Lights Out

How Much Sugar are you Really Eating?

Unseen Benefits of Boarding

Boarding Here and There

BLEACHERS

Chartwells

AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

BOND UNIVERSITY

THE UNIFORM COMPANY

insight plus

Lights Out

Contents

ON THE COVER

This photo captures the 100 Brisbane Grammar School boarders having fun in The Great Hall, the first building they enter as students and the last they leave on graduation day in Year 12. Steeped in tradition, the foundation stone was laid in 1879, and the iconic building remains at the centre of school life today.

Study or Sleep - the best way to Academic Success

AUTHOR
Fabian Mandrini
Head of Economics and
Business Studies (former housemaster)
The King's School, Parramatta

At the end of the evening, just prior to sending students up to their dorms, I am often asked, "Can I stay up longer to study?". Usually I have no problem with this request; however, is there an academic benefit to doing extra studying at the expense of sleep?

Students usually learn best when they keep a consistent study timetable and distribute their study time evenly across a number of days (Dempter and Farris, 1990). Although paced learning is ideal, the demands placed on students as they get older can create difficulties. Whether it is increased socialising, sporting commitments or intensified academic obligations, many students end up with irregular study patterns, spending substantially more time than usual studying or completing school work at the expense of sleep.
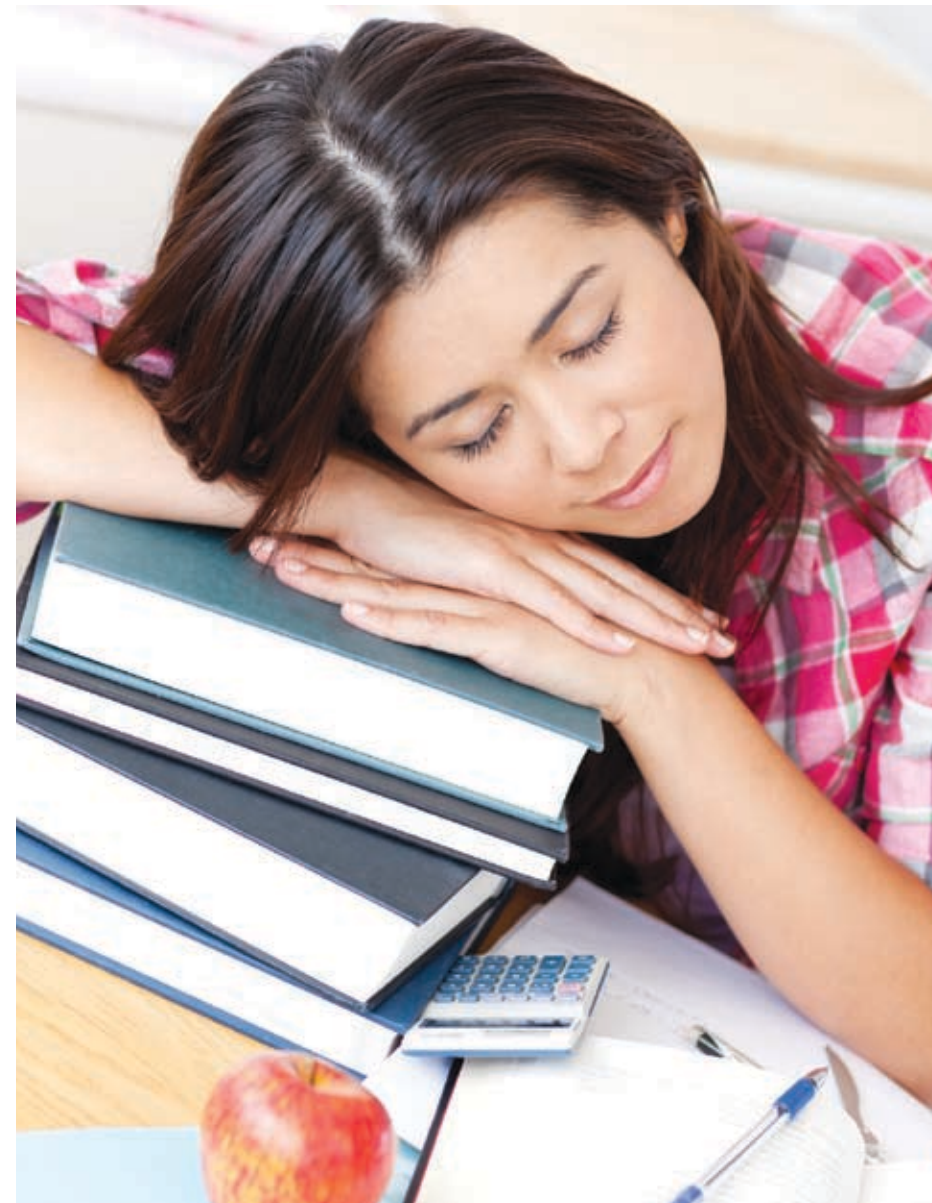
When allocating activities across a limited number of hours, students usually make trade-offs, sacrificing certain activities to make time for others. The greatest trade-off among teenagers is sleep. Fuligni and Hardway (2006) argue that study time is the most significant determinant in a high school student's sleep time, more than time spent with friends, family or media. The answer does not lie with less study and more sleep, however. Studying is a contributor to academic success, as is adequate sleep. But there is evidence to suggest that the extra study is not as effective as students might think. Wolfson and Carskadon (1998) argue that nights of extra study may interrupt sleep schedules, which can go on to interfere with school performance.

Let's face it: teenagers are sleep deprived! Sacrificing sleep will, in the longterm, be problematic. Wolfson and Carskadon (1998) suggest that the amount of sleep teenagers need varies; however, most need just over nine hours of sleep each night. Studies show that only nine percent of students get the minimum nine hours, 25% get between 8 and 9 hours, while a staggering 62% of students are sleeping less than 8hours (National Sleep Foundation, 2006). Across the course of high school, the biological hours of sleep needed remains constant, but the average amount that a student actually sleeps declines. In Year Nine the average student sleeps 7.6 hours per night; this decreases to 7.3 hours in Year 10, 7.0 hours in Year 11 and 6.9 hours in Year 12 (National Sleep Foundation, 2006). In summary, students start high school sleeping fewer hours than required and this sleep deprivation worsens over the course of their secondary school experience.

On average students who spend more time studying tend to do better in tests. Witkow

(2009) found that students with high grade point averages (GPA) study on average 45 minutes longer than their peers who have low GPAs. On the other hand, students who have more hours of sleep per night also have higher grades than those who sleep less (Wolfson and Carskadon, 2003). When students are sleep deprived, they experience greater fatigue the following day and consequently find learning more difficult. Therefore, more study time at the expense of sleep may not benefit students as much as they think.

This is not to say that our students should be discouraged from studying or participating in co-curricula activities. However, we should be asking our students the following:

- Does it take 45 minutes to start homework of an evening?
- Do you pack up early at the end of a period?
- What plans do you have in place if your homework is completed early?
- What do you do during study periods throughout the day?
- What happens during non-sporting afternoons?
- Do you have a weekly study timetable?

Sacrificing sleep for more study time is a common, yet unfavourable, strategy for teenagers, especially in the latter years of high school. Our students allocate less time to sleep as they get older, and when they forfeit the precious little sleep they have for extra studying, it has a negative consequence on their daily academic performance. The best strategy for students who juggle the demands of high school is to pace their study consistently throughout the day, week and month.

References

Dempter, F. N. and Farris, R, (1990). The spacing effect: Research and practice. Journal of Research and Development in Education. 23, 97-101.

Fuligni, A.J. and Hardway, C. (2006). Daily variation in daily sleep, activities and psychological wellbeing. Journal of Research on Adolescence. 16. 353-378.

National Sleep Foundation. (2006). Sleep in America poll. Retrieved 15 September 2014 from http://sleepfoundation.org/sites/default/files/2006_summary_of_findings.pdf

Witkow, M. R. (2009). Academic achievement and adolescents' daily time use in the social and academic domains. Journal of Research on Adolescence, 19, 151-172.

Wolfson, A. R. and Carskadon, M. A. (1998). Sleep schedules and daytime functioning in adolescents. Child Development, 69, 875-887

Wolfson, A. R. and Carskadon, M. A. (2003). Understanding adolescents' sleep patterns and school performance: A critical appraisal. Sleep Medicine Reviews, 7, 491-506.

Lights Out

Ten Workplace Issues that Influence Safety

AUTHOR
Christina Willcox
MHSc; PostGradDlp OHS;
BBus (HRM), COHSProf
Workplace Health & Safety Specialist

Workplace Health and Safety is an issue that many professionals would prefer to leave well alone and leave to someone else. After all, it is just a matter of compliance isn't it? Comply with legislation, comply with internal policies and procedures=safe workplace and management of financial and legal risk. Simple.

Unfortunately not. For an organisation to succeed in implementing its workplace health and safety program, you need to consider the big picture. Here are ten workplace issues which have a vital role in the success of any workplace health and safety program.

1. Job Design

Job design issues such as workload, rostering, shift work, clarity of reporting relationships and direction, supervision, ergonomics, physical and psychological job requirements, autonomy and contact with others have a critical role in the prevention of workplace injury. Physical injuries can be minimised through consideration of ergonomics, repetitiveness and physical exertion of tasks in resourcing planning. An example of this is spreading a physical or psychologically demanding role across multiple employees. Any additional costs associated with this are outweighed by the benefits of avoiding illness and injury, reduction of absenteeism, worker's compensation premium increases and improved employee retention.

2. Organisational Culture

Developing a safety first culture requires moving beyond the pathological and reactive practices of the past (a why bother or let's just not get caught mindset) to a proactive and generative culture of safety. WH&S systems have a key role in facilitating this change, but Senior Management play a key role in driving the culture of an organization away from the pathological and reactive, towards one which is proactive and generative. Leadership, commitment, recognition and reward are essential in developing a culture where working safely is the norm. This is most successful when integrated into the overall organisational strategy.

3. Recruitment and Selection

Recruitment and Selection can assist in the prevention of workplace injury and illness in several ways. Firstly, it is essential that all successful candidates identify with and can demonstrate a commitment to safe work practices. Essentially this is about ensuring the correct cultural fit. Including interview questions on the topic of WH&S, the use of psychometric testing to identify those that are more likely to demonstrate safe behaviour in the workplace, and ensuring new managers have the requisite communications skills are examples of ways employers can address this.

4. Performance Management

Linking WH&S to performance management processes including appraisals, reward and recognition, performance standards and performance recovery, ensures that workplace health and safety is taken seriously by all and that safe work practices are not abandoned in the inevitable focus on meeting other business objectives. The aim here is to show that you are serious about workplace health and safety, which increases desirable workplace behaviour and practices, and ultimately leads to a workplace health and safety program which is integrated into your overall workplace culture.

Addressing the performance of those employees who do not follow safe work procedures must be done in a timely and serious fashion. An escalation process for breaches of safety procedures is generally appropriate, but each breach must be considered in its own right and the outcome determined based on the seriousness of the breach. For instance, a first and final warning might be appropriate for a serious breach of procedure with the potential for catastrophic consequences, e.g. death or serious injury, whilst a more minor breach might be addressed with a discussion and note to file.

Influencing safety behaviour through reward and recognition of those who lead in this area creates a workplace environment where WH&S is viewed positively and as an attribute of a high achieving employee.

5. Induction

Statistics show that new employees are the most likely to be injured, therefore it is essential that safety information specific to a role is provided as early as possible. This can be prior to commencement or immediately upon commencement. This information should include information regarding policies and procedures relevant to the role, and also a practical induction into specific safety equipment, practices or risks that may exist in their new role.

A robust induction record should include evidence that a skills and knowledge assessment has taken place. As WH&S legal obligations extend to visitors, temporary, and contract employees, they should also be included in induction programs. Employees who have changed role, or been away from the workplace for an extended period of time will require refresher training or induction into their new role in order to reduce the risk of workplace injury or illness.

6. Training and Development

Successfully meeting WH&S legal obligations includes ensuring that employees are provided with instruction and training relevant to their role. This may include training on specific policies, procedures, tasks or equipment, and can also include ensuring that employees who are required to, possess the relevant licenses or qualifications. Ensuring that WH&S training occurs in a regular and systematic fashion requires planning and budgeting and coordination with other workplace events and priorities. Including WH&S into a work place training schedule and using a spreadsheet, database or other information system to track employee training information allows overdue training requirements to be identified easily, and for the organisation to provide evidence that legal obligations have been discharged.

7. Absenteeism Management

Absenteeism data can tell you a lot about an organisation, and work units within it. High absenteeism may indicate low job satisfaction, physically or mentally taxing job demands, or conflict between employees or managers. Each of these issues has the potential to lead to workplace injury or illness if not effectively addressed.

The way that absenteeism is managed in an organisation can also affect WH&S performance.

Having in place clear processes for managing sick calls can assist in identifying work related injury and illness in a timely manner, thus allowing early intervention in terms of treatment and rehabilitation, reducing the length of time off work for that employee. Early return to work for an employee on suitable duties has been shown to reduce the risk of secondary depression following workplace injury, enhance recovery and reduce the costs associated with workplace injury such as workers compensation premiums.

Identifying those employees who are off work with non-work related injuries or illnesses and are likely to require a graduated return to work or suitable duties also has WH&S benefits for employers, by assisting the employer to manage the return to work of these employees in a safe and controlled manner, and thereby reducing the risk of employees sustaining work related exacerbations.

8. Health and Wellbeing

Employee health and wellbeing programs can potentially have the (perhaps unintentional) benefit of reducing workplace injuries and illnesses. Increased awareness of physical and mental health can increase commitment to safe work practices, and safety culture generally. Physical conditioning associated with exercise programs can improve posture, improve work tolerance and strength and assist in relieving workplace stress.

9. Working Conditions and Amenities

Employers are required to provide and maintain a minimal level of facilities for the welfare of workers such as access to first aid and amenities such as clean drinking water and washing facilities.

Employers are also legally required to ensure safe entry and exit to the workplace, adequate space to complete work tasks, adequate lighting and ventilation, comfortable air temperature, access to hygienic dining facilities, storage for personal possessions, change rooms (for employees who are required to change in and out of clothing due to the nature of their work), shower facilities for those who perform dirty, hot or hazardous work and shelter (for those who work outdoors). Where workplace change has the potential to affect these working conditions (for example building works or changes to workplace layout) it is essential that consultation occurs in order to communicate new or temporary arrangement and minimise employee discomfort. The increase in working from home arrangements also creates a requirement for employers to ensure that the home workplace meets the above criteria, is generally safe and comfortable and does not pose an additional risk of injury to the employee.

10. HR Policies and Procedures

HR policies and procedures such as codes of conduct, bullying, harassment, and discrimination, alcohol and drug use, smoking and grievance reporting cross over into the area of OH&S. Breaches of these policies or procedures have the potential to result in workplace injury and workers compensation claims. Workplace Health and Safety Authorities called in to investigate bullying or harassment complaints now expect that employers have implemented risk management strategies for the prevention of these matters as an employer would for a physical risk such as a trip hazard.

2016 International Boarding Conference

Creating the Future for Boarding Schools

September 25th-28th
Gold Coast-QLD

AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

QT Hotel
7 Staghorn Avenue
Surfers Paradise
Queensland

Guest Speakers include:

Jake Bailey
Jake Bailey is the 18 year old ex-Christchurch Boys' High School senior monitor, whose prize giving speech made worldwide headlines after going viral in November 2015.

Hilary Moriarty
Hilary reviews the process for inspecting boarding in UK schools, from the first requirement to meet 52 Standards in 2002, to the current 20 Standards, and from early lengthy inspections to the newest 2-day Compliance Inspections.

Sian Jaquet
Sian is a person you would want in a crisis and today as a professional speaker, she has an inspirational message to challenge us on our own personal responsibility to take a leadership role in our own lives.

Robin Fletcher
Robin leads a team of eight at the UKBSA servicing 450 independent and state boarding schools with 75,000 boarders in the UK, and more than 60 members in around 20 countries overseas.

Nigel Collin
Author and founder of 'Ingenious Oz Project' and 'Game of Inches' Nigel created his first business at the age of twenty and sold it at twenty-one and went on to build one of Australia largest entertainment design companies.

For more information visit our website at:
www.boarding.org.au/our-events/conferences/2016-conference-information

---

Dating Sites Very Dangerous for Boarding Staff

AUTHOR
Andrew Knott

Background – Computers Generally

Employer owned computers
The golden rule is – never forget that the employer's computer is the employer's computer.

This means that in using the computer, it is vital for staff to familiarise themselves with the employer's rules and to comply strictly with them.

In addition to the strict rules it is prudent to apply a cautious common sense approach. For example, it would almost inevitably be inappropriate to use an employer owned computer to access a sexual site (even if not unlawful), e.g. an adult pornographic site not involving child pornography. This may not be unlawful, but it would still, in most circumstances, be imprudent and inappropriate to use the employer's computer for that purpose.

Secondly, it should never be forgotten that an employer's computer can be accessed by the employer. It is very easy to forget that the employer's computer belongs to the employer and for the personal relationship which we tend to develop with computers to blind us to this fact.

Our standard recommendation to staff is to have a private computer not connected to the employer's computer system in any way, which is used for private matters except for those rare and occasional short communications such as sending an email to the family from the employer's computer saying that you will be late home that evening because of a staff meeting.

Staff owned computers connected to the employer's computer system
It is prudent to apply all of the advice in the previous paragraph in this situation.

Staff owned computers not connected to the employer's computer system
Here it is important to bear in mind that if allegations are made against staff to the Police, for example of sexual assault or grooming or accessing inappropriate sites, then Police executing a search warrant can seize and remove the computer. If they find evidence of other offences, that is, offences other than those suspected offences which led to the issuing of the search warrant, then they can use that evidence in respect of the other offences. There are now both State and Federal wide-ranging provisions prohibiting accessing "child exploitation material", (which is very widely defined). Great care needs to be taken in accessing any sort of sexual or pornographic site, even on a staff owned computer.

Dating Sites Very Dangerous
A recent development has been observed by us. Staff are at great risk when using dating sites of making contact (perhaps at the initiative of the student rather than of the staff member) with a person who is a student either where the staff member is employed or in another facility conducted by the same employing authority. Some employing authorities take the view that contact in this way with a student, even though not known to the staff member and not a student in the school in which the staff member works or has taught, may raise issues which can lead to serious disciplinary outcomes. While this view is contestable, it is extremely prudent to behave before the event on the assumption that that proposition might be correct.

Dating sites are particularly dangerous because some young people are quite skilled at presenting themselves on such sites as if they are older than in fact they are, and may be sexually experienced to a surprising degree.

Lights Out

Establishing an Indigenous Education Program The Fundamentals

AUTHOR
Alayna Walsh
Communications Executive
Australian Indigenous
Education Foundation

Indigenous students are enrolled at nearly all of Australia's 183 boarding schools, but it's estimated that only half of these schools have a formalised and coordinated Indigenous education program.

Within the 'other half' there are many schools that are looking to establish an Indigenous education program – which usually includes the provision of some form of scholarships or bursaries for Indigenous students.

The AIEF Compendium of best practice for achieving successful outcomes with Indigenous students in Australian boarding schools is a practical guide that can assist schools on both sides of this equation.

With the support of HSBC Bank, AIEF's researchers spent two years collecting and collating the expertise of leading programs to create the AIEF Compendium, conducting interviews, surveys and discussions with 160 educators from more than 50 Australian schools.

While views and approaches differed from school to school, almost all schools agreed on the most important drivers of a successful Indigenous education program.

An overview of these 'critical success factors' – leadership commitment; resourcing; enrolment considerations for scholarship recipients; a welcoming environment; relationships; school structures and frameworks; and learning and transition support – featured in the second edition of this magazine last year.

The AIEF Compendium evaluates the diverse range of approaches to these factors into a three part guide. Part one, titled 'Establishing a Program: the Fundamentals', covers the fundamental issues that schools need to consider when establishing a program, or reviewing an established program:

The decision: why is the school establishing an Indigenous education program?

Leadership: does the program have the backing of the leadership team and school council?

Defining success: what is considered to be a successful outcome for an Indigenous student taking part in the program?

Program composition: what will the program offer and how big will it be?

Program funding: how will the program be funded?

Staffing: who will be responsible for the program? What will this role (or roles) involve?

Targeted student groups for scholarships: will the school target student groups for scholarships? Does the school have the expertise and support structures to achieve successful outcomes with students in its target group, e.g. students from remote and very remote communities?

Relationships with Indigenous communities: will the school establish relationships with particular Indigenous communities?

Parental contribution: will the school request financial contributions from families of Indigenous scholarship students?

Expectations for students: what will the school's position be in regard to expectations of, and flexibility for Indigenous students?

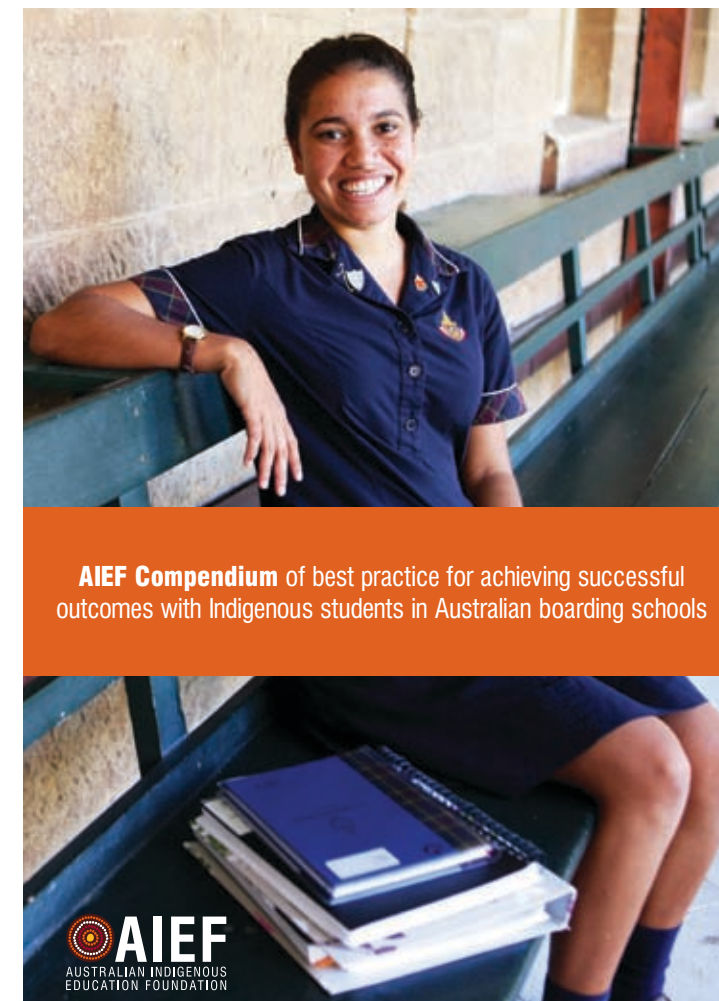**Showcasing program and students:** will the school run a high profile program?

Schools that are planning to establish an Indigenous education program may assess these fundamentals and ultimately decide that launching a formalised program is not currently the right decision for their school community.

An enthusiastic school community led by a committed and strong principal is the foundation of every successful and sustainable Indigenous education program, and the strongest indicator that a school is ready to establish one. When it comes to more practical matters, there are a variety of successful strategies which can be chosen to suit the circumstances of a particular school

including its overall philosophy, resources and existing relationships.

Most schools find that these fundamentals change as their programs mature over time, so it's essential that schools with established programs revisit these fundamental questions to ensure their approach remains consistent with the philosophy that underpins their Indigenous education program.

AIEF is supporting schools to evaluate these fundamentals by distributing copies of the AIEF Compendium and encouraging all educators working with, or planning to work with Indigenous students in a school environment to sign up to AIEF Compendium Online at compendium.aief.com.au.

Members can read the AIEF Compendium and contribute to the ongoing development of best practice in Indigenous education by commenting on articles and engaging with the AIEF Compendium Online community, where they can connect with other professionals; blog about initiatives and experiences within their own programs; and ask and answer questions in the discussion forum.

To ensure quality and relevance of community content, AIEF Compendium Online membership is restricted to education professionals currently working in a school with an .edu.au email address.

To find out more, or to request a printed copy of the AIEF Compendium, visit compendium.aief.com.au.

AIEF Compendium of best practice for achieving successful outcomes with Indigenous students in Australian boarding schools

Working or planning to work with Indigenous students?

We want to hear from you.

The **AIEF Compendium Online** is a new resource for education professionals working with, or planning to work with Indigenous students.

You can sign up at compendium.aief.com.au to read and respond to the *AIEF Compendium of best practice for achieving successful outcomes with Indigenous students in Australian boarding schools*, a groundbreaking guide that draws on the expertise of educators from over 50 schools.

Members can contribute to this expertise by commenting on articles and engaging with the AIEF Compendium Online community, where they can:

• Connect with other professionals

• Blog about initiatives and experiences within their own programs

• Ask and answer questions in the discussion forum

Find out more at **compendium.aief.com.au**.

BOND UNIVERSITY TWILIGHT OPEN DAY

SATURDAY, JULY 23, 2016
2PM - 6PM

We will be opening our doors for our annual
Twilight Open Day on Saturday, July 23 from 2pm.

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

bond.edu.au/**openday**

BOND UNIVERSITY

MB1471

Taking the Reins Conference
A Director of Boarding's Overview

AUTHOR
Simon Hill
Director of Boarding
Brisbane Grammar School

Week seven in a boarding house is always a pivotal time – the pointy end of term if you like, so the cost-benefit of attending the Taking the Reins Conference at this time had to be weighed up carefully. All who were there during this stimulating 36 hour program wholeheartedly agreed that it was worth every moment. Rarely have I attended a conference where the themes addressed have been more relevant or pertinent. The topics (listed below) targeted crucial areas of our operational and strategic work and gave us all 'takeaways', evidence of good practice and advice on how to achieve goals that will undoubtedly shape and improve our thinking in the months ahead. The quality of the presentations was top notch, mixing sound research, practical experience and plenty of good humour to ensure we all stayed engaged and enthused. Almost as important were the strong connections that this event created between the delegates who came from near and far for this event. The collaboration and the positive interaction during the sessions and later at the conference dinner and beyond into the night were lovely to be a part of and set the standard for future conferences to follow.

The choice of Bond University was a shrewd one, coming as it does when the link between ABSA and Bond is stronger than ever. The forthcoming Diploma being rolled out later this year points the way to a mutually beneficial relationship in the years ahead. The setting itself was stunning and the food, facilities, accommodation and amenities were spot on. The conference ran like clockwork.

This was my final ABSA event before I return to the UK after seven very happy years as Director of Boarding at Brisbane Grammar School, including four years on the QLD State Committee. I am grateful for the quality of learning and the warm friendships that I have benefited from during my association with ABSA and I look forward to comparing what the BSA can offer in comparison. In the meantime I shall become an 'international member' of ABSA to follow from afar the outstanding work our colleagues are doing to support us all in this most important and challenging profession.

Presentations topics included:

- Boarding in a Boarding School.
- The role of a leader in a Boarding community.
- Changing schools – understanding a new culture and knowing what to change.
- Dealing with difficult situations and managing a crisis.
- Leading your staff.
- Boarding inductions.
- Developing student leadership.
- Working with Difficult Parents.

Lights Out

The Unseen Benefits of Boarding

AUTHOR
Andrew Levenger
Boarding Housemaster
Flower's House
Christ's College
Christchurch, New Zealand

There appears to be a trend in boarding at the moment where the number of local students going into boarding is either static or falling and is often being propped up by international students from either ex-pat communities overseas or students from countries where wealthy families see great benefits in giving their children education in the English language surrounded by the opportunities afforded by the home country. Nowhere is this more true than here in New Zealand.

Allied to this is the general lack of information about the benefits of boarding being proactively directed towards the parents of day students from a young age. I give myself as an example. I started school at my senior school at the age of eight (it was an 8-18 school in the UK) and there was never any doubt that I would go to that school. It was where my father had gone, his brother and my cousin and I would definitely be following in the family footsteps. At no stage was any other option considered, except the local state school if I did not pass my entrance exams!

This is often the case now, parents will have an idea about one school, maybe a couple more but there is rarely any discussion in the families about whether the child should board or not. If the parents were boarders, and they can afford the fees, then the child will in all likelihood board. If the only way the student can go to the preferred school is to board, than that is what he or she will do. If the parents were day students, then the chances are the child will also be a day student. Why is this the case? Why do parents of probable day students rarely consider boarding as an option? As a current boarding Housemaster, these questions interest me greatly and I have tried to put forward my thoughts below.

The obvious answer may be that the parents have considered it but the fees are preventative, however in my, albeit brief, questioning, more often the thought of boarding has not even crossed the minds of the parents. I would suggest that if we as the boarding community are to grow the numbers of our boarders, as well as looking overseas and to other distant markets, we should actively market boarding to our prospective day parents.

What to market then becomes the next question, and I think that here we often focus on the wrong things. In a similar style to the Simon Sinek TED talk (the theme of the 2015 NZBSA Conference in Wellington), we can split up the boarding experience of a school or college into 'WHAT', 'HOW' and 'WHY'.

The 'WHAT' are the positives that a student can gain from boarding at the most basic level, things such as extra tutor assistance for homework, use of the school's facilities once the school day is over, the ease of getting to and from after-school practices and rehearsals and the ability to socialise with others of the students' age and social group over a game of pool or a cup of coffee once the school day is over to name but a few. However if the schools and colleges focus on the 'WHAT' that their boarding houses do and offer, then my supposition is that there will not be a great extra up-take of boarding places. Yes, we all need to let prospective parents know what activities the boarders can do once the school day is over. Yes, parents will want to be reassured that their sons and daughters can make use of the school's facilities, be it sporting, musical, dramatic, technological or academic in their downtime but actually, this information will not encourage *new* families to come into boarding.

The 'HOW' is again important, but not the deciding factor in parents committing to becoming part of the boarding community. The knowledge that schools actively seek out the best practitioners, send their staff on great professional development and are always looking to improve their boarding facilities is neither surprising nor game-changing. Parents expect this level of service and the continued improvement in the boarding experiences offered is a necessary part of running a boarding school in the current economic environment.

It is far more important to educate those who do not know about the unseen benefits of boarding that are, by their nature, hard to quantify and difficult to define. To quote from Sinek again, this would be the 'WHY'.

Schools either consciously, or sub consciously, are aware of the unseen benefits of boarding. They will in all likelihood have their houses or hostels, programmes and procedures, set up to assist the ideas below and the staff should be actively working towards providing the right atmosphere for these benefits to flourish. It may be that because a good model of boarding has been set up, that these occur without direct, specific and conscious actions and in these cases it becomes even harder to quantify what is going on and the benefits that are accruing to the individuals involved.

I wonder how many prospective parents who did not board get to have a real insight into the strength of friendship those who do board are fortunate to gain. A prime example of this is to ask those who went through senior school as day students but then went through university in halls of residence and then into a flatting situation, who their strongest friendships are with.

I would wager that most would say theirs come from their university days – mine certainly do! Those with differing views are often those who spent five, sometimes more, years boarding with the same crowd of boys or girls; who spent evenings working, playing, talking and learning together. The usual case then would be that the friendships made in school may be the strongest.

Another often overlooked benefit of a boarding life at school is the ability to adapt to change, to get on with all types of people from a variety of walks of life and the resilience to changes in circumstance. Ray McGovern, the chairman of the British Boarding School's Association, suggested in 2014 that boarding helps to nurture children who are more independent and self-reliant. He went on to say that boarding education develops vital social skills and perseverance alongside academic ability. He also suggested a link between boarding and the sorts of characteristics desired by the top universities and employers: "They (employers and universities) are increasingly looking for more than top academic grades. They look for social skills and confidence, independence and resilience, character and perseverance. They look for true grit. In boarding schools we have the time and the expertise and the interest to encourage every child to develop and grow, to find themselves, to dare to try new experiences."

This is not to say that day students cannot also gain these characteristics. It is just that in most boarding environments these days, the students will find themselves in situations and activities that develop these skills more readily than their day-student peers. At both my present school and my past two places of work (each in a different country) the opportunities for boarders to go outside of their comfort zones, to experience different activities and places and to challenge themselves in varying social environments were greater than those opportunities for their day counterparts. Each activity is in itself a great advert for boarding, but the consequences of the experience, the true benefit of such an activity are often overlooked.

Living day to day with a group of your peers, some of whom will be easier to live with than others, brings with it a whole ream of character-building issues that the non-boarders do not often have to deal with. The ability for students to learn from observing others, often in a subconscious manner, is very difficult to gauge. By doing homework with more able students, for example, a less able student can certainly gain a better insight into how to work and learn than they would otherwise and this is difficult to replicate in a home situation unless they had sibling assistance. Clearly the student is more likely to be able to gain assistance in all areas of academic study if there are a larger number of peers offering assistance.

Dealing with conflict and learning to stand up for other's points of view is another characteristic learned more rapidly in a boarding environment than in others. Hopefully this is actively addressed as part of a boarding programme as well as being part of growing up in close proximity to a large number of similarly aged young people. Time management and self-organisation are also large parts of boarding life, especially when there are constraints upon some aspects of after-school life. For example, if there are specific days and times that boys can head out to the shops, then the management of their time and resources to ensure they can head out as and when they are allowed becomes very important!

I do not know whether parents are more likely to send their sons and daughters into boarding once they are made aware of these strengths of boarding, but I am sure of the importance of these ideas in the discussions that go around the decision to send a child into a boarding environment. I believe that the boarding community needs to be more proactive in these areas if we are to fully market and advertise the full range of benefits of boarding to a wider range of families. If we are able to do this, then we may see the boarding numbers start to rise in a similar fashion to the way they have been in the UK over the past few years.

ASPIRE
INTERNATIONAL YOUTH MUSIC FESTIVAL

A world renowned youth music festival, fostering a culture of musical excellence and international connectedness, raising the aspirations of all students who take part.

BE INSPIRED

What is ASPIRE? A prestigious youth music festival open to secondary schools worldwide

When? Held over three consecutive days, 7 – 9 July 2017

Why? Raising aspirations of young musicians

Where? Held at world class venue Queensland Conservatorium Griffith University, Brisbane, Australia

Who? Open to Secondary School concert bands, orchestras, choirs and jazz bands*

ASPIRE International Youth Music Festival is a competition on a new level; attracting world renowned adjudicators from across the globe and appealing to the best young musicians internationally. Every participant will experience the competition, a masterclass, workshop and public performance.

If your ensemble aspires to reach new heights and is searching for a new challenge, then we welcome your enquiry. To learn more about ASPIRE and the selection criteria please email **aspire@aspiremusicfestival.com.au** or visit our website **aspiremusicfestival.com.au** today.

Student Horizons Challenge. Discover. Achieve.

The Foundation of Student Horizons

The ASPIRE International Youth Music Festival is proudly a not for profit trading division of Student Horizons. Any surplus made from the event will be donated to The Foundation of Student Horizons for disadvantaged youth.

*ASPIRE International Youth Festival is an invitational event open to secondary schools worldwide. To ensure we continue to attract the best musicians worldwide we welcome enquiries to discuss selection criteria in further detail.

The Uniform Company

AUTHOR
Greg Macleod
School Sales Manager
The Uniform Company

THE UNIFORM COMPANY

It has been a busy year here at The Uniform Company; we have moved to new bigger and better premises to ensure we can keep giving our customers the best quality and service well into the future. Our new premises in Eagle Farm, Brisbane, allows us the space to manufacture more, import more, and offer a greater variety of service options to our customers.

It has been exciting to be able to supply many of you with garments specific for your boarders this year, with many schools introducing hoodies to keep your boarders warm and give them a garment that strengthens the bond that the boarders share.

The next few months will see the final development of our Bunk House range of nightwear for boarders with girls, boys and unisex options. These classic designs are made for comfort to ensure a good night sleep. Look out for them at the Intenational Conference in September.

Of course the main part of our business is school uniforms of all types, and with over 45 years experience in the manufacturing and supplying of school uniforms to schools around Australia and overseas, we are the ideal partner for any school. We can provide assistance with running your uniform shop to ensure that you can make a profit and provide good value for your families. This year will also see the launch of our online shop for those schools that are looking to outsource the retail component.

At The Uniform Company, our aim is to work with schools to ensure that your image reflects your values in the most positive way and that students have a comfortable uniform that they wear with pride.

To find out how we can help your school please contact:
Greg Macleod
School Sales Manager
Ph:1800 815 571

ABSA AWARDS for BOARDING SCHOOLS and STAFF

The Premier Leadership Award

Principals of Boarding Schools are asked to nominate someone from their school who has made an extraordinary contribution to the excellence, advancement and success of boarding schools, both current and in the past. We are looking for a person showing passion for their work, has achieved something special for their Boarding House or has made a remarkable contribution to the Boarding School Industry.

This is a prestigious award given to one person every second year at the ABSA National Conference dinner.

ABSA Premier Leaders Award 2014

Congratulations to Kim Walters, Worawa Aboriginal College, the 2014 recipient of the ABSA Premier Leaders Award

During Kim's time as Head of Boarding she has transformed the boarding program at Worawa Aboriginal College. Prior to her arrival the boarding program was struggling with numbers, staff morale and the challenge to make it a safe place for their boarders.

Worawa Aboriginal College, a boarding only school, accepts Indigenous girls from years 7 to 10, and within this many students arrive with complex emotional and psychological needs arising from disadvantaged and dysfunctional family and community backgrounds. Kim's role is to recruit and support these girls, and help them prepare to be ready to enter mainstream boarding schools for their senior years.

The Worawa Pathways to Womanhood is a program delivered through the residential program led by Head of Boarding, Kim Walters. Through a series of modules students are led through a pathway of developmental activities. Beginning with self-awareness, it assists students to build resilience and takes the student through personal care, increasing cultural awareness, social skills and public speaking and leadership skills. Kim is pivotal in ensuring the continuation of learning outside of the classroom. As a result the College has been privileged to see some amazing transformations and student personal growth. She has been a key part in the provision of sporting, cultural and artistic activities for the girls, ensuring their time outside of the classroom is active and engaging.

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION

Nominate Today

Nominate a person for this award at:
http://www.boarding.org.au/registrations

Most Innovative Idea in a Boarding School

This award recognises a person or a school who has stepped out of the norm to achieve something exciting in their school. We are looking for people or projects which really support the ethos of the boarding school, and provides the boarders and/or the staff with an excellent standard of service.

This is a prestigious award given to one person or one school every second year at the ABSA National Conference dinner.

The ABSA Most Innovative Idea in a Boarding School 2014

Congratulations to Michael Holland for his role in developing the Reach School Boarding House System - nominated by Reach.

Having an idea and then making it a reality are two very different things. In January, 2013 Michael Holland had the idea and made it a reality.

This project began from a conversation about Rugby at Guildford Grammar School and has become a system that can be used by all in boarding. Michael's expertise and experience have assisted in the continued development of REACH Boarding System.

Michael Holland saw a need for a tool that could manage the multitude of functions necessary in the operation of a successful boarding house. Boarders' leave arrangements, attendance and roll, projected meal numbers for the Catering Department in a timely manner, recording behaviour and pastoral issues in a searchable format, communicating this information to relevant staff and parents, and being able to quickly access contact information for boarders, their parents and hosts are all part of this system.

While Reach was busy creating the Boarding Management System, Michael set about convincing the Business Manager at Guildford Grammar School that such a system would improve efficiencies and represent great value for money and the school began piloting the system. Initially, only the leave module was used and it immediately reduced significantly the amount of time spent on administration. Over time other modules were used and staff quickly saw the benefit of having pertinent information stored in a central system that could be accessed remotely.

Reach has now been adopted by schools across Australia, New Zealand, Asia and even the United States with interest now from Canada and the UK. It has centralised Boarding House operations in a system that is easy to use and stores information that is quickly accessible.

Michael gave up his time selflessly, attending weekly developmental meetings and has encouraged others to take up the system to achieve a "best practice" model.

REACH School Boarding House System

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION

Nominate Today

Nominate people or schools for these awards at:
http://www.boarding.org.au/registrations

The awards are judged by a sub-committee of the Board of Directors of ABSA, and will be presented at the ABSA Conference Dinner on Tuesday 27th September 2016.

Nominations close Monday 1st August 2016.

Re-imaging Pastoral Care

AUTHOR
S. J. Middleton,
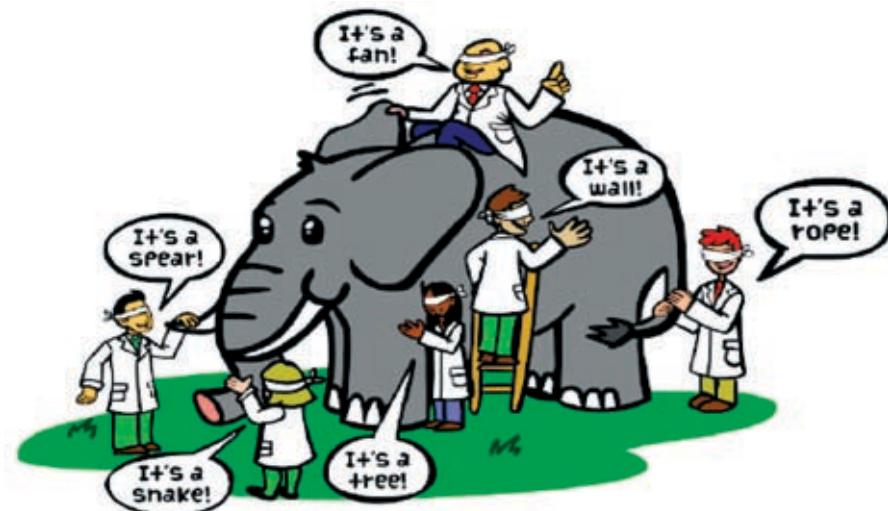Director of Leadership Studies
The King's School

An intense focus on enhancing well-being for students, staff and schools has emerged as a key educational issue over the past five years. This deep interest in establishing the optimum environmental conditions for promoting, achieving and sustaining student success in a range of fields has particular significance for boarding communities where the level of care is often more specific, intensive and ultimately rewarding. This focus looms as a starting point for a longer conversation for educators to reflect upon as we consider how best to enable those in our care, both in the classroom and the boarding house to maximise their potential.

Whilst approaches to enhancing student development within schools take many names and forms, the complexity and challenge of what we are doing in terms of preparing students for life is clearly evident. The world in which our Year Seven students of today will exist upon graduation will be very different from the world of 2015. Providing our students with the skills and values to navigate this complexity remains a challenge which schools, and boarding schools in particular, must embrace rather than shy away from. Importantly, the boarding context enables a range of strategic and vital opportunities to enhance and nurture student growth.

I may be old fashioned in my approach but I still prefer to talk in terms of Pastoral Care of students rather than to merely focus on Well-Being, a term which has gained great prominence lately. Most notably this is

because I see well-being as one of the many outcomes of a whole school approach to maximising potential through the creation of high performing educational culture with a growth ethos, rather than the starting point. Whilst approaches to ensuring such outcomes for students take many names and a variety of shapes and forms, they are essentially streams of the same river, namely a school approach to enabling and enhancing student growth, performance and readiness for life. In this sense, my preferred model for the conversation is to talk about an approach to Pastoral Care which promotes Well-Being. This is an essential component of re-imaging Pastoral Care within our schools. From my perspective there are three key issues confronting schools, particularly those with residential components as they attempt to engage with fresh thinking and action of these matters.

What does Pastoral Care mean at your School?

One of my favourite images is of the blindfolded students examining the elephant, each returning a different diagnosis of what is before them, depending on their position and perspective. In my experience across two decades in independent schools I have found this type of scenario to be one of the greatest challenges confronting educators and school communities as they

reflect upon and refine their approach to Pastoral Care. Notably, as a concept, Pastoral Care can have conflicting and different meanings and connotations in various elements within the same school community. For example, is there consensus in your school on the approach to Pastoral Care or does the thinking and action differ between academic, co-curricular and boarding components of the same organisation?

Important questions for consideration include whether Pastoral Care exists as a philosophy, a curriculum or a program, is it a system or a structure, or is it at the core of everything that occurs within your school? In most instances, it is some, a few or all of these elements at different times in the same day and that's okay, as long as there is a shared understanding of the ideas and intentions underpinning your specific schools approach.

Additional questions arise when we take the time to reflect. For example, where does Pastoral Care for student's end and discipline policy begin? If teaching staff were asked to define Pastoral Care would their responses be similar, different or exactly the same? These are important questions as we seek to transform the manner in which we not only care for our students but enable them to optimise on their potential

for achievement in a wide range of contexts. I think constantly talking about Pastoral Care and what it means in your school is essential to ensuring that we are all talking about and enhancing the same "elephant"! These significant questions are essential for those in residential communities to grapple with as the opportunities, but also the challenges, of the provision of Pastoral Care are more demanding and complex.

Is your approach to Pastoral Care informed by research and data?

In the past schools have relied on the vibe or informed opinion when considering the success or otherwise of their approach to student care. Whilst we as educators have always seemed to understand that building relationships between students, staff and the school whilst establishing safe and secure environments was beneficial for outcomes, it is clear now that a great deal of timely and excellent research is quantifying these attitudes.

For instance, a recent study emerging from Harvard tends to confirm all those things that we have always believed without ever seeking to confirm them for ourselves…. "A network of supportive *RELATIONSHIPS* is at the *HEART* of student *HAPPINESS*. If schools want to support student *WELL-BEING* and *ACHIEVEMENT*, they should take seriously *NURTURING POSITIVE RELATIONSHIPS* among *TEACHERS* and *STUDENTS*." (Hinton, 2015). This type of information can prompt reflection on our own approach to Pastoral Care to consider what our individual school is doing to enhance relationships as a basis for student achievement.

Further, it reminds us that our own decision making within schools should be data informed and that our contexts are wonderful resources to research and either confirm or challenge what is working in relation to how we care for our students. Perhaps a great starting point is to focus professional learning in your residential community on enhancing staff and student relationships. The work of American academics Michael Reichert and Richard Hawley is influential here and although

focused on boys, has some tremendous implications for all engaged in schools where relationships are formed.

What are the tensions in your school context which will impact on enhancing Pastoral Care?

Finally a focus on re-imaging Pastoral Care should also acknowledge that schools operate in contexts with a range of tensions which can both enhance and, indeed, limit what approach is best. Whilst these are often legislative and legal considerations there are also areas which schools must consider including resources - both human and financial, expectations of parents, former students and community, finding a balance between Pastoral Care and discipline and considerations of adolescent risk taking behaviours. This is never more so apparent in a residential community where the level of care and responsibility is often far more intense and shaped contextually by risk identification and management issues to ensure student safety and wellbeing. Schools will have specific challenges in these areas that they need to identify and address and this is where developing context-specific solutions are imperative. What has worked in terms of Pastoral Care at other schools may not translate into other areas for a whole range of reasons.

Conclusion

The current focus on student well-being provides a great opportunity for schools to reconsider their approaches to Pastoral Care. The manner in which we craft and shape the educational environment in which we operate can have such a positive impact on those within our care. It is vital that schools continually engage with and refine their programs, curriculums and professional learning to ensure that the needs of their students today and into the future are being catered for effectively.

Reference:
https://www.gse.harvard.edu/news/uk/15/03/because-i%E2%80%99m-happy

Lights Out

The Ticking Time Bomb

How Outdated Processes Jeopardise Risk Management in Schools

AUTHOR
David Eedle
Co-Founder and
Chief Technology Officer
of ParentPaperwork

Schools today, like never before, are conscious of risk, and find themselves under ever-increasing pressure to guarantee a safe and protected environment for students and staff. Layered onto this are the obligations surrounding personal information and privacy and data protection legislation, together with the expectations of today's parents, community and authorities.

When preparing for an off-campus excursion, for example, teachers and supervisors not only have to liaise with the destination venue, but organise buses, review medical management plans for the students involved and prepare learning materials. A risk management plan must also be researched, compiled and distributed to ensure the school's duty of care is maintained at all times.

In boarding schools this management of risk is significantly heightened, with the school responsible 24 hours a day for their charges. Accurate communication becomes essential, especially if multiple staff are rostered on duty over the course of a week and weekend. There are all manner of permissions and consents needed to ensure a student is authorised to undertake various activities, and that any hosts or guardians are appropriately documented and confirmed as agreeing to relevant terms and conditions whilst in the company of a student.

The school and supervising staff must be able to ensure they know the location of their students at all times; that they check out of, and into, the boarding house; that leave is granted before the student departs the campus. Consent is needed for the student to drive a car, to be in a car driven by a host. To be in a car driven by another student.

This is the complex environment within which all schools operate, where confidence in management processes must be absolute, and access to information and data captured during those processes must be quickly and efficiently accessible. It generally surprises outsiders to discover that almost invariably all of this risk management is implemented using paper forms and where the only thing that's changed in the past few decades is the quantity of forms, and the number of boxes on the forms.

Let's break down why paper forms are inherently risky in schools - here are seven significant points of failure with paper-based forms.

1. Who signed the form? How can you have any confidence the information provided on a form, and signature at the bottom, is from the intended parent or guardian?

2. Was the form filled out correctly? A paper form has no controls to ensure that information is entered into all the required fields. Even the design of the form is a problem – all too often class teachers simply design their own form, ignoring the mandated form created by the school, or the school's auspicing body – the local authority, the school district.

3. Can you read their handwriting? Once paper forms have been returned the information needs to be transcribed often into a central report, perhaps an Excel spreadsheet. You are dependent on being able to read the handwriting, a mistake can be costly.

4. Are the responses from parents being compiled correctly? Your school's office staff might be faced with a pile of dozens or hundreds of forms they need to collate and assemble information from. Maybe they could read the handwriting, but did they then transcribe the information consistently and correctly?

5. Are your paper forms stored securely? Schools must adhere to data retention policies, so where are you storing your paper forms? In a box in a shed down the back of the playing fields?

6. Can you locate and retrieve a paper form submitted by a parent two years ago? Is there a detailed catalogue or index for every batch of paper forms you've added to storage over the years?

7. Who has access to your paper forms? Paper forms regularly contain highly sensitive personal information about students. How do you control access to the paper forms, or the transcribed data, within the school?

Would you rather have your Teacher/Boarding Supervisor/Head of Boarding spending time shuffling paper forms - preparing them, collecting them, processing and compiling the information on them or spending time with their students?

These issues should be keeping school administrators awake at night everywhere. It only takes one incident to highlight the inadequacies of old style manual processes - and any incident is one too many.

This is why many schools are turning to the new crop of education technology solutions like ParentPaperwork, an Australian EdTech success story, with schools in seven countries using the platform to move all their paper-based forms online, vastly improve school processes, and counter the risks of using antiquated manual paper forms.

Schools can design any form they like and send it to 1 or 1,000 parents and guardians at the push of a button, or build forms that staff will complete, or that staff and parents combine to complete via a customisable workflow and approval process. All the data is held securely online, in a central student record, meaning the school can access any data about a student in seconds, however long ago submitted.

As one major ParentPaperwork customer recently described it, risk is their 'ticking time bomb' - they have no confidence in the integrity and reliability of their paper-based systems. They are rolling out ParentPaperwork to all of their schools, because implementing tools like ParentPaperwork transform the management of schools, not only reducing risk, but saving valuable staff time and cost as well.

David Eedle is the Co-Founder and Chief Technology Officer of ParentPaperwork, an online data capture, management and reporting system for schools, headquartered in Melbourne with customers worldwide.

Lights Out

Stand Up to Bullying

Get Onboard with ~~reword~~

reword™

A new online technology has launched in Australia that will help teenagers and young people stand up to online bullying. The software, called ~~reword~~, has been released as a Google Chrome extension that's available to schools, parents and students alike and can be downloaded for free in one easy click.

~~reword~~ is the first technology of its kind in Australia. It works by identifying cruel or intimidating words in real time to prompt online users to ~~reword~~ their message or post. Similar to spell check functionality, a red line appears through words to highlight bullying behaviour, encouraging users to reconsider their choice of words before they press send.
As a browser extension, ~~reword~~ doesn't take up any room on your computer's hard drive, nor does it affect the processing speed.

Youth groups have been heavily involved in the creation and testing of the tool, and three schools in Melbourne are piloting ~~reword~~. Young people all over the country can become co-authors of the tool by adding undetected insults to the lexicon, encouraging them to take ownership over ~~reword~~ while building the tool's intelligence.

The technology was created by global communications agency Leo Burnett Melbourne in partnership with National Youth Mental Health Foundation, headspace, to combat the growing issue of cyber bullying.
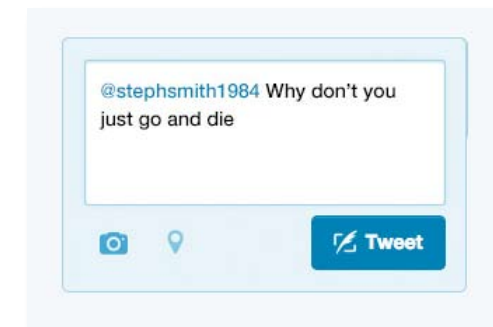
In Australia, 72% of teens go online more than once a day; with 58% accessing Facebook. Around 463,000 young people are bullied online in Australia each year and victims of online abuse are more likely to engage in self-harm and suicidal ideation.

The launch of ~~reword~~ has been very successful so far with schools all around Australia implementing the tool. Research conducted with young people through headspace has shown that 79 per cent of 12-25 year olds are willing to ~~reword~~ when prompted.
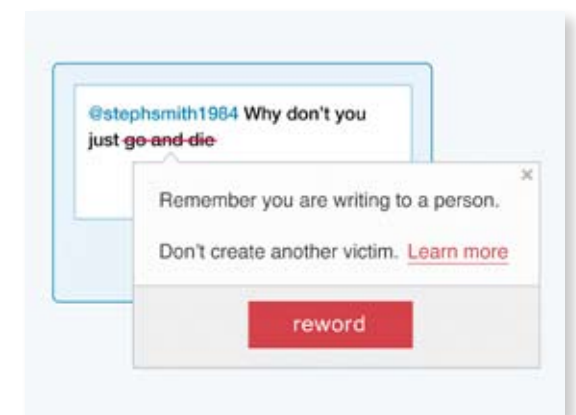
This tool gives everyone the ability to easily identify and prevent bullying online and aims to encourage a huge, long-term change in the way people communicate online.

Social media users all throughout Australia are encouraged to find more information and download ~~reword~~ with one click at www.reword.it

How it works

Bullying recognised

Bullying behaviour activates an automatic alert

Clicking ~~reword~~ selects the statement to be deleted

Gradually as people become educated by the tool, only the red line appears. Hovering over the red line reveals the alert.

Lights Out

Mitigating Risk and Automating for Best Practice

AUTHOR
Garry Jowett
Director
Reach

The Boarding House or Student Life office is a busy place. As the centerpiece of a Boarding School's 24-7 care environment, it oversees many aspects of a student's daily life in a dynamic school community.

It is an energetic place that plays an integral role in the student experience, managing student deportment, student activities, leadership development, health and wellness, the operation of residences and a broad range of student-based risk exposures for the school. At its core, because it has to do with students outside of the classroom, the Student Life office is the catch-all, the hub for planning, executing and mitigating risk.

> There is little room for policies and procedures that are not robust in design and consistent in their execution.

Risk management itself now sits at the center of school policy implementation, setting the framework for many of the policies and procedures for how student life can operate.

Schools are constantly evaluating, assessing and mitigating elements of risk in the boarding space in particular. Are students safe? Are parents aware? Do they approve? These questions sit as the core of evaluating and creating any operational workflow in the school. Reputations which have been forged over decades, even centuries, are tested on a daily basis. There is little room for policies and procedures that are not robust in their design and consistent in their execution.

Just as the delivery of education in the classroom continues to evolve with the adoption with new technologies, so too can the Boarding House in order to manage ongoing risk exposures for daily activities and administration.

Managing requests and notifications, receiving permissions, maintaining records and establishing automated workflows are examples of how technology can simplify and enhance operations in a boarding school, helping to improve what might be common or standard practice to BEST practice.

Using technology to automate boarding school processes provides an affordable and efficient pathway to risk management and best practice. It helps schools to implement mandatory policy and procedural controls whilst providing workplace efficiency rather than losing it. It improves a school's capability to manage their risk portfolio, providing a consistent and efficient mechanism for boarding faculty to implement processes that protect students, families, schools and staff.

Rapid access to information, mandatory notifications and approval workflows, integrated and accurately maintained student records, real time student tracking

and the convenience of access anywhere capability are demonstrations of how automating the boarding school office positively changes the work environment, allowing staff to spend more time with students and less time on paperwork.

With the advent of the Australian Boarding Standard the emphasis will more than ever be on good practice and a boarding school's procedural framework for activity management and record keeping. In this environment tools such as the REACH Boarding School System provide an opportunity for schools to install a flexible mechanism for implementing best practice with inbuilt, automated risk mitigation procedures with thorough record keeping and reporting capabilities.

As part of the industry transition towards minimum standards, REACH Boarding School System is working closely with the ABSA building a framework that will assist schools to achieve Australian Boarding Standards best practice guidelines. To this end, a new module being released later in 2016 called REACHing the Standard will provide an automated framework for record keeping, workflows, protocols and reporting that will assist schools to reduce the costs associated with achieving and maintaining compliance with best practice guidelines.

REACH Boarding School System is an award winning Student Management System designed especially for Boarding Schools. All ABSA members are entitled to a FREE TRIAL of REACH.
To access a free trial register at:
www.reachboarding.com

Lights Out

Boarding Here and There

John Newton, former Head at Taunton School and former BSA Vice Chair, shares some highlights of boarding Australian style

AUTHOR
John H Newton
Principal,
Scotch College, Adelaide

In many respects, Australia and the UK speak the same language. But consider the following. In Australia history is either very recent or stretches back thousands of years due to the profound links it has with its indigenous people. History is about the land. It is about rites, ancestors and religion.

Secondly, the geography: one of the first and most important pictures I have put up in my study was of the map of the incredible country of Australia. Its size and dimensions are utterly mind boggling. I reckon I know a lot about the UK and France. Australia will never be fully experienced by anybody.

Thirdly, there is a word that we all think means the same thing but has different significance for both of us. That word is rain. In the UK rain makes us all miserable. In Australia it makes everybody incredibly happy. Rain affects the harvest and the feed. Rain affects the prosperity of remote families. Rain means we can afford boarding.

When you unite both geography and the climate together you understand why boarding has established itself so well in Australia. Here boarding helps remote families who live on sheep stations the size of small counties to send their children to a decent school in preparation for university. They can afford to do so by the work of their hands and by what grows in the ground. Those in school marketing always look at the long range weather forecast to know just how good the boarding enrolment figures are going to be. La Niña in the Southern Hemisphere means hot weather. Batten down the hatches.

There is a whole set of values attached to being a country family which boarding life reflects. Those families want toughness, and they want courtesy and old-fashioned manners. They want very tight bedtimes

and God forbid anybody who believes that anything good could comes out of a screen.

So boarding largely supports the rural rather than the urban community, which is a challenge for a pasty-faced Englishman. In the UK boarding offers huge extra-educational benefits. The long day, the activities of the weekend and the intense experience of living in a place with so much going on genuinely gives a return on the investment that parents make in boarding. In Australia it is something of a necessity for a 12-year-old country student, so they avoid having to live in the great outback for too long, lacking social contact and a decent sports team. An opportunity for Scotch to differentiate? Maybe so…

Climate also makes a big difference to the working week in Australian boarding. There are no lessons on a Saturday morning because the grounds aren't big enough to provide enough ovals and other pitches to run sport concurrently on a half day. There is, after all, only so much green grass the brown water supplies can nurture.

Sport therefore dominates the weekend. If you rise at 7.30 on a Saturday morning you will not see uniform-clad young people

going off to lessons, but a whole range of parents setting up the gazebo around the cricket pavilion as they prepare for a whole day of cricket on the oval.

Beyond boarding, Australia treasures religion. So we need to talk about Aussie Rules.

AFL, as it is known, is a healthy addiction, anaesthetizing overzealous males for about five months of each year when the temperature nudges unwillingly down to about 10 degrees and there is a drop of rain. Its narcotic effects are such that even in the closed season with the temperature nudging gleefully up to 35, the radio broadcasts are jam packed with who is moving to which club, who played well last year and who is going to succeed next year.

Several channels on Fox TV, the sister of Sky TV, have now fully analysed last season's matches. We are now reviewing the 1990s. In South Australia, the Rugby World Cup was an irrelevance. When the season commences the great and the good gather around ovals and in stadiums all over the country in order to cheer on their warrior heroes. Translate that into a country context and this is the highlight of

the country community's week. Everyone comes together to watch the netball or the AFL. When the nights close in, people park their utes all around the edge of the oval and put on their headlights to provide the lux factor for the AFL games.

For a boarder, every Saturday, the oval hosts four matches including Old Collegian (Old Boys') games. It is a jamboree. The BBQ rota kicks off at 8am sharp.

And anybody fearing that Australia would be rough and ready, dominated by men who don't shave and women with harsh vowels should think again. It is a highly sophisticated society. People do not complain in a confrontational way. They love their children deeply and care very much about their wellbeing. And they support their schools to the hilt. The loyalty is humbling when it is not impressive.

The care and love that families feel for each other here is easily as great as any warm boarding community in the UK. Come the weekend parents do not simply support activities such as concerts and plays and sport, they also allocate responsibilities to each other. They coach. They referee. They do backstage. They put on vast amounts of hospitality so that you are never more than 25 metres or 25 minutes away from a

bacon sandwich, a sausage, a beer, a cuppa or a piece of cake. This is community living at a wonderfully high level. And then of course there is the weather. How can you not love a country when it's over 25 degrees for a good half of the year? The beaches are all sandy and quiet, and you can park right next to them without being hit by a huge parking fine. It is so unstuffy, so efficient, so easy going. It is the Med without the hassle.

education in its profoundest and most collegial sense extremely seriously so their young men and their young women grow up balanced and happy, enjoying all life has to give. There may not be too much Greek, but who can argue with a country as unpretentiously successful, level-headed, loyal and welcoming?

Boarding and its values add much to this. So if any of my colleagues out there are having rebellious thoughts about moving to Australia, I would nurture them. This is a place which has refreshed me, it has changed many of my perspectives and it has challenged me to think new-world thoughts about new world problems. Someone said to me before I applied for the role at Scotch College that of course I must go as it will be the best thing I ever did. They were right. The boarding and school life in Australia are high quality. And if any of you ever wish to come and see more there is a fabulous community at Scotch College happy to welcome you, rain or, more than likely, shine.

This article was first published in 'Boarding School' the magazine of the Boarding Schools Association in the UK.

John Newton
Principal Scotch College

How Much Sugar are you Really Eating?

AUTHOR
Sarah Jane Whitworth
Sarah@forevernatural.com.au

Are you waking up to a packaged cereal breakfast labelled "healthy"? Are you having a mid-morning snack consisting of a coffee with sugar and perhaps a muesli bar? How about banana bread? A big huge "healthy" muffin from the local Café? Perhaps you are even having a protein bar on your way to work or school? An energy drink? Can of Cola? Juice? Chocolate milk?

Sound Familiar? If you said yes to two or more of the above, chances are you've already gone over your recommended daily intake of sugar and its not even midday yet!

There's a lot of misconceptions and misleading information regarding sugar in the media, via blog articles, in books and even on packaging.

While sugar isn't the only health topic that's relevant at the moment, I thought I would start with something somewhat familiar to us all and share my knowledge and research surrounding it.

Hi, I'm Sarah Jane Whitworth and I've been in the health industry now for 10+ years. I have worked with corporate health clients and the general public from children all the way up to older adults. My passion is to inspire, encourage and motivate people to be educated and well informed and be the best version of themselves through health and wellbeing.

This includes nutritional advice and coaching, fitness programs and training and the overall wellness of a person as a whole - Mind, Body, and Spirit.

I am currently in the final stages of my Bachelor of Health Science in Naturopathy 2-Natural medicine at the Endeavour College of Natural Health.

I have learnt a lot over the years of being in the field working as fitness trainer and coach, swim teacher, dance teacher and group fitness instructor. My knowledge has expanded to science, research, natural health, healing and nutrition within my studies through Endeavour, and I can only grow from here.

I hope to share my knowledge and research, findings and passions with you along the way and the first topic I want talk to you about is Sugar.

When I talk about sugar, I am talking about anything added to food products artificially to make them sweet. Added sugars such as high fructose corn syrup, sucrose, corn syrup, dextrose.

It is important to differentiate between sugars naturally occurring in foods and the added artificial, processed sugars in most packaged goods and for us to be aware of the difference.

Fruit has natural sugars that are good for you, especially considering the fibre content that fruit contains. Fibre being essential for regulating blood glucose levels, maintaining satiety and helping digestion. Drinking a can of soft drink or eating ice cream invades the liver and intestines with a large amount of fructose whereas fruit on the other hand does not reach the liver all in one go.

Fibre in fruit contains cellulose that only gut bacteria can break down, slowing digestion using specific enzymes to break down the whole food. This leads to a slower release of insulin in the body, instead of spiking insulin levels suddenly which occurs with processed sugars.

So, what can be done about excess sugar intake?
Firstly – start by reading your labels. Eat whole food! Cut the processed packaged goods and go back to basics! You'll find most of the products in the "health" isle at your local grocery store aren't so healthy after-all!

Why the big deal?
Obesity is a worldwide epidemic. Sugar is the leading contributor to obesity in children and adults, with Australia being top of the list. Excess sugar consumption leads to weight gain as well as diabetes, earlier risk of cardiovascular problems, tooth decay, brain fog, heart disease and high cholesterol (just to name a few).

The average sugar sweetened beverage contains a minimum 35-37 grams of sugar alone. That's 9 teaspoons of processed sugar every time you have a small sweet drink! Excess consumption of sugar sweetened foods and drinks is associated with abdominal weight gain. Various organisations are calling for a review or reduction of sugar sweetened beverages to aid in preventing obesity in children to promote overall health.

There is need for targeted strategies to reduce sugar consumption among those that are already overweight, preventing further health implications and weight gain. With obese conditions being difficult to reverse, prevention via reducing sugar consumption is key to good health.

Are you aware of what might be a sugar sweetened beverage? Do you take your products as face value or are you looking at the back for the nutrition profile? If you are looking at the back, do you know how to read it? Your eyes may go straight to the "sugar" amount in grams on the nutrition label, but are you checking what quantity it refers to? For example, on a Coca Cola 1 litre bottle the sugar content reads 27grams – then if you look above – it says "per serve" and there are 8 serves per container which means that the total amount of sugar in a 1 litre bottle of coke equates to 8 times what you are actually looking at briefly.

27grams x 8 servings equals a wopping 216 grams of sugar per 1ltr.

The label also states 0% fat but please don't be fooled.

Excess sugar consumption, TURNS TO EXCESS BODY FAT and there are 54 teaspoons of sugar in 1ltr of Cola! If you were to get a bowl of sugar and measure out 54 teaspoons I'm sure you'd think twice about eating it all wouldn't you? Then why aren't we thinking twice about consuming sugary drinks everyday?

My top 8 no no drinks!
Read the label next time you go for one of these and let me know your thoughts.

• Chocolate Milk
• Iced Coffee
• Energy Drinks
• Coca Cola
• Soft Drinks
• Juice: Orange, Apple, Blackcurrant, Cranberry
• Iced Tea
• Sport Drinks

Sugar can not only increase weight but is seen to worsen anxiety especially in teenagers, affect moods due to glucose levels, destroy sleep, increase weight and cause severe skin and immune conditions.

It is important to educate teenagers, children, even adults on the detriments to health that sugar plays a major role in. Encourage each other to choose a variety of seasonal, fresh, fruit and vegetables to promote a healthy lifestyle.

The World Health Organisation suggests that both adults and children should reduce the intake of sugars to less than 10% of total energy intake daily to reduce risk of diabetes, obesity and tooth decay.

Most importantly - Make no excuses
The world is at our fingertips these days with social media and the internet alone.
DO your research.
DON'T become complacent.
Eat well, live well, be happy and healthy.
Till next time...

Flourless cupcakes
• 1/4 cup of grated beetroot
• 1/4 cup of grated zucchini
• 1.5 cups almond meal – if you have a nut allergy you can swap this for the same amount of cooked Quinoa
• 1/4 cup of almond milk – can use any milk you like
• 3 eggs
• 1/4 cup of macadamia oil – or oil of choice
• 2tsp maple syrup
• 1/4 cup of cacao (add more cacao if u like it really bitter) Be sure not to mix this up with Cocoa – Cacao being raw and Cocoa is processed often with other constituents
• 1tsp of baking powder

Whizz together and pour into muffin tray of choice.

Cook on 180 degrees for 1/2 an hour.

Gluten free, Sugar free, Dairy free, can also be nut free!

References
Malik, Vasanti S et al. "Sugar-Sweetened Beverages and Weight Gain in Children and Adults: A Systematic Review and Meta-Analysis." The American Journal of Clinical Nutrition 98.4 (2013): 1084–1102. PMC. Web. 28 Apr. 2016.

World Health Organisation

Lights Out

Boarding at Cranbrook

Belonging an Achieving

AUTHOR
James Boyd
Director of Boarding
Cranbrook

Upon returning to Sydney in 2013 and telling people I was taking a role as a Boarding Housemaster at Cranbrook it amazed me how many people were surprised that boarding actually existed at the School! Boarding has been in place at Cranbrook since 1918 when the School was founded and is a hidden gem. Cranbrook is an Anglican independent day and boarding School for boys located in Bellevue Hill in Sydney's Eastern Suburbs; just 4km from the heart of Sydney.

What struck me immediately is that our boarders learn to love, enjoy and appreciate their urban setting very quickly. They have access to so much of what Sydney has to offer and it is great to see them embracing so many cultural experiences: museums, theatres, libraries, historical landmarks together with international sporting events, world-renowned beaches and Sydney Harbour. For boys who have come from a rural area, to then be able to jump on a ferry to Manly or go to the SCG and watch the cricket are quite simply amazing experiences that they can enjoy, and we keep on reiterating how important it is for them to take advantage of being in Sydney.

Cranbrook's Boarding Houses

In 2014, Rawson House, the former residence of the Governor of NSW, underwent a significant refurbishment.

Working closely with local planners and our architects, Jackson Teece, the design drew inspiration from the existing period details of Cranbrook House, such as high proportions and intricate detailing; whilst integrating state of the art technology. The interior design set out to deliver a robust, appropriate environment for boys to study, learn, interact and thrive whilst respecting the heritage setting. During the course of the upgrade we came across a number of heritage features found concealed under layers of times past; this provided us with a wonderful opportunity to give these pieces of history greater prominence and also gain a greater understanding of the School's history. For many years the boys slept on the open balconies but we have turned these into communal spaces where the boys can connect with each other, relax and watch the world go by on the Harbour. Last year Street House was renovated and

the boys' rooms and communal areas were reconfigured and completely redecorated. Both of our Houses are true 'age and stage' facilities, evolving to suit the needs of the boys as they move through their school years. Our younger boys enjoy the friendship of their housemates in rooms of four or six while our most senior boys relish greater independence and the privacy of single rooms incorporating study areas, and in some cases even en-suite facilities; I certainly do not remember having this at boarding school back in the UK!

We certainly believe that the cultural ethos of our Boarding Houses is not developed simply by the physical space alone, but by how that space is utilised to integrate, to share, to live together as a family and form deep bonds. They are places where the boys can work, play, and make life-long friendships, and ultimately be their home away from home. The recent renovations of the Boarding Houses has not only ensured our boys experience exceptional facilities but has enhanced this strong sense of identity and pride in their Houses. The boys have had input into the upgrading process and through the Boarders' Representative Council they meet regularly to discuss how we can continue to make improvements to their living arrangements.

Academic Focus

As we all know, boarding involves learning that continues beyond normal school hours. Our Housemasters and resident staff have extensive experience of boarding in both the Southern and Northern Hemispheres. One of the key components to our resident tutors is that they are all members of the

teaching and coaching staff; as such they have a comprehensive understanding of the ebbs and flows of school life. They are also on hand to provide the boys with academic support or take them to the art galleries or NSW State Library to assist with research projects.

A further development as part of our renovations was to create a Year 12 College housed in the historic Cranbrook building. This College is a unique study space and provides an excellent working environment both within and beyond the school day where boys can work on their own, in quiet study groups or with a member of staff. The Year 12 boarders are able to access this seven days a week and it is fantastic preparation for tertiary education; allowing them space to work but at the same time providing a supportive environment. Over recent years it has been good to see our boarders broadening their horizons and looking at Universities beyond NSW. We have seen boys head to study in the UK, the USA and interstate; this has opened our boys' eyes to life beyond Sydney.

Developing Tomorrow's Leaders

This year has been an exceptional one for the boarding community as two of our boys were chosen to be Senior Prefect and Second Prefect of the School. This represents the first time in a long time in Cranbrook's history that the student Heads of School are both boarders. We are extremely proud of both Alexander and Ben's achievement this year and it is great to see boarders not only being outstanding role models for other boarders, but for

the whole school. Other members of the boarding community have key roles within the school this year. We have provided the 1st XI Cricket Captain, the Vice-Captain of the 1st XV, CITF Mentors as well as the Chairman of the Student Representative Council; this has certainly raised the

profile of the boarders and has provided inspiration to a number of others, as well as enquiries from current day students about transferring!

Boarding at Cranbrook offers boys a strong supportive home in an outstanding educational environment. As a school we are committed to providing boys with an all-encompassing boarding experience which teaches them to be independent. I am extremely proud to be part of the boys' Cranbrook boarding experiences and to be able to assist in shaping them into self-confident, responsible and successful young men of the future.

Lights Out

Leadership Journey

AUTHOR
David Bourne
Head of Boarding,
Wesley College, Perth

In May of this year, the Year 11 Boarders participated in the annual Leadership Day, frequently seen as a significant point in the student's journey at Wesley College. Each year the day consists of different leadership-focussed activities and in 2016 this involved the group visiting 'The Back Lot', a fantastic venue where they listened to two speakers who are well equipped

on the topic of leadership, especially from a boarding context. The first was Richard Goyder, Wesfarmers CEO, who attended Hale School as a boarder from Broome Hill in WA's southern Wheatbelt region. Richard spoke extensively about the opportunities that are afforded to students within a boarding environment and the important role senior students play in setting the tone and adhering to the core values that are identified within the College. He related many of his insights to his life journey, both as a student and also a business leader. The values that he focussed on throughout the presentation included:
• Respect
• Honesty and Openness
• Accountability and
• Boldness

Richard spoke passionately about taking calculated risks and being prepared to fail in your quest to follow your dreams. He also articulated how criticism is common

for leaders and that we should all expect to face criticism and learn how to handle it. 'The day you cease to be criticised is the day you cease to be relevant,' was a quote Richard shared from Jeff Bezos, CEO of Amazon.com. He concluded his talk by imploring the students to look for the good in people and understand that their role in the Boarding House provides them an opportunity to make a positive difference in other's lives and the culture of boarding.

The second speaker on the day was 2015 Brownlow medallist Nat Fyfe. Nat was also a boarder from Lake Grace who attended Aquinas from Year eight. His insights into his initial struggles as a boarder and the challenges he faced as a younger member of the community gave our students a great perspective from which they could also relate their own experiences. Nat outlined how he progressed through his years at school and from there, into the role of a professional footballer. He spoke about significant role models in his life, including Brett Kirk who assisted him in broadening his understanding of leadership, both on and off the field. Nat encouraged the students to use – rather than manipulate - the system at Wesley College, to assist them in being the best individual they can be. He spoke about 'building your personal brand' as you develop and grow as a young man,

which is certainly a key point that is lost on these students at times. He stressed that it is not only the skills that students may have in a particular area of expertise but more the personal skills and traits that will define them in the end. He concluded his talk by emphasising that the Year 12 experience is important, but advised students to realise that it is only another step along the road to success and a small portion of the big picture. We were all impressed with the mature manner in which Nat spoke and the messages and insights he provided on life as a professional, but more importantly, overall life lessons.

This weekend was an opportunity to reflect on the past four years, a time when the Boarding House staff sought to build the capacity of its student leadership through a focussed program starting in Year 10. Leadership development was identified as a priority within the boarding environment, so as to encourage positive role modelling and support for the younger students. Previously, the Boarding House selected up to 16 prefects to take on this role but the overwhelming feeling was that too many of these students did not engage in their roles once selected. In recent years, the number has been reduced to eight student leaders, four each from Cygnet and Tranby Houses. This has enabled each student leader to take responsibility for differing aspects of leadership, ranging from House activities and student transition activities,

to community service and assisting with the day-to-day running of the House.

The Year 10 Mentor Camp in Term one signals the beginning of a transition where the focus for students should shift from learning to live with others and understanding self to having a greater awareness of the needs of other students and how they can assist in making their time in boarding an enjoyable experience. This camp is held early in the year at Moore River, in partnership with Perth College, providing students with some of the tools required to manage the increased leadership responsibilities. We held four workshops throughout the camp, focussing on:
• Being a mentor
• Understanding the values held within a boarding environment
• Listening skills and
• Practical skills that can assist in transferring these skills in a Mentor and Mentee relationship.

Following the camp experience, each Year Ten student aligns with either a Year Seven or Year Eight student and many activities and opportunities for interaction are created throughout the year. This builds vertical links within the Boarding House and provides the younger students with an older student who can support them through the transition of leaving home at such a young age.

As the students begin Year 11, we provide them with the opportunity to be a dorm senior to the younger groups. This involves living with these younger students and building links with the boys while also monitoring the students from a pastoral and behavioural perspective. Every Year 11 student is provided with this opportunity across the year and preferably before the end of Term Three.

Their annual leadership day is held in Term Two and provides students with an opportunity to reflect on their goals and aspirations in this field, as well affording staff the chance to identify the strengths and areas of development that exist within the group. The key to this day is the subsequent interview and discussion that is organised with each student. This takes place regardless of whether or not a student seeks to be in a formal leadership position, as we see all of the Year 12 students as important to the culture of the House.

Nominations and voting on the roles for the following year are held in the second half of Term Three and students are formally inducted as the Leaders of the House for the final term. This enables our current Year 12s the opportunity to focus on their final examinations and cultivates the energy and enthusiasm of the Year 11 students as they take on their leadership roles and plan activities for the following year. This is a significant change from previous years and in my opinion an important and positive step in regard to marinating the momentum of the student leaders for the entirety of the school year. The final aspect in this leadership program is a two-day camp in the South West following the Term Four Year 11 examinations, providing our new group of student leaders and boarding staff with an opportunity to spend quality time together to plan and team build for the year ahead.

Travel – an Important Pillar to Fostering Global Citizenship

AUTHOR
Jamie Wansey
Owner / Managing Director
Student Horizons

I recently presented a workshop at an education conference held in Vancouver, Canada. This was a fantastic opportunity for me to share my view with fellow educational advocates on a subject that our organisation is especially passionate about; travel - an important pillar to fostering global citizenship.

The aim of hosting the workshop was to offer educators the opportunity to learn how creating and nurturing a successful overseas touring ethos at their school builds an important pillar to foster global citizenship in students.

At Student Horizons, we are avid believers that experiential learning through travel matters; encouraging global awareness and internationalising a student. We believe, like many, that travel supports the preservation of cultures and traditions through equipping students with knowledge of other countries and their cultures; giving them a strong sense of global interconnectedness.

Travel leads to learning about and understanding other cultures firsthand, breeding a tolerance for other beliefs and societies, broadening minds and perspectives of the world in which we live. It is an essential ingredient for creating global citizens, necessary for enabling them to get to know and understand the world. Yes, technology has made the world a smaller place. We can learn so much through reading, watching videos and hearing stories from others, however, nothing beats firsthand experience. When you visit a country for real, it helps break down barriers and prejudices. Preconceived ideas disburse leaving the mind open to experience.

Here at Student Horizons, we believe that being a good citizen begins at school through active and experiential learning. For me, active learning which is all about taking responsibility for your own learning via instruction which in turn keeps the learner active, and experiential learning go hand in hand. Let's touch on the meaning of experiential learning for a moment.

Without being an education expert, I find the following explanation explains this well.

Editors of Experiential Learning: A New Approach, Lewis and Williams (1994, p.5) describe experiential learning as: "Learning from experience or learning by doing, immersing learners in an experience and then encouraging reflection about the experience to develop new skills, new attitudes, or new ways of thinking."

Experiential learning is all about internalising the experience and this is exactly what our tours provide students. This to me summarises what our tours are all about and confirms why all youth should have access to travel. Learning through experience, not just from books, travel improves a student's learning by providing real-world experience in subjects they are taught in school such as languages, history and geography. It's twofold, as it also equips students with life skills from cultural understanding and how they interact with people whose backgrounds differ from their own.

Being a good global citizen begins at school, particularly during a child's formative years, which is timely given the brain is so ready to absorb knowledge and when they're more capable of stepping up to a challenge.

"The brain changes that occur during adolescence heighten teen's abilities to learn. They become capable of thinking more critically, solving more complex problems, and weighing difficult decisions." (www.psychologytoday.com)

Travel and physical exploration helps shape young people's life choices and values. Whether a fantastic experience or more challenging, these experiences are life changing; creating memories that last a lifetime, all of which play an intricate part in shaping young minds.

To me, the important role that experiential travel plays in education and its contribution in developing a well-rounded global citizen, especially under today's more pressurised classroom-based academic curriculum, has become even more evident.

"Learning from experience, not just from books, is one of the best ways to give youth the skills they need for living, working, and learning in the 21st century." (www.psychologytoday.com)

Taking the classroom to the world and encouraging active learning through physical exploration is a must for ensuring the next generation develops a deep understanding and tolerance for today's ever changing world.

Taking the Classroom to the World
It goes without saying that taking the classroom to the world - stepping outside the pressure that's inside today's teaching fraternity to follow classroom based, standardised curriculum materials in preparation for standardized tests – is necessary to develop a global citizen. Pressure to streamline education makes taking the classroom to the world an increasingly important aspect of learning.

Shaping Young Minds Through Experiences that Last a Lifetime
Through creating a successful overseas touring ethos, schools build an important pillar that fosters global citizenship in their students.

My father, with a forty-year education background, often speaks fondly about his cricket tour to St Lucia. The buffalos in and around the cricket pitch were just 'normal' for the area they were visiting. For the visitors, the memory is forever cemented in their minds. Experiences such as these get young minds thinking, appreciating and understanding. They stretch imaginations and push boundaries.

Student Horizons Launches Corporate Global Citizen Program

'The Foundation of Student Horizons helps its first group get on tour by sponsoring its sports kit and helping with fundraising efforts'

Student Horizons recognises the mere fact that the world is what has made our business possible – international education travel. It's therefore even more crucial that we give back to the global community that supports us.

Although in its early stages, The Foundation of Student Horizons has been established by Student Horizons as part of its corporate global citizen program; Affording Disadvantaged Youth the Opportunity to Discover the World.

The Foundation's mission is to provide financial assistance to disadvantaged youth throughout Australasia; affording them the opportunity to realise their dreams through group travel and experiential learning.

Through providing youth with the opportunity to travel, it encourages global awareness, and gifts students with a strong sense of global interconnectedness; ensuring a deep understanding and tolerance for today's ever changing world.

For further information on how you and your school can support this great cause, visit www.foundationsh.org

Lights Out

New Principals

Toorak College
Mount Eliza

Kristy Kendall
Principal
Toorak College, Mount Eliza, VIC

Toorak College formally welcomed its 16th Principal, Mrs Kristy Kendall this year. Previously Mrs Kendall held the position of Head of Edrington, Haileybury's Berwick campus and prior to this she was Head of Senior Girls and led the establishment of Haileybury's Girls' College in 2007. From 2005 to 2012 Mrs Kendall was the Associate Dean of Social Education where she developed a whole school program that addressed the social, emotional and academic development pathways for students. In 2011, she completed her School Principal's Training at Harvard University's Graduate School of Education.

Psychology is Mrs Kendall's teaching passion. She has taught VCE Psychology, authored eight VCE titles in this subject and maintains an ongoing involvement in publishing in this area. She completed her Masters of Education in 2013 with her thesis focused on the development of an adolescent's abilities to understand another individual's perspective. Kristy's expertise in VCE Psychology and curriculum development is demonstrated by her Advisory Board role with Edrolo, an international business focused on the advanced online delivery of educational content relating to VCE, HSC and SAT.

'We were clear that in Kristy we would have a Principal and a leader that would see our students at the forefront of new educational opportunities, explains Mr Peter Wickenden Chairman of the Toorak College Board of Directors. 'Kristy is a woman who embodies the essence of our much revered Toorak spirit. The students are eager to engage with her and appreciate her open door, they are inspired by her.'

Mrs Kendall has a strong understanding of the importance of single gender education in the Middle and Senior School levels which supports Toorak College's vision of co-education from Preschool to Year 4 with a girls' only approach to education from Year 5 onwards. The boarding house, Joan Ansett Hall, offers short stay, weekly and full time boarding to girls from Years 7 to 12.

'We know that Kristy will be an excellent role model for current and future Toorak College students, having demonstrated a tremendous ability to set and achieve aspirational objectives in her career and personal education. Mrs Kendall is indeed an exciting appointment for Toorak College.'

All Saints' College
Bathurst

Steven O'Connor
Head of College
All Saints' College, Bathurst, NSW

Incoming Head of College at All Saints' College Bathurst, Mr Steven O'Connor is a passionate educator and advocate for young people. Following seven years as Principal at Trinity Anglican College in Albury-Wodonga, Mr O'Connor will take up his new position in Bathurst at the start of Term 2. Mr O'Connor, wife Trudy and family will be returning to Bathurst and All Saints' College where Steven had worked as a housemaster in his early career.

Steven is mindful of the fine traditions that exist at All Saints' and of the importance of providing students with an engaging and meaningful 21st Century education. He knows All Saints' and the Bathurst community very well and was briefly a housemaster of one of two boys' boarding Houses at All Saints College. Steven maintains strong connections and positive relationships with members of the All Saints' and Bathurst communities and commented 'It feels like we are coming home and we are really excited about this'.

Steven will bring outstanding knowledge and skills as an educator, a strong track record in strategic planning and excellent experience in school operations to the role of Head of College at All Saints'. He will also bring a genuine commitment to the importance of pastoral care and extensive experience in boarding to the school.

New Principal

Rockhampton Girls Grammar School
Rockhampton

Christine Hills
Principal
Rockhampton Girls Grammar School
Rockhampton, QLD

Christine Hills has joined the Rockhampton Girls Grammar School team in 2016. Her background has been in public education with experience as a High School English teacher and Head of Department in a number of regional schools in the Central Region of Queensland.

Her first principalship was at Moura State School, a primary school of 340 students in the mining belt of Central Queensland. From there, she was appointed to Glenmore State School – a primary school in the regional city of Rockhampton. In 2015, she was the Principal of Gladstone State High School, the largest school in the Central Queensland Region with an enrolment of 1600 students.

Christine's expertise in the area of writing as a driver of student performance and school improvement was recognised by the Public Education Foundation with a Harvard Scholarship in 2014. She also has a keen interest in the role of leadership in schools and has been acknowledged for this with the National Excellence in Teaching Award for Primary Leadership and Australian Council of Educational Research Honorary Fellowship. She was nominated for the Jack Pizzey Principal of the Year Award in 2014.

Girls Grammar's vision is that women can achieve anything. Christine's mission at Girls Grammar is to create an educational environment based on quality pedagogy which is informed by clear and deep understanding of where learning is at and what can be done to move it forward. "The young women that will leave Girls Grammar will be clever, confident and connected. They need to have the knowledge they need to achieve their goals and dreams. They need to be risk takers and avid learners. They will always be a part of the Girls Grammar family of women who have been nurtured and developed in this school." As a mother of three daughters, it is a very real mission for her.

New Head of Boarding

Rockhampton Girls Grammar School
Rockhampton

Bernadette Hyde-Mewburn
Director of Boarding
Rockhampton Girls Grammar School
Rockhampton, QLD

Bernadette Hyde-Mewburn was welcomed by the Rockhampton Girls Grammar Community as Director of Boarding in January 2016. Bernadette brings over ten consecutive years of living in a Boarding School Community, in positions of Head of Residence and Head of Boarding, as well as extensive experience in senior management in both the public and private sector.

I feel very privileged to be appointed, Director of Boarding Rockhampton Girls Grammar School, where for over 120 years, exceptional care of girls from rural and remote areas of western Queensland has been developed.

This is a caring school community and I have witnessed this first hand, when my husband Mark passed away suddenly in January this year. RGGS is a very special place and you capture the spirit of this great school, when you enter for the very first time.

The vision of the School 'Women Can Achieve Anything - Clever, Confident and Connected' is certainly a great foundation to work from and I look forward to working with the students, their families and boarding staff, in creating an exceptional boarding experience for each girl.

This is a pivotal time in the history RGGS, with the appointment of a new Principal, Mrs Christine Hills. As we prepare to further build the boarding school in meeting new families and connecting with members of the Old Girls Association throughout western Queensland and internationally in the coming months; I am very confident we will build upon the excellent reputation of RGGS and in 2017, proudly celebrate 125 years of girls' education in Central Queensland.

Bleachers

Bleachers, a live and on-demand streaming service, will soon be available in Australia.

Bleachers is the only global live streaming company to provide a fully integrated production and distribution service to leagues, venues and other institutions. They produce live and on demand events in HD quality and make it available anytime, anywhere on any device.

The Bleachers' platform is a tool for connectivity. Capturing live events and creating archived experiences, creating a way for parents to engage in their child's full educational experience, beyond just a phone call. They customise the platform to serve the specific needs of each school.
On this page is a letter from one of their US Schools showing how this service is serving their school community.

BERGEN CATHOLIC HIGH SCHOOL
Office of the President

February 15, 2016

Br. Patrick Dunne
Palma High School
919 Iverson Street
Salinas, CA 93901-1898

Dear Dennis,

Greetings on this Monday of the first week of Lent from Tampa in Florida. I am here for a little attitude adjustment during our mid-winter break.

In yesterday's reading from the Book of Deuteronomy we heard "The Lord brought us out of Egypt. .. into a land flowing with milk and honey". Last April at a Lacrosse Match Dan Long, our Sports Information Director was approached by two gentlemen. They were live-streaming the video of the match while he was live-streaming the audio.

A few weeks later they came to Bergen and talked to Dan and Brother Chris Hall. A few weeks later they returned met with me, the Principal, Athletic Director, Performing Arts Director, and a few coaches to provide a demonstration . We signed a contract that day to live-stream (in high definition) all the activities that take place in our stadium, gym, library and a certain number of off-site events (graduation, football against St. Edward in Cleveland).

The impact this has had on our community has indeed enhanced the quality of the experience and increased our profile in the community as being in Biblical terms: A land flowing with Milk and Honey!

The company GOBLEACHERS, located in Stamford Connecticut, was started by two parents with children in boarding schools who did not want to miss their children's activities. Until this year their focus has been on boarding schools and small Division III colleges.

Anyone who is interested can view our Masses, assemblies, and concerts, athletic contests live or on-demand. We have 4 High-definition cameras on the field, 3 in the gym and one in the library. (The arena where we play our ice hockey games had live-streaming capability so BLEACHERS just hooked into it.)

As we move forward as a CONSORTIUM, I believe an Edmund Rice Bleacher School Network would be a unifier: a way of sharing programs to enhance our Catholic and Edmund Rice Identities but also a way of sharing online courses that are taught according to our standards and philosophy (and saving us funds while expanding the curriculum {in this vein I have spoken to Joe Nyre, President of Iona College, and he is enthused}).

May I ask you to go to www.bergencatholic.org and on the right hand side follow the directions in the green box for BLEACHERS to see the quality and potential of this possibility.

Yes it costs: For the 8 High-definition cameras and all the wiring and the needed servers it was $40,000. AJI the programming is controlled at the GOBLEACHERS headquarters in Stamford. The cost this year, for them to do all the work (for what will be over 200 broadcasts and the archiving thereof) was $25,000. I approached each of the Booster Clubs for financial support (I have not collected the funds from them yet.)

I am sending this letter, at this point, only to the nine schools Founded and Staffed by the Edmund Rice Christian Brothers because they are the ones that should have the less red tape. I know that this letter is way beyond the length conventional wisdom dictates but this project has added so much to the life of our school.

Thank you for reading.

Sincerely,

Br. Brian M. Walsh
Cc: Br. Hall, Sister Ona, Sister Grace

B BLEACHERS

From the Chairman

Pauline Turner
Chairman

As I sit in my garden enjoying the end of the autumn sun and reflecting on the business of the past semester, I am mindful of the need to look after yourself as a member of your School's Boarding Community. Working in boarding often eats into our concept of self care as we put aside personal time for our students and family whose needs come first. What time do you have left to nurture yourself? I encourage everyone to stop and consider where is that space that provides your own creative mind to flourish.

As the New Year commenced there have been significant Board changes. We said farewell to Mr Phillip Moulds who stepped down after serving ABSA for a year, Ms Jane Danvers representative of AHISA and Mr Simon Hill has been with us a short time and leaves us to take up a new position in the UK. Simon has brought insight and wisdom in his short time with us.

Joining the Board in 2016 is Mr David Gee representing AHISA, the Principal of Wesley College in Perth. David comes to the Board with extensive boarding experience and knowledge. Mrs Rosalyn Lindsay has agreed to take the position of Vice Chair and brings a wealth of knowledge and background in both boarding and school management. Mrs Sue Collister, St Catherine's School, Melbourne has stepped into the position of Secretary with a sound background in board management. We welcomed the following new State Chairs, Ms Judy Parker from Perth College, Mr Michael Silcock from St Patrick's College, Ballarat, Mr Alistair Miller from Kinross Wolaroi, Orange, and Ms Marguerite Dunne, Fairholme College, Toowoomba who will replace Simon Hill as the Queensland Chair.

The year to date; during the early weeks of first semester the Annual Taking the Reins Conference was held at Bond University with 40 of our new Heads in Boarding and Boarding Leadership staff attending, all adding to creating a successful four days together. It is wonderful to see the dedication to professional development that both Principals and Boarding staff have. There have been 20 Duty of Care workshops held so far this year and our State Committees are busy organising activities and events for the year ahead.

As the year flies ahead Richard and Tom are putting the final touches to the 2016 Biannual International Boarding Conference to be held on the Gold Coast in September. Time will pass quickly, so I encourage you to organise registration for as many of your staff as possible. As usual the ABSA International Conference is a stand out conference for boarding and pastoral staff and not to be missed. Your participation is critical to the success of the conference and we are looking forward to seeing you there.

We speak of the need for our boarders to get sufficient sleep to replenish their batteries and yet are our staff afforded the same consideration?

These thoughts led me to reflect on a program I watched recently on the SBS show "Insight". They were discussing sleep and the growing trend in sleep deprivation not only in our children but in adults. We are all aware of this as a growing phenomenon. The point that struck me particularly was the need to sleep deeply and go through the full REM cycle if we are to awake and engage with creative thought and mental focus. If we do not sleep through this cycle we struggle to think creatively and manage complex tasks. One of the professors interviewed spoke of afternoon naps and the need to have these when possible. This was a surprise as she stated that we need to sleep for an entire hour to 90 minutes to experience the full REM cycle. Many of our senior boarders have afternoon naps and we need to encourage this to help with their evening studies. Let your batteries recharge weekly so you are better able to make decisions that reflect best practise in your boarding work.

The link to this program is now on the ABSA Website News Section. The link - http://www.boarding.org.au/media/news/article/52/Are-you-Getting-Enough-Sleep

I strongly encourage everyone to take the time to watch it as it is enlightening.

Coming Events

The Chapel Rush

This photo is taken on the top of main building in the college. From here it is possible to get the best view of the horizon and of course the chapel at Riverview. I've always wanted to do photography around the school and after many failed shots this one came out and I was stoked. I knew I had to capture it at a time where people where entering the chapel. So I thought what better time to do it than Wednesday night singing practice. The boarders certainly know how to light up a room with their voices. It was amazing to be able to hear this as I was shooting as well.

Taken by Student Charlie Morahan, St Ignatius College, Riverview, NSW

FIND US ON SOCIAL MEDIA!

Facebook
https://www.facebook.com/
austboarding

Twitter @austboarding

Instagram @austboarding

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

Download this issue from the ABSA website:

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

Would You Like Your Boarding School Featured in Lights Out?

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

Send all files to:
absa@boarding.org.au
by 1st August 2016

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION