zone and the students in the collaboration zone was a perfect 50/50 split. The students that were usually disruptive relished the opportunity work with their friends, which diffused the silent zone and allowed the more introverted learners to better focus on their studies. After questioning the students after the session, both groups admitted they got a lot more work done than normal.

This system was not perfect from the get go however, and I had to iron out a few kinks. Admittedly, I did have an extra tutor with me, which allowed us to tag-team supervise both zones. Doing this on your own is not impossible, but having a near-permanent presence in the collaboration is a must. I recommend sitting in the collaboration zone, with an easy view into the silent zone if you cannot get extra help. Also, some students did attempt to slack off in the collaboration zone. This was addressed by intermittingly going around and asking the students to show what they were working on. If they could not, they were sent back to the silent zone. Students also attempted to simply sit with their mates and talk while they worked, which is not the point of the collaboration zone. This was fixed by forcing them to sit in their subject areas, in pods. For instance we have an English table, a Maths table, etc. Another thing that is important for this is to go around before they begin and ask each student what they will be working on, and what physical thing they can show you at the end to prove the amount of work they have achieved. After the session has ended, I went around and asked the students to show me what they promised. The majority did work incredibly well, but one or two had not worked to the standard I expected. This resulted in collaboration zone privileges being taken away for a week.

So far, I have found this system to be an incredibly positive addition to my prep sessions. It is more work, but it pays off to a massive extent. I was not fully prepared for how much more work each group of boys got done, and how much better the learning atmosphere was in both zones. The students thrived with the added responsibility, and like the small degree of freedom it allows them over their own learning. It also teaches them effective strategies for them to learn in the future, when we are not around to hound them to get back to work. I also believe this system more closely represents academic study in the real world, and promotes responsibility, networking, teamwork, self-confidence and entrepreneurship. A lot of this however, is unique to my room set up, the extra help available and the students I have, but I believe a version of this is achievable for any boarding house supervisor. Even if you do not think this is possible, I implore every tutor and teacher to analyse their classes, figure what makes them tick, then change their prep sessions accordingly. Any effort given, I have found, comes back tenfold.

### Where there's a whisk, there's a way.



Chartwells is passionate about providing the best quality catering solution in the education space. Our focus is on tailored, boutique style food and service, across boarding, retail and function catering.

With over 80 partnerships, nationally, in the education sector we take our responsibility for student wellbeing seriously and know the value that this can bring to our partnerships. Through a collaborative approach to nutrition and engagement we ensure that the student is at the centre of everything we do.

For further information contact:

George Michaelides | Director, Business Development | 0404 000 931

Chartwells





## What Sets Your Boarding School Apart?

AUTHOR  
Alex Stock  
Pier Marketing

Marketing your boarding school is an exciting, yet sometimes challenging task. There is so much more to a boarding school than six hours of class time. It is what happens in the other 18 hours of the day that really sets your boarding school apart.

Your unique offering should be driving the development of your boarding facilities and marketing strategy. Whether you are creating a website, communicating on social media or embarking on an advertising campaign, your message should always clearly communicate the benefit you are offering. Identifying what makes your boarding experience unlike the rest can be challenging, yet it is the key to attracting new students and families to your community.

To carve your own territory, you must have a clear vision of the message you want to deliver. This means determining your school's individual personality and values to articulate a specific benefit - one that makes you stand out from the crowd!

It is not always easy finding this unique attribute and the journey of discovery is an important one. To help with the process, we invite you to sit with your team and reflect on the following questions:

### Why we do it?

Why you do anything as a school underpins what you do, how you do it and who you do it for. Values are at the core of every boarding school. They create an unwavering guide to everything you do as a school and determine if you are on the right path to fulfilling your goals. Your entire presence and marketing strategy should be based on your values.

People are far more likely to engage with why you do what you do, and not just what you do. Need some inspiration? Take fifteen minutes to be moved by Simon Sinek's TedTalk titled 'How Great Leaders Inspire Action'.

Physically list your values and search beyond their superficial meaning. How are they reflected in the heart and soul of your school?

Think about your purpose as a boarding school. What makes you qualified to help your prospects? But most importantly, how can you prove it?

### What do we do?

We know that you provide education, a bed, a bathroom and all the necessities of a boarding school, but what can you give beyond this? Do you offer a home away from home? Safety? Security? Confidence? Independence? Perhaps it is a strong sense of community or tutoring programs. Or does your location set you apart?

It could be an excellent sports program, pastoral care, spiritual guidance or educational brilliance.

Just as you would tell your students, you don't need to be the best at everything. There is something that sets everyone and everything apart, including your boarding school, so focus on that and let it drive your presence in the boarding community.



### How do we do it?

So now you know what you do ... how do you do it? Perhaps it is an excellent sports program - how do you deliver it? Every school has a gymnasium, a basketball court, maybe even a swimming pool. Those things don't set you apart. How do you support and encourage your pupils to reach their full potential in their chosen field? What are you really doing to craft the next Olympic champion or the next Bill Gates?

### Who do we do this for?

You have your 'why', your 'what' and your 'how', but who is going to benefit from what you do? Your boarding school isn't for everyone, so make sure you are targeting the right prospects. Think about current, viable, possible and desirable students, as well as their families and other influencers in their lives.

Who are they? Why would they use your boarding facilities? Remember this will be mum and dad, as well as the student, grandparents, siblings, aunts and uncles. You need to ensure that you consider the purchasers (mum, dad, grandparents ... etc) but also the consumer (the student) and how they will benefit from attending your school.

The answers aren't on the surface. You'll need to delve deeper. Really think about what your ideal target audience would want from both a functional and emotional standpoint. What other options are there? Where could they go to get what they are looking for?

Upon deep reflection with your team, you should now be able to paint a picture of your target audience. From here, you need to ask yourself; where do they live? What are their hobbies? What do they value?

But most importantly, what does your 'what' and 'how' really mean to this target audience? How do they benefit from what you do? What does that benefit look like to them?

*Need support discovering what sets your boarding school apart? To help you through the process, PIER Marketing has created a simple one-page template to start you thinking about your school's unique offering. For a copy, email us at [hello@piermarketing.com.au](mailto:hello@piermarketing.com.au) or give us a call on (03) 5975 3742.*

### The team behind the article

*PIER Marketing are your ready-made marketing team. We devise bespoke marketing strategies to help deliver your boarding school's message to families across Australia and abroad. Every tactic we employ is cost-effective, compelling and most importantly, consistently aligned to your goals and values. If they are not, we don't do it.*





## Free-Range Character Development at Tudor House

### AUTHOR

Tim Jenkinson  
Head of Boarding / Year 6 Teacher  
Tudor House

Set on 160 acres of rolling farmland in picturesque Moss Vale, The King's School Tudor House is the only school in New South Wales proudly offering boarding services for primary school aged children (Years 3-6). For 120 years, Tudor House - the regional campus of The King's School, has offered an environment for learning and personal growth which is unsurpassed.

At Tudor House, we encourage boarders to be independent: to explore beyond the enclosures and the courtyards, to be active, fun-loving, curious and adventurous. When the bell rings at the end of each school day, boarders head out to catch yabbies, play sport or build BMX tracks. On weekends, our students enjoy a range of activities including beach fishing, paintballing, bushwalking, camping, cooking classes, and horse riding. All the while, they are part of a nurturing, family environment where they feel comfortable, safe and secure.

For our boarders, the lure of TV and video games and other screen time after a day at school is non-existent. The boarding house at Tudor House is a 'technology-free' zone eliminating the well-reported parenting issues relating to screen time and poor sleep. Behavioral sleep problems make up the majority of issues seen in children today. Insufficient and broken sleep have been associated with numerous issues such as increased behavioural, social-emotional and academic problems. Tudor House boarders sleep soundly - for eleven to twelve hours each night.

Play forms a significant part of the boarders' day at Tudor House. As well as playing with their day school mates during recess and lunch, our boarders are engaged in structured and unstructured play before school, after school and after Prep. After dinner each evening, our boarders are playing games of touch rugby, hide and seek or riding their push bikes anywhere on our 160 acres until early evening. Following a shower and a play in our "LEGO pit", sleep comes quickly and easily.

We believe that success in life, whether it be work, family or community, is largely determined by an individual's strength of character. And at Tudor House, we know that the building of character doesn't just happen by accident. It is something that can be taught, understood and practiced. Boarding staff are selected because they are people of good character, who have a sense of integrity, a capacity for patience and a strong sense of responsibility. They are good role models.



Our onsite catering team ensure that nutrition positively influences the education of our boarders. We believe passionately that it is necessary to continually educate our boarders in making positive food choices through educating them on why they should be eating certain foods in preference to others. The concept of nutrition is related closely to the growth and well-being of the child. The recently renewed Paddock to Plate programme will see Tudor House students enjoying home-grown fish, red meat, eggs and vegetables.

Physical Education at Tudor House instils the skills of teamwork that translates nicely into group projects completed in the boarding house and the classroom. Team sports assist children to learn how to work together toward a common goal, promoting healthy competition, and good sportsmanship. Learning healthy habits in childhood sets our boarders up for success in later years. Regular physical exercise leads to greater muscle strength, endurance, and coordination.

If you have not yet been to The King's School, Tudor House, I warmly encourage you arrange a visit with us and experience our remarkable school for yourself.







## A Dialogical Exploration Into the Wellbeing of Australian Boarders:

Perspectives from Boarders, Parents and Staff

### AUTHOR

Tony Watt  
Director of Boarding  
The Southport School

### Purpose of the study

This study addresses a well-documented gap in research into the Australian boarding school landscape (see Cree, 2000; Hodges, 2012; Hodges, Sheffield & Ralph, 2013; Mason, 1997; Papworth, 2014; White, 2004a). Specifically, it focuses on conducting a qualitative inquiry that explores boarders, parents and boarding staff perceptions of the influence of the boarding environment on boarder wellbeing.

At every level, there is a void in the reported research in and around boarding schools in Australia. In the Australian context, it is of particular note that there is a dearth of personal accounts of boarding through the eyes of the students (White, 2004). Often when boarding schools are discussed, it is parents and teachers voices that are heard and not those of the students (Schaverien, 2011). Furthermore, the Australian research that has been conducted has been restricted to relatively few boarding schools (Hodges, 2012) with findings susceptible to the distinctive characteristics of those schools, thus having limited value as to its general applicability to the broader Australian boarding sector (Papworth, 2014).

This study aims to capture the voices of Australian boarders and, coupled with parent and boarding staff perceptions, generate rich insights into their experience of the boarding environment and its perceived influence on boarder wellbeing. In doing so, it will provide timely and important information to key stakeholders as they attempt to implement appropriate scaffolds and support strategies for boarders who live in what is often promoted within the sector as their "home away from home".

### Background and significance of the study

Boarding schools have been part of the Australian educational landscape for as long as formal schooling has existed. When one considers the passage of time and the generations of students who have experienced Australian boarding since 1835, it is startling to find what - in this field - is commonly termed 'a paucity of literature' (Cree, 2000; Hodges, 2012; Papworth, 2014). This is cause for some concern when it is recognised that living away from home in a boarding school environment has significant welfare implications for students and their parents/guardians (Anderson, 2005; Hawkes, 2010), as well as having potentially significant duty-of-care implications for boarding staff (Hodges, 2012). More recently, the Australian Royal Commission into Institutional Responses to Child Sexual Abuse found that boarding schools possessed a significantly higher risk of child abuse (Parkinson & Cashmore, 2017).

This study is timely given the prevalence of mental illness in adolescents is on the rise (Harvey, Deady, Wang, Mykletun, Butterworth, Christensen & Mitchell, 2017; Mission Australia Health Survey, 2016) and the average age of mental illness onset is falling (Allen & McKenzie, 2015). Approximately one in five adolescents has a serious mental health issue, accounting for thirteen percent of the entire burden of disease worldwide (WHO, 2013). From an Australian perspective, the 2015 National Survey of Mental Health and Wellbeing reported that nearly one in seven adolescents (13.9%) were assessed as having a mental disorder (Lawrence, Johnson, Hafekost, Boterhoven de Hann, Sawyer, Ainley & Zubrick, 2015). Coupled with the finding that most mental health disorders originate in childhood or adolescence (Kessler, Amminger, Aguilar-Gaxiola, Alonso, Lee & Ustun, 2007) and the age of commencement of puberty is decreasing (Sawyer, Afifi, Bearinger, Blakemore, Dick, Ezeh & Patton, 2012), the mental health of students has become both a global concern and a growing priority for schools (Allen et al., 2015).

Schools are becoming significant settings for initial identification and intervention programs and offer unique opportunities for belonging (Allen et al., 2015). This positive potential needs to be considered against a 2015 study from Western Australia that reported boarding students experienced a significantly higher incidence rate of emotional difficulties and higher rates of anxiety and depression than non-boarders when transitioning into secondary school (Mander, Lester & Cross, 2015). Additionally, observations from clinical psychology (see Duffell 2000, 2012; Schaverien, 2004, 2011) suggest boarding can be a harmful experience.

The need and timing of this study is further emphasised through research indicating mental health issues in children and adolescents in Australia rises dramatically when the family type is different from their original family or families with two parents or carers. Boarding students are in a unique context in that, for many, 38 weeks of the year the family unit takes on a different context - that of a boarding house or boarding school while also maintaining a relationship to varying degrees with their families of origin. In essence, a boarding experience uniquely alters the family experience and this impact on the wellbeing of Australian boarders' needs investigation.

Furthermore, geographical isolation remains part of the Australian landscape and, as such, children throughout the nation attend boarding school as educational opportunities in isolated and rural settings are limited and, in some cases, non-existent. With a large percentage of Australian boarders coming from a regional, rural or isolated setting, it is noteworthy to highlight the increased rate of mental health issues in rural adolescents in Australia (Allen et al., 2015). Furthermore, research has shown increased levels of stress and behavioural problems with rural adolescents in Australia, particularly in periods of drought (Dean & Stain, 2010). In this light, it is timely to investigate rural boarder perceptions of their wellbeing.

The following study intends to gain a more nuanced insight into how wellbeing is impacted by the experience of boarding. It is anticipated that such data will be valuable to boarding schools, boarders, staff and parent/guardians, as they look to provide a quality experience for boarding students.

### Research questions

1. How do students, parents and staff conceptualise 'wellbeing' in the boarding school context?
2. What do boarding students, parents and staff perceive as the inhibitors and enablers to boarder wellbeing?
3. How can the convergent and divergent views of boarders, staff and parents in relation to boarder wellbeing contribute to improved policy and practice in boarding settings?

### Research design

Utilising Pollard and Lee's (2003) five dimensions of wellbeing and integrating Bronfenbrenner's bioecological theory of human development, this proposed research is a two-phased dialogical approach to boarding students, parents and staff understandings of enablers and inhibitors to wellbeing.

Dialogism is an interpretive methodology that closely analyses spoken and/or written conversations for their embedded significance. A dialogue is a shared activity between at least two speech partners where messages are exchanged between them aiming to fulfil a collective goal (Bohm, 1996; Isaacs, 1999). It is interested in what each participant thinks about themselves, the other and what the other thinks of them. In the context of this research, a dialogic approach potentially generates shared questions, understandings and actions by the different stakeholders based on their individual and collective perceptions of boarder wellbeing.

This proposed research is divided into two closely linked phases.

Phase 1: Data collection with a small purposive sample (n = 12 + 12+12) using in-depth interviews. Narrative and content data analysis of transcripts (inductive and theory-led). Data synthesis of key similarities (convergences) and differences (divergences) within and between sample groups.

Phase 2: Data collection with larger sample (n = >200 + > 200+ >200) using a qualitative online questionnaire (closed and open questions) to collect basic descriptive demographic data and micro-narrative data based on themes from Phase 1. Narrative and content data analysis of transcripts (inductive and theory-led). Data synthesis of key similarities and differences between sample groups.



*continued over page*





## Conceptual framework

The conceptual framework for this research is located below. The research is focused on Australian boarders and, specifically, on inhibitors and enablers to boarder wellbeing in a boarding context. The framework acknowledges the shared journey a boarder undertakes and therefore depicts the perceptions of all stakeholders in a boarder's journey- parent/s, staff and boarders. On either side of the stakeholders are two important concepts that assist in identifying and focusing discussion on boarder wellbeing- dimensions of wellbeing and dimensions of boarding.

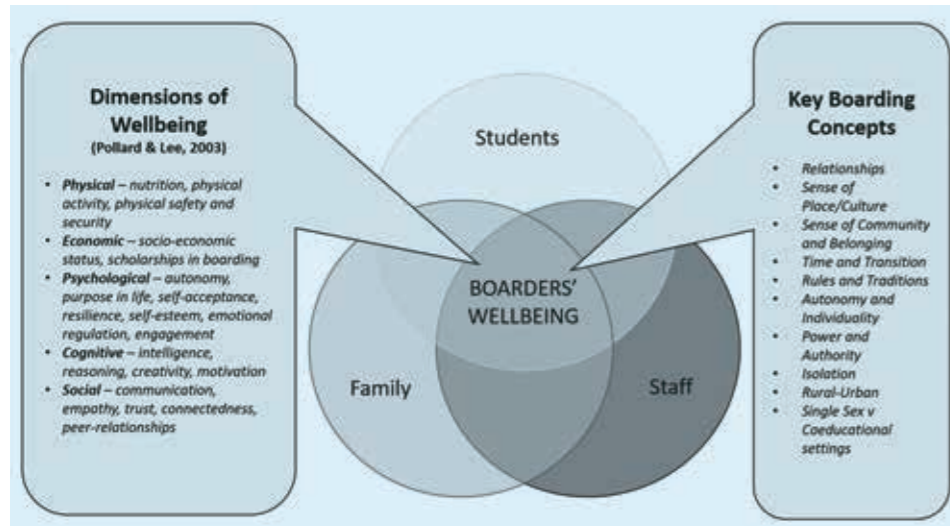


TABLE 1 - DIMENSIONS OF BOARDING

### Boarding themes and concepts

**Relationships** - what are the key relationships that inhibit or enable a boarder's wellbeing? How do core relationships change when boarders live away from home and what impact do any changes have on their wellbeing?

**Sense of Place/Culture** - how does a boarding house or school culture impact on boarder wellbeing? Are there any differences in boarding wellbeing perceptions from boarders who reside in a vertical boarding house structure (one year level per boarding house) compared to a vertical structure (multiple year levels per boarding house)?

**Sense of Community and Belonging** - the notion of sense of community has important links or synergies to a boarding experience, as boarders leave home and enter a unique community where they live and function in their day-to-day lives. Given the vast amount of time boarders spend at school during the year, do boarders connect with their school or boarding house? What factors are critical for boarders to enhance positive connections?

**Rules and Traditions** - given the vast majority of boarding schools have a rich history, how does this sense of tradition impact on boarder wellbeing? How do boarders perceive the typically tight and rigid boarding routines and structures?

**Autonomy and Individuality** - to what extent does a sense of sameness prevail in a high routine boarding context? Is there a sense of being institutionalised in a boarding environment? How do boarders perceive the concept of identity in a boarding environment?

**Power and Authority** - how do the concepts of power and authority operate in a boarding environment, both from student to student perspective as well as a staff to student relationship?

**Isolation** - is loneliness and isolation a perceived issue in boarding and what are the determining aspects that influence this concept?

**Rural/Urban** - with an increasing number of boarders originating from local areas, are there differences in perceptions from boarders who primary residence is close to the school as opposed to living far distances from home?

**Single Sex v Coeducational settings** - are there any variance in perceptions on boarder wellbeing outcomes from different school settings such as gender?

**Time and Transition** - what are the key factors that impact on boarder wellbeing when transitioning into a boarding context? Does time in boarding influence boarder's perceptions on their sense of wellbeing?

## Summary

The wellbeing of students in boarding school contexts requires closer attention. The well documented lack of research in and around boarding; the recognised adverse impact from Boarding School Syndrome and homesickness; the concerning current mental health statistics on Australian adolescents, particularly associated with a different family type and rural Australian populations; along with findings from the Royal Commission that boarding schools possess a notable increase risk to students, collectively point to the critical need for boarding students' views to be expressed. Moreover, tapping into other key stakeholders of a boarder's experience, namely parents and staff, will add a greater depth of insight to the notion of boarder wellbeing. This proposed research acknowledges the importance of dimensions of wellbeing and dimensions of boarding including relationships, sense of community and belonging, time and transitions, authority and power, autonomy and individuality, rules and transitions, empathy, acceptance and resilience. Moreover, this research places the boarder at the centre of the research highlighting the importance of understanding their perceptions on their experiences.



# Are Our Teenagers Becoming Adults Slower?

## AUTHOR

Jack Stevens  
Co-founder and CEO Edstart



The introduction of smartphones almost a decade ago coupled with surge of social media opened up a new avenue of communication for all of us, including our kids. Gone are the days where one computer in the house meant that only one person at a time could log onto Facebook. Smartphones have enabled us to talk online at any place and any time. While this serves many advantages, it has introduced a rising problem for our kids in the process of growing up.

Teenagers have become more prone to staying indoors due to the convenience of being able to talk to their friends online and the other perks of seeing what friends are up to via Instagram and Snapchat. However, the heavy use of social media and smart phones means that our kids can be missing out on a healthy dosage of face to face interactions, which can deteriorate their social skills in real life.

Trading those opportunities to practice face-to-face interactions for scrolling through the Facebook feed at home has a ripple effect of delaying our kids from experiencing key milestones that are critical when growing up. We can see that teens are getting involved in relationships later and are less willing to get their learners licence at age 16. Essentially, we can see that our teens are avoiding challenges that will shape who they are as adults.

### The impact of boarding schools on the maturity process of our teens

While students who board are not exempt from the dangers of smartphones and social media, the experiences that they go through while boarding allows them to mature at a faster rate than other students.

According to The Association of Boarding Schools in the USA, 75% of boarding students felt prepared to leave high school and enter university as opposed to just 36% of private school day students.

Boarding students undergo a unique transition of having to live away from their families and create and sustain bonds with fellow boarders at a young age. Several factors in this experience explain why these teenagers are able to mature faster than most others their age.

### Building a sense of autonomy

Leaving home also means leaving behind the constant reliance on parents to pick up after you. Boarding school allows earlier development of independence and maturity.

### More social interaction

Living at a boarding house generally means more time on face-to-face interactions and engaging in other activities such as sport and music. In fact, research data shows boarding students spend around half the number of hours watching television each week as compared to non-boarding students.

### Additional role models

In a boarding environment, students develop relationships with role models beyond just their parents. Boarding staff

and teachers become guidance counsellors both formally and informally. This exposes students to a broader range of senior role models which assists with more rapid maturity.

### Positive challenges of moving out of home

Living out of home naturally presents students with a challenge not typically experienced by non-boarding students. Research shows this experience, especially within a well-controlled and supportive environment such as a boarding house, allows students to experience the natural challenges of this experience much earlier than other students. Being forced to confront similar adversities that adults go through such as when they move out of home is a key reason as to why these teenagers mature faster than most others their age.

These factors combine to demonstrate the significant developmental benefits that a boarding experience can have on students, in a time where technology is threatening to slow the maturity process of teenagers.

This is one of the many reasons why Edstart are strong supporters of boarding schools, helping to relieve the financial burden of a boarding school education by allowing parents to pay over a longer, more manageable period.





## Coming of Age and Rites of Passage in the 21st Century

### AUTHOR

Dr. Arne Rubinstein  
Founder and CEO  
The Rites of Passage Institute



For thousands of generations indigenous tribes and communities around the world have recognised the critical importance of creating a process to support the coming of age of their boys and girls. At the time when they are going through the transition to become young men and women, enormous effort has been put into elaborate Rites of Passage in order to ensure that the process occurred in a manner to best serve both the initiate and his or her community.

The Rites of Passage were often dramatic and could even be life threatening. In Africa boys had to hunt and kill a lion or other wild animal with a spear; in Vanuatu they jumped head-first off high towers made of bamboo with a vine tied around their ankle that barely stopped them from hitting the ground. Mescalero Apache girls have a puberty ceremony where they stay up all night singing and dancing in a trance like state. In another tribe when girls started to menstruate they were placed in a large hollow tree for three days and visited only by the older women who brought them food and spoke to them about sex and her responsibility for motherhood. The Satire Mawe tribe in the Amazon performed an initiation ritual where young men must place their hands into mittens filled with hundreds of bullet ants and leave them there for a period of time.

These traditions may sound horrific, cruel, incredibly dangerous and totally irresponsible. However let's look at what is happening now when we don't create a rite of passage for our boys and girls. These days young men don't go out and face lions or jump off bamboo towers but they do other equally dangerous things, like driving their cars as fast as they can, getting into fights, surfing on top of trains or base jumping. Young women don't spend the night singing about their history, instead they go to rock concerts and trance dances where they stay until sunrise creating their own altered state.

Most tragic can be the consequences of teenagers trying to create their own rite of passage with no support from the elders. Deaths and injuries from risk taking behaviours are on the rise and the actual level of risks is increasing as they look for bigger and bigger adrenaline rushes. Drug addictions and overdoses are a constant danger and with the introduction of cheap designer drugs that are highly addictive the incidence of psychotic episodes are greater than ever.

Most coming of age Rites of Passage (ROP) that were once a normal part of a boy's or girl's life when they reached puberty no longer occur and the implications are felt at all levels of society. There are a few that have survived such as the Ba and Bat mitzvah in Judaism and Confirmations in Catholicism, but these have lost much of their significance and are now often mainly symbolic of what was once a much deeper process.

The words 'Rites de Passage' were first used by the 19th-century French anthropologist Arnold van Gennep who studied indigenous communities in different parts of the world. Van Gennep found that all traditional societies had, 'A ritual way of creating a passageway to pass from one stage in life to the next'.

The greatest physical, emotional and spiritual changes a male or female will ever go through occur at the time of puberty. It is a time when they most need support, mentoring and guidance from the elders.

Arnold van Gennep found that no matter what part of the world they occurred in, whether it was in Aboriginal Australia, Papua New Guinea, Africa, New Zealand, Vanuatu, North or South America, all of these traditional societies created ROP that had the same three basic phases of 'separation', 'transition' and 'return'. Boys and girls would go through their ROP separately but these same phases would be present.

### 1. The separation

- The first stage of the ROP was when the boys or girls were taken away by the male or female elders and separated from the rest of the community. They would not return until the completion of their ROP.

### 2. The transition

The main part of the Rite of Passage always involved the following in some form or other:

- The history, values, beliefs and knowledge of the community or tribe would be passed on to the boys or girls through a combination of storytelling, songs, and dances.
- A challenge that involved facing mortality whilst overcoming fears and difficulties was created.
- The elders would recognise and acknowledge the young man's or woman's individual gifts, their spirit.

### 3. The return

- The final stage was when the young men and women returned and the whole community would gather to witness and celebrate.

Having a finite time period during which the Rite of Passage was conducted meant that the process was clearly marked and had a point of completion. The public recognition by the community meant that all knew and acknowledged that the boys and girls were now young men and women.

Do it yourself Rites of Passage often have no end point and are generally not seen by the community. This means they can continue for years, and even well into adulthood, with a repetition that increases in intensity as the young men and women strive harder to find that point where they will finally feel and accept that they are no longer children in their own eyes and the eyes of those around them.

Whilst the traditional societies had a spiritual approach to defining the role of a person in society, from a purely western or even medical approach it is still just as equally relevant. Now the theory is that every person has natural gifts and talents. Every person has things that they love doing and in children it is often most evident. Some will love building, others singing or dancing, there will be children who take things apart to see how they work or are always off exploring or pushing the boundaries. The key is to support our youth to find what they are passionate about, or as Joseph Campbell said "to follow their bliss". When a person is doing what they love and are best at, then they will be most motivated, best able to learn and most fulfilled. We need builders, singers, dancers, engineers and explorers. It's all about finding the right people to do the jobs to which they are best suited.

With the attempted homogenisation of children through sophisticated marketing techniques, many are feeling enormous pressure to conform and are sacrificing their individuality as well as that which they are most passionate about. At the same time we have an epidemic of depression and mental health issues amongst adolescents that is being treated with pharmaceutical drugs. This sickness of the soul cannot be overcome by medication when the underlying issue is a failure to connect with their true spirit and passion.

Stories have been shown to be the best way to educate and pass on knowledge. The young are drawn to the stories of their elders as it connects them with their past and shows them a way forward into the future.

Appropriate challenges that are facilitated allow teenagers to push their boundaries without risking serious injury or death. It means they don't have to fulfil this primal urge on their own when they are unequipped to control the event.

Finally the recognition of a young man's or woman's gifts and talents, or spirit, is the ultimate task of the community. By supporting them to pursue a way of living that comes from within, they will not only have the greatest chance of being happy, healthy and successful, they will also be of most benefit to the society in which they live.

## BRINGING OUT THE BEST IN TEENAGERS

We specialise in integrating wellbeing, outdoor education and boarding programs in schools.

The Rites of Passage Institute led by CEO Dr Arne Rubinstein has over 20-years of experience facilitating transformational change in Schools and organisations in Australia and around the world.

We work with all key stakeholders in each School community (Parents, Teachers & Students) in the design and delivery of residential boarding programs, camps and wellbeing curriculum in order to facilitate genuine transformational change.

For more information visit [www.ritesofpassageinstitute.org](http://www.ritesofpassageinstitute.org)

Contact us today to book a consultation with our team.

THE RITES OF PASSAGE INSTITUTE





## Nurturing the Growth of Boarding Students

Through Academic Personal Training

### AUTHOR

Hayden McEvoy  
Founder and CEO  
A Team Tuition

Boarding students experience a distinctively different journey through school than day attendees. The journey differs due to the influence of external factors such as homesickness, separation anxiety, adapting to a new environment as well as the constant shift between home and boarding life. A Team Tuition, through its boarding transition programs, works alongside boarding staff and students to provide continuous support beyond the classroom and mere academics; to nurturing academic success through a focus on mentorship and academic strategy.

We opted to create a program that embodies our individualised service, Academic Personal Training, but is also synchronised with boarding school staff and group learning to provide students with the right support, strategies and mindset to achieve elite performance.

Our previous article touched upon why we integrated into our service a program tailored to the needs of boarding students. The focus of this article is to outline what strategies underpin our boarding programs and how we distinguish ourselves from the tutoring industry by nurturing the personal growth of our students, rather than focusing on completing 'x' amount of work to achieve 'y' result.

### What is Academic Personal Training?

A Team Tuition founded the concept of Academic Personal Training which underpins the development, and success, of our boarding school tutoring. Whilst the name itself interlinks what would be considered two distinct elements - academic and sports training - we consider these elements to be two sides of the same coin. These two sides coincidentally require the same mechanisms for success; support, strategy and mentoring. The only difference, in our opinion, is the label 'sports' or 'academic.'

The first element of our program is support which, in one sense, concerns a customised teaching approach focused on aligning students' assessment with their individual learning style. This support is provided by our own highly trained and dedicated Academic Personal Trainers (APTs). On the other hand, our APTs work with the students to help them develop a mindset which embodies the characteristics of an A standard student.

The second element of our program revolves around academic strategy. We teach our students the importance of time management, goal setting, study techniques, assessment strategy, problem solving techniques and more. One of our mantras here at A Team is that we do not tell our students point-blank the answers but rather, we equip them with the appropriate tools to find the answers themselves.

The final aspect of our program, mentorship, focuses on enhancing academic performance through what we've identified as a correlation between culture and beliefs which in turn, influences action and produces results. The boarding culture surrounds the idea of a home away from home for students - however, it does not entirely fill the void of the present support network with students' families residing hundreds of kilometres away. We focus on fulfilling the students' support network by having our Academic Personal Trainers develop a trusted relationship with their students to create an environment where students feel comfortable relaying their schooling and personal troubles. This allows our APTs to identify the roadblocks preventing the academic development of the student.

The combination of these three elements allows our students to acquire the skills needed to become self-directed learners with a desire to do better and hold the belief that they can, and will.



### Process Precedes Results

We envision a holistic method of creating A grade students. As a society, we assume success based on what we see. When an Olympian receives a world record, we merely see them stand on the podium and accept their medal. What we do not see are the months of intense training, strict dieting and early mornings which contribute to that significant moment. The scenario is analogous to receiving an A+ on an essay or a report. That is, the same process precedes the result. We do not see the student working tirelessly to perfect their grammar or researching to find statistics and data to support their findings.

Most importantly to us, we have integrated this belief that process precedes results into our boarding program. Students start their sessions identifying the goals that they want to achieve in that lesson before even beginning work with their peers and their APT. Students are rewarded not for scores on tests or grades on assignments, but on parts of the process that lead to academic success. Importantly, our APTs focus on developing students' interpersonal skills and this is integrated into the boarding program through a token system. Each week, students have the opportunity to receive different coloured tokens representative of demonstrated work ethic, problem solving, ability to teach others, creativity and more. This system allows for an emphasis on the processes of each students' learning through recognising collaboration, team work and hard work.

The development of these skills is incentivised through the token system with students receiving tokens for weekly rewards and other tokens for rewards at the end of the term. In one of our programs, the students are awarded tokens that can be traded in for clues for the end of term scavenger hunt. Not only does this reward system recognise the hard work and dedication of these students, but it allows them to have fun at the end of the day!

### Mastering Elite Performance

The key focus for the boarding programs is to assist Year Seven and Year Eight students following their transition into high school so they may experience smooth-sailing into their senior schooling years. These year levels are crucial for the development of good study habits and creating a positive perception of high school.

While not all students within the program are aspiring to be dux of their year level, there are students desiring to be masters of other specific areas, whether that be successful orators, mathematicians or science gurus. The point of this is simply a core value of our service, and the boarding programs, to impart on students the belief that elite performance is not something that exclusively comes naturally it is a skill learnt and developed over time. Our APTs create elite performers through teaching students to embrace failure and learn from their mistakes, thereby creating students who are resilient in the face of challenges. Students are taught to learn from their peers and use their team as their springboard, teacher, friend and mentor through group lessons, activities that require two plus students and the token system which rewards collaboration. One of the most important core values that is prominent in our boarding programs, and one-on-one tutoring, is to personalise your academic strategies. We firmly believe that not all students learn the same way, particularly considering a students' learning language. Accordingly, it can be said that two elite performers will not succeed using the same methods. Mark Zuckerberg didn't follow the same path as Steve Jobs and vice versa.

### The role of an Academic Personal Trainer

The driving force behind our program however, can be attributed to our Academic Personal Trainers. Twice a week, our APTs assist students within the boarding programs in an academic and mentoring capacity. We endeavour to distinguish ourselves from "teachers" and "tutors" because we do not simply teach students or seek to replace the role of their current educators. In a fictional sense, we consider the boarding staff, carers and teachers to be the students' adoptive "parents" and ourselves, the "fun uncle." Our APTs deviate from typical teaching scenarios where they're the educator to a group of twenty plus students. Instead, our APTs within our boarding programs label themselves as friend, moreso than as tutor, for the students. They opt to allow students to choose the work they wish to complete in the sessions, creating a self-directed learning program which allows students to develop their own study habits. Rather than sitting in a room for an hour and a half going over equations where students copy off the whiteboard, our APTs take the students outside the classroom and set activities that are engaging for the students.

Most importantly, a belief that our APTs try to instil in all of our students is that success is achieved through the combination of skill and effort; not talent and that the key to unlocking their success is learning how to work smart to be smart.





## New Heads of Boarding

### Kinross Wolaroi School Orange

Matthew Curran is the newly appointed Director of Boarding and member of the School Leadership Team at Kinross Wolaroi School in Orange. Matthew joined KWS in early 2018 having previously worked in the United Kingdom at Ardingly College, a leading co-educational boarding school in West Sussex. Matthew left his role at Ardingly College at the end of 2017, where he finished as Director of Boarding, before returning to Australia.



Mr Matthew Curran  
Director of Boarding  
Kinross Wolaroi School,  
Orange, NSW

Throughout his career, Matthew has held many positions within boarding schools in Australia and the United Kingdom, whilst also being an accomplished educational professional. Within KWS, Matthew also joins the Mathematics department, having taught HSC Mathematics and the International Baccalaureate Diploma Program. Matthew also holds a Bachelor of Science and Master of Teaching from the University of Sydney.

"Boarding school is an incredibly important time in a student's personal development. However, boarding schools need to recognise that every boarding student will finally outgrow their environment. At Kinross Wolaroi School, we aim for our students to be ready to take the next step after they leave us, secure in knowledge of who they are and what they do best".

As the Director of Boarding at Kinross Wolaroi School Matthew will oversee eight boarding house across two main campuses. With over 300 boarding students in our care; boarding is central to our school identity, where approximately 50 per cent of our senior school is comprised of boarding students. As the new Director of Boarding, Matthew wants to foster a sense of belonging in students, something much bigger than themselves; prompting students to build lifelong friendships, whilst being prepared for life beyond Kinross Wolaroi School.

### Seymour College Seymour

Hayley Hall commenced as Director of Boarding at Seymour College in June, 2016. Hayley is passionate about boarding and loves working with young people.



Ms Hayley Hall  
Director of Boarding  
Seymour College,  
Seymour, VIC

Originally from London in the UK, Hayley has been involved in boarding since 2011 and was appointed Senior Residential Assistant at

Prince Alfred College in 2014. At PAC, she played a pivotal role in the strategic leadership of the boarding community, fostering positive integration of international boarders and designing and implementing team building days and focus groups across year levels in a constant endeavour to improve boarding life.

At Seymour College, Hayley has taken an holistic approach to establishing a successful boarding community. A keen focus on academic rigour alongside wellbeing support strategies means the girls are supported and yet challenged. Hayley has focused on improving communication between parents, students and staff members by introducing a multi-tiered team of student leaders, supervisors and coordinators. She sees girls thrive when they are supported both in their academic life and wellbeing, and believes that "when a boarder is happy, everything else falls into place. Happiness is the foundation for success".

"I have the best job in the world; being able to be play a part in a young person's life during these crucial years of development is a real honour. The team of staff we have in place to support our Seymour boarders is world class. We have wellbeing leaders, academic support, specialised middle school support, an extensive activities program and extra support for our international boarders - our boarding community flourishes as a result."

### Worawa Healesville

Worawa Aboriginal College educates young Aboriginal women in the secondary years 7-12. Small classes and Personalised Learning Plans address individual needs and ensure each student has the opportunity to progress academically, socially, emotionally, culturally and spiritually. Aboriginal values underpin College operations. The College is situated in a beautiful natural setting in the heart of the Yarra Valley on land that once formed part of the Coranderrk Aboriginal Reserve.



Mrs Meredith Huggins  
Head of Boarding  
Worawa,  
Healesville, VIC

Students live and study in a nurturing environment that fosters positive cultural identity, the development of emotional intelligence and social skills through living skills imparted in the boarding environment. Worawa provides a safe, caring and pleasant learning environment combined with supportive supervision and counselling, recreational and sporting activities, participation in the development of the Worawa school community and its environment, participation in the life of the local and wider community, and joint activities with compatible organisations, schools, clubs and organised events.

Worawa has a partnership program with a number of schools and organisations which provide exposure to and experience of a range of pathways for our students which provide ownership of a purposeful learning foundation for positive futures.

## From the Executive Director



Richard Stokes  
Executive Director

2018 has certainly started off with a bang! Life on the boarding front has been hectic to say the least, and this was doubly emphasised this last week as we celebrated National Boarding Week across Australia. How wonderful it has been for not only ABSA but me personally to see how so many of our boarding schools has used this week as a chance to celebrate boarding within their communities, making our boarders feel special and our boarding staff feel appreciated. Well done to everyone who has been involved - it has been an incredibly experience for Tom, Josh and me to see what is happening around our country.

On the training front the take-up of Duty of Care workshops this year has been nothing short of unbelievable. Over xxx people have already (hopefully) enjoyed this face-to-face training using Edition 3 of the Duty of Care Workbooks. Both our combined workshops and those run for individual schools have grown in number, and we have now added an extra hour to each day to allow for more discussion, more learning and more networking. If you haven't yet completed both workbooks, or did so more than four or so years ago, we do encourage you to join one of our upcoming workshops to help you to keep up-to-date with your professional learning. We are close to finalising the Bond University Certificate and Diploma courses in Boarding School Management. The Duty of Care workshops will be an integral part of this exciting further education offering - so watch out for the launch of this program.

The journey toward Certification of Boarding Schools is almost at an end too, with us finalising the year two and three self-assessment programs, which will dovetail into our inspection regime. Following ISO 17065, Conformity assessment - Requirements for bodies certifying products, processes and services, we are working with a company to offer schools the chance to become certified against the Standard - and will launch this program mid 2019. This allows schools the chance to compete the self-assessments required, as well as achieve all of the requirements of the inspection before the accreditor arrives on site. More information will follow over the next twelve months as this comes together.

And lastly, we will offer two exciting new programs this year - a boarding research grant to encourage more academic research into aspects of our industry, and an accredited boarding professional certificate - something which has been a long time coming. Both of these will launch in the second half of the year.

We look forward to seeing many of you at our International Boarding Conference in Melbourne from 1 - 4 October. The re-vamped program reflects the feedback from everyone, and will allow more time to discuss issues and formulate plans. Two new parts of the program will be meet-ups - a chance to talk with individuals who work in similar roles to yourselves, and Fearless Conversations - a session where you control the topics, and the discussions. Registrations are open on our website - get in early to ensure you reserve the accommodation you are after.

**BOARDING**  
Opening Doors to the World

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION  
CREATING THE FUTURE FOR BOARDING SCHOOLS

**2018 ABSA CONFERENCE DATE SAVER**

**2 - 4 October 2018**  
**Crown Promenade**  
**Melbourne**

Visit the ABSA website for more information at:  
<http://www.boarding.org.au/527/our-events/conferences/2018-international-boarding-conference>



## Coming Events

### AUS

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

**2 - 4 October 2018**

**ABSA International Boarding Conference,  
Melbourne**

**12 - 18 May 2019**

**National Boarding Week**



### USA

**21 - 26 July 2018**

TABS Summer Session  
Boston University  
Boston, Massachusetts

**29 November - 1 December 2018**

TABSA Annual Conference  
Washington, DC

### UK

**9 - 11 July 2018**

Annual Conference for Nurses and Matrons,  
Solihull

### NZ

**29 May - 1 June 2018**

NZBSA Annual Conference,  
Christchurch

## FIND US ON SOCIAL MEDIA!



Facebook

<https://www.facebook.com/austboarding>



Twitter @austboarding



Instagram @austboarding



LinkedIn

<http://www.linkedin.com/company/australian-boarding-schools-association>



Download this issue from the ABSA website:

<http://www.boarding.org.au/our-community>

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

We plan to feature two schools each edition

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

Send all files to:

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

by 1st September 2018