

Lights Out

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ON THE COVER
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Cracking Boarders' SECRET Code

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I don't want to do physics. I hate physics.
Sophia, age 16
Ben doesn't like me. He's always being a jerk.
Paul, age 15
This place stinks. All the staff here are stupid.
Asa, age 16

If you're like most boarding staff, you bristle when you hear kids say these sorts of things. Maybe you feel a little defensive. Perhaps you're ready to offer some contradictions, such as: "I thought you loved physics. You're so good at maths." or "Of course Ben likes you! He's just a little abrupt. Life in the dormitory is grand." or "Make no mistake about it. This school has a long tradition of excellence and our staff and teachers are gifted." You're the one who is stupid, you might even be thinking.

Your penchant for contention is normal. After all, you have worked hard to create a safe, educational, and engaging experience for your boarders. It's hard to imagine any valid complaints. But here's the secret to cracking kids' secret code: What they say isn't always what they mean.

Huh? That's right. Sometimes the literal, surface meaning of the words they utter conceals a subtext. Decoding that hidden meaning takes practice, but is one of the most important leadership skills you can acquire, whether you are a classroom teacher, house master, rugby coach, or all three.

When you understand the subtext of what a person is saying, you're suddenly in a position to provide an understanding response, i.e., to provide empathy. When you provide empathy, you nurture a connection with your boarders. That connection not only feels good, it also increases compliance. Yes, that's right.

A little understanding from you will actually make it more likely that your boarders will do what you want them to do.

When I ask new boarding staff what their biggest fear is, they usually say "that the kids won't listen." That's understandable. If your boarders don't listen and follow directions, your job will get pretty tough pretty quickly. Any leadership technique that enhances obedience would be welcome, right? Unfortunately, some boarding staff, operate under the false assumption that respect is endowed, not earned. That's right. A photo and bio on the new mobile-friendly school website earns you zero points in the eyes of your boarders.

To believe that your kids will listen to you because you're wearing professional clothing, because you're chronologically older, or (in most cases) because you're taller than they are is terribly misguided. The "magic of the collared shirt," as I call it, lasts for maybe two seconds after shaking a youngster's hand for the first time. The moment you open your mouth and begin interacting with that young person is the moment he or she begins to respect you - or not - based entirely on how you treat him or her. The kind of respect that determines whether "the kids will mind" - as one Australian headmaster put it to me - is born of connections. And one of the best ways to form healthy relationships with your boarders is to listen to them.

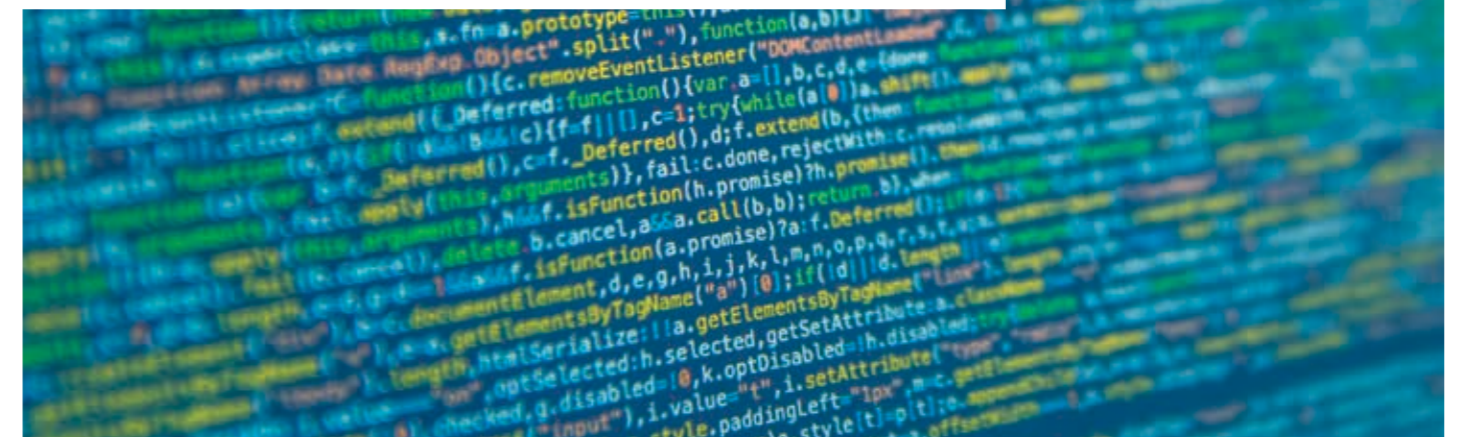
But this year, don't just listen to what your boarders say. Anyone can hear the words. Listen for what they mean. When you respond to the underlying message - to the subtext or code - of what your boarders are saying, they'll feel understood. They'll know you're interested in their experience, not only their presence. In turn, that good feeling - that feeling of "that staff member cares" or "my house master takes an interest in me" - often translates to compliant behavior. In short, they'll listen to you if you listen to them. Hear what they mean, not simply what they say. That connection through genuine understanding builds relationships.

Table 1. Categories of Code

Possible Responses	Possible Explanations (Can you think of others?)
"Code Quiet"	People keep their mouths shut because those around them are critical, disapproving, intimidating, or shaming.
"Code Underground"	What people feel deep in their hearts may be too painful, embarrassing, or anxiety-provoking to say out loud.
"Code Unknown"	People can't say exactly what they're feeling because they may not understand the situation or their emotions just yet.
"Code Foggy"	People are so overcome with emotion that they say something that doesn't make sense or isn't accurate.
"Code Smoke Screen"	People say things wildly different (or opposite) from how they're really feeling in order to hide their pain.
"Code Clown"	People joke, play, and put on a happy face out of nervousness or to mask the sadness they really feel.
"Code Barbed Wire"	People are so scared of revealing their true feelings that they act out or even lash out at others.

It would have been illogical to conclude that anyone who didn't like my pancake shot disliked pancakes (or me as a person). It would be equally absurd to conclude that people who didn't "like" my dad's heart attack post didn't feel sorry for him. And don't get me started on the number of comments that said, "Chris, I liked this post as a show of support for your father, not because I liked the fact that he had a heart attack." Naturally. But there were as many of those comments as there were comments that expressed sympathy and went on to explain that it felt inappropriate to like the post. Paradoxically, I could then "like" their statement about not liking. Absurd indeed.

There are, of course, multiple reasons why people (not just boarders) speak in code. Table 1 outlines different categories of code that alternately obscure, protect, flirt, stall, or deflect. Regardless of the cause or intent of speaking in code, it ultimately feels good to everyone to be understood. But before jumping ahead to empathy, consider some plausible decodes of the remarks above. (As an added challenge, you might want to see what category of code these children are speaking in, according to Table 1.)





Surface Content	Plausible Decodes
I don't want to do physics. I hate physics.	<ul style="list-style-type: none"> I'm tired. I'm thirsty. I've overwhelmed. I've just been bullied by a peer. I'm embarrassed because I'm not a good physics student and I don't want to look foolish in the next lesson.
Ben doesn't like me. He's always being a jerk.	<ul style="list-style-type: none"> I don't make friends easily. I'm unsure of my social standing. I don't know how to respond to someone else's bad mood.
This place stinks. All the staff here are stupid.	<ul style="list-style-type: none"> I'm homesick. Everything here seems unfamiliar. My first attempt at trying a new subject was miserable. Kids here are more competitive than I expected.

These are just a few of the many plausible decodes of the examples above. If you thought of a few more as you were reading, then you've already taken your first step into a higher level of professional education and boarding excellence. You're hearing the subtext and you're now ready to practice a more challenging skill: Responding empathically, with sensitivity to that subtext. Here's what that might sound like:

Surface Content	Possible Empathic Responses (based on plausible decodes)
I don't want to do physics. I hate physics.	<ul style="list-style-type: none"> You don't feel much like doing anything right now. Classes and homework aren't going well for you today. You're not feeling confident in your science skills.
Ben doesn't like me. He's always being a jerk.	<ul style="list-style-type: none"> Making friends can take time. It's not always easy to know how a friendship is going. Ben seems mad at you, but you're not sure what to do.
This place stinks. All the staff here are stupid.	<ul style="list-style-type: none"> Being in a new place can make you miss home a lot. The classes here are different that what you're used to. It feels as if kids are in a contest with one another.

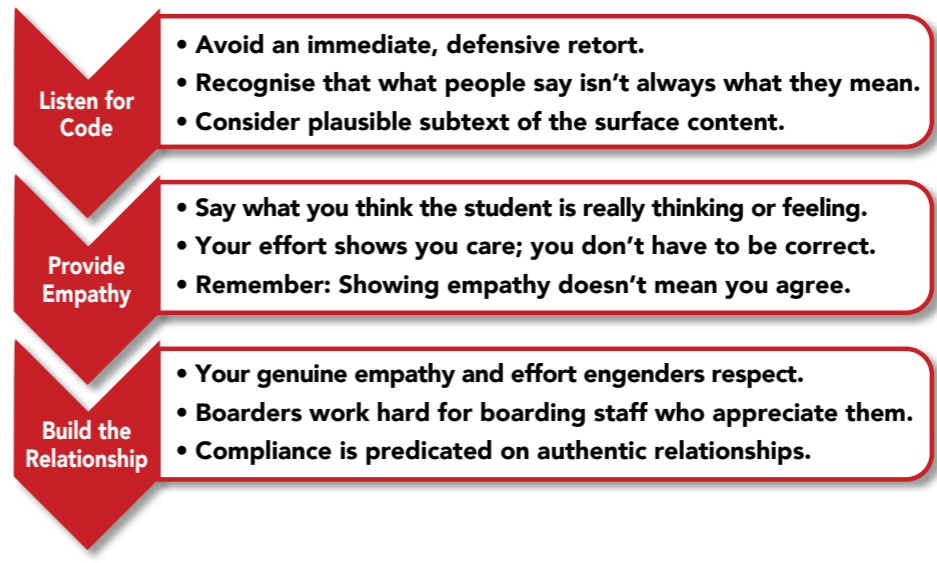
At first, these empathic responses seem like non-sequiturs. To novice boarding staff, a response such as "Aw, c'mon! Physics is a blast" rolls off the tongue more easily than "Things aren't going well for you today." That's because novice boarding staff rarely bother to decode the surface content of what boarders say. However, once decoding becomes second nature, empathic responses roll more easily off the tongue.

But wait! you object. What if I'm mistaken? What if my decode completely misses the mark? Well, you're in luck. Cracking boarders' secret code is foolproof. If you're correct in your decode and you respond empathically, then the young person you're working with will tell you. Their words (such as "Yeah, that's it," "Uh huh," or "Right") or their body language (such as relaxed shoulders, leaning toward you, or a gentle smile) will be clearly saying "You understand me" or "You get it." Getting the decode right is usually easy to detect. But what if you're wrong?

If you're incorrect in your decode or your attempt at empathy misses the mark, the young person will still tell you. Usually, He or she will say something such as, "No, that's not it. I do like physics and I want to learn more, but I just can't stand my lab partner." or "I don't miss home at all. It's just that I wanted to play football and now we can't because it's raining."

What prompts these corrections is your attempt at understanding. That attempt—as inaccurate as it may be—still shows that you care. Your effort will motivate most young people to think she doesn't quite get me, but at least she's trying. Let me just explain what's going on. After their explanation, you'll have a clear sense of what's going on and you'll be back to having a solid understanding of their coded speech. As was the case when you were spot-on in your decode, you're perched to empathize. Table 2 summarizes the flow of listening, decoding, and empathizing as a way to build meaningful interpersonal connections.

Table 2. The Flow of Listening > Decoding > Empathizing > Connecting



As you can see, decoding and empathizing work in series to build relationships, which are the basis for respect and compliance. Your investment of a little time and effort up front, as you work to understand the subtext of their speech and relate to their experiences, saves you a lot of time and effort later on, as you struggle to rebuild lost respect.

Keep in mind that empathizing with boarders' experiences doesn't mean you necessarily agree with how they're feeling or what they're thinking. Many novice boarding staff have refused to provide an empathic comment such as, "None of these classes seems interesting to you right now" because they disagree with the premise. You might love all the classes and activities at your school, but sharing that opinion isn't going to help kids feel understood. Of course, you're entitled to your opinion, so it's fine to say, "I actually like most of these course offerings and activities, but I understand that none of them appeals to you right now." Just remember: empathy is not agreement.

Good news, boarding staff! Your boys and girls will listen and follow directions. It's not automatic, but it is possible to increase compliance simply by listening for and responding to the underlying message in what youngsters say. Naturally, this skill takes practice, so stop reading this article and go find some kids to talk with. Ask them how their day is going or what's on their mind. Then, without missing a beat, decode, empathize, and watch the smile grow on their face. That's connection...and its origins are no longer secret.



Dr. Christopher Thurber is a board-certified clinical psychologist and teacher who serves on the boarding staff of Phillips Exeter Academy, a co-educational boarding and day school in New Hampshire, on the northeast coast of the United States. A favorite guest on national television and radio, Chris has keynoted educational conferences in the United States, Canada, China, Venezuela, and Great Britain. During his trips to Australia, he enjoys providing entertaining and thought-provoking workshops at boarding schools. To make a booking, email chris@DrChrisThurber.com





The Reality of Making a Difference

AUTHOR
Nicholas Volpe
Director
Gnibl



I used to produce reality television shows for the major networks in Australia and over eight years worked on many of the top shows including The Bachelor, Selling Houses Australia, The Face, Beauty & The Geek, and ABC Documentaries – you name it. But the most meaningful work by far were the five seasons of The Biggest Loser. For those who aren't fans of reality television, this show chronicles the challenges of a selected group of obese individuals as they struggle their way through gruelling challenges to lose weight and transform their lives for the better. It's an inspirational program, which would often reach over a million viewers a night, and teaches the importance of eating less, moving more and committing to positive change.

The name of the show should be "The Biggest Winner" because these battling Aussies were some of the biggest winners I've ever had the privilege of working with. Facing up to one's demons is not a task for the fainthearted (especially on national television!) and it takes the determination of Hercules to smash personal barriers and transform. After working on the show for five seasons I know just how hard it is to break entrenched habits, habits which if not dealt with lead to a lifetime of mental and physical ill-health.

Frighteningly, this is what most Australians face today. I say most because over 63% of Australians are either overweight or obese and this figure is rising steadily. The figure for children is 25%. We're not just talking about 'what you look like', that is, your image; we're talking about a condition that leads to diabetes, heart disease and a slew of other life threatening diseases that destroy individual lives and families.

I also noticed something rather ironical. The snacks available to our crew during production, instead of being healthy, were the usual quick and easy sugary drinks, lollies, biscuits, cupcakes, and pies. Instead of lifting crew morale on the long shoot days, it did the opposite. The fact is, you can only fuel the body on sugar for so long before you crash. And by the end of the season we had all put on unwanted weight and taken our share of sick days. We were talking the talk but not walking the walk.

This all points to a serious problem which is not easily solved. You only need to pick up a newspaper or any lifestyle magazine or flick on the radio or browse the web to be bombarded with words about health and nutrition. So much is said, but precious little is done. What is required is a practical initiative that really makes a difference.

I wanted to make a difference and soon realised I would have to leave television production to do so. As much as I loved working on The Biggest Loser, there were more important things to be done. How was I to find a simple, practical solution to the problem of bad snacking at work, school or university?

Firstly, because snacking takes place around the clock, snacks had to be available where and when they were needed (in schools and workplaces). We needed a vending machine that would do justice to the range by providing the required nutritional information about each product. We found the perfect model in the United States – a top-of-the-range, touch-screen machine with full colour nutritional displays for each product. What's more, shoppers could browse via a menu system of dietary requirements such as gluten-free, dairy-free, no sugar added or protein source to get exactly what they needed.

Secondly, the products. How does one determine what is healthy? Ask any six people what is healthy and you'll get as many answers. Even amongst the so-called experts – dietitians, nutritionists and naturopaths – you'll get a variety of answers. It's not surprising that most people have trouble knowing what to snack on. Even when one has made the decision to eat healthily, it's difficult to implement.

The problem is further complicated by the confusing and deceptive information on much packaging. The intention of many manufacturers is to sell rather than inform. A product may claim to be ALL NATURAL, have NO TRANS FATS or NO ADDITIVES but no mention is made of the fact that it has no nutritional value or that there are too many calories or added sugars. Navigating the minefield of confusing and deceptive information is an almost impossible task.

What to do was the big question.

We approached the top government agencies and NGO bodies dealing with nutrition and with their guidance and the hard work of our own accredited dietitian, we curated a range of healthy snacks that we were happy to put our name to.

Our philosophy was simple – to promote a balanced diet. Each snack should contribute to one of the major food groups which comprise a balanced diet as defined by the Australian Dietary Guidelines. We developed our range around this principle: "make snacking count".

We called the company Gnibl (pronounced "nibble") and spelt it in a cute playful way to attract kids to the idea that healthy doesn't mean boring. The "G" stands for "goodness" and is silent because the snacks speak for themselves, and the letters we've done away with are symbolic of the junk food snacks we've thrown out!

We wanted to build a brand that people could trust – Gnibl is that brand. Every product without exception is put through a process of rigorous scrutiny by an accredited dietitian. We're proud to provide healthy snacks to schools, universities and businesses. The range is available through our high-tech vending machines or directly to school canteens as grab and go snacks and drinks.

My belief is that it's possible to change behaviours and avert the health crisis assailing this country. It's possible to educate and empower people to make smarter food choices. But the approach needs to be shaken up – it needs to be fun, tasty, affordable and convenient! Only when the healthy choice is truly the easy choice will it become the norm. That's my mission with Gnibl.





Ageless Inspiration for the New Academic Year

AUTHOR

S. J. Middleton,
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The King's School

The summer holiday period provides us all with the opportunity to escape and decompress from the intensity of our professional lives in educational and residential settings. Yet it's not always that easy to avoid the ongoing debate and scrutiny that focuses on our professional practice during this period. If you follow a range of media publications over the summer period it is often a challenge to escape all things educational. The ebb and flow of media attention has a distinctively familiar pattern to its tidal charts, readily recognisable to those familiar with the annual examination. Extended visual graphic interpretations of these results emphasises the outcomes of schools and students through the analysis of the variety of final Year 12 results which exist across our states within Australia. These league tables and discussion tend to morph into debates over the merits of private versus public education and inevitable dissection of the performance of each. We then tend to move into debates over single sexed and co-educational results and the resultant impact of where and how we should seek to educate our children to maximise their university entrance scores.

Throughout January the debate is transformed, focusing on the rising costs of education, with both independent and government sector under scrutiny. Costs of returning to school are scrutinised for public digestions with accompanying sympathetic case studies of families struggling to meet the cost of fees and stationery. This year new threads emerged, focusing discussion on school building facilities with an emphasis on those dedicated to enhance well-being. An air of cynicism seemingly pervades some of this reporting as pundits debate the merits of mindfulness, herb gardens and thinking rooms within our schools. Declining standards in literacy against world medians further made way for sensational reporting on the growing number of students using apps such as UberEats and Deliveroo to avoid the standard tuckshop and boarding house faire.



This focus on the work which we do can so often be disheartening for those whose great work often goes unseen. In residential setting the work of staff often occurs late at night or early in the morning, supporting a student with a problem or merely helping with Maths. It is the commitment evident in caring attitude of staff and willingness to go to the extra mile to assist young people in achieving their best, often a long way from home and comfort which is often overlooked in the ongoing focus upon education at this time of year. Yet, despite this our students eventually return to school. Some are happy, others reluctant. Many are excited, aspirational and wanting to learn. For many, coming back to boarding is like returning home. A sense of belonging returns, the warmth of community glows and new and old connections are rekindled and forged.

So amidst the "hurly burly" of the start of the school year, I have turned to some ageless inspiration and wisdom from Shakespeare with some wonderful lessons and quotes which may shape and guide us as educators and of course our students in residential settings. My hope is that these quotes may provide some nourishment and reflection on the vital role, that educators, and in particular those charged with the responsibility for young lives within residential settings, reminding us of the noble pursuit of service by seeking to enrich the lives of others. At the heart of each quote from Shakespeare is a message which I hope gives some small guidance for the year ahead. It is my hope that they may provoke some reflection and inspiration.

O'this learning, what a thing it is! (The Taming of the Shrew)

Developing a love of learning, curiosity and an inquiring mind is an essential element for the growth of the learners in our care. Fostering a culture which has the dual elements of thinking and learning at its core are central ingredients of the schools of today, but even more relevant than ever in residential settings. What does learning look like in our boarding houses? How do we foster a love of learning and growth in our students in intellectual, physical, emotional and where relevant spiritual dimensions? Regardless, of the answers a community which values, encourages and celebrates learning is one that will flourish both in the immediate and longer terms.

Sweet are the uses of adversity (As you Like it)

When reflecting on building resilience in our students over the forthcoming year, Shakespeare seems almost prophetic in this perspective. If we can teach our students to harness disappointments, confront challenges and overcome adversity, slowly they will build their strength and resilience. This is an almighty challenge of course but we must continually remind them and ourselves that failure can be the best possible opportunity to learn.

A good wit will make use of anything (Henry IV, Part II)

Finally, just because we are engaged in the serious business of educating young people, it doesn't necessarily mean that we need to take this business too seriously. Finding time in your day to have a laugh, most often at ourselves and having a good sense of humour is vital in the roles that we undertake. Finding something that is humorous and light hearted and having a good laugh remains the best possible way to relieve stress and refocus our energies on that which is truly important-working with young people to help them achieve their very best!

To Boarding and Beyond

Take the five minutes that you don't have to read this article

AUTHOR

David Runge
Executive Search and
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It's late, you have consoled a homesick student, your roster for the weekend is completed, you've spoken with a few parents to let them know their child is okay and you still have two classes to prepare for tomorrow.

In Boarding, it's an all too familiar scenario.

But at what point today, this month, this year have you found the time to really reflect on where your career is going?

Over the past 15 years I have been involved in four boarding communities, looking after both senior and junior boys and girls. Together with my wife, we have raised a family in the boarding environment, having fully embraced the boarding lifestyle and all the opportunities and challenges it has presented. It is only now, with the benefit of hindsight and having moved into Executive Search and Leadership Development, that I can fully appreciate all the skills and attributes that you continually develop in boarding, and how transferable these are outside of the boarding context.

Because of the intensity of the interactions and the 24 hour nature of the role, it is my belief that boarding exposes you to a broad range of experiences which fast tracks your leadership development and potential for other roles. From a very early stage in your boarding career you are dealing with complex situations and having to make real time decisions. These decisions are usually made with a high level of autonomy and are of a significant nature. You are also managing projects, preparing budgets, having confronting conversations, liaising with senior staff and refining your judgement when dealing with a full range of student issues whilst in 'loco-parentis'.

Often the challenge is knowing exactly how these skills acquired whilst in boarding are transferable and applicable in other educational roles.



Hutton Consulting

At Hutton Consulting, we are supporting staff in Boarding Schools to grow and progress their careers and positively impact the students in their care. We work with you to identify how your current skills can be maximised in your existing role, applied to your next role, and what additional skills and experience you may require for a successful transition.

We have a unique responsibility in that we work with educators to grow their professional profile, whilst supporting schools to find quality leaders. We seek to ensure the professional talent, resourcefulness, ingenuity, creativity and passion of high quality educators fits with the desired future of the organisations we work with. Being the conduit between the schools and the educators we represent is what distinguishes us.

Whether you are in your first term in boarding or a highly experienced practitioner, understanding and developing your professional narrative starts now.....

For a confidential discussion about how to leverage your experience and best represent yourself in the current educational landscape, please contact. david.runge@hutton.education



An Inspector Calls

AUTHOR
Hilary Moriarty
Past National Director
BSA UK

There is something ironic about going to Australia's Gold Coast resort Surfers' Paradise to talk about inspection for boarding schools: in the midst of relaxation, rigour. With great blue waves crashing outside, waving goodbye to the old days of, 'It's my boarding school, I'll run it how I like,' or worse, 'It's my boarding house, so what if it's different from all the others!'

Because in the twenty first century, the Head may still like to think he's close to God-status, but he isn't, and he can't run the school according to his own idiosyncrasies. And it does matter if a boarding house offers its residents a completely different experience from that available to students in other Houses on the same campus. And Inspection is one of the vehicles of change, one of the instruments for ensuring that between houses, between schools, across the country north, south, east, west, for girls, boys and trans-gender students, young or old, the experience of boarding is good. Even better, it could be excellent. And if, as most schools would hope and intend, that's what you want it to be, then inspection is your friend.

A published definition of 'Excellence' is just what you need, a route map from where your school and your practice are now, to where you would like them to be. Excellent. Up there with the best of them - stellar. Less subject to the whims and vagaries of personal, individual and sometimes idiosyncratic regimes.

So addressing the ABSA Conference in September 2016, on the subject of inspection, felt like a fitting end to my career, leading boarding schools from 1993, ending with eight years as National Director of the Boarding Schools' Association. The revolution in British boarding, making it (we still believe!) the best in the world happened on my time, on my shift. In 2002, BSA under my predecessor Adrian Underwood was largely responsible for devising the first National Minimum Standards for Boarding, all 52 of them, each with many sub-definitions, many ways to be excellent laid out on the page, finger-stabbing for the use of: 'Look - it says here...!' And the walls

came down, in some cases on hundreds of years of individual and fiercely defended practice, possibly looking to the outside world very dodgy indeed - remember fagging? - but sustained by authority with a shoulder shrug, 'But that's what we have always done - the boys love it. . .'

BSA helped revise the standards in 2012 - nothing, after all, stands still. But even streamlined, they provide absolute clarity about what a school is trying to do for its boarders. Schools have a lively awareness that an inspection team could arrive at any time - which is great for the peace of mind of boarders and their parents. Regular inspection is of course the norm, in itself a good discipline. But 'out of the blue' is also possible, in response to an emergency call, perhaps to the Independent Schools Inspectorate (ISI) which does the inspections, or to the Department for Education (DfE) itself, which would then send in ISI on its behalf. A call from an inspector at eight in the morning, announcing, 'I am on your doorstep - please let me in,' is a scary thought. But knowing it could happen helps to keep schools 'inspection ready' at all times. Which is just as it should be.

We like to think ours are great schools, but we would say that. Agreed and transparent standards, a rigorous, impartial inspection service producing publicly available reports - these are the things that make 'Great!' true. And then you can go to the beach - and relax.

Hilary Moriarty was National Director of the Boarding Schools' Association, 2000 - 2014. She continues to inspect boarding for the Independent Schools Inspectorate (ISI) and consults with schools to advise on inspection-readiness.

Student Concierge Services

Our Story

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collapsible crates and boxes,



The SCS journey began just 18 months ago. Growing up in rural NSW, our childhoods were spent at boarding school, and thus our family holds strong generational ties to boarding communities in NSW.

As a result of research conducted, observations made and discussions held with boarding parents both offshore and onshore, it became clear to us that the style of boarding student has changed over the past 20 years. There are an increasing number of expat families, international students and isolated regional families sending their children to boarding school. Schools are offering appealing programs such as bursary and scholarship and providing those less fortunate with a valuable opportunity.

This new style of boarding student presents challenges for schools and parents, as students need to assume personal responsibility for many tasks. Insurance, OH&S and daily management issues all require consideration.

SCS

- a Partnership with Schools and Families

This partnership commences from orientation day when SCS shows parents and students firsthand how boarding lives can be made pain and hassle free. Campus life is demanding and SCS ensures students' focus is on learning and offers parents peace of mind that their children's needs are being met.

SCS assists with holiday storage and linen packs, laundry and dry cleaning services to uniform labelling, transport and accommodation bookings. SCS looks after the collection, cleaning and return of personal belongings as well as one off requests such as the delivery of a birthday cake. Recently we partnered with Datacom and introduced a BYOD service.

SCS Packages and Services

At term end, SCS collects students' personal items, stores them securely over the holiday and returns them at the start of term. SCS ensures a clean term start with their uniform and laundry packages.

As naming clothing is a compulsory requirement for boarders, SCS labels all uniform items delivers them at the start of term. Dry cleaning, washing, ironing and folding are also offered.

School Packages

SCS offers quality storage products to students such as collapsible crates and boxes, industrial laundry bags and hat boxes. This resolves logistical challenges and mitigates the risk schools currently face in providing their own storage to students. As we are now servicing schools on a national basis, we are eager to discuss how SCS can assist in the outsourcing of boarding requirements.

Testimonial

I used SCS for the first time end of 2016 to remove and store the girls' belongings. The girls in the boarding house had never had to remove their belongings over a term break before and this caused some significant issues in terms of thorough cleaning, security of their belongings and sheer volumes of what was being kept in their rooms and around the house. Initially there was kickback from the girls and their parents because it was change and it was different but the benefit far outweighed the angst. The maintenance team were able to get in and fix all of the little issues, the cleaning team were able to do a thorough deep clean and I knew that when external groups used the building my girls' belongings were safely stored offsite. Their privacy was protected and it meant that a lot of unnecessary items were removed from their rooms and the boarding house. A fresh, clean start for 2017!

Danielle and her team were fantastic! Incredibly organised and response times were very fast even for my annoying little questions. The removal was quick and did not disrupt the end of year activities at all. SCS is a very professional organisation and I cannot recommend them highly enough.

Caralyn Dea
Head of Boarding
TOORAK COLLEGE

19 Simple Ways to Boost Your Self-Esteem Quickly

Self-esteem is the reputation we acquire with ourselves

AUTHOR
Dr Tim Sharp
aka Dr Happy

Low self-esteem is unfortunately a self-fulfilling prophecy. The worse you feel about who you are and what you do, the less motivation you'll have to do what it takes to build your self-esteem. From there it's easy to spiral down into a cycle of negative and circular thinking, keeping you mired in damaging - and erroneous - beliefs.

How can you stop this vicious cycle and start moving yourself in a more positive direction? It's a process, and it won't happen overnight, but there are things you can do to get it started and keep it moving. Here are 19 powerful ways to improve your self-esteem quickly in order to start feeling more confident.

1. Master a new skill

When you become skilled in something that corresponds with your talents and interests, you increase your sense of competency.

2. List your accomplishments

Think about all the things you've accomplished, then write them down. Make a list of everything you've done that you feel proud of, everything you've done well. Review your list when you need a reminder of your ability to get things done and to do them well.

3. Do something creative

Creative tasks are a great way to put the flow back into your life. Creativity stimulates the brain, so the more you use it, the greater the benefits. Pull out your old guitar, write a story or poem, take a dance class or sign up for a community theatre production. When you add the challenge of trying something new, it helps you even more.

4. Get clear on your values

Determine what your values are and examine your life to see where you're not living in alignment with what you believe. Then make any necessary changes. The more you know what you stand for, the more confident you will be.

5. Challenge your limiting beliefs

When you catch yourself thinking negatively about yourself, stop and challenge yourself. Don't let yourself be limited by erroneous beliefs.

6. Stand at edge of your comfort zone

Stretch yourself and move to the edge of your comfort zone. Get uncomfortable - try something new, meet different people or approach a situation in an unconventional way. Confidence begins at the edge of your comfort zone.

7. Help someone

Use your talents, skills and abilities to help others. Give someone direct assistance, share helpful resources or teach someone something they want to learn. Offer something you do well as a gift to someone.

8. Heal your past

Unresolved issues and drama can keep you trapped in low self-esteem. Seek the support of a trained counselor to help you heal the past so you can move onto the future in a confident and self-assured way.

9. Stop worrying about what others think

When you worry about what others will think of you, you never feel free to be completely yourself. Make a firm decision to stop worrying about what other people think - begin making choices based on what you want, not what you think others want from you.

10. Read something inspirational

A great way to gain more self-esteem is to read something that lifts you up and makes you feel positive about yourself.



11. Reclaim your integrity

Define what integrity means for you, and ensure that you're living in accordance with that understanding. If your life isn't aligned with your character, it will drain you and leave you feeling bad about yourself.

12. Let negative people go

If there are people in your life who are negative - who have nothing positive to say or who put you down or take advantage of you - do the smart thing and let them go. The only way to find your self-esteem is to surround yourself with supportive positive people who admire you and value you.

13. Draw a line in the sand

The best way to find your self-esteem is to create personal boundaries. Know what your boundaries are and how you wish to respond when people cross them. Don't allow others to control you, take advantage of you or manipulate you. To be confident is to maintain firm boundaries.

14. Care about your appearance

When you look your best, you feel your best. Dress like someone who has confidence and let your self-assurance come through in how you look.

15. Welcome failure as part of growth

It's a common response to be hard on yourself when you've failed. But if you can shift your thinking to understand that failure is an opportunity to learn, that it plays a necessary role in learning and growth, it can help you keep perspective. Remember too that failure means you're making an effort.

16. Always remain a student

Think of yourself as a lifelong learner. Approach everything that you do with a student's mentality - what Zen Buddhists call Shoshin or "beginner's mind" - open, eager, unbiased and willing to learn.

17. Face your fear

Allow yourself to feel afraid but keep going anyway. Self-esteem is often found in the dance between your deepest desires and your greatest fears.

18. Become a mentor

Be there for someone who needs your guidance, your leadership and your support. Their respect and gratitude - and watching them progress with your help - will add to your self-esteem and self-respect.

19. Define success

Clarify what success means to you and what it means in terms of your confidence. If you really want to do something you will have to find the self-esteem within yourself to just do it.

Strengthening the Culture of Care

Engaging Bystanders to Make a Difference

AUTHOR
Rachel Downie
Founder
Stymie



Australian schools have some of the worst bullying rates in the world. 1 in 4 of our students are bullied every day, 43% of our students are bullied online and 53% of Australian kids admit to isolating and dehumanizing other kids online. I am passionately engaged in trying to turn around our 'cultural acceptance' of bullying and harm.

I am Rachel Downie and I created stymie.com.au, Australia's only anonymous bullying and harm alert system for use in schools. I have been an educator for 25 years and have only recently left my school to run Stymie full-time.

The motivation to create Stymie was borne out of tragedy; one of my year nine students committed suicide after being bullied for many years and it was not until after he died that we found out what had been happening online, in our school, and in his home. The student body knew what was happening but those of us in positions to help were not aware of the breadth and depth of the exclusion and harassment that this student was subjected to.

So after a great deal of research and time and help from web developers, I created a safe place for students to speak up without fear. I am happy to say that they are using it and they are using it responsibly because it is accessible and easy for both teachers and students alike.

Bystanders are encouraged to make notifications about someone who they believe is experiencing harm. They make the notification anonymously through our site and it is passed on to the student's school. The notifications can also have screen shots attached to them of inappropriate social media posts or harmful texts. Stymie is not privy to the content of any of the messages; that data is specifically for your eyes only.

The school then confidentially approaches the student who is experiencing distress and they work together through the most appropriate wellbeing process. The important thing about this process is that this first conversation lets the student know that they are not alone and that is empowering stuff.

Stymie has been running nationally for five years and we have Principals contact us regularly to share how Stymie is making a difference in their school. Students are reporting everything from illegal activity like the selling of drugs, to self-harm, suicide ideations and other types of harm to their school communities and to school individuals.

A notification sent through about a year eight student in NSW said that she had been avoiding school and was anxious and frightened about coming to school. The notification also outlined how she had been self-harming and that this was escalating. After the student had been approached by the counsellor, they uncovered that she had been bullied by the same group of girls since Grade four and she was at the end of her resilience.

A group of notifications was sent about Year nine boys in Victoria who were pressuring Year nine girls to send inappropriate images of themselves. The girls took screen shots of the threatening texts and sent them in with the Stymie notifications.

Students in Queensland took screen shots of a Year ten boy's suicide ideations on Facebook. The school was able to act quickly and find the appropriate treatment pathway for this student who has now finished school and is undertaking studies at University.

Students at another Queensland school made notifications about girls in Year nine who were dealing drugs in their school. Apart from discovering the extent of the drug dealing, the school's investigation also uncovered some obvious problems in the students' lives at home. The school has said that they would never have suspected this particular group of students as being capable of such things.

These are only a few of the many positive outcomes that have been shared with us. One thing is clear though; big events start as small ones and our pilot schools have discovered that they are uncovering situations that over time, would most certainly have escalated into something far more serious.

Stymie is proactive. We offer presentations for your whole school community about creating a culture of care by being responsible for what your students say and by being active bystanders. We have surveyed over 15,000 students about their device and internet usage and the results are eye-opening; we would love to share them with you.

Please watch our vimeo: <https://vimeo.com/81910487> <https://vimeo.com/81910487>
Follow us on Facebook: facebook.com/stymieau
You can email: rachel@stymie.com.au or call 0401 410 310

Promoting student wellbeing
stymie.com.au



promoting
student wellbeing

Stymie is an anonymous online reporting tool for schools. It allows bystanders to send anonymous notifications about someone who they believe is being bullied or harmed.

Students are using Stymie to report illegal activity, bullying, harassment, poor online behaviour and other forms of harm to individuals and their school community.

Get in touch to find out more about how Stymie could integrate with your school's wellbeing framework.

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web: www.stymie.com.au





5 Boarding Resolutions Every Professional Should Make

AUTHOR
Tracy Shand
Boardingology



Just do it (or don't do it)! January has gone. It is time for feel good February to kick in to set the tone for the year. It is time for lesson two in your Manage Boarding Anywhere journey. To lead others you need to lead yourself first. It is time to invest in you to build tomorrow your way while capitalising on your lifestyle choice. Are you ready to write a new story for 2017? Remember you are more than just boarding.

With all the hours you work in boarding, it is easy to count your life in weekends. Do you do that? Make 2017 the year that boarding is part of your life, not running it. You are a parent, grandparent, daughter/son and so on. It is time to make memories that will stay in your family forever. Where can you start? Plan a family weekend. Be spontaneous one day. What other options can you think of? Get started today. Why? Because you will never get that time back.

Make your duty time work for you.

You can't build tomorrow by standing still today. Boarding hours are long and at times it is so quiet. How can you use this time wisely to get ahead? It is now time to take action. What can you add into your duty time that will set you up for success? How about signing up for an online course or buying a book in an area you are interested in? How will your life grow if you learn something new every day? If you want to go the extra mile, become a Boardingpreneur. Create a project to meet a need in your school and run with it.

Take an exeat.

Yes, take an exeat. Exeats are for everyone. Have you ever heard of a paperwork exeat in your school? So why do so many of us do it! When the boarders go on their next exeat, plan to do something amazing that evening. You can still catch up with what you need to do. What else can you do during this time to have fun? If your school does not have exeats, take time to plan your holidays. Your holidays are precious time to rest and recover.



Grab a jar and a bucket.

Have you got them yet? It is time for you to plan your year using these two simple low budget props! Get some paper and a pen now. As you can see it does not involve going to the gym, not eating chocolate or some other random resolution that you are sure to have broken already. It is as easy as 1,2,3.

Boarding Magic Jar

Decorate the outside so it stands out and makes you smile.
Cut up some paper. Leave a pen by the side.
Write down every achievement or ahh moment.
Date it. Fold it and put it in the jar.

If you are having a bad day, just tip out the jar and read the amazing difference you are making.

Boarding Bucket List

Get a small bucket. A little desktop one not a kitchen bin.
Decorate it with your best creative art. It needs to make you smile!
Cut up some paper. Leave a pen by the side.
Write down at least 12 things you want to achieve in 2017.
Go small, go big, go crazy - it is up to you. Fold it and put it in the bucket.

Now do not cheat with this one! Make all of the paper the same colour. This is a living project so add in anytime you think of one. Pick a day. Now select a challenge. Challenge accepted! How are you going to get there?

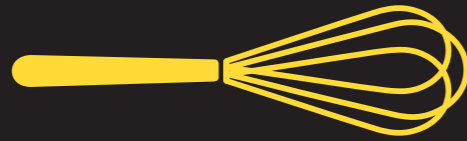
Your wellbeing is in your hands.

The place that you are at today is because of the decisions that you have made. What is your definition of being well? How are you managing? What would your family or friends say? To be able to support the next generation for success, you need to look after number one. You can get more time, a better job, but one thing you can't get back in the same way is your health. Being healthy is the key to success. Take time to write your own wellbeing charter. A charter that you stick to that will mean you are taking the best version of yourself into the boarding house. It could be having a quiet breakfast in your house one day a week. A family meal together with no technology to reconnect with your loved ones. What other ideas can you come up with to move forward?

At the end of the day your future is in your hands. Personal time is precious in your boarding world. Whatever your dreams are for 2017, take time to make them a reality. If you spend an hour a day working towards your definition of success, by December 2017 you will have devoted 365 hours to moving forward. Not bad with your lifestyle choice. Now, how can you make that happen?

Have a great 2017. Write that story, create those memories and stay well in your boarding world. Give yourself permission to create an amazing year.

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



Chartwells is all about providing the best quality catering solution in the residential space and we are passionate about this. Our focus is on boutique style food and service that reflects your particular environment, in an innovative and creative way.

The Chartwells team has had a busy start to the year with a number of new partnerships being mobilised around the country. Many of these have included significant refurbishment and building programs and have been endorsed by glowing student reviews.

Chartwells

We cook smart. You eat smart.

Who can believe that it's already March and we are well in to the first term of 2017! It has been a very busy and successful start to the New Year for the Chartwells team with a number of mobilisations nationally. We have started boarding, retail and function catering at a number of schools including Hale School in Perth in addition to retail at both St Mary's Anglican Girls' School and Servite College.

In Victoria we commenced boarding and function catering at St Patrick's College in Ballarat and in Queensland we have mobilised 3 residential Colleges at James Cook University.

For us, being able to cater for residential students as they make their journey from secondary school through to University is a rewarding and fulfilling one as often we are catering for these students for up to 9 years of their lives.

One thing is consistent during this time and that is our focus on providing a warm and engaging environment along with a focus on 'smart food' and choice. Our role, as caterer, is so integral to the happiness and wellbeing of students and we take this seriously. At the end of the day we are often responsible for up to 95% of their daily food intake and, as such, we go to great lengths to ensure that our menus meet the criteria and guidelines of our 'smart food' program. An 80% minimum ratio of freshly prepared to bought in product underpins this, as does a focus on seasonal produce and minimisation of fats and sugars.

The relationship between a balanced and sustaining diet with healthy sleeping patterns and mental and physical

output cannot be underestimated and the research in to the correlation between poor diet, lack of sleep and health issues cannot be underestimated.

Our creation of revitalised dining environments, warm and homely spaces and colourful counters of freshly prepared and batch cooked menu items can also genuinely influence the day and this is what we love about what we do.

Starting the day with breakfast items such as blueberry, ricotta & honey wholemeal pancakes with maple syrup or our own sugar free granola with dried apricots, sultanas & coconut followed by lunch choices such as thai red beef curry roti bread pockets with tzatziki, baby spinach & cucumber salad or spaghetti with pan seared chicken, broccoli, tomato sugo & shaved parmesan and then completing the day with an evening meal of sticky chinese pork belly with chilli glaze, wok seared vegetables & long grain rice or caramelised onion, mushroom & pumpkin risotto with crumbled feta & roasted pumpkin seeds is the type of smart food that we prepare in our kitchens. Obviously each school is unique and the demographic of students the same and, for this reason, we tailor our service and our menu design for each. There is no doubt that there is also still a place for the classics and our menus reflect this and are presented accordingly.

We look forward to making a positive difference to the thousands of boarders that we will cater for this year and want to reassure you of just how important this is for us all.

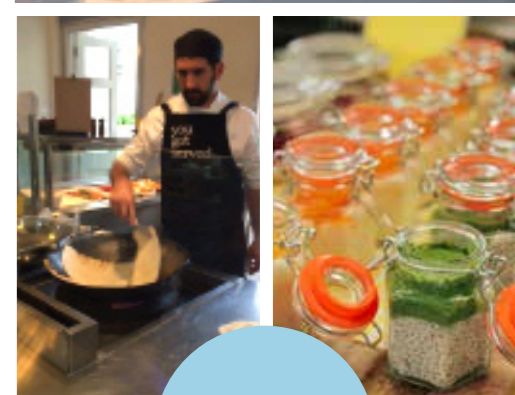
the Chartwells team

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

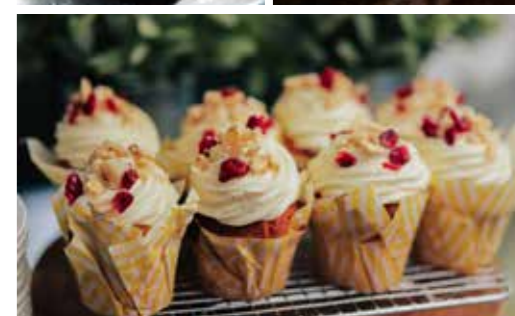
George Michaelides
Director, Business Development
Chartwells | 0404 000 931



DELICIOUSLY
WHOLESOME



smart
food.



Chartwells



The Truth about Turmeric

AUTHOR

Sarah Whitworth
www.forevernatural.com.au



Curcumin is the Active Component of *Curcuma longa* L (Turmeric). Turmeric health benefits rely on this yellow-orange coloured, lipophilic polyphenol substance, Curcumin. Curcumin is acquired from the rhizomes of the herb.

Recent research in both clinical and preclinical studies has proved Curcumin to possess anti-inflammatory and anti-oxidant properties. Whilst also boasting Neuroprotective and hepatoprotective properties!

Its all the hype today, turmeric lattes, turmeric this and that, in-fact people are even trying to sell it in powders mixed with a million other things (to try make it taste good) and flog it as natures superfood.

Don't get me wrong, it is and can be a powerful superfood. I think however a lot of people don't know it actually has extremely low oral bioavailability. Low bioavailability can therefore dampen the effects as a "therapeutic agent".

The reason for this is that Curcumin is poorly water-soluble but highly permeable, meaning it has limited intestinal uptake with rapid metabolism.

The good news is due to advancing technologies and modern science, curcumin has been heavily researched and valid information regarding specific agents to aid its absorption is readily available. Research has been developed to overcome limitations and enhance the bioavailability because of the known benefits to health states on so many different levels.

Recent research studied the release of curcumin within a water solution, direct oral and in the form of a nanoemulsion. The bioavailability of nanoemulsion was found to be ten fold higher than that of a direct oral delivery. Sounds crazy right? You think just straight Turmeric would be best for you in terms of all the claimed "health" benefits – however as the research presents, it's not properly absorbed this way. Turmeric itself is not properly understood and this is why I decided to share this information with you. The active constituent curcumin yields all the amazing healing properties, and this, in high doses it what causes a therapeutic effect, but only when made bioavailable.

Nanocurcumin has been developed so that curcumin can be transformed into nanoparticles that essentially become easily deliverable to the human body therefore making curcumin more bioavailable.

Particles become more targeted toward tissues, leading to faster delivery to the cells and longer half-lives (stays in the body longer).

Thus, encapsulating curcumin into hydrogel nanoparticles yields a homogenous curcumin dispersion when orally administered.

Nanoemulsions aren't the only form of making curcumin more available, there is liposomal encapsulation, PLGA encapsulation, etc, however you get my point. Besides supplementation for certain conditions, we can however still enjoy Turmeric raw and absorb the goodness.

Here's how...

Ever heard that pepper increases the absorption also, well this is scientifically, true, but who's responsible? It is the major component of black pepper, Piperine.

Piperine is an inhibitor of hepatic and intestinal glucuronidation and is also shown to increase the bioavailability of curcumin by 2000% with co-administration. That's right, adding pepper with curcumin enhances serum concentrations and extends the bioavailability! So get cracking! Curcumin is also fat soluble – meaning without fat, it cannot be easily absorbed.

In order to make the most out of taking turmeric in any form – it therefore is more readily available to you with the presence of fat.

That's why its original form as a spice in curry is probably the best way to have it naturally, because of the fat content of perhaps meat or coconut based products and more than likely, pepper.

Here are some ways to have Turmeric to ensure its absorption:

- In a curry!
- Mixed with some olive oil and put over veggies with cracked pepper
- Adding to a smoothie that has a fat in it – like avocado or coconut oil
- Sprinkle over avocado
- Add a teaspoon to whatever hot beverage you are drinking – if it has milk that will aid in the absorption.

SOME RECIPES

SMOOTHIE RECIPE

1-3 tsp of organic powdered turmeric (make sure if you are using a powder that is a good source)

or

1-2 tablespoons of grated fresh turmeric

½ an avocado

1 banana

pinch of cracked pepper (trust me)

½ cup of coconut milk

300ml of water

handful of mixed berries (good quality frozen is ok too)

Handful of cabbage leaves

Tablespoon of Chia Seeds

If you feel like some added blood sugar stabilisers and anti-inflammatory action – try adding some ginger, cayenne and/or cinnamon!

TURMERIC GOLDEN PASTE

½ cup turmeric powder

1 cup water

1 tsp of ground black pepper

¼ cup of olive oil or coconut oil

Place turmeric and water into pan on stovetop

Stir until a thick paste forms – approx 5 min

You can adjust thickness by adding more water or turmeric

Add pepper and oil and keep stirring

Allow to cool before placing in an air tight container, this will keep for a month at least in the fridge.

You can use the paste for curries, turmeric milk, As the base for a hot drink, you can also add cinnamon, ginger and honey to taste when making milks or hot drinks, enjoy!

TURMERIC FACE MASK

With my beauty therapy background I always find myself experimenting with ingredients topically – hence my face product range and bath salt range.

Recently I came across some face masks ideas using turmeric via pinterest

Eventually just made up my own

Yes I was scared it would make my face orange however you just need a little bit!

INGREDIENTS

Generous dollop of Yoghurt – soothing, cooling, softening

½ tsp of turmeric powder – antioxidant, antiinflammatory

½ tsp honey – antimicrobial

1 tablespoon of avocado (this is always good if you open an avocado and its not good to eat, I always save it for face masks) High in Vit C and good oils

5 drops of avocado face oil (available on my website) – adds silky texture to the mask to better soften the skin – also high in Vit C.

Mix all together in a little bowl and the SMOOSH – yes i said SMOOSH all over your face.

Enjoy <3

TIP – I usually put the mask on and then hop in a hot bath – I find the steam from the bath really opens up the pores on your face for better penetration of ingredients.



Funding School Fees

A New Solution to an Age-Old Problem

AUTHOR

Jack Stevens
Co-founder & CEO of Edstart



It was 1972 when my grandfather took the local job that no one else would – the nightshift furnace stoker at the local steelworks – to supplement the income from his day job. Why? Because he was paying for three kids in boarding school and there was no way he was going to pull them out.

He chose to spend eight hours a night shovelling huge lumps of coal in unbearable heat because he shared the same core belief as many other parents; that a good education was the greatest gift you could offer your children. My mother was the beneficiary of this education, herself going on to become a teacher serving in schools all around Queensland.

It was this same set of values on which we founded Edstart. We believe that education is the world's most powerful investment, and our purpose for existing is to help people pay for it.

While almost half a century has passed since the story of my grandfather, the financial burden of school fees is largely unchanged for families today. Every day our customers share the same stories of sacrifice and what it means to them to be able to invest in a great education for their kids.

This challenge exists in parallel for both schools and families. Schools are under pressure to control fee increases whilst managing escalating operating costs, regulatory burdens and the prospect of dwindling government funding. Despite best efforts to control fee inflation, families now face school fee costs in excess of \$100,000 per annum for multiple boarders at top tier schools.

Almost two years of research and development went into Edstart before our first offering was launched to the public. We have leveraged the latest technology to deliver both a better product and better experience for our customers, with an intense focus on solving problems for both schools and families more effectively than ever before.

How does Edstart work?

At Edstart, we have developed a financial product to help families manage their school fees more simply and easily. At its core, Edstart allows parents to spread out their school fee payments over a more manageable period (e.g. paying for six years of secondary school over a ten year period) while schools still get paid on time.

Edstart pays every fee invoice directly to the school and collects repayments from families over the period they choose.

What does this mean for schools?

Having families using Edstart means that:

- Schools get paid on time, every time
- Operating cash flows are improved
- Finance administration time and effort is reduced
- School and boarding house places are more easily filled by improving affordability.

What does this mean for parents?

Using Edstart means that parents have:

- Lower annual school fee payments
- Reduced reliance on inappropriate funding sources (eg. credit cards, mortgage re-draws which may take 20+ years to pay down etc.)
- Convenience of all school fees combined in one simple monthly payment
- Flexibility and choice of a facility which can be changed or paid down early at any time with no extra fees.

As a new ABSA partner, we are committed to working closely with the boarding community to deliver the best possible fee funding solution for schools and their families.

Jack Stevens is the co-founder and CEO of Edstart, a Sydney-based company that specialises in private school fee funding across Australia. Prior to founding Edstart, Jack held senior corporate finance and consulting roles at KPMG while supporting several social enterprises and non-for-profits in a voluntary capacity. He has also previously worked and studied at Bond University. Jack is a qualified Chartered Accountant and holds degrees in Finance and Accounting.



**FILL THE GAP
IN YOUR SCHOOL.**

CONTACT US TODAY

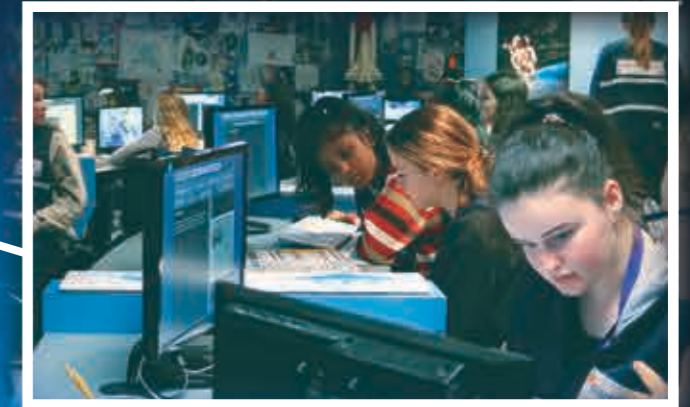
(07) 5527 1822
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Junior Space School students trying out their NASA flight suits



HASSE exclusive dinner with Dr Leroy Chiao, Engineer, NASA astronaut, Commander of the International Space Station, special advisor to the Houston Association for Space.



Senior Space School students on mission in the NASA Challenger Centre



Senior Space School students behind the scenes at AdAstra

HASSE Space School inspires Australian students

iVicon and ABSA are pleased to announce a new partnership bringing HASSE Space School to Australian students.

From our earliest books and cartoons, whether you are from the Astro Boy or Buzz Light year era, the appeal of the final frontier remains an exciting but largely unattainable dream for many of us. Delivering HASSE Space School, iVicon aims to change that; to inspire a new generation of space enthusiasts, scientists, engineers and leaders for tomorrow.

Recognising the challenges facing students and young job seekers today, iVicon's vision is to empower youth for the changing times. The pace of change in society over the next 20 years will outpace the change we have experienced in the last five thousand years. An expected 50% of current jobs will disappear; over 50% of jobs in the next 20 years do not exist today.

Seven Survival Skills:

- | Critical Thinking & Problem Solving | Collaborative & Teamwork |
- Leadership & Responsibility | Initiative & Entrepreneurialism | Effective Communication
- | Accessing & Analysing Information | Curiosity & Imagination |

It is so important that young people learn and master their Seven Survival Skills. They must successfully navigate and create the pathway for dozens of different careers, and many jobs within each career, throughout their work life. They must adapt and adjust through this constant changing landscape. They must be more than a capable job seeker, they need to become innovative job creators.

HASSE Space School delivers an international program providing students with a once in a lifetime opportunity to participate in the ultimate STEM experience. HASSE Space School inspires lifelong learning and an understanding of the breadth of STEM-careers, all with a strong foundation of personal development and business management principles.

Senior Space School students with NASA Engineer Dr Heather Paul



There are two expeditions, one for Junior students in years 7, 8 and 9; and the second for Senior students in years 10, 11 and 12. Both programs are built on a common three-pillar framework:

- Enriched and exclusive space science activities based at NASA;
- Inspiring leadership development through teamwork and guest speakers from NASA; and
- Engaging personal development program.

The Houston Association for Space and Science Education (HASSE) is a non-profit educational organisation in the US. They work closely with NASA staff and facilities to deliver educational programs designed to inspire and cultivate the leaders of the next generation. The HASSE network is a supportive, enthusiastic team of people that believe passionately in educating young adults – students will meet astronauts, hear from engineers and work on life-like projects currently challenging NASA scientists.

Junior Space School astronauts getting ready for mission



iVicon Australia is the bridge between educator and industry, bringing this outstanding program to students in Australia. An international organisation, iVicon has over 10 years of experience with over 8,000 students internationally having participated in their programs. In its second year of program delivery locally, iVicon Australia has customised the international program to be even more empowering and relevant to Australian students.

The iVicon-ABSA partnership will see a combined tour put together for 2018, with students from all ABSA member schools invited to participate. This is a fantastic opportunity for students to immerse themselves in the personal development modules around creativity, team work and collaboration while making new friends from across the country.

Junior Space School is astronaut training for youth and is an engaging hands-on adventure. Students learn about space travel, the development of space-related technology and are lead through several simulated missions. This program is focused on providing relevance to, and inspiring passion for STEM through exposure to space and broader 'earth' science exploration. Every step of the way they are guided to build skills in goal setting, project planning and problem solving.

Senior Space School is the MBA for Youth. With greater program depth, students have incredible access to NASA. They visit areas not accessible by the public; and engage directly with NASA experts to design and plan their own space mission within a given budget. An immersive program that hones their individual leadership, project management, resource allocation crisis management and team work skills.

The HASSE program is truly unique with rich context based application of business management principles that include the 'Seven Survival Skills' by Harvard Professor Tony Wagner. Students learn to challenge themselves; developing skills from critical thinking and effective communication, right through to innovation and leadership. They are motivated to apply these skills throughout their expedition and in their everyday lives.

As they move through the program students are constantly encouraged to ask questions, to think logically and reasonably about new concepts, and to solve compelling and complex problems. The support of experts from NASA and other leading institutions fosters new levels of collaboration and teamwork; and as they work on missions with no right or wrong answers, they can see themselves the value of their own creativity and imagination.

ABSA and iVicon together are looking forward to seeing more STEM-inspired Australian students. Through the strong ABSA network we can offer even more students the opportunity to join this immersive international study program.

For more information on HASSE Space School please contact:
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Sharing Best Practice – Supporting International Boarders

AUTHOR
Hayley Hall
Senior Residential Assistant
International Boarders

On Wednesday 23rd November 2016, myself and Rosie Broderick (Director of Boarding at Wilderness School) put together an ABSA workshop on Supporting International Students in a boarding environment. This was a direct result from the feedback that Darren Roylett, the Director of Boarding at Prince Alfred College (PAC), had received from boarding schools in South Australia saying that it would be very useful if we could share best practice.

At Prince Alfred College my role is Senior Residential Assistant for International boarders. This year we have 132 boarders and within that group we have a cohort of 33 international boarders ranging from Years 7 to Year 12 who fall directly under my care. These boys come from a variety of countries such as Canada, China, Hong Kong, Korea, Vietnam, Thailand and Malaysia. At PAC the positive integration of these boys into our boarding community is essential in order to operate a highly functional, positive and progressive boarding environment. Over the last three years our number of international boarders has ranged from 25 – 45 and we have endeavoured to test innovative ways of supporting them. For these reasons we were happy to share our best practice.

Around 25 boarding staff and teachers attended from five different schools across Adelaide. It was great to have such a diverse mix of people in the room. During the workshop, we shared not only what has worked in terms of fostering positive integration and offering the best support, but also what hasn't worked. This gave delegates an opportunity to learn from our mistakes and build on our successes. There were also opportunities for the delegates to share the challenges they have been facing. One of the really reassuring points, was that everyone in the room tended to have similar challenges around supporting international boarders. This meant everyone benefited from sharing best practice.

For me personally, collaborating with Rosie Broderick in preparation for the ABSA workshop and having time to bounce around ideas was hugely beneficial. It

reminded me of how important it is that we reach out to other schools and find opportunities to work together. When we do this both schools grow and it also creates openings for your students to form new networks.

As a result of our collaboration with Wilderness School, one of the ideas that came about was a focus group. We invited ten of the Wilderness boarders (a mix of international and non-international boarders) to dine with the PAC boarders and have a discussion around some of the issues we face with integration within our boarding communities. After they had enjoyed a delicious meal together, we split them into small groups and tasked them to brainstorm how we can support international boarders better within our respective boarding houses and how we can foster better integration. The feedback was hugely beneficial. They were honest about what they found had worked and what they thought didn't work. Most importantly, it started a genuine and honest conversation between the international and non-international boarders, the conversation within itself acting as a rapport building activity. They shared frankly and honestly their own misconceptions of each other, which in turn allowed some walls to be brought down.

Over the last three years, within my role as Senior Residential Assistant for International boarders, my focus has been on improving integration within our boarding community. I have designed team building days, challenged established norms and worked tirelessly to create a unified boarding community, which I'm pleased to say has seen its successes along the way. Therefore, when we held this first focus group and I witnessed the boarders communicate in this way, all my hard work up until this point seemed worthwhile. In that moment, I realised we had turned a corner with our integration and we were now about to start a new chapter.

Therefore, as a result of this initial focus group, I am now rolling out focus groups with each year level, making the boys responsible for integration

within their own year levels. To give you an example, I met with the Year Tens last year and they decided that this year, every Wednesday, they are going to organise group activities after homework. They have split their whole year level into teams (all with a mixture of international and non-international boarders) and are coming up with competitive games each Wednesday night. As the term progresses they will be nominating boys for awards such as most involved and most committed etc. The boys are taking responsibility for their own integration, which is a huge step forward. Even after the first meeting when the boys were put into their teams, you could see a bond developing between some international and non-international boarders as they brainstormed which sports their team would be best at and what item of clothing they should wear to unify them as a group. It was a simple idea that the boys came up with, but it appears to be resonating with them. We will be running the activities all term and it will be interesting to monitor how this develops. This is just one year level and all others will be encouraged to brainstorm how their year level is going to work on integration this year.

During the ABSA workshop one of my suggestions was that if you have international boarders within your boarding community, you should ask yourself "if you were to have excellent integration in your boarding community, what would that look like? What would it sound like? What would it feel like?" Take the time to create a really concrete idea of what that would be like. Get feedback – ask your boarding staff, teaching staff, ask your boarding parents and most importantly ask your boarders. Once you have a very specific idea of what it is you want to achieve, set about every day taking small steps to achieve it. Design team building days, set staff expectations, work tirelessly to allow that idea of an excellent integrated boarding community to become a reality. I wish you luck on this exciting journey and please remember what Lao Tzu, the Chinese philosopher said, "a journey of a thousand miles, begins with a single step". Be sure to take that first step today.





Time to Say Goodbye

AUTHOR

Mike Silcock
Director of Boarding
St Patrick's College, Ballarat

The symmetry that a school year presents is almost poetic. Our boarders arrive to an atmosphere of excitement, amidst a little nervous energy, with crisp linen and friendships to reignite or begin. However, for a small group, there are a few tears in carparks or on journeys home as parents glance to the empty seat in the car and wonder if they made the right decision. Their last embrace lingered as they pondered how they would say goodbye. The face of boarding is ever changing and gone are the days for most of our boarders of absences that last a term, however whether it be for a few days, the first EXEAT or until that next holiday, parting is never easy.

The same is most certainly true at the end of a term. Our boarders have had their eyes fixed on the holidays for some time – and now even our staff start to indulge themselves with thoughts of what the break may bring. Let it be known by all our boarders though that an empty boarding house is not as appealing as they may think and whilst the tears may not flow it is always difficult to lock that boarding house for a final time as the last boarder leaves for their holiday.

For many the hardest farewell is to those who we know are not returning – saying goodbye to our graduating Year 12s. These young men and women have often called our boarding houses 'home' for a number of years and, for both boarders and staff, the finality of their departure is difficult to stomach. Those who know me well know there is most certainly a closet thespian or muso hiding beneath the surface. Whilst my performances have certainly changed – from my own school days, on one occasion as the Pirate King in Gilbert and Sullivan's comic opera "The Pirates of Penzance", to my professional career in boarding, with presentations at ABSA conferences – the love of a stage and an audience is always appealing. Therefore, what better occasion than our Year 12 Farewell Celebration to regale a captive audience with a goodbye to remember.

On a country road from Ballarat to Wagga, whilst navigating the Burke and Wills track, this year's 'masterpiece' was hatched. Tam and I were belting out power ballad after power ballad when the current phenomenon of carpool karaoke led to me to propose (well, instruct) that to farewell our Year 12s this year we (our full boarding community staff) would perform the iconic 80s power ballad "Don't Stop Believin'". I thought we were going to crash, such was Tam's reaction, as became the reaction of all our boarding staff when I delivered the great (fateful) news.



I am (was) indebted to our AV team who, despite complaining of the lack of a food truck, took my Coppola-esq ideas and made them a reality. From our house teams rocking out their air guitars, to a Housekeeper 'dabbing' and our Catering team utilising any number of kitchen aids to enhance their performance – the result was truly special. Upon the conclusion of my (lengthy) address to our departing Year 12s, when some light relief was inevitably required, the video was started and our boarders, their parents, all in attendance, watched in hysterics as our amateur production unfolded.

Payne Stewart, the flamboyant American golfer, once said "If you can't laugh at yourself, then how can you laugh at anybody else? I think people see the human side of you when you do that." There is always much laughter in a boarding house; on this particular evening it was at our expense and it was brilliant. Conversation has already started from our Year 11s as to what they think their song will be – and, truth be told, a number of our boarding staff have asked the same. Upon reflection this was our way to say goodbye to a group of young men who will be sorely missed, however it served as so much more. It has brought our boarding community closer together and let it never be forgotten that the welfare of any boarding community must be considerate of all, boarders, their parents and the boarding staff. I received a call from our Health Nurse a few days after the event. She said she had been walking through the supermarket with her daughter when the song had come on – she said she didn't know whether to start miming and dancing or cringe. A parent commented that the performance had shown our boarders a beautiful side to our staffing body.

Saying goodbye is never easy – nor should it be – so perhaps have a little fun in the process. There may have been tears in the carpark on this occasion but I can honestly say they were tears of joy and laughter.



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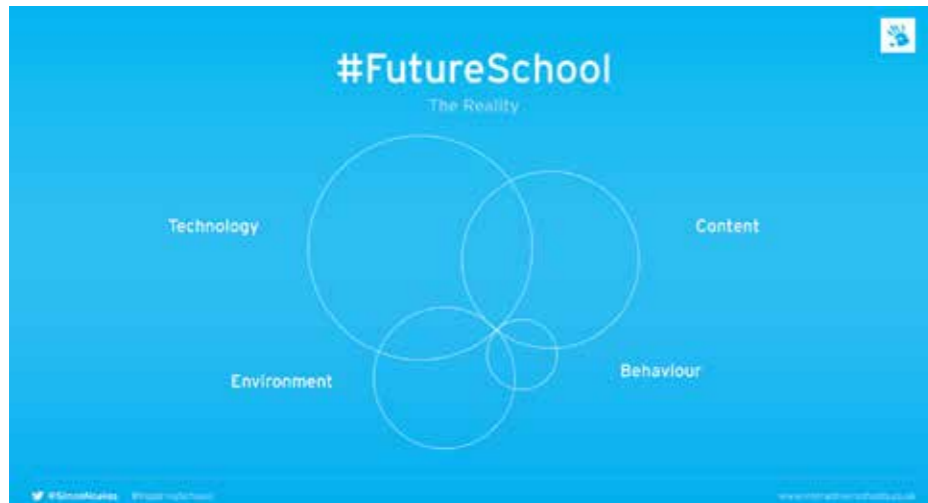
The #FutureSchool: Evolution or Transformation?

AUTHOR

Simon Noakes
Interactive Schools

For hundreds of years pedagogy has formed the core to teaching and learning. Learning outcomes and academic results have become the focus for educators and the community around them - a narrow view that is having less and less to do with today's modern needs in education. While striving for educational greatness is not necessarily a bad thing, the single-mindedness desire to top league tables and churn out the best grades is failing our children. Schools need to be adaptable to new styles of education, otherwise the only losers will be those who are receiving an education. Schools tend to focus on buying technology, without considering the human impact. Schools talk a lot about 'educating the whole child', and 'giving them opportunities beyond the curriculum' to thrive in what they are good at - but are we missing the point?

The Reality



Teaching practise has had to evolve to the changing world around us. However we, as people, have not evolved at the same rate. Sorry humanity but humans are lazy by design. We typically look for the easiest path, so long as the result is acceptable. Technology has played a significant part in making knowledge far more accessible - and when used correctly it has helped make learning a more immersive, engaging and fun undertaking. But these are the exceptions!

Why?

Because schools tend to focus on buying technology, without considering the human impact. It's easy to see why - tech is more often than not wrapped up with simple labels and the promise of being the answer to everything:

- Virtual Learning Environment (VLE)
- Parent Portals
- Management Information System (MIS)
- Learning Management System (LMS)
- ...and so on!

All of these have one thing in common - they invariably fail after the point of implementation. This is because users (real people) have not been considered enough, nor trained to unleash the full potential of these innovations.

Schools are left with these technology silos - slowly becoming digital graveyards to old ideas.

Users are often only defined as the end-user (at the point of consumption) but we must consider this both in terms of management (someone needs to manage the data/content going in), and also in terms of the consumer (accessing this data/content in their personalised way).

So schools are left with these technology silos - slowly becoming digital graveyards to old ideas. The entire platform is doomed to fail the very moment a user gives up using it for the intention it was originally brought in for.

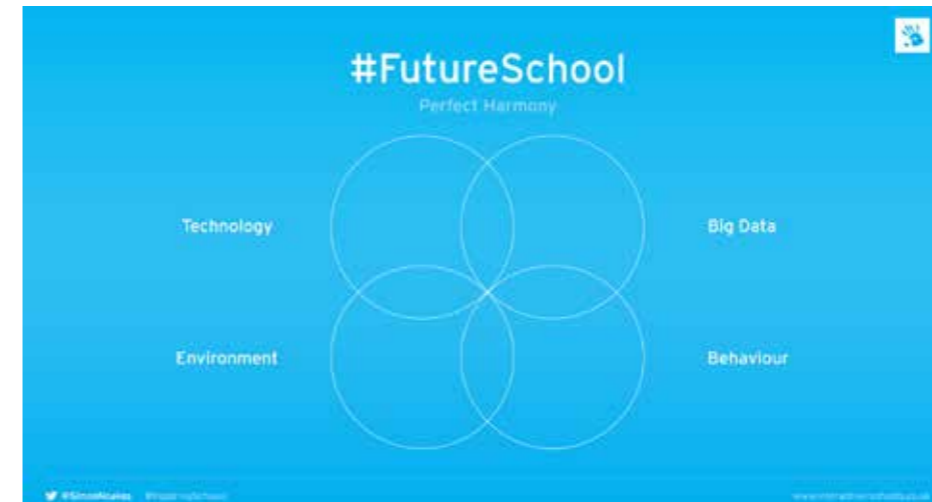
Data, then, becomes inconsistent and untrustworthy. Likewise, the point where users access this information becomes confusing, duplicated across multiple systems and completely lacking in data integrity. The true foundations to a sustainable and scaleable technological infrastructure need to be revisited and challenged.

Perfect Harmony

For this to work, a #FutureSchool needs to bring into perfect harmony:

- technology
- big data / content
- the environment
- human behaviour

When technology is integrated correctly into our lives it is invisible. It has been weaved seamlessly in to the fabric of the environment and our day-to-day living. It is easy to use and easy to manage (this part is often forgotten). Most importantly, we must start to put people at the front of all our IT decisions. We need to understand the innate behaviours that people have for using technology - and what they wish to consume. Only then can schools deliver amazing, fantastic, super user experiences.



If we are to educate our children for a #FutureWorld, then the #FutureSchool needs to correlate to this.

This requires immediate transformation within schools. We are probably at the only time in history that our children know more about the real world around us than the teachers. This is certainly true when it comes to technology and social media.

Schools and teachers seek the easy path and bury their heads (human nature again). But we must invest in more staff training. We must spread this knowledge to parents (organising parent training events) to better help and support them. It is pointless to say that this huge change is coming - the change has happened! If we wish to support the next generation of students this educator / parent knowledge needs to be in place - now.

#Disruptive Thinking

If we are to educate our children for a #FutureWorld, then the #FutureSchool needs to correlate to this - and not just be an attempt to introduce technology into a classroom and hope that it is enough.



We all need to challenge the way we look at things if we are to truly impact the future of education. Put the 'human first'. Ignore this basic principle - and it will all fall down like a house of cards.



A Sense of Belonging

AUTHOR
 Greg Macleod
 School Sales Manager
 The Uniform Company



As a school kid many years ago I went to a number of different schools, two public primary schools, a small Christian Community School, two large public high schools and a large Catholic College. In those days in Canberra uniforms weren't much of a thing in the public schools, depending on which school you went to they might have had a colour code but that was about as far as it went. The Christian and Catholic schools were the opposite, very strict about uniform, even to the point that my school shoes which had flat soles nearly got me expelled in year six.

Despite the strictness of the uniform code, I loved wearing those uniforms, I loved that feeling of belonging to a group of people bigger than my friendship circle, a group of people that offered community, learning, fun and protection. It didn't matter that I was a bit of a dorky kid who didn't really excel in any one thing and tried to fly under the radar, finding it very difficult to work out who I was or wanted to be, that uniform meant I was part of something bigger.

This was never more apparent to me than when I changed schools for year 11 and 12, from a rough public high school to St Edmund's Catholic College. I had made the decision to move schools myself, citing reasons of a better education to my parents, but more about my new mates at that school who I knew through my very popular girlfriend. As it turns out I got a better education, but split with my girlfriend a few weeks into year 11, and with the split the mates distanced themselves and I tried to slip back into my scared dorkiness under the radar.

I had come from a school where you had to watch your back all the time, the place that taught me the safety of under the radar, but I had grown up in this community and

understood it. Now, I was new, and I was very different, not to mention Presbyterian. At first I felt like I was from another planet, nothing in common with this strange bunch of guys other than what I was wearing. Thankfully I looked the same, we all did.

I very quickly became proud of that uniform, I belonged to something great and everyone else could see it because of that uniform. Just like any school, everyone had their groups of friends, and not everybody got along, there were fights and arguments, but when it came down to it we were one team.

A lot of the friendship groups revolved around sports, and the most revered of all was the first XV, I had never known such a proud bunch of guys, especially when they wore that uniform. To be fair I didn't really know them, they were big, strong, confident blokes who were quite intimidating, especially given where I had come from. I watched my back when they were around, I hadn't yet lost that fear from my previous schooling years.

Then one day, in line at the tuck shop, the captain of the First XV was standing behind me. I was practically shaking, surely he was going to shake me down for my lunch money, or maybe just for fun. I mean he was a big unit of a man and I was just a little fella. We had never spoken, but all of a sudden he said 'Hey Macleod'. How did he even know my name? He proceeded to ask me a few questions, to which I lied for

fear of getting bashed. He knew I was lying, but he put his arm around me, told me I was one of them, I was an Eddies Boy, and that he had my back.

All my fear left me that day, and I had never been so proud to wear that uniform. I always liked a uniform, I even designed my year 12 jersey, not realising it would become my job and one of my passions.

A uniform is one of the best ways to reinforce a sense of belonging, because it is such a visual thing, it gives kids identity while they figure out their own, it helps them to show their pride in that identity, and with ever increasing pressures on them it enforces that they are not alone, someone has their back.

This is at the heart of what we do at The Uniform Company. Give us a call and talk to us about garments for your Boarders like a hoodie, polo or something more special like a Boarders Tie. Let's not forget the First XV or the Choir, for Team gear and Tour Shirts. Actually, talk to us about all your School Clothing needs.



Settling in Our New Boarders

AUTHOR
 Kim Holman
 Head of Girls Boarding
 St Peter's Lutheran College



For the last ten years we have taken our boarding cohort on their annual house camp at the start of the term. This year we went to Tangalooma and our boarder girls again engaged in the "House of Origin." Cameron verses Finger in a game of intense dodgeball. This is a great ice breaker and it ensures our new boarders are feeling part of their new found house community. The boys have a similar game of touch along with an Iron Gut Challenge.

The other activities included skits, petting dolphins, sand tobogganing, kayaking and snorkelling. Our year 12 are in charge of seven boarders grade 7-11 and are the house parent in their units. They do all the cooking and caring for our kids whilst a Junior Staff is there for support if needed. When the kids returned back to St Peter's you couldn't tell the new boarders from the old boarders. Friendships were cemented, jitters and nerves were left behind and our new boarders were ready to face the year ahead with their new-found friends/family.





Insights into Positive Parent Relationships

AUTHOR
Mark Vincent
Director of insight Plus



Attitude Beats Aptitude

In a boarding situation parents trust you to look after their child. So it follows that positive relationships with parents are vital. In this series of insights we'll look at a host of practical tips, techniques and tactics which will help you consolidate your relationships with parents, give you the confidence to master those tricky situations we all fear and ensure that you and your colleagues generate positive word of mouth among parents.

Lou Holtz, the great American football coach once said, 'Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.'

So the starting point for building positive parent relationships is your attitude. Remember a bad attitude is like a flat tyre; if you don't change it you'll never go anywhere.

Always seek to build trust with parents:

- Be honest. If you can't answer a parent's question refer it elsewhere.
- Be realistic. Set clear expectations about expertise, tasks, and follow-up. Do not over-promise.
- Be up-front. Don't let potential problems remain unresolved. Resolve issues openly and not in writing.
- Do what is right. Make recommendations based on the child's or parent's needs, not yours.
- Convey an attitude of trust. Trust helps improve lines of communication. When people trust you they are more receptive to your ideas. Follow up on all promises to create trust. As soon as you let a parent down you lose their confidence. Moreover, your own personal credibility is at stake when you make promises and fail to deliver on them.
- Have a favourable attitude towards all people. When you expect people to be untrustworthy or of questionable character, your attitude will be cautious and suspicious.
- Enthusiasm is contagious. We all prefer to deal with enthusiastic people. On every occasion, treat a parent's issue as if it's the first time you've ever dealt with an issue like that one.
- Take personal responsibility. When a parent approaches you with a request or a question, own it until it is resolved. Adopt the Nike attitude. The old tagline 'Just do it' should be your mantra. Keep in mind the well known quote, "If it's going to be, it's up to me".
- Be fair and consistent. Even if parents do not always agree with what you do, they will respect you if you treat each one fairly and consistently.
- Be completely honest and open in your communications with parents. When you hide the truth, the parent will ultimately discover it. Nothing should be hidden from any parent. Nor should there be any variations on the truth – excuses, distortions, white lies. Always create a true impression.
- Try to view the world through your parents' eyes. Actively make the effort to see the world from their perspectives. Parents do occasionally have different priorities, concerns, needs from teachers.
- Show humility. Having expertise doesn't make you the expert. Listen to parents' suggestions. Avoid defensiveness. Admit when you are wrong. One of the keys to building trust is to show a little vulnerability from time to time.
- In all your dealings with parents apply the C A D I F principle. Mark McCormack who founded the International Management Group (the world's largest sports and events agency) believes that in any profession you are judged on three criteria:
 - Commitment
 - Attention to detail
 - Immediate follow-up.

Be ever mindful of these requirements.

Mark Vincent is a Director of insight Plus. He has consulted to more than 150 schools on a wide range of assignments. He has recently published the book 'Social Media is not Enough' through deGroots Publishing (www.degroots.com)

The Rotary Residential College

AUTHOR
Nardine Bilston
Manager
Rotary Residential College, Perth

The College can accommodate 95 boys and girls from years 7 to 12 who would like to attend High school in the metropolitan area.

Many students are enrolled in approved specialist courses at various high schools, however it is not a requirement to attend the College.



The College is conveniently located close to the city, sporting clubs, public transport, shops and Curtin University.

The Rotary Residential College provides a safe, caring and nurturing environment for your child to grow. We are dedicated to working with parents/caregivers to provide a comforting and supportive home away from home where students from regional WA mature into responsible adults in an environment conducive to developing confidence and competence.

Students have their own private room with ensuite facilities where they can enjoy their own privacy. The college also has outstanding amenities including wifi, a recreation room which has a big TV, pool tables, table tennis tables etc, dining room, computer/study room, music/dance room, gym and laundry. Short stay accommodation is also available for parents.

The day to day operations of the college is purposely designed to meet the student's needs and the college believes the students benefit from a community atmosphere.

The College has experienced and passionate staff who always put the students needs first. They organise many excursions and activities to keep students active and entertained. The college also has the firm support of Rotary Clubs.

The Rotary Residential College opens up a world of opportunities for students to achieve academic, sporting and personal goals.



New Principals

Abbotsleigh Sydney



Mrs Megan Krimmer
Headmistress
Abbotsleigh, Sydney, NSW

Sydney Pre K-12 day and boarding school Abbotsleigh this year welcomes two new leaders with the commencement of Mrs Megan Krimmer as the School's 11th Headmistress since its foundation in 1885; and Mrs Victoria (Tori) Rennie as Deputy Headmistress.

Beginning her career as an English/History/Languages teacher, Mrs Krimmer has held a number of middle management and executive positions in the areas of administration, curriculum and pastoral care. Her most recent position prior to joining Abbotsleigh was as Principal of Roseville College, a position she held since 2011. Before her appointment at Roseville College, Mrs Krimmer was Director of Curriculum at Abbotsleigh, so she enters her new role as Headmistress with a strong understanding of the education of girls from Kindergarten through to Year 12, as well as an appreciation of the School's Early Learning Centre and Transition programs.

Throughout her career, Mrs Krimmer has advocated strongly for the education and equality of girls. Believing firmly in the importance of leadership training and 'student voice' for girls, Mrs Krimmer looks to augment student voice and leadership training and experiences for girls in curricular and co-curricular programs across the School.

Mrs Krimmer holds a Bachelor of Arts, Diploma in Education and a Masters of Education from Sydney University and is recognised as a leader amongst her peers. She is currently the President of the Association of Heads of Independent Girls' Schools (AHIGS) and a member of the Executive of the Association of Heads of Independent Schools of Australia (AHISA).

New Deputy Headmistress, Mrs Victoria Rennie holds a Bachelor of Arts (English and Theatre Studies) from the Australian National University, a Graduate Diploma in Education (English and Drama) through Macquarie University and is currently undertaking her Master of Business Administration (Educational Leadership) with Charles Sturt University. She is an Abbotsleigh Old Girl and former Abbotsleigh Head of English (2010 – 2012) and continues to teach the students English. With a strong academic and pastoral care background Mrs Rennie has a genuine care for fostering positive and productive relationships within the school community. She possesses a comprehensive understanding of the changing global landscape of education and the need for schools to be aware of developing new and innovative teaching and learning models.



Mrs Victoria (Tori) Rennie
Deputy Headmistress
Abbotsleigh, Sydney, NSW

New Principals

Calrossy Anglican School Tamworth



David Smith
Principal
Calrossy Anglican School,
Tamworth, NSW

Calrossy Anglican School, Tamworth has a new Principal in 2017. Mr David Smith is no stranger to boarding, having previously spent 19 years at the King's School Parramatta, serving the boarding community as an Assistant Chaplain, Assistant Housemaster and Housemaster. One significant role at King's was overseeing Gowan Brae, the transition house, supervising up to 115 resident students in Year 7 (or younger) as they adjusted to the early years living away from home. David spent his youth in Tamworth and North-West NSW so is very familiar with the challenges of providing quality schooling in a regional setting.

David is delighted to be involved in a boarding community once again and indicated that this was one of the attractions when applying for the Principal position at his new school. "Secondary boarding for both boys and girls is key to the fabric of Calrossy and we are strongly committed to providing a supportive, flexible and nurturing 'home away from home' for our resident students. It is very much part of the DNA of the school. Our boarding staff go out of their way to make Calrossy 'Home' and the close connection with the rural community enriches us all".

An early task as Principal was to familiarise himself with "Tangara", the Calrossy Anglican School farm and Trade Training Centre, and he was excited to learn of the strong involvement of many students in Calrossy Agriculture, Primary Industries and the prizewinning Cattle Team (featuring Kamilaroi Shorthorn cattle). Having spent his last six years in the centre of Sydney at St Andrew's Cathedral School, David finds great irony in that his first task as Principal of Calrossy was to employ a new farmhand with expertise in artificial insemination!

A keen sportsman himself, David is delighted to observe firsthand the many opportunities for Calrossy students to engage in broad range of sporting and cultural activities in Tamworth. "Rural boarding has many advantages and there is little that students based in Tamworth miss out on," he said. As a new Principal he couldn't be prouder of the outstanding 2016 HSC achievements of his new school, the boarding students contributing strongly to these. He has greatly enjoyed engaging with boarding students and their families they settle together into 2017.

Clayfield College Brisbane



Mrs Kathy Bishop
Principal
Clayfield College, Brisbane, QLD

In September 2016, The Presbyterian and Methodist Schools Association announced the appointment of highly qualified Mrs Kathy Bishop to lead the staff and student body as the sixth Principal of Clayfield College.

Kathy has over 35 years' educational experience including roles as Acting Principal at Clayfield College and executive positions at Ipswich Girls' Grammar School and St Margaret's Anglican Girls' School.

Kathy's qualifications include:

- Bachelor of Arts: University of Queensland
- Graduate Diploma of Education: University of Queensland
- Bachelor of Educational Studies: University of Queensland
- Certificate IV Career Development: Brisbane North Institute of TAFE
- Emerging Principal's Program: Queensland Education Leadership Institute
- Masters of Education: Queensland University of Technology

Kathy is very proud and honoured to accept her new role and aims to challenge the students academically through enquiry and engagement, whilst nurturing an intellectual curiosity of the world around them. Kathy has a clear vision that when her students leave Clayfield, they leave as students of honour with a global network through the contacts they have made either by way of mentors or overseas exchange programs.

Kathy's favourite quote to her Clayfield students is "Be happy, laugh often, work hard and give back to the community".



New Principals

Kinross Wolaroi School Orange



Dr Andrew Parry
Principal
Kinross Wolaroi School, Orange, NSW

One of Australia's leading educators, Dr Andrew Parry, has been appointed as the new Principal of Kinross Wolaroi School (KWS) and commenced at the School in January, 2017.

Dr Parry, together with his wife Josephine, comes to KWS from The King's School in Sydney where as Deputy Headmaster for many years, earned the respect and admiration of students, staff, parents and alumni as an outstanding educator and passionate leader.

With academic qualifications including a Doctor of Philosophy (University of Cambridge), Master of Philosophy (University of Cambridge) and a Master of Education (University of Sydney), Dr Parry possesses a lifetime of experience of living and working in leading independent schools in Australia and England and brings with him extensive operational experience across all aspects of life at a boarding school.

Dr Parry believes education should be deliberately structured to develop the whole person. He is widely regarded as a leader who engenders the passion necessary for students of all levels and abilities to develop academically, culturally, socially, physically and spiritually. Throughout his career, he has demonstrated a strong capacity to build dynamic teams and unify and engage communities.

"I am delighted and honoured to be appointed as the next Principal of KWS and look forward to working closely with the staff of KWS to deliver students a 'world class' educational experience; one that prepares its students for life and deepens their understanding of their place in the world.

It is my aim that we will nurture each individual student within a rich and diverse educational setting that provides opportunities for all students to find their niche, experience success and develop within them the confidence, ambition and social awareness to face a future of achievement and service," said Dr Parry.

St Peter's Lutheran College Brisbane



Timothy (Tim) Kotzur
Head of College
St Peter's Lutheran College,
Brisbane, QLD

St Peter's Lutheran College welcomed Mr Timothy (Tim) Kotzur as the seventh Head of College in early January.

Before joining St Peter's, Tim was Principal at St Andrews Lutheran College (Gold Coast) for seven years. During his tenure at St Andrews, Tim led the College through a period of significant enrolment growth, reaching its capacity. His Principalship was characterised by a clear, strong and intentional focus on improving student learning outcomes through the introduction of such initiatives as Dimensions of Learning as a Teaching and Learning Framework, and an emphasis on John Hattie's work around 'Visible Learning'. Significant capital works were completed including the development of a Learning Hub characterized by flexible, agile learning spaces and the complete redevelopment of the Junior School. Also during Tim's time, Positive Education, based on Positive Psychology was embedded across the College in an effort to proactively build student well-being and resilience.

Prior to serving as Principal at St Andrews, Tim was Deputy Head of College at Trinity Lutheran College (Gold Coast) where he was responsible for the day to day running of this multi-campus College. Tim has also held leadership positions at Barker College and at his alma-mater of Redeemer Lutheran College.

Tim's undergraduate degree was in Human Movement Studies. As a lifelong learner Tim has continued his formal studies and has Masters in Educational Administration, a Masters in Business, Graduate Certificates in Human Resource Management and also Philanthropy, and a Graduate Diploma in Theology. Tim has also completed a short leadership course at Harvard University.

Tim's hopes and dreams for the St Peter's community is that it will be a learning community where people can flourish. He is looking forward to be involved in the boarding side of the school and forging positive relationships with the boarding families.

New Principals

St Philip's College Alice Springs



Roger Herbert
Principal
St Philip's College, Alice Springs, NT

Roger Herbert commenced as Principal of St Philip's College on July 1, 2016.

He is a passionate supporter of the Positive Education movement that transforms staff and student wellbeing in schools. Positive Education brings together the science of Positive Psychology, focusing on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

Roger has witnessed how teaching these valuable life skills, can provide students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life and improve their resilience.

Before coming to St Philip's, Roger was previously Head of Timbertop, in Victoria, a co-educational Boarding School for Year 9 students which is part of Geelong Grammar School. It has a strong emphasis on Experiential Learning, Outdoor Education and Positive Education combined with a rigorous academic programme. He held this position for the last ten years, providing outstanding leadership and considerable stability.

Prior to being Head of Timbertop, Roger held a number of other positions of responsibility including four years as Head of Outdoor Education also at Timbertop as well as three years as Director of Operations at Prem Tinsulanonda Centre in Thailand and Director at Wollangarra Centre for Education.

Roger holds a Bachelor of Arts, Diploma of Teaching and Master of Education in Educational Leadership.

Roger is married to Sue and has two sons, Jem and Mattie, and a daughter, Ellie. His interests include chess, musicals, many sports including cricket and Australian Rules Football (Melbourne), and exploring the world.

The Hutchins School Sandy Bay



Dr Rob McEwan
Headmaster
The Hutchins School, Sandy Bay, TAS

The Chairman of the Board, Professor Marcus Haward is pleased to welcome Dr Rob McEwan as the 19th Headmaster of The Hutchins School. Dr McEwan commenced his appointment on 1 January 2017 following the retirement of the previous Headmaster, Mr Warwick Dean.

Dr McEwan has had a distinguished career in education, first as a classroom teacher of music from all levels Kindergarten to Year 12 and more recently in senior leadership positions including his most recent position as Head of Senior School at Scotch College in Perth, Western Australia. Prior to his position at Scotch College Dr McEwan was Deputy Headmaster/Head of Senior School at Newcastle Grammar School.

Dr McEwan has a Doctor of Education degree from the University of Tasmania, a Masters in Education from the University of New England and a Bachelor of Education from the WACAE. He has additional qualifications in information and communications technology and business administration and is currently completing an MBA from the University of Newcastle. He is also a member of the Australian College of Educators (MACE) and the Australian Council of Educational Leaders (MACEL).

Dr McEwan's doctoral thesis focused on student motivation. He is committed to excellence in education and has been involved in a range of initiatives, including staff professional development and the development of whole school critical thinking skills program in schools across Queensland, New South Wales and Western Australia.

Dr McEwan is an active member of the Anglican Church and will continue to develop and grow The Hutchins School's commitment to its Christian faith as embodied in the School's Mission and Guiding Statements.

Dr McEwan is married to Gaye and has a son, Tom. His interests include music (playing the trumpet), sport (cricket and Australian Rules Football) and enjoys classic car restoration.



New Heads of Boarding

Brisbane Grammar School Brisbane



Berian Williams-Jones
Director of Boarding
Brisbane Grammar School,
Brisbane, QLD

Berian Williams-Jones was appointed the Director of Boarding at Brisbane Grammar School from the start of Term 4, 2016. Initially educated in his native Wales, he has a degree in Three Dimensional Design and a Certificate in Education from the University of Wales, and a Masters in Technology Education from the University of London.

His first teaching post was at Haileybury in Hertford, where he led the technology programme in his role as the concurrent Head of Information Technology and Design Technology, and IT Co-ordinator. At Haileybury he worked in various boarding houses and was the Assistant Housemaster in both Thomason and the Lower School. He moved to Dean Close School in Cheltenham to become the Director of Assessment before his appointment as the Acting Housemaster of Gate, Housemaster of Tower, and subsequent role as the Head of Boarding, leading a community of over three hundred students and six houses.

A year spent teaching at The Southport School and a period of study, funded by a Travelling Fellowship from the Winston Churchill Memorial Trust, sowed the seed for migrating to Australia. In 2015 he took up the post of Head of Boarding at Gippsland Grammar School in Victoria and served on the Victorian Board of ABSA, before moving to Queensland.

A keen sportsman, he has played and coached both rugby and hockey to a good standard, whilst a 'miss-spent youth' ensures he can navigate his way around a golf course to reasonable effect.

Of his new role Berian says "it is both an honour and a privilege to have been asked to lead boarding at Brisbane Grammar School. I have inherited a community in very good health and am much looking forward to the opportunity to provide a strategic vision for the continued development of boarding education. To the role I will bring some considerable experience from my previous roles, and the invaluable insight afforded by having been a boarding parent."

Christ's College Christchurch



Darrell Thatcher
Director of Boarding
Christ's College, Christchurch, NZ

Darrell Thatcher has been appointed to the new positions of Director of Boarding and Director of the Centre for Character and Leadership at Christ's College, starting at the beginning of 2017. Darrell has been at Christ's College for the past 16 years, 14 of which have been involved in boarding. For the past 11 years, he has been a Boarding Housemaster and has also led the Boarding Programme, which provides a range of activities for boarders over the weekends and additional courses during the week. He has also presided over the very successful Year 12 Leadership Day where more than 600 students from 25 schools around Canterbury spend the day at Christ's College attending seminars, keynote addresses and workshops based around leadership.

This appointment is the first of its kind at Christ's College. Darrell says "I believe I will be leading the boarding team into an exciting new phase of development. We understand it is important to always be looking at ways of improving what we do, while maintaining and continuing the best elements of boarding life for boys."

To this aim, Darrell will also be developing a new school-wide Character and Leadership Programme for both dayboys and boarders, expanding on the leadership programmes the school currently runs.

Outside of the Boarding House, Darrell has been involved with both cricket and hockey, and has been the Master in Charge of both sports. Darrell is married with three sons, all of whom have been through College. He is looking forward to the challenges of the new role and what lies ahead.

"It is an exciting time for Christ's College and I look forward to leading both the boarding and character and leadership programmes into the future. There is so much I know we can achieve."

New Heads of Boarding

Gippsland Grammar School Sale



Stuart Llewellyn
Head of Boarding
Gippsland Grammar School, Sale, VIC

Stuart Llewellyn is excited to have joined the team at Gippsland Grammar School in Sale as Head of Boarding at their Blackwood House Campus starting in January 2017. He brings over 20 years of teaching experience to the role, the last 14 years of which were spent working and living with students in two different remote residential outdoor education campuses as Deputy Director of both The Scot's College "Glengary" Campus in Kangaroo Valley, New South Wales, and more recently at Methodist Ladies College "Marshmead" Campus in Mallacoota, Victoria.

Stuart is committed to building on the exceptional pastoral, academic and spiritual care already offered to each and every student at Blackwood House and further developing positive relationships within the wider community. Having a strong understanding and proven experience of single gender education, Stuart is looking forward to leading the co-educational experience that Blackwood House has to offer to both full and part time boarders.

With a solid background in Outdoor Education and sustainability issues, Stuart is looking forward to exploring new and different opportunities for the students within the Boarding House whilst maintaining the already established programs and traditions that currently exist. Having said that, he is also a passionate Maths teacher and is very excited to be stepping back into the classroom at Gippsland Grammars' Garnsey Campus as part of this new role. This will no doubt enable him to better assist and encourage every boarding student to remain focused on their academic studies and to always give their best.

The schools values of Compassion, Leadership, Excellence, Responsibility and Respect are a great foundation to build on in the Boarding House and Stuart is very much looking forward to working with all the students, their families and staff in creating a warm, welcoming and safe environment for all boarders.

Stuart moves to Sale with his family where his two children will also be attending Gippsland Grammar.

Guildford Grammar School Perth



Matthew Weston
Head of Boarding
Guildford Grammar School, Perth, WA

Matthew has worked as both a Boarding House Supervisor and Boarding Year Co-ordinator prior to his appointment as Head of Boarding at Guildford Grammar School in April, 2016. Matthew and his wife Hayley and their three children have lived on campus since 2015. As well as significant boarding experience Matthew has worked as a teacher of HASS and Philosophy and Ethics at all year levels. He has also been involved with the schools cricket and football programs.

Prior to working at Guildford Grammar School Matthew played a significant role in the development and implementation of the Links Program at Ballajura Community College, an alternative pastoral and academic initiative designed to engage at-risk students.

Since taking on the role of Head of Boarding Matthew has successfully implemented the "Un-Plug Thursday" program for Junior boarding which directs students away from technology devices and towards social and emotional learning."



New Heads of Boarding

Iona Presentation College Perth



Michelle Noakes
Coordinator of Boarding
Iona Presentation College, Perth, WA

This year is set to be an exciting year for Michelle Noakes as she steps up in to the newly created Coordinator of Boarding role at Iona Presentation College. Over the last four years she has enjoyed working with the College's boarding students and getting to know their families through her roles as Housemother and Recreation Officer.

Michelle's boarding journey began in 2007 at St Brigid's College, Lesmurdie. After completing her own five years of high school there, being involved in numerous extra-curricular activities and taking on several coaching and mentoring roles, she just couldn't imagine herself leaving! As a staff member though, it didn't take long for her to appreciate the special community and unique environment that boarding provides and so she has never really left.

"The most rewarding part of working in boarding is watching your students grow and develop in to respectful and autonomous women of integrity and knowing you have somehow played a role in that." Michelle aspires to be a positive role model for her students and to teach practical life lessons in an informal nurturing environment.

"While we are now the smallest boarding school in Perth we still have great students, great staff and now I hope I can be a great leader for our tight-knit community."

Outside of work Michelle is passionate about anything and everything to do with residential property and real estate, and likes to keep healthy with a good diet and daily exercise.

Melbourne Girls Grammar Melbourne



Laura Daley
Director of Boarding
Melbourne Girls Grammar,
Melbourne, VIC

Laura Daley is a qualified teacher with experience across different sectors in education. Over the past 13 years she has worked in Australia and the United Kingdom in teaching and leadership roles.

Laura's affiliation with Melbourne Girls Grammar started just over four years ago, when she began at Morris Hall, Junior Campus as a teacher of Science, Physical Performance and Health. After nearly two years of supporting the Morris Hall students she was offered the role of Assistant Director of Boarding, where she worked closely and collaboratively with Tamara Maddrell. Her experience as a teacher and educator was pivotal in the success and acceptance of the boarding community where after two years she was appointed as Director of Boarding, Laura was thrilled to continue to work with the boarders.

"It is the connection you have with the girls that makes the role so rewarding. The time spent listening and working together to discuss options and decisions of their plans and futures is a real privilege. The Boarding House provides a strong, reliable structure for the girls; it is a responsive environment and provides an individualised experience, wherein staff work at meeting the varied needs of Boarders in an ever-changing global and interconnected world. Our Boarding House community is diverse, comprising interstate, international and local boarders living and sharing experiences, promoting and exploring various perspectives of identity and culture. It is a privilege to contribute to the lives of these young women, encouraging them to be compassionate and curious and ready to jump into opportunities".

New Heads of Boarding

North London Collegiate School Jeju - South Korea



Mike Mills
Director of Boarding
North London Collegiate School,
Jeju, South Korea

Mike Mills was appointed Director of Boarding at North London Collegiate School in Jeju in August 2016. NLCS (Jeju), has recently become a member of ABSA and is a co-educational day and boarding school in South Korea with over 1100 students on roll from ages 4 to 18. Mike oversees the provision for almost 500 boarders, accommodated in eight different houses, as well as teaching IB Economics.

Mike was previously Head of Boys Boarding at Repton School in Dubai and, prior to that, spent nine years involved in boarding at Millfield School in the UK. He holds the UK BSA Certificate in Boarding and is keen to forge links with other boarding schools around the world.

St Joseph's Nudgee College Boondall



Christian Oneto
Dean of Boarding
St Joseph's Nudgee College,
Boondall, QLD

Mr Christian Oneto has been appointed to the new position of Dean of Boarding at St Joseph's Nudgee College. This position will see Christian join the College Leadership Team as a renewed focus on developing the boarding experience at Nudgee College. Christian has worked at the College for the past eight years in a variety of roles in both the day school and boarding. He defines himself as a teacher first, believing the importance of academic enrichment is the primary focus of a boys education.

Christian's immediate past role as Rowing Director at Nudgee College was marked with a number of great achievements, including the dramatic growth in the number of boys rowing, successfully winning the overall GPS championship and Open 1st VIII premierships five times in the past six years. Yet he would define his greatest success as leading the creation of the positive and passionate environment within the rowing community.

Christian grew up in Brisbane with a close connection to rural Australia where he would often visit his uncles on properties in South Western Queensland. This experience taught him the value of hard work and discipline but also instilled a love of country life. Christian has also taught overseas providing him a great breadth of experience but also an opportunity to teach a diverse curriculum and student body.

Christian will look to build upon the wonderful boarding life at Nudgee College by focusing on academic support, establishing good routines and continuing to foster a positive boarding community. Nudgee College Boarding prides itself on developing individual experiences for each boy to ensure they are maximising their time at Nudgee College, and more importantly their potential.

Christian is joined on campus by his wife Kym and three children, John (9), Sophie (7) and Chelsea (4).



New Heads of Boarding

The Scots School Albury



Chris Segrave
Head of Boarding
The Scots School, Albury, NSW

Chris is humbled and excited to have been appointed as Head of Boarding at The Scots School Albury at a time when it is flourishing. He is joining Scots from Ballarat Clarendon College (BCC), where he was Head of Commerce for the past nine years. He also has extensive pastoral care experience as Head of House in the day school and as a Tutor in the Boys Boarding House at BCC.

"I was attracted to Scots because it was an opportunity to work with a very dedicated and talented team of educators and support staff. They are achieving extraordinary outcomes with everyday students from regional areas in our great country of Australia as well as overseas."

"My vision for the role of Head of Boarding is to cultivate a positive culture, developed and nurtured by fostering a sense of inclusiveness in the Scots boarding community."

"Consistently reviewing boarding systems is also critically important to ensure we are reliably meeting the current needs of our students and boarding families." says Chris.

Chris, his wife Marian and their two beautiful boys Robert (6) and Patrick (4) are very excited to join the Scots day and boarding school community.

We wish Chris and his family all the best in their Scots boarding adventure.

New Heads of Boarding

Toorak College Mount Eliza



Caralyn Dea
Head of Boarding
Toorak College, Mount Eliza, VIC

Entering boarding was not just a steep learning curve, it was vertical. Having been a teacher in the Northern Territory, moving to the Mornington Peninsula and into boarding at Toorak was a huge change but one that I needed. Before joining the School, I had heard so much about the 'Toorak Spirit' and how incredible and diverse the College was. It did not disappoint! The school is a very special place and everything that is said about Toorak College and its Spirit is absolutely true.

Toorak boarders are primarily international students from China and Thailand. I have lived all over the world, and particularly in China, and this has enabled me to understand the ways of the boarding house in a very short space of time. Spending my time visiting with some families on my recent holiday in Shanghai further enhanced my understanding of why our girls are here and what changes to make to ensure that they enter the big wide world prepared for everything that life has. I loved seeing my girls happy to walk through the doors after the Christmas holidays with huge smiles and their arms open for a hug. It made all of the long hours worth it.

My vision is to evolve the Boarding House into a home. A place where girls feel free to express themselves and to be their authentic self, whilst being immersed in a forward thinking, safe, healthy, loving and multicultural setting. Learning from each other and helping each other live life.

St Peter's College Adelaide



Ray Pearson
Head of Boarding
St Peter's College
Adelaide, SA

Ray Pearson has joined St Peter's College as the new Head of Boarding for the school. Ray was most recently housemaster at Toowoomba Grammar School and has extensive experience, knowledge and understanding of the support, nurture and direction boys need for their development. He also held a number of significant administrative positions with Toowoomba Grammar teams in the GPS sporting competition. Previously Ray worked at Townsville Grammar School and with the Isolated Children's Project with the School of the Air in Charleville. Ray has a Bachelor of Education from the University of Southern Queensland and has just completed a Masters of Education with a focus on leadership and management in education.

Ray is passionate about boarding and has years of experience in wellbeing, physical care, communications, leadership development and academic rigour. "My aim is to create and sustain a fair and supportive boarding culture that celebrates the uniqueness of each boarder in my care. I firmly believe in fostering strong relationships with parents and families and am looking forward to meeting and collaborating with the boarding community."

Ray commenced in his role in January 2017. He has relocated to Adelaide with his wife Ashlee and their daughters Maddie and Macie.

Westminster School Adelaide



Zac Savage
Head of Boys' Boarding
Westminster School, Adelaide, SA

Zac Savage is the new Head of Boys' Boarding at Westminster School, Adelaide. Zac is also a Westminster old scholar from the class of '93 and has a strong and lasting connection with the school and its community.

Zac began his teaching career with one year postings in China and Slovenia. These experiences early in his career gave Zac a broad perspective to his teaching which is still valuable to his work today. Upon returning to Adelaide, Zac spent four years teaching in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands in the far north of South Australia. Living and teaching on the APY Lands taught Zac a great deal about life in remote locations and the role a community plays in supporting and caring for its members. This position eventually led to a move back home where Zac worked closely with students who were boarding in Adelaide. Over a ten year period, this role involved supporting boarding students across two schools and maintaining relationships with their home communities. These are skills and experiences which Zac is looking forward to employing in his new role at Westminster.

More than twenty years after completing his schooling at Westminster, Zac returned to the school in 2014 and has been serving in the role of Head of House. His three years at the school have been a wonderful experience, renewing Zac's passion and care for Westminster School.

Zac and his family moved into the Westminster grounds over the summer and are very excited about the year ahead. The Westminster School boarding community is well known for being a positive and inclusive community and Zac is very much looking forward to having an active and integral role in supporting and aiding the development of Westminster's boarders.



New Heads of Boarding

Peace Lutheran College Cairns



Patrick Connell
Head of Boarding
Peace Lutheran College,
Cairns, QLD

Peace Lutheran College welcomed Mr Patrick Connell to the position of Head of Boarding in Semester Two 2016. Patrick brings to the role a wealth of experience and enthusiasm, having worked in a number of schools throughout Australia.

Peace Lutheran College caters to diverse array of students from a broad spectrum of backgrounds and cultures. The College boarding facilities allow staff to serve students from a wide area, including North Queensland, Torres Strait, Papua New Guinea, South East Asia as well as from remote families from further afield. This amalgamation of cultures and backgrounds contributes to a rich and diverse environment, valued and encouraged by both boarders and staff alike.

2017 is an exciting year for the boarding community. There are many new initiatives taking place to facilitate the smooth transition of new boarders into their school surrounds, whilst also allowing each individual boarder to succeed to their fullest potential. All the boarders realise they contribute to making the boarding program a successful one. One of the hopes for the year is to create stronger connections 'back home' through programs such as 'Linking In'.

Patrick is looking forward to continuing the work he began last year, along with all the challenges and success stories that come with the role.

Scotch Oakburn College Launceston



Bo Power
Head of Boarding
Scotch Oakburn College
Launceston, TAS

"What I cherish about boarding is the relationships with the students, their families and most of all the capacity of those relationship to influence each student's educational experience. And because it is such an authentic and dynamic community environment, the opportunities for growth are diverse in nature and domain; academic, character, mindset and importantly social responsibility and leadership. Boarding, for me, provides a tremendous opportunity for young people to be exposed to challenging and rewarding experiences that can develop and shape their views on themselves, their character, their careers, and their community and above all shape their understanding of what it means to be a lifelong learner. A significant component of my role in Boarding is to shape the academic culture of the House and create an environment where students strive for personal excellence and one of my passions is applying a number of practical approaches including memory techniques, cognitive coaching and group dynamics to help achieve that. Coming from a rural background also puts me in a fortunate position as I have strong affinity with many boarders' backgrounds, lifestyles and challenges. For me boarding is a unique, and yet tremendous opportunity for any student that prepares them effectively for the challenges they will undoubtedly face".

From the Chairman



Pauline Turner
Chairman

Hello 2017, it is good to be starting the New Year, 2016 was an interesting year across the world. Our hope is that 2017 will be a fruitful and full year of professional learning and personal growth for all your schools, boarders and staff.

I encourage you to check the ABSA website and see all that is on offer in the way of professional development for your boarding staff. Please feel free to include any school staff, boarding or other staff, such as Year Coordinators, wellbeing team members etc interested in the boarders at your school. The PD we provide will broaden their understanding of the life of a boarder and how best to support and strengthen the relationships with these children. In the State section you will find a yearly calendar of events that will ensure your staff do not miss any of the activities offered.

There are so many opportunities for staff to develop a deeper understand of boarding through the 'Duty of Care' workshops held across each state, State Symposiums, the Leadership Conference that will be held in Sydney later this year and 'Taking the Reins' held in March on the Gold Coast for all new Boarding Leaders. I would highly recommend this conference to all schools with new Boarding Leaders as this weekend provides them with an opportunity for consolidation and reflection that will assist in developing ideas that empower them in leading their communities.

Please do not hesitate to contact the National Office if you need to speak with Richard about any issue regarding boarding. His knowledge in this area is unlimited and can provide you with a new perspective or valuable information just when you need it.

As an Association we look forward to a year that brings our boarding community together as a united voice across Australia through your many positive boarding stories.

As a Board we will be working on producing a new 3 year Strategic Plan and further our provision of opportunities to learn and broaden our understanding of boarding in the years ahead.

I trust we will meet with many school members over the year, please take the opportunity to say hi and let us know what you are doing well in your boarding communities. May 2017 be a special year of many great opportunities.

Coming Events

AUS

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

13 - 14 August, 2017

ABSA Leaders Conference,
Sydney

USA

30 April - 2 May, 2017

TABS-NAIS Global Symposium
Marriott Biscayne Bay
Miami, Florida

15 - 20 July, 2017

TABS Summer Session
Boston University
Boston, Massachusetts

UK

2 - 4 May 2017

Annual Conference for Heads,
York

10 - 12 July 2017

Annual Conference for Nurses and Matrons,
Solihull

NZ

30 May - 2 June 2017

NZBSA Annual Conference,
Auckland

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Would You Like Your Boarding School Featured in Lights Out?

We plan to feature two schools each edition. All you need to do, is write a brief article (400 to 1000 words) and send us some high resolution photos.

Send all files to:
absa@boarding.org.au
by 1st May 2017