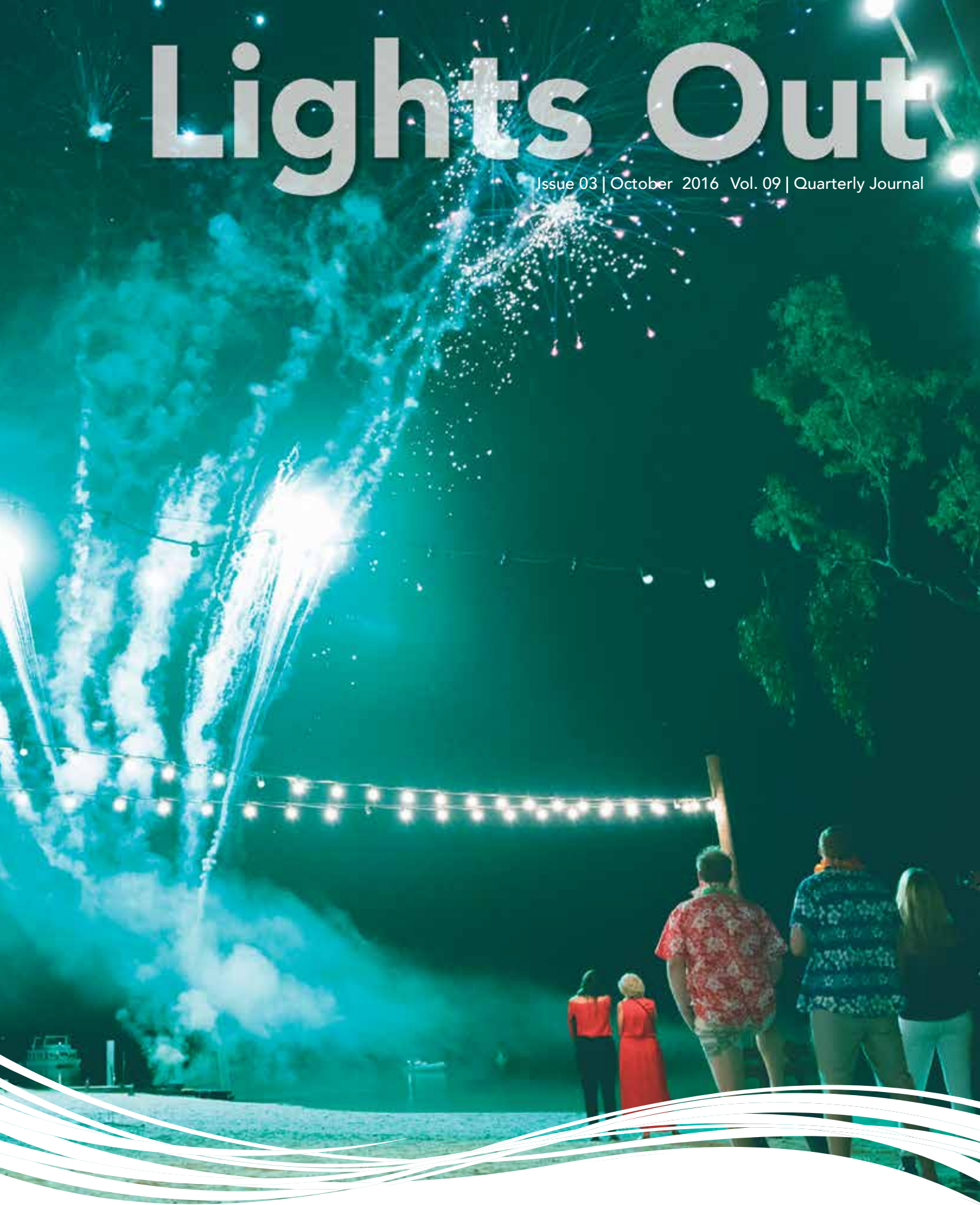


Lights Out

Issue 03 | October 2016 Vol. 09 | Quarterly Journal



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION





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ON THE COVER

Enjoying a night under the stars during the 2016 International Boarding Conference.

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Liked for the Right Reasons

Earning the Long-Term Thumbs-Up in the Age of Hyper-Liking

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Curious students ask why. Especially after adults set limits. "Why can't I stay up later?" and "Why do I have to eat my vegetables?" and "Why do we have to brush our teeth?" These are daily queries in most households with children. At boarding school, you'll hear "Why do I have to memorize all this?" and "Why can't I keep the lights on later?" and even "Why do I have to know this?" followed by the classic prediction "I'll never have to use this later in my life."

The temptation for any adult - be they the biological or surrogate caregiver - is to acquiesce, to give in. What could be the harm in staying up late, eating candy, and going to bed without brushing one's teeth? You'd be a more popular parent. How about skipping an assignment, playing more video games, and slacking off? You might be a more popular boarding staff member. At least temporarily.

Certainly, giving in creates instantaneous popularity. And as Bill Watterson, beloved creator of the *Calvin & Hobbes* cartoons reminds us, popularity rankings count. But as many times as precocious and spritely Calvin tried to manipulate his father with reports of dipping poll numbers, his dad never gave in to Calvin's absurd requests. (Calvin, of course, was more likely to act first and beg forgiveness later. That's a topic for a different article.) Meaningful leadership - including parenting - requires a heart that is both warm and steadfast.

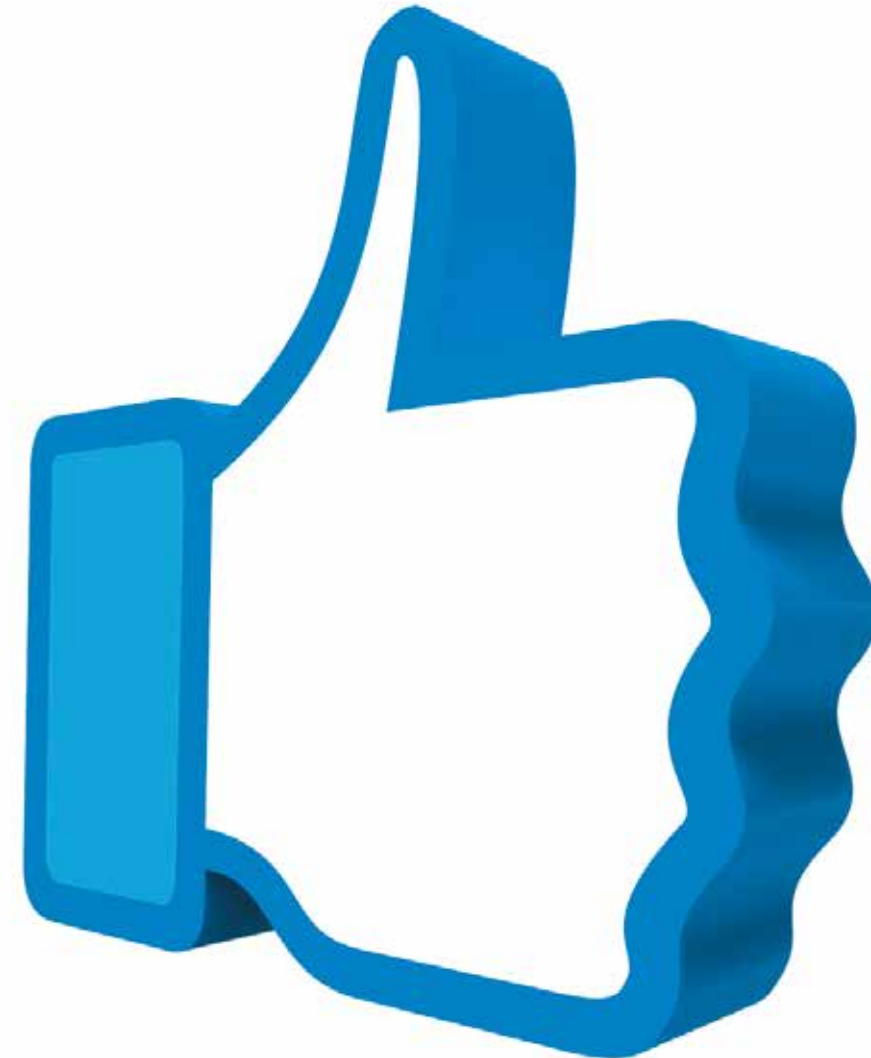
The trouble is, we live in world of real-time rating. You can't watch a televised

political debate these days without seeing an EKG-like graph wiggle along the bottom of the screen. The fluctuations actually reflect viewers' current favorability ratings for the candidates. As fascinating as the first impressions of younger, internet-age viewers may be, this real-time rating begs the question: Do we really want to know what people think about complex policy issues before they have had time to digest and reflect? Neurons transmit signals at a whopping 3560 metres per second, on average. Heck, sometimes we react literally without thinking. But our post-cogitation opinions often differ from our first impressions. That's why it's called a "knee-jerk reaction" and why the aphorism "I need to sleep on it" is apt. Meaningful leadership also involves reflection.

Enter the "like." On Facebook, it's a thumbs-up; on Twitter and Instagram it's a heart; etc. Given the inaccuracy of first impressions, such real-time ratings are obviously perilous.

Last year, I met with a student in my office who had self-referred to the school health centre after experiencing a panic attack. (Given that the lifetime prevalence for panic disorder is about 5%, this was not an unusual referral. Given the stress of boarding school, this was actually a fairly common referral.) What was unusual was the precipitant of this 16-year-old's wave of anxiety. She had received only two likes in 24 hours for the posting of a photo of her new puppy. And she was imploding as a result.

The "like" is a precarious metric about which most social media aficionados have lost perspective. A perspective this young student desperately needed. Believing that her friends did not like her new pet and that her poll numbers were dipping, she assumed the worst. She had become unloved and even unworthy of others' affection. Rest assured that the absurdity of this conclusion takes nothing away from the real emotional sting she was feeling that day. It took some time, but I was able to reshape her view of the precious "like." Let's try it for you.



I've been on Facebook since the early days. (Mark Zuckerberg, Facebook's founder, was a student at Phillips Exeter Academy when I started my job there. I had an early and inherent interest in likes.) My most liked post in 10 years is a photo of a stack of pancakes. The second most liked post on my timeline is a photo of the hospital where my father was recovering from a heart attack. The first example shows the inexplicable combination of Facebook algorithms that highlight trivia in people's news feeds, along with the equally inexplicable nature of people's senses of humor. The second example shows the fungible nature of online likes. They can mean anything from "cute" to "tragic."

Moreover, the absence of a like doesn't mean anything. At least no reliable conclusion can be drawn from the absence of a like, except that people you thought might take the time to click a thumbs-up did not. They may have been driving, sleeping, peeing, working, eating, studying, shopping, or doing any one of a million things people do when they are not online. There's also an outside chance that they were online, but didn't see your post. Or maybe they saw it and didn't like it. Or maybe they saw it and liked it, but were distracted by a pop-up or a banner ad or a text or any one of a million other online interruptions.

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

Got some perspective? Here's a little more: We all want to be noticed, validated, and loved. That's the truth of being a social animal. Also true is that we are often too busy to notice what's going on with our friends and acquaintances. Social media makes that noticing easier because the virtual world has no special barriers. I can notice something my friend in Australia did one second ago just as quickly online as I can notice what my own child did one second ago in my kitchen, where I'm currently sitting. Heck, if you turn on push notifications on your mobile device, the machinations of your friends around the world will actually interrupt what you're trying to notice about your own child. (That's an article I've already written. Plus, most people have the good sense to tame their devices and reign in their intrusive power. That said, if one more person's phone rings in the middle of my next conference presentation, I might have to bonk them on the head with it. But I digress.)

So, we have created an online world that operates in parallel to our off-line world. That's fascinating. And it's not just doubled the number of people, places, and things we can notice, it's increased them 1000-fold. The kicker is that our attentional capacities have not expanded, nor have we added hours to the day. We may be slightly better at multitasking than a generation ago and we may be sleeping less and working more (all conclusions supported by research), but there are still 24 hours to



the day and there are still limits to what we can focus on. This wacky world demands we make more trade-offs than ever about how we spend our time. Sadly, if our hordes of friends don't overwhelmingly like something we find enchanting or hilarious, we over-personalize their lack of likes, retweets, favorites, and smiling emojis.

This circumstance leaves professional educators in the challenging position of enforcing rules with, and wanting to be liked by, young participants who relish the instantaneous and put more stock in popularity than did previous generations. Indeed, educators - especially boarding staff - may themselves possess these same vulnerabilities. (Many young faculty and staff grew up with social media.) The dual challenge of having those boarding staff choose the hard right over the easy wrong - and therefore experience a popularity drop - with a population of students who have little practice integrating reflection into their judgements is enormous.

Today's boarding staff need to use a robust set of strategies to overcome the dual challenge of maintaining integrity with students who instantly evaluate everything.

Here's a start:

Decide what you stand for. At the core of integrity is a set of beliefs about what's important in life. Good health. Kindness. Generosity. Honesty. Perseverance. Courage. Openness. Forgiveness. Creativity. Appreciation of beauty. You decide. But decide before you start your job, because those beliefs are the bedrock of your leadership and at the heart of every interaction you have with students this year.

Commit to what you stand for. Integrity means not caving when it's convenient. Or when you think it would make you popular with students. There will be plenty of times this year when you'll be called upon to enforce a school rule or policy and you'll think, "Rules were made to be broken" or "I'll make an exception just this once." Not only is that poor leadership-by-example, it's also when accidents happen. Decrease your school's liability and develop your character by leading with integrity.

Embrace your relationships. The bonds you form with your colleagues and your students require a long-term investment horizon. You won't form lasting friendship by being expedient. View important relationships as commitments to the other person's development, not transactions. Although setting limits may make you temporarily unpopular, your students will quickly learn to see you as a reliable, safe, and caring person who has their best interests in mind.

Stick up for others. Once you are on solid footing, you'll be called upon to defend the less skilled, less admired, and less confident. Online, we have a tendency to judge and pile-on without knowing many of the facts. Off-line, we are in a better position to listen to others, provide empathy, and give encouragement to those we care for. Not only does this stop bullying and harassment, it also shapes a culture of caring at school that gives people the courage to take healthy risks and connect with others.

In action, these four principles may sound like this:

- "Hey, that's enough."
- "Guys, that's probably not the best idea."
- "I wish we could, but it's not safe."
- "I don't think she likes that."
- "You're right. That will take some time."
- "Your hard work is starting to pay off."
- "What else do you think might work?"
- "I see that you're putting in some serious effort."
- "Imagine if that were not against the rules. What would happen?"
- "That's what I call a creative solution."
- "Since we can't do that, what other options do we have?"
- "No, but there are some other fun choices to consider."
- "What's the most important thing to think about here?"
- "This is an unpopular decision, but I think it's best for the school."
- "It's good to see you following the rules, even though it's a hassle."

The more students attend schools where the faculty and staff have integrity and lead by example, the fewer students will grow

up to be devastated by silence on social media. And the more we lead without respect to instantaneous popularity, the better the outcomes will be for ourselves and our charges. Remember, apps should be fun, but your phone should not be the garden where you grow self-esteem. Leave that to boarding schools.

Dr. Christopher Thurber provides innovative educational workshops at independent schools and summer camps around the world. He is a board-certified clinical psychologist and faculty member at Phillips Exeter Academy in the United States. To book an event or read more articles by Chris, visit CampSpirit.com or email cthurber@exeter.edu.



Chris Thurber will be the keynote presenter at the Leaders in Boarding Conference in August next year - this will be a must-not-miss event. His engaging style, challenging thoughts and ways to develop programs to care for our boarders have been featured in both TABS, USA and UKBSA conferences, and now we are bringing him to Australia to share his knowledge and expertise.

The Strategic Strengthening of Residential Communities

AUTHOR

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

*Now this is the Law of the Jungle -- as old and as true as the sky;
And the Wolf that shall keep it may prosper, but the Wolf that shall break it must die.
As the creeper that girdles the tree-trunk the Law runneth forward and back --
For the strength of the Pack is the Wolf, and the strength of the Wolf is the Pack.*

Rudyard Kipling, The Law of the Jungle

One of the many aspects I love about working in a residential setting is the notion of community. We often see a vivid and true expression of the strength of community, notionally groups of people with shared aspirations, attitudes and interests, in times of adversity and challenge. No doubt over our careers in education, we have all experienced that seemingly magic response to hardship or tragedy where people we barely know close ranks, roll up their sleeves, to lift and nurture the heartbroken or damaged through their efforts. Lately I have witnessed this expression of community in schools during moments of great sadness, illness, tragedy and despair.

I have often wondered how we can harness this sense of community in the good times to enable schools to really flourish and grow. Seeing how powerful community is in the face of challenge has had me musing on ways we can enrich the experience of community in the good times. This has had me reflecting strategically on how community can grow but also how it can offer a competitive advantage. The reality is for us in schools with boarders, community is around us and if we can acknowledge this, we can strategically seek to strengthen our sense of community for all to appreciate that together with shared purpose great things can be achieved. Just like Kipling's wolf pack, community gives us a strength which far outweighs the talents of individuals.

When we reflect on residential schools as communities we cannot go past the core purpose and mission of these organisations to educate mind, body and soul. Thus, to consider strategically strengthening our community, tangible expressions may emerge in the manner in which we harness our approach to teaching and learning. To me, there are three primary components to achieving excellence within schools-a

focus on teaching, a focus on learning and finally a focus on creating the optimum environment for these elements to occur.

The beauty of the residential school is that we have an opportunity to take a focus on teaching and learning beyond the classroom to ensure that our students are educated about life as much as they are for the successful completion of exams. When we consider teaching within a residential community we really are talking about those professionals, both academic and well-being, but also ancillary staff who work with students and families well beyond the hours when other educators are at home with their own families. These are special people and we must value and indeed reward their servant-hearted approach to the growth of others but also assist them in their professional growth. The complexities of our world often gain tangible expression in the anxieties and fears of our young people. Having the right residential staff with a capacity to build and sustain relationships with diverse individuals and groups of young people is essential to the teaching element of the growth of community. Strategic design of their professional learning with an emphasis on well-being, mental health, building and enhancing relationships appears vital.

Whilst the opportunity to learn permeates all that we do as both teachers and students in schools, the residential community offers another chance for educational leaders to have impact. Due consideration to the skills, qualities and values which will emerge from our boarders are important points of discussion. Whilst the glossy brochures of schools often purport to create independent learners with moral courage and the capacity to lead, it is imperative that we actually reflect on how these elements of character are learnt. Whilst learning through deep thinking and reflection is essential, it is really when

young people are put into action that real growth can occur. What opportunities for service exist in your residential community? What opportunities exist for adventure and challenge where resilience can be learnt? Are there tangible moments when young people can experience what it like to lead and learn from the experience of failure as much as success? Developing an agreed set of behaviours and outcomes which align with the values of the broader school can be tangible expressions of learning. I would advocate though that aspects of these programs need to be differentiated to provide an authentic boarding experience, complementary to but also distinct from the experience of day students.

Once these elements are at play we can start considering the best conditions for teaching and learning to occur in our community. Having high standards, promoting excellence in application as much as achievement, expressing appropriate standards and sanctions are all tangible expressions. However, one aspect I would reflect upon is the role of parents in creating and supporting this community. The challenge for parents of boarders is real and so often we may hear the anxiety in the voice at the end of the line, expressing concern about their child's progress. To really build community we have to engage parents in a variety of ways, to include them in their child's education and have them feel engaged and involved. The key here I think is really planning. Events where parents are present need to be carefully planned, refined and evaluated to ensure that they have aims and outcomes rather than just get together. As such, social occasions for boarder parents may also present great opportunities for educational leaders within schools to talk about what is occurring from a range of perspectives.

Once these vital elements of a residential community are reflected upon and considered from a strategic perspective, the appropriate resources and programs can be sourced, created and implemented. Thinking strategically about the growth and strengthening of community in our boarding environments only serves to remind me of the wonderful opportunities we have to promote the growth of people in our roles.



Your Boarding MBA starts today

AUTHOR

Tracy Shand
Boardingology

Successful boarding today is a question of capital management, innovation and marketing prowess. It is a time where your limited resources are required to be maximised to survive in challenging times.

Today I am excited to launch the first ever Boarding Education MBA. An MBA like no other, that delivers key performance indicators to leave your legacy. It has no entry criteria. It does not matter how much experience you have or what leadership position you hold. If you have never been to university, don't be shy come on down you have skills we need. It is a course that will increase productivity while maintaining costs.

Traditionally the letters MBA stand for Master in Business Administration. What about a Masters in Boarding Administration? Yes, but does this title reflect the real heart of your boarding community? Is everyone included in this new innovation? So, what could this new exciting course title be? Have you guessed what it is yet?

It is time to Manage Boarding Anywhere

Before continuing I must apologise to the readers that thought they could sign up for a new expensive course that involves business concepts, spreadsheets and lots of essays. However, I can now tell you it is a free course where you will get ahead to reach great heights your way. Bursars and principals – yes I said FREE !

If you work in the land of boarding - it's more than 'just a job', but is boarding part of your life or running your life?

Your success is based on one thing – YOU, how you act and react. Managing boarding anywhere means taking time to become your own best friend again. You are an amazing person who works hard in a lifestyle choice many do not understand. It is the best job in the world but at times it can get in the way of you having the life that you really want. You are at a place today, both personally and professionally, because of the choices that you have made. If there is a problem anywhere else in your life, our good friend emotions kick in and things change. The day that you wanted to have never happens. The job you love becomes a challenge not a joy. Well, I am not going to continue giving you a lecture on what could have been. It is time for you to experience first-hand the learning that can rewrite your story for the future. Are you ready?

Grab a pen armed with the curious nature you had as child and let's go. Do you have a pen yet?

Two Words + One Action

It is as simple as that! Actions speak louder than words. To get you started, here are some of my favourites from the boarding world. I am sure you have others.

Not Now - when the senior team release 'a very good idea'.
Well Done - you are an awesome house and you delivered!

To be successful, choose two words and one action to improve your tomorrow. Here are some suggestions:

Move Forward to a leadership position in boarding.

Action download some job description, read some books.

Help me to manage my work life balance.

Action Write what it looks like and feels like. What one action can you take to begin?
Small or big. Action is still an action. Take one today and then another!
You have 365 days a year, what a lot of ground you can cover.

Your future is in your hands. Gimme 5!

Get some paper and draw round your hand. Yes, draw round your hand. Yes, the resulting image is not perfect but did it make you smile? This is the resource that you have to build your tomorrow. Now write down the five things that you want to be able to say in five years time - one on each finger. Glue this onto an A3 piece of paper and write five steps above each finger to get there. I love this one and do it every year as my new year resolution and have lost no fingers yet! Will you?

Step back to move forward

They say writing a letter is a lost art. Not today! It is time to go into your boarding time machine.

Write a letter to your 16 year old self. If you want to get in character it is best just to put some old music on rather than change your hairstyle or clothes!

Write a letter to your 60 year old self. Now, what do you want to be able to say?

Put them both away for 24 hours then read them together. What is missing? What one action do you need to start today?

It is time to BELieve in YOUrself to achieve success as a boarding professional. Put the 'i' 'back anywhere into your life starting today as you have all the resources to be successful. Do something today that your future self will thank you for. Watch out Australia, lesson two is coming soon!

A published author and thought leader, Tracy's mission is to put the 'i' back into your boarding life. More recently her book Boardingology was reviewed as 'motivational and inspirational' on Amazon. All royalties from the book go to support young people who need boarding to move forward in their life.

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Tracy A Shand

Important Assistance from Royal Commission

In relation to Identifying Possible Child Abuse

AUTHOR

Andrew Knott
Special Counsel
HoldingRedlich Lawyers

The Royal Commission into Institutional Responses to Child Sexual Abuse has many activities. One activity which is of considerable importance is its program of research. I propose in this article to draw to the attention of persons with boarding house, school oversight or systemic oversight of boarding houses an important piece of research published in 2015 on the Commission's website (www.childabuseroyalcommission.gov.au). Under policy and research published research projects can easily be found.

The research to which we refer is "Hear No Evil, See No Evil: understanding failure to identify and report child sexual abuse in institutional contexts". The authors are Professor Eileen Munro and Dr Sheila Fish and the report was published in September 2015. It is approximately 40 pages in length and contains a lot of information which will be useful to persons holding the responsibilities we have identified above. An article of this brevity cannot of course do justice to the document but can draw attention to some particular features.

Firstly, organisational culture (a matter referred to also by the Royal Commission in its interim report). At page 6 the authors state:

"This is partly created by the explicit strategies and messages of senior managers but is also strongly influenced by covert messages that are transmitted through organisations, influencing individual behaviour. These can significantly affect the rigour with which policies and procedures are implemented".

Clearly the case studies being conducted by the Royal Commission contain examples of the phenomena described in the last sentence.

Secondly, at pages 12-13 the research identifies one extremely difficult aspect of dealing effectively with these issues:

"The situation is further complicated by the fact that benign and grooming behaviours can have some of the very same goals, and go to the very heart of what the institution is trying to achieve, such as cultivating trusting adult-child relationships. One of the observable grooming behaviours Professor Smallbone describes is creating a "special" relationship with a child. But many people have a special relationship with a teacher or other adult that has been hugely beneficial, raising their ambition, confidence and skills."

The writer puts the same point in seminars in the following terms:

"What innocent teachers do for the best of reasons is what paedophiles do for the worst of reasons."

Following the passage above the research states:

"Additionally, observing the abusive or grooming behaviours is difficult because perpetrators seek to conceal their activity, and ... are extremely cunning in how they go about this and neutralising any emerging suspicions. This includes manipulating the children and young people they abuse so that they are unable or slow to ask for help, and manipulating the adults so that they are often slow to understand or believe what it is they are seeing."

Again this is consistent with both the writer's experience and that of the Royal Commission case studies.

Thirdly, it is also noted in the research that whereas those who work regularly in child protection are often quick to recognise conduct which raises a need to consider and/or investigate, these events may be a once in a career issue for a teacher or boarding house supervisor.

Accordingly there is clearly, as manifested by this research, a need for careful consideration by leaders of appropriate training. These 40 pages are well worth reading and contemplating. Of course all of this must not result in the unjust finding of improper behaviour by entirely innocent teachers. The writer's view is that the steps that one takes by way of investigation and its subsequent processes, eg fair and objective processes, fair procedures for those the subject of suspicion, and so on, are the same whether one seeks to maximise the conviction of the guilty or minimise the risk of incorrect findings of guilt. It is the integrity and skill of the persons conducting investigations and determinations in relation to allegations which will determine the extent to which both objectives can be achieved.

Eating Kangaroo & Trying Vegemite

AUTHOR

Hayley Hall
Senior Residential Assistant
International Boarders

At Prince Alfred College (PAC) we have 139 boarders and within that group we have a cohort of 45 international boarders ranging from Years 7 to Year 12. These boys come from a variety of countries such as Canada, China, Hong Kong, Korea, Vietnam, Thailand and Malaysia. At PAC the positive integration of these boys into our boarding community is essential in order to operate a highly functional, positive and progressive boarding environment. Therefore, with this in mind, I set about designing and implementing a day that we called "Australian Cultural Awareness Day".



Shafique Aman Arsad and Wing Mau trying Kangaroo for the first time

On Sunday 14th August, we ran our first Australian Cultural Awareness Day. The day was designed to give International boarders a better understanding of what it means to be Australian. The challenge was how to do this in a fun and unique way. We started by asking the international boarders what they wanted to know more about, in terms of Australian culture, and then we set about designing a fun day.

The day began with 45 international boys being invited to lunch where Charlie Lawrence (Year 7), Ahzali Bin Omar (Year 10) and Tom Fulcher (Year 11) presented what it means to them to be Australian. Tom Fulcher and Charlie Lawrence spoke about life on their properties at home and explained about rural living. They educated the international boys on having to stock up on food as there are no supermarkets nearby and how they have to attend school of the air. Ahzali, one of our indigenous boys, explained to the international boarders about his heritage and culture. Ahzali spoke about his Elders and talked about dream time storytelling. He also drew parallels between the respect that is so important in Aboriginal culture and how the same is true in Asian cultures. The presentations included pictures and videos and the international boys were amazed at what life was like for them back at home in country Australia.

After the presentations, one international boarder, YuanHang Yang, quizzed Charlie Lawrence on where he stored all his food if they only went shopping every few months.

YuanHang was amazed to learn of Charlie's massive cold store room back at home. Our Principal, Mr Bradley Fenner and our Director of Boarding, Mr Darren Roylett were also in attendance and asked further probing questions to our presenters, which meant that the boys shared even more information with the group of international boarders.

After the presentations we enjoyed a delicious lunch of kangaroo steaks, burgers and sausages. The international boys had asked to try some kangaroo and one of our boarder's family, who run Orroroo Kangaroo, supplied all the delicious meats. For the majority of the group this was the first time they had tried kangaroo, so there was a lot of anticipation in the air. All seemed to enjoy the kangaroo, claiming there was not much difference in taste from beef. I had also organised a blind taste testing game, where the international boys had to guess some Australian foods. The foods included Aussie classics like "Vegemite, Cherry Ripe, Twisties, Lamingtons and Violet Crumbles". I am pleased to say that the international boarders obviously don't have a sweet tooth, as they struggled to successfully identify quite a few!

After lunch, Will Gould and Reyner Clarke (Year 10 South Australian football players) took the international boys through their paces, teaching them footy skills and then played a game with them. This sparked conversation about joining the College footy team next year, which was very good to hear. It was an enjoyable afternoon. I was very proud of all the boarders and it was another great example of how we celebrate our global community within boarding at Prince Alfred College.



Hayley Hall and boarders at the Australian Cultural Awareness Day



Making it Happen the Practicalities

AUTHOR

Rebecca Dupen
Communications Executive
Australian Indigenous
Education Foundation

The last edition of Lights Out examined the fundamental issues boarding schools need to consider when establishing or reviewing an indigenous education program as covered in Part 1 of the AIEF Compendium of best practice for achieving successful outcomes with Indigenous students in Australian boarding schools.

Published in 2015, the AIEF Compendium is a practical guide to best practice that draws on the expertise of more than 50 schools with established programs that are supporting indigenous students to stay at school, complete Year 12 and make a successful transition from school to career pathways.

Part 2 of the AIEF Compendium, 'Making it Happen: the Practicalities' explores the practical considerations schools face once they've decided to launch an Indigenous education program, including:

Attracting scholarship applications: how will the school promote its program and attract applications?

Identifying students most likely to succeed: how will the school identify students likely to embrace and benefit from the opportunities offered at the school?

Financial support: what are the funding resources available to schools?

Induction and orientation: how will the school prepare students for the adjustment to boarding school life?

Key relationships for schools: how will the school establish and maintain good quality relationships with the students' communities, parents and families?

A welcoming, informed and supportive environment: how will the school ensure that indigenous students feel welcomed, culturally safe and supported?

Professional development for staff: how will the school ensure cultural awareness and competency amongst their staff?

Mentoring: how will the school provide or engage in a mentoring program for students?

Learning support: how will the school provide appropriate learning support?

Transition out of school: how will the school prepare and support students as they leave school?

Part Two of the AIEF Compendium discusses different approaches to these considerations, highlighting lessons learned and successful strategies implemented at schools across the country to support Indigenous students in the boarding environment.

These strategies aim to ensure Indigenous students arrive well prepared for the boarding school experience; enter a welcoming environment that meets all of their needs; progress through their schooling with the best possible support and pastoral care; and ultimately succeed in completing Year 12 and making the transition to a sustainable career.

AIEF is supporting schools to address these practicalities 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.



Image/ Jack Harlem Photography

Sign up at compendium.aief.com.au to:

- Read and respond to the AIEF Compendium
- Connect with other professionals from Australian boarding schools
- Blog about experiences and initiatives at your school
- Ask and answer questions in the discussion forum

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

Working or planning to work with Indigenous students?

We want to hear from you.



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

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.



COMPENDIUM Online

A resource of best practice for achieving successful outcomes with Indigenous students in Australian boarding schools

The AIEF Compendium was produced with the support of the HSBC Education Programme. HSBC Bank Australia is a major corporate partner of AIEF.





Using Buffer to Schedule Social Media Posts

AUTHOR

Simon Noakes
CEO & Founder
Interactive Schools

If you are invested in the digital marketing industry chances are you have heard of Buffer; an incredibly useful tool for scheduling social media posts. We use Buffer daily and absolutely love it. The time it can help save alone makes it an essential part of our business.

Schools are very busy places, and most marketers are strapped for time. This is where scheduling comes into play! Most marketers will know what is happening during the day - trips, concerts, sports fixtures, visitors and so on - so these can all be scheduled.

Start the day by scheduling the key events that are happening today.

This article will cover top Buffer tips focussed around scheduling posts across your social media platforms.

Getting Started

Ok. You've signed up with Buffer but where do you start? Buffer is practically valueless if you haven't added your social media accounts; so let's start there.

From your dashboard you will be able to see, on the left, Accounts with the plus+ symbol next to it. Click it. You will see that you can add profiles for six different social media sites.

Twitter: simply add your school's @TwitterName handle

Facebook: you can add three different elements depending on how you use Facebook.

These are:

- Profile (i.e John Smith)
- Page (i.e. JS Digital Marketing)
- Group (i.e. John Smith's Marketing Tips)

LinkedIn: similarly LinkedIn has two different elements you can add:

- Profile (i.e John Smith)
- Page (i.e. JS Digital Marketing)

Google+: add your business page

Pinterest: add your Pinterest handle (note, this is only available on the Awesome Plan)

Instagram: Buffer's newest addition, just add you @InstagramName handle.

Added them all? Perfect. Let's look now at the Dashboard.

The Buffer Dashboard

This is what our dashboard often looks like. As you can see we have queued up posts to go out on Twitter and Facebook throughout the day.

This means that for a small amount of work in the morning, finding photos to share and looking at what events are happening today, we have ensured that a day's worth of Tweets/posts will reach our audience.



Schedules

To maximise our reach we have created a schedule. This means that Buffer will automatically post at the times you specify. Using Twitter as an example here is how we post.

Setting up your own time plan is very easy to do. Click on the desired social media platform you want to schedule. From that site's dashboard you can see a tab called Schedule. Click this and you will see a page similar to the one aside (minus of course the scheduled times).

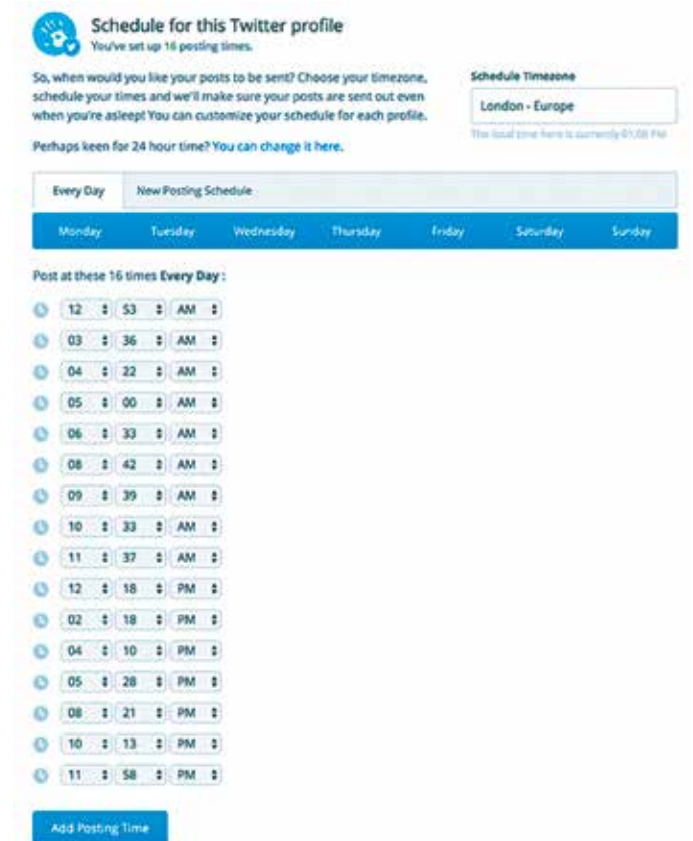
Before you get going take note of the Schedule Timezone. If you want posts to actually post at the time you intend make sure that you have set the timezone to your area. It seems obvious but if missed the default may be six hours ahead or behind, and you could be missing out on reaching your intended audience

Your audience is online throughout the entire day - but schools tend to tweet during key times:

Before school (8am)
Lunchtime (12pm)
After school (4pm)

Which means a huge number of people will miss your tweets - particularly parents who may be at work during those hours, and not checking Twitter until the late evening.

It becomes a 24 hour game when you have international pupils!



Creating a Schedule

Creating the schedule is as easy as clicking New Posting Schedule. Here are a few tips to nail down your plan:

Everyday or specific days: do you want to have posts going out daily or are there a particular range of days you had in mind? Knowing the days and times that will be of the greatest benefit will help drive stats such as Click Through Rate (CTR) and impressions.

How often and at what level: do you want your posts to go out at a high level or do you want them spaced out? Do you plan to send five tweets a day or 20? These are all important points to consider.

Adding to the Queue

Excellent, you have a schedule and are ready to start posting. There are three easy ways this can be done:

Writing posts through Buffer
Using the Buffer tool on social media sites
Using an app/extension on your browser

Buffer.com is the obvious first stop. First, make sure you are in the Content tab and you will see a field with What do you want to share? inside it. Clicking on this will open a box where you can craft your content. You can then Add to Queue (or choose from other options, according to what you need).

The second option can be done through your chosen social media platform. They will now all have a Buffer icon/button somewhere, making it very easy to queue your content up.

The final option, one that we use more than any other, is to add an extension to your browser. This is simple enough to do, depending on the browser of choice.

This tool will enable you to Buffer any page with a few simple clicks, including editing the post and adding images and the like.

So if you are on a news article on your website, or blog post, then you can instantly Buffer that page without having to leave your website.

Lights Out

Going Pro

Buffer's Awesome Plan offers more advanced and greater options compared to the Individual (free) Plan.

The key features of the Awesome Plan include:

More profiles, more planning: the cap of one profile for each social media outlet has been raised up to 10. This means that if your company has multiple accounts on Facebook, or Twitter, or LinkedIn, you can now Buffer across them all with relative ease. Likewise the queue limit of 10 (for each platform) has been raised to 100. This grants you so much scope for planning way in advance; giving you more time to focus on other areas. This is very useful if you have multiple departmental Twitter accounts.

Different day, different plan: there is now no limit to how much control you can put over your schedule. If you want Monday to have two posts at 10:00am and 11:00am, then Tuesday to have 15 posts every half hour during office hours then you can easily set this up. This freedom with scheduling means you can easily create multiple plans to cover your week, and month if needed!

A Few More Points

So that's the basics pretty much covered. A few more things to take note of:

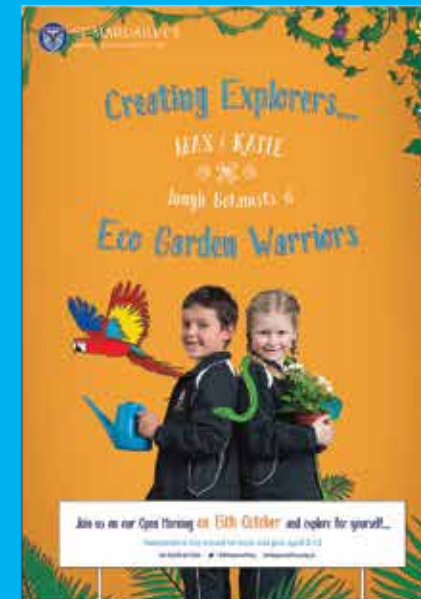
You can specify your own times. This is for already queued posts or ones that you may be writing. Setting a custom time will queue the post as normal, and will not affect other posts already in the schedule. Do note that it will push posts down the queue.

Individual (free) accounts are limited to 10 posts in the Buffer queue at any one time (per social media platform).

You can integrate RSS Feeds into your scheduling. This offers such an easy way to source posts from sites/feeds that you have liked or use. Or to pull through your own school news/blogs. There is a limit of one feed per platform, or 15 per platform with the Awesome Plan.

There are a host of useful tools included on the dashboard to help you make the most of Buffer. Analytics is one such - taking note of CTR and impressions over a period of time will help you see what times and what types of posts are getting the most engagement.

For more helpful tips head over to **Buffer's YouTube channel**. They have put together a series of insightful videos to help you become a social media scheduling pro in no time at all!



Is your school
marketing **STAND OUT**,
not just outstanding?

Website Creative Social



Ten ways to promote the natural genius in your child

Andrew Fuller

The contribution made by parents and grandparents to a child or teen's success in school and in life is enormous. When teachers and families work together the results that kids achieve are amazing.

Here are some of the main things we can all do to give children and teenagers a boost in school success.

1. Be positive about learning ourselves

By taking on hobbies, new courses and discussing new inventions and ideas we show our children and grandchildren that learning is interesting and it is for everyone. This can be as easy as discussing new idea and shows, interesting facts and discoveries, reading new books-the key idea is for young people to know that learning is something adults do too.

2. Have a creativity corner

Find somewhere in your home for projects, art works and collections. Setting this up doesn't need to be expensive. Creative geniuses need somewhere they have to invent, work on and keep ongoing projects. One of the great ways to learn about persistence is by starting a project and then building upon it and improving it over time. Warning-cover the carpet under this corner and at times you may need to cover it all with a drop sheet. Expect this area to get messy and wild. Becoming a genius is not always neat.

3. Experience + reflection = learning

The experiences we have in our lives build our brains. When parents and grandparents involve children in experiences they grow their brains. By giving our children new and interesting positive experiences, we stimulate their brain development and make them smarter.

By asking them to think about the things they have seen or felt they consolidate this new experience into their brains.

To really have the natural genius of kids surge don't keep doing the same things over and over again. Find ways to do new things, visit new places and try out different ways of seeing the world.

4. Look for strange and weird ways to connect things

Imagination and creativity is often about thinking ideas that no one else really thinks. You can help stimulate this by playing a game of thinking up ways that different things are alike. For example how are the planet Mars and an apple alike? Do not worry if you don't have an answer. Genius is more about asking questions than having answers.

5. Know that mistakes are opportunities

If you can't make a mistake you'll never do anything new. If children can't bear to make a mistake they can't access their inner creative genius. Help them to realise that we all make mistakes. No one gets everything right the first time they try. In fact making mistakes is the way we learn.

6. Stretch ideas

The world seems to encourage people to seek answers (usually from google) and then stop thinking. Be the antidote to this by helping your child or teen to take ideas and stretch them out. This requires parents and grandparents to have a good sense of humour and an enjoyment of the absurd. Ask kids to take ideas and apply them in as many strange ways as they can. Geniuses take information from multiple sources, recombine them in new and interesting ways and apply them in settings not many people thought of before them.

7. Develop concentration

It is hard to imagine attaining success in an area of life if you cannot learn to concentrate. Anyone who has even learned to ride a bike, play a musical instrument, surf a wave or drive a car knows that concentration is a skill we can get better at.

Often kids are drawn to different things to concentrate on. Notice what draws their attention and build upon that.

8. Help them learn to plan and make decisions

Being able to anticipate what is likely to happen as a result of your actions is an essential life skill. The ability to look beyond your current circumstances and consider the outcomes of possible courses of action is something we can help children and teens to learn.

This can be as simple as mapping out different pathways or asking kids, what do you think will happen if we did this or what do you think would happen if we did that? Our actions have consequences.

Decision making is a rare skill. Some people just allow life to happen to them and then express dissatisfaction about where they end.

Help kids to become active decision makers if you want them to have a happy life. Much of our life's happiness - where we live, where we work, who our friends are and who we are in a relationship - is determined by the decisions we make.

Decisions are like crossroads that we meet in life. Helping kids to stop, pause and weigh up the likely results of taking different actions or pathways is one of the most powerful things a parent can do to help create a happy life for their child.

9. Don't just read to kids, read with them

Reading with kids helps them to gain an interest in new information. By pairing time with parents and grandparents as learning time helps them to see the value in new learning.

Even when children are older, capable readers, occasionally sharing a story, reading out something interesting from the newspaper or reciting a poem, saying or song will show them learning is something older people do as well.

Genius is about being more interested in the things we don't know than the things we do know. It is very difficult to become intrigued in the things we don't know if we don't occasionally see the world from someone else's perspective. Films and computer games will do this to some extent but nothing beats a good book. Even for really reluctant readers, it only takes one great book being read to them and with them to make a world of difference.

10. Let them know how incredible they are

These days, we talk of some people being a genius but have forgotten that everyone has a genius. Within each person is an inner genius, an inner passion, ability and desire that we can unlock and draw out. As parents and grandparents it is much more important to focus on drawing out potential and focusing less on current performance.

One of the things very successful people say is that they had someone who believed in them as a child. When asked how they managed to achieve a remarkable accomplishment they often pause and reflect that no one ever told them they couldn't do it.

Andrew's latest book is ***Unlocking Your Child's Genius*** (Finch, 2015) and is available in nine languages.

Personal Property Insurance for Boarders

AUTHOR

Con Kalavritinos
ADK Insurance Brokers



Being an Exhibitor at a Conference comes with its pros and cons. Time away from the office, a break-up of the week, the enjoyment of great conference venue food, keynote speakers and creative themed social events. Some of them are simply amazing.

However, it also comes with too much time to spare – and that of in between breaks! Enough to have a room full of Exhibitors doing exactly what they're not supposed to, catching up on their social life on their iPhones and not engaging the delegates and audience when that golden opportunity is right there in front of them! Most, if not all of the time, they miss it, and it slips away.

I found myself in that same embarrassing moment, scrolling down my LinkedIn news feed, when I was approached at my stand by two gentlemen. "Hello, what do you do and how can we help each other?" I was asked. I looked up and thought 'Oh here we go again, couldn't they see I was busy?'. Moving on, and after exchanging pleasantries I was further asked "A dream of mine for over 10 years has been to create an insurance program for the Personal Property of Boarders, do you think you can help?"

Who were they kidding, I thought, who would insure the personal items of Boarders at Boarding Schools? Don't boarders get up to mischief, misbehave and damage their stuff? Wouldn't this attract through-the-roof premiums, an array of exclusions and unaffordable excesses? Surely there's no way an insurer would ever accept this right? Wrong!

Those two fine gentlemen were Richard Stokes and Tom Dunsmore from the Australian Boarding Schools Association (ABSA). Never in my time as an Insurance Professional have I come across two advocates who love their community and sector with the passion and commitment they display.

In listening to and spending time with them both, my mind set to this apparent risk completely changed. Their invaluable information, optimistic attitudes in tireless

workshops, expertise, understanding of the Boarding School environment, culture, behaviours, and a skilled approach to Risk Management provided me with the necessary tools to interview some of Australia's largest and most secure insurers to make the impossible possible. Their immense support in assisting me package and deliver this quality insurance program cannot be overstated.

Three years later, and a project we were told by many we would never deliver, ADK Insurance Brokers (ADK) in partnership with the ABSA, is excited and proud to present Personal Property Insurance for Boarders, an exclusive and ground breaking offer that includes comprehensive insurance at a competitive price for ABSA member schools.

ABSA has been approached by Principals and Boarding Staff for many years seeking interest and support to source an insurance offering for the boarders' personal property whilst living on campus. There has been a need for the development of a program which is specifically designed for boarders' assets at the school, and this would be most welcomed by all parents, as a policy specific to boarders personal property does not exist in the market. Finally, ADK, a Steadfast Broking Network member, has delivered this solution which has been proudly endorsed by ABSA.

ADK's offering is extended to allow for a one stop shop insurance solution for the Boarding School. ADK can source and provide competitive insurance solutions for the school's property and buildings, public liability, personal property insurance for staff, professional indemnity for teachers, personal accident for students, business insurance, cyber liability insurance home and car, landlords, and a suite of other insurances.

ADK sincerely looks forward to working in a trusted partnership with all schools, staff, boarders, and ABSA in what is an exciting time and remarkable milestone the Australian Boarding School community.

Benefits:

- A specifically tailored policy designed for the boarders living on campus.
- This offer is extended to provide cover whilst at school approved, organised and supervised activities.
- Security with a policy underwritten by one of Australia's largest insurers.
- An insurance premium to be automatically invoiced to the school each term.
- Telephone support access to our experienced and trusted Insurance Broker.
- Expert claims service on hand to ensure the best outcome is achieved for every boarder in the event of a claim.
- Comprehensive cover available at a competitive rate and excess.
- Offer made exclusive to ADK and ABSA member schools only.

What is included in the policy?

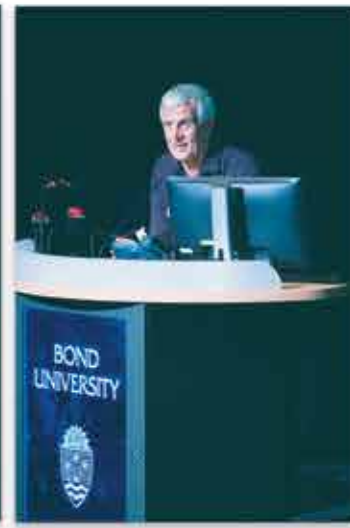
- Personal property of the boarders as defined in the policy document, subject to the terms and conditions of the policy.
- Accidental Damage coverage including fire, storm, flood, theft, accidental damage and loss.
- Generous and individual boarder policy limits.
- A market leading competitive rate and excess.

ADK has been chosen due to:

- a tailored and broad scope of cover, specifically designed for the boarders' property whilst living on campus and extended to school organised activities off campus.
- competitive premiums.
- a high level of service and persistent approach to source the most tailored insurance solution.
- their excellent claims support.
- their ease of transaction when you need them most.
- their staff expertise in managing high end insurance scheme facilities.



To discuss the
Personal Property Insurance Program
for Boarders or any of these covers
please contact Con Kalavritinos
at ADK Insurance Brokers on:
phone: (03) 9348 1775
or email: conk@adkinsurance.com.au



2016 International Boarding Conference

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AUSTRALIAN BOARDING SCHOOLS ASSOCIATION

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www.boarding.org.au





The Crisis in Sex Education in our Schools

AUTHOR

Dr Michael Carr-Gregg
Honorary Psychologist
ABSA

Thinking back through the mists of time to my late childhood, it dawned on me recently that my parents didn't much like to think of me or my siblings as sexual beings, and we were, as I recall, openly repulsed at thinking about our parents that way. I remember being told at boarding school, by quite a bossy girl called Clarrisa, that 'everyone' knew that you could not get pregnant if you put a band-aid over your belly button. I remember this because I was always a little worried when Mum offered me a band-aid -- what did she think I had been up to?

I'm not sure things have changed, as many parents I see clinically seem reticent to talk to their kids about sex, and kids are even less eager to hear about it from them. This is causing a significant problem. Over three quarters of all Sexually Transmitted Infections (STIs) occur among young people. Rates of chlamydia, which can cause infertility, have nearly tripled in the past 10 years and 30 percent of HIV diagnosis and almost 60 percent of Gonorrhoea diagnosis are occurring amongst 15-29 year olds.

Couple this with the evidence that 25 percent of sexually active high school students have reported experiencing unwanted or coerced sex, and we really need to have a think. We can send a spacecraft 4.28 billion kilometres to the dwarf planet Pluto and send back razor-sharp high-res pics of its craters, mountains and plains, yet we can't seem to adequately support our young people as they make the much simpler journey from childhood to young adulthood.

Sex education is mandated in some shape or form in every state and territory curriculum, and even mapped though the focus area of Relationships and Sexuality in the new Australian Health and Physical Education Curriculum. So how is it then possible that 10 percent of high school students report having no sex education at school? Worse still, of those high school students who did receive some form of school-based sex education, 50 percent report being 'significantly dissatisfied', citing irrelevance to their real lived experiences.

Our National STI Strategy outlines how "complex behavioural change, such as increasing the use of condoms and reducing unsafe sex, requires an integrated and sustained health promotion and disease prevention approach." The strategy, endorsed by all State and Territory Health Ministers, lists eight key components that have been demonstrated to be effective in reducing sexual risk behaviour: workshops, communication skills-building, community events, sex education in schools, trainings of teachers, community leaders, peer educators and counsellors, distribution of educational materials, provision of condoms and social marketing.

Australia does have a clear and agreed framework by which it commits to address the physical, mental, social and emotional issues affecting young people in relation to their sexual health, but how do we invest in getting the job done? Part of the problem is the prevailing myths around sex education, so in the interests of clarity let's examine the top five myths.



1. Teaching students about sex only encourages them to have sex.

Contemporary sexuality education is not narrowly focused on how to have sex. It includes a focus on values, decision-making, biology, emotions, gender identity, and sexual feelings. It also presents abstinence, delaying first sex, limiting the number of partners and safer sex. A World Health Organisation literature review concluded there is 'no support for the contention that sex education encourages experimentation or increased activity. If any effect is observed, almost without exception it is in ... postponed initiation of sexual intercourse and/or effective use of contraceptives.' (Grunseit A, Kippax S. Effects of Sex Education on Young People's Sexual Behaviour, Geneva, World Health Organization, 1993, p.10.)

2. Does teaching about sex in schools take it out of the home?

Studies have found the opposite is true. Sexuality education programs result in increased parent-child communication about sexuality. (Alford, S. 'Parent-Child Communication: Promoting Healthy Youth', Advocates for Youth, September 1995.)

3. Why can't schools just teach their students not to have sex? Schools should promote abstinence.

A long-awaited, US government-funded evaluation of four carefully selected abstinence-only education programs, published in April 2007, showed that youth enrolled in the programs were no more likely than those not in the programs to delay sexual initiation, to have fewer sexual partners, or to abstain entirely from sex. (Trenholm C, et al., Impacts of Four Title V, Section 510 Abstinence Education Programs Final Report. Princeton, NJ: Mathematic Policy Research; submitted to U.S. Dept. Health & Human Services, Assistant Secretary for Planning and Evaluation, 2007.) School education is about preparing young people for healthy, fulfilling adult lives. Providing comprehensive sexuality education ensures this. Comprehensive sexuality education promotes postponement of first sex (with one sexual partner and safer sex considered as next best alternatives). School programs that have been most effective in helping young people to abstain discuss both abstinence and contraception.

4. Isn't it true that condoms are not very effective in preventing pregnancy and sexually transmissible infections, like AIDS and chlamydia?

Repeated studies show condoms used consistently and correctly offer a high degree of protection against pregnancy and sexually transmissible infections (STIs). Using a condom is 10,000 times safer than not using one. The most common cause for failure is improper or inconsistent use. That is why including condom instruction in sexuality education is so important.

5. I didn't have much sex education when I was young and it didn't affect me. Isn't it best to let kids pick up what they need to know in their own time?

Young people constantly pick up sexual messages, many of them ones that do not promote healthy sexuality, including commercial messages that are in the interest of advertisers, and misinformation from their peers. Avoiding talking about sexuality only teaches young people to feel uncomfortable about sexuality.

Accurate, balanced sex education – including information about contraception and condoms – is a basic human right of all boarders. Such education helps young people to reduce their risk of potentially negative outcomes, such as unwanted pregnancies and sexually transmitted infections (STIs). Such education can also help them to enhance the quality of their relationships and to develop decision-making skills that will prove invaluable over life.

Perhaps if I'd had some proper education at school, I'd have been able to better inform Clarissa my tennis partner. I only hope she learnt the truth in time.



Understanding the Chinese Culture of our Boarders

AUTHOR

Cao Jing
Chinese Language
and Cultural Advice
Thebarton



Many Australian education providers are promoting cultural diversity to prepare their students to become competent and competitive in an increasingly interconnected and culturally diverse world. This year Chinese students make up nearly 30 per cent of all international students enrolled in Australia. It is without a doubt that students from China are more important than ever to our booming education export industry.

Let us put the number aside for a second and ask ourselves: Can we assume that by putting students from different cultural backgrounds in one room will spontaneously result in individuals interacting and forming friendships?

Chinese students often display a tendency to mix with peers from the same cultural background, whether it is at school or in their social life. Such strong sense of affiliation can be frustrating for other students who may interpret such behaviour as an act of exclusion.

Let us look at a key cultural difference here. While the Australian students often focus on common interests when forming groups, the Chinese students focus on a sense of security. In a group culture, people often see themselves as an extension of

other individuals in the same group. And in many cases, a person's worthiness is identified by the relationships that they have in their 'ingroup'. Therefore, a person cannot just be the agent of their thoughts. Richard D. Lewis, a famous British cross-cultural communication expert, identifies the Chinese culture as part of the 'reactive' model. 'Reactive' thinkers often use their network to accomplish a task, whereas many Australians are more 'linear-active' thinkers who follow written rules and make a plan to solve a problem.

This can explain how the Chinese students deal with group assignments. Rather than assigning a section to each member (an 'independent' approach), the Chinese students often take a holistic approach and work on the whole project as one collective group (an 'interdependent' approach). The risk is shared among members by sticking together, and no one will lose face if he or she gets it wrong.

So why are the Chinese students less willing to take a riskier approach as an individual? It has a lot to do with the perception of 'risks'. As Richard D. Lewis points out in his study, 'linear-active' thinkers usually separate work and personal life (hence the expression 'nothing personal, just business'). In the 'reactive model', however, people are more likely to associate criticism with a direct attack on their credibility. So when an Australian student thinks 'I have just made a mistake', the Chinese student might think 'I am such a mistake'.

Another factor to consider when we analyse the behaviour of Chinese students is the high expectations coming from the parents. You probably haven't heard of Liu Yiting, or a book titled *Harvard Girl*. To millions of Chinese parents, this book is the bible of parenting. *Harvard Girl* was published in 2000 and sold close to 2 million copies. Written by Liu's parents, the book detailed the rigorous lifestyle and study routine that Liu Yiting led to be accepted to Harvard. Thousands of Chinese parents use this book as a manual for raising their children and motivating them to focus on academic achievements.



Boarders Shine at Ascham Oscars

AUTHOR

Ms Lisa Thompson
Head of Macintosh House
Ascham Boarding



Ascham School is an independent, non-denominational day and boarding school for girls, located in Edgecliff NSW. There are currently over 120 boarders from Year 7 to Year 12. The majority of our boarders come from country NSW, with some from Sydney suburbs, interstate and overseas. The popular Year 9 Residential Program offers a term or semester/s of boarding to day girls in Year 9. This program fosters independence, team work and resilience, instilling confidence and competence in our girls during what can be a challenging stage in their development.

Our Head of Boarding, Ms Jill Miller, has created a full and varied program of co-curricular and recreational activities for our girls. These activities build strong connections across boarding year groups, and between boarding and the day school. In preparation for the School's recent Book Week celebrations, Ascham Boarding ran information sessions on How to Make a Book Trailer, for boarders wanting to produce trailers for the Ascham Oscars Awards a key event in Book Week. This annual competition gives students the opportunity to develop their skills in scriptwriting, acting, directing and editing. Students are invited to submit a trailer based on a novel they have read - this year's theme was Mystery.

The boarding information sessions were well attended, and a group of talented and enthusiastic boarders produced two of the book trailers featured at the Ascham Oscars Awards ceremony. The library was bedecked with fairy lights and golden statuettes and the red carpet was unfurled. A large and vocal audience enjoyed the screenings while devouring freshly popped popcorn and taking 'selfies with celebs'.

Year 8 boarder Phoebe Barnes - who also co-hosted the ceremony - produced a trailer for the French graphic novel, *A Taste of Chlorine* by Bastien Vivès. Phoebe received two awards: Best Soundtrack and Best Narrative.

Year 9 boarders Hermion Tam, Elsie Johnson, Natalie Choy and Jordan Oberg, along with Year 9 residential boarder (Term Two) Sascha Heyworth, won the Best Actor prize for their performances in the trailer *Harry Potter and the Cursed Child*. Jordan also won Best Costume, Make-Up and Design.

Boarders and boarding staff also attended the Library's Book Week Literary Lunch, with guest author Markus Zusak. We returned to our houses gleefully clutching signed copies of *The Book Thief*, *The Messenger* and *When Dogs Cry*.

During quiet time, many of our boarders can be found reading Markus's books, so it was a thrill for them to meet the author and listen to his delightful anecdotes. Quite a few girls plan to write their own novel one day and Markus's visit has certainly inspired them.

Our boarders also shone in Book Week's Battle of the Books. The Year 9 Ascham team - which included boarders Annabel Young and Priya Mulligan - took on Cranbrook School and convinced the judges that *Picnic at Hanging Rock* by Joan Lindsay was the best book of all time. As always, our girls employed much humour and theatricality to prove their point!

Our thanks to Elizabeth McCabe (Head of Library and Information Services, Ascham) and her team for organising Ascham's annual Book Week events. It's always a busy and exciting week for our boarders, who are passionate about books and reading and love to share in the celebrations.





Sarah's Healthy YOU Guide

AUTHOR

Sarah Whitworth
www.forevernatural.com.au

Its Spring! The cobwebs have been dusted off and you've started training, working out, joined the gym or classes, perhaps you've taken up a new sport, started running or enjoy swimming. Whatever it is you've started, good on you! Wellness is about being active and enjoying movement and fitting in some exercise.

These days however, it is easy to get caught up in the social media world of "fitness" and forget the basics that are key to your health.

Our state of wellbeing and total inner health does not come from the outside!
State of health and HAPPINESS both inside and out comes from INSIDE YOU! Not what we see physically in the mirror or compare ourselves to via social media or even each other.

Stop and think a while and ponder that thought. If we are not happy inside, how are we every going to be happy on the outside? No amount of sit ups, green smoothie benders and "fasting" is ever going to change that!

I just wanted to give my spin on what you might not be thinking of whilst you've decided to join the active movement.

I come from a non-pretentious place where I believe wellness is the whole picture of a person.

In order to train the body, you must also nourish your body with whole, real, foods, in order to recover from intense exercise, you must then allow your body to rest and heal, and nourish yourself with REAL FOOD.

In order to handle the never-ending stressors in our modern day worlds (this includes intense exercise) you must give your mind some time, you some time. Not JUST run yourself to the ground with exercise and not look after your emotional and and foundational self too.

Our bodies need to be seen again as a whole. Not just a part.

Get outside and enjoy some deep breathing to calm your nervous system after an exam or long day, get some sunshine while you are at it, afterward lay down and enjoy the brilliant blue sky. Now that to me is treating yourself! Don't forget to nourish with some whole food afterward!

Remember training hard is a PART of fitness and health however if you want to see changes you need to remember to eat well, rest and look after yourself.

My top tips for doing so.

- Make sure you never exercise on an empty stomach, contrary to popular belief, doing so won't make you burn more fat! You need energy to burn energy for efficient energy to training. Or you'll be running on empty! Energy = FOOD. WHOLE FOOD.
- The more you train, the more you need to fuel your body. By fuel, I mean food. Your body needs more nutrients, as the body views exercise as stress, you need more nutrients and antioxidants to look after yourself and gain maximum results.
- The more you train, the more you need to stretch
- The more you train, the more you need REST – eg: time outside, sleeping, sitting still, reading.
- Don't be too hard on yourself.
- Stop comparing yourself to others – you are beautiful the way you are!
- Stay Hydrated! 2-3ltrs of water per day, more if exercising! Water is KEY to health
- Eat 5 small meals a day. Include fresh veg, lean proteins, fruit, grains, seeds and nuts, space them out every 2-3 hours for sustained energy and vitality.
- Digestion starts in the mouth, chew well!
- Do not consume saturated fats, avoid fried and greasy foods
- Avoid pre-cooked and highly processed foods (which overwork the organs & that destroys enzymes and nutrients)
- Avoid foods with preservatives and additives – eg packaged foods! – eat whole food!
- Avoid alcohol, cigarettes, caffeine, drugs, and stress – nothing in excess!
- FRUIT – Eat it alone or leave it alone! To eat fruit, it's best upon rising, wait one hour after eating fruit to eat another meal
- Proper food combining helps your metabolism, weight loss and detoxifying your system.

Stay Tuned for my next Article – Whole foods and how to get the right amount of nutrients into your day!

Inspiration for this piece – being a personal trainer for many years I have seen many people burn out because of over training and not enough focus on what they are eating or how they are resting, if you are interested in a consult to further your education surrounding your own health and diet, please do not hesitate to get in touch. Sarah@forevernatural.com.au

Tragic Death Leads to Inquest in the Northern Territory

AUTHOR

Andrew Knott
Special Counsel
HoldingRedlich Lawyers



As boarding staff may, even more than teachers, be looking for exciting and innovative activities, this tragic case may be worthy of reflection.

On 6 August 2015, a 12 year old year seven student at a school on the Northern Territory died from head, chest and abdominal injuries when run over by a Toyota Land Cruiser Troop Carrier (Troopy) while involved in an activity conducted during the school's annual Carnival.

The activity had been engaged in at the Carnival from 2012 but the person who conducted the event in 2012 and 2013 left before the arrival of the new sports teacher in 2014 so there was no opportunity for a handover.

The activity involved a rope being attached to the Troopy with teams taking turns pulling the vehicle about 80 metres as fast as they could to a finish line. The engine in the vehicle was turned off and there was a person in the vehicle for the purpose of steering and applying the brakes.

A critical element in maintaining safety was the position of students doing the pulling in relation to the vehicle, and this had been addressed in the first 2 years by using a strap between the vehicle and the rope as a "no go zone". Unfortunately that safety practice was not in place in 2015 and the Coroner found that the deceased student was "unlikely to have been even 2 metres in front of the vehicle at that point".

The Coroner also found that:

"What the evidence shows is the distance between the children and the vehicle they were pulling was insufficient and obviously so".

The manner of the pull on that occasion "was manifestly dangerous" (indeed there was evidence from the Principal that when she later saw the film she was "shocked" at how close the children were to the front of the vehicle, it hadn't been like this in previous years). There was evidence that the Chief Executive of the organisation which conducted the school had arranged for the Troopy activity to be cancelled. In addition to that a review was commissioned into risk assessment practices across all of the schools and all policies and procedures were amended to require a formal written risk assessment for all non-routine activities whether conducted on school grounds or elsewhere. There was also a system of central approval put in place for all potentially high risk activities.

We should mention that the Coroner acknowledged that evidence given was "considered and frank" and that she "detected no defensiveness in the evidence of any of the staff and I commend them for that".

Her conclusions were:

"The death of Jethro occurred in circumstances where a great deal more care should have been taken for his safety.

There is sufficient evidence to demonstrate that there had been a recognition of the hazard that the vehicle posed to those pulling it.

However the risk assessment was not done as it should have been. It was done during the event by the sports teacher who was also a participant.

If a formal written assessment had been undertaken at the time the Troopy Pull was introduced to the Carnival and reassessed on each occasion the safety mitigation processes set up are far more likely to have been followed.

Leaving it to one person to determine safety during the event was not appropriate or adequate. It was unfair to the sports teacher and dangerous for the participants.

That failure demonstrated an incomplete understanding of the hazard detection and mitigation processes required by the Work Health and Safety legislation.

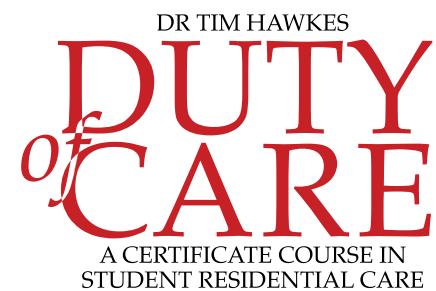
It is of concern that an organisation invested with the care of the most vulnerable in our community did not fully understand the formal procedures to ensure compliance with their statutory duties.

It is such a tragedy that it took the death of this child for the organisation to realise its shortcomings and fully understand its duties."

A number of valuable lessons can be learnt from this case.

Brand New Edition of 'Duty of Care'

AUTHOR
Dr Tim Hawkes
Author
Duty of Care



A sparkling new edition of *Duty of Care* has just been published. Several chapters of the old edition have been extensively rewritten, much has been reworked and two entirely new units of work have been added.

Even the title has been given a makeover. It is now, *Duty of Care: A Certificate Course in Student Residential Care*. Adorned with new covers and a fresh suite of full page colour photographs, the new course is the third edition of *Duty of Care*.

The first edition was written in 2001 when dinosaurs roamed the earth. A version of this was taken up by the British even though they didn't quite see the relevance of the sections dealing with bush-fires and blue-ringed octopus. The second edition was written in 2010 and has served us well. However, there have been massive changes in society during that time. Pokemon Go didn't exist, sexting was relatively unknown and I had hair.

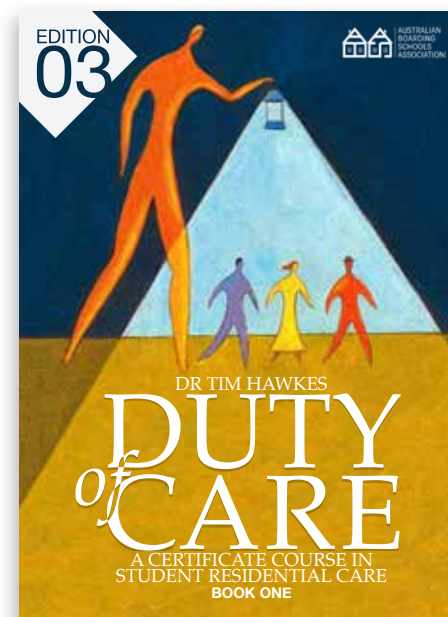
Accordingly, the last two years have been devoted to updating *Duty of Care*. This was important because the course remains central to ABSA's mission of wanting to professionalise the school and hostel boarding industry. *Duty of Care* is the main training course for boarding staff in Australia and New Zealand. Therefore, it must be kept fresh, accurate and relevant. Useful web resources have been added at the end of most units, the bibliography has been expanded and up-to-date credentialing information has been added that draws attention to the course contributing significantly to the Diploma in Student Residential Care course being developed.

In Book One, the unit dealing with the philosophy of boarding introduces the readers to the mysteries of consequentialism, existentialism, humanism and a number of other 'isms'. Lest this frighten, it is done with a gentle academic touch that will enable you to convince others you have a higher degree in philosophy.

There is updated information on the characteristics of Australian boarding and some new reflections on student rights and responsibilities. However, the major addition to the first unit of book one is a very necessary look at National Boarding Standards. These standards didn't even exist back in 2010, and thus, this extra information is vital for boarding staff.

Unit Two of Book One deals with roles and responsibilities. Much of this remains unchanged except for some references to social media, some updated legal responsibilities and information on compliance. There is also advice on how to manage boarders' parents who have separated. Emergency procedures gets a makeover as does the tragically relevant unit on child protection.

Some extra information on radicalisation has been introduced into the unit on security and supervision, but it's the next unit that will prove of particular interest. It's entirely new. The topic of handling new technologies has been added to Book One. This unit was written at the request of several colleagues. It gives examples of acceptable ICT use policies and touches on a whole range of associated topics such as pornography, plagiarism and cyber induced autism. Colleagues will find the advice on how to manage mobile phones particularly helpful.



Book Two has experienced even more changes than Book One. The growing child unit includes references to anorexia and bulimia and how to meet the needs of students who have a sexual orientation that is different to most others.

The following unit on meeting pastoral needs has new material on the importance of building relational bridges through listening and banter. Fresh content includes advice on how to meet the needs of unhappy students and how to write a reference for a student.

The unit dealing with how to help students in academic work was already strong but it has been strengthened further as has the unit on guiding students in their recreational habits. This unit also includes some thoughts on intra-house activities and gives advice on great exercise apps.

The biggest change in Book Two is the addition of a new unit on how to develop a life-skills course within a boarding setting. The unit has been written because the boarding experience should form a vital part of the education program of a school. A boarding house curriculum can be designed to educate for life rather than just an exam and can add a great deal of extra value to the boarding experience.

Within the new unit, advice is given on such things as how to live in community, how to give a speech, the importance of developing a cause, creed and conviction, how to distinguish between credit cards that are 'fantastic plastic' and those that are 'drastic plastic'. Practical skills are also explored such as cooking and cleaning and the elegance of good etiquette.

Readers are reminded that many personal development themes can be smuggled into students via a well-designed leadership course. As a theme, leadership is very attractive to students – so use it.

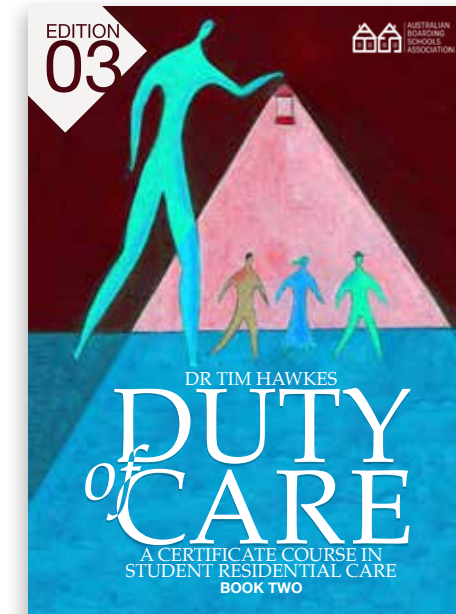
The unit dealing with bullying introduces recent federal initiatives such as the Office of Children's eSafety Commissioner and the unit dealing with disciplinary advice is enriched by a reflection on contemporary phenomenon such as tattoos.

The final three units covering international students, Aboriginal and Torres Strait Islanders and meeting the needs of isolated children, have been substantially rewritten.

At the end of both Books One and Two, there is a checklist of tasks. This will assist applicants to ensure they have completed all requirements. It will also be helpful for those marking the course.

There is much that is new in the third edition of *Duty of Care*. In time, it will need to be updated, but for the moment, it has the integrity of being the most relevant and up-to-date course on offer to boarding staff in Australia and New Zealand. I commend it to you.

I conclude this article as I closed Book Two, by thanking those colleagues who choose to update their qualifications and increase their professionalism by completing the latest version of the *Duty of Care* course. By so doing, they not only improve their qualifications, they improve the professionalism of the boarding industry.



Creating and Nurturing a Successful Overseas Touring Ethos

AUTHOR

Jamie Wansey
Owner / Managing Director
Student Horizons



Last issue, I expressed my view on travel and how I believe it is an important pillar for fostering global citizenship in students. I touched on how taking the classroom to the world is necessary for fostering global citizenship in students, especially under today's more pressurised classroom-based academic curriculum. This often means teachers are classroom bound, which I believe makes travel and discovering the world an essential and increasingly important and necessary aspect of learning.



Creating and nurturing a successful overseas touring ethos at your school is integral to fostering global citizenship in students, with travel encouraging global awareness and internationalising a student by equipping them with knowledge of other countries, their traditions and cultures and therefore giving them a strong sense of global interconnectedness.

Tolerance and Travel

Travel creates tolerance through understanding. It supports the preservation of cultures and traditions and helps develop a students' understanding of race and culture, building tolerance and self-awareness.

For example, there's no denying that the globalisation of extremism touches us all. As our Australian Prime Minister once so eloquently stated, terrorism is designed to make us turn on each other.

"That is why my government works hard to promote inclusion and mutual respect, ensuring that all communities and all faiths feel part of ours, the most successful multicultural society in the world." *Malcolm Turnbull, Australian Prime Minister*

Just as technology has rapidly changed the way we live, it has increasingly changed the way we view the world. Youth in today's modern world, like the rest of us, see mainstream media reports on extremism, which can often present a narrow view to Westerners that religious extremism, is a problem of Islam. There's rarely a mention of other issues around the world such as conflict between Sinhalese and Tamils in Sri Lanka for example, or the Buddhists and Hindus in Bhutan.

Travel helps expand beliefs, it grounds us, builds tolerance and broadens minds so when it comes to school group travel,

at Student Horizons ensuring we cover tolerance, behaviour and cultural respect in our safety preparation is paramount.

The Relationship Between Safety and Being a Responsible Global Citizen

Throughout history, humans have formed communities based on shared identity. Their identity is formed around needs; whether religious, social or political. We as humans, mostly identify with our community and share values and governance based on their beliefs.

Today's global citizen belongs to a world community that's been made possible with the help of technology, which has allowed us to connect with the world with ease. Although we will likely always identify with our own country's culture and beliefs, which helps shape who we are, living in a globalised world means we have an extra responsibility. We are members of a world-wide community, we must see the world as a whole, and therefore must show responsibility and respect for our fellow citizens whose culture, values and beliefs differ from our own, especially when travelling.

Behaviour directly impacts safety, more so when travelling in groups. Showing respect when travelling in someone else's country is paramount. Respect for their culture and traditions and privacy, especially around photography. Showing respect for the local peoples' cultural behaviour and way of life, right down to dressing with respect to the local culture and ensuring you're not breaking a local law or offending the people in the country that you are visiting.

These are all respectful traits of a good global citizen and will have a direct impact on safety if not considered.

Ensuring an Ongoing Successful Overseas Touring Ethos at your School Means Preparation

Our pre-departure safety talks cover expectations. They outline students' responsibility as a global citizen; respecting and understanding the expectations of the country they're about to embark upon.

Being aware of the culture and traditions of the country they travel to assists them to embrace and respect their values and beliefs, creating a strong sense of global interconnectedness.

girl home from a tour due to misbehaviour - that made it more critical that we made safety and pre-departure preparation of paramount importance to our company - especially when touring with boys!



Travel Safety - Boys' Engagement in Risk

At a recent conference I attended in Canada, I spoke about why, when it comes to delinquency, boys are exposed to more risk and less protection, as outlined by Abigail Fagan an intervention specialist with the University of Washington's Social Development Research Group.

"Boys come into contact with risk factors in their families, school, peers and in their personal attributes more frequently and are sometimes influenced by them more strongly than are girls."

Although researchers are working towards understanding why high school aged boys are involved in serious delinquency more often than girls it brings to the forefront for me, why safety when touring is paramount and even more so when travelling with boys.

Safety is Paramount

It's research like this, recognising that boys engage in more risk than girls coupled with first-hand experience - having never sent a

Student Horizons has developed guidelines, which we now share with our community to help assist tour groups that choose to travel without a Student Horizons guide. We are avid believers that safety and being a responsible global citizen go hand in hand, and that's why we do everything possible to ensure international student group travel is safe, rewarding and most importantly a life changing experience.



R U OK? When Work is not the Problem...

AUTHOR

Christina Willcox
MHSc; PostGradDip OHS; BBus (HRM)
Workplace Health & Safety Specialist
HR Business Direction

As much as we may count down to our next day off or vacation, our work, and people associated with it is for most of us, an important part of our lives. The familiar daily routines of work can provide security, a welcome distraction, comfort when things are not going so well outside of work. Work has a documented positive influence in recovery from injury and illness.

Most people at some point in time will experience a significant work-related stressor. Examples might include but are not limited to: physical or mental illness or injury, loss of a loved one, relationship breakdown, financial pressures or even domestic violence. Such problems can be experienced by any one of us during our working lives.

These days people are more likely to form relationships with, and confide in their work colleagues than their neighbours. If a

workplace is a modern community, and the employees of that workplace its residents or citizens, then the workplace has an opportunity to provide community-like support for its participants during times of need.

In times of personal crisis it may be assumed that the affected individual wants or requires time away from the workplace however this is not always the case or the best option. It is important that when dealing with such issues we ensure we are not cutting ourselves or our employees off from vital workplace support networks. Open communication between the individual involved and their workplace, with consideration of temporary flexible work options has the potential to create a win-win situation for the employee and employer.

Providing a flexible, understanding and supportive work environment has the potential to make all the difference in terms of an individual's physical and mental health during times of adversity. There is little doubt that supporting employees through difficult times has benefits for employers- the retention of skilled and experienced employees, improved workplace morale and employee engagement being the most obvious.

This year R U OK? Day was held on September 8, however don't make it one day a year, ask the question any day. Asking R U OK? In the workplace is a fantastic opportunity to provide support to one another, as well as to breakdown preconceived notions and stigmas surrounding mental health.

The more we ask each other R U OK? The more likely we are to answer honestly, and reach out for help if we need it. These conversations can make a real difference to people going through a tough time.

At HR Business Direction we are proud supporters of R U OK? – a not-for-profit organisation that is dedicated to encouraging all Australians to regularly and meaningfully ask anyone struggling with life, "are you ok?".



Bond Students are Receiving a More Personalised Education

With Smaller Class Sizes

AUTHOR

Benjamin Hunt
Former Saint Ignatius' College
Riverview student
Bond University Bachelor of Exercise
and Sports Science student

I chose to come to Bond because of the amazing employment opportunities and accelerated degrees offered which means that I will finish my studies up to a year earlier. I also love that Bond really cares about students excelling at life after studies and the small class sizes that provide a more personalised learning experience.

I currently live on campus and have felt extremely welcomed by Bond and its close knit community which has made it an easy transition for me. I found that the support structures and personal attention from staff allowed me to easily move away from home and go into a new student accommodation environment.

The university campus amazed me from the first time I came to Bond. The facilities are first class and the vibe around the university creates an awesome atmosphere for students. A highlight so far has definitely been meeting such a wide range of people from all different types of backgrounds and the social aspect of campus life.

I have already immersed myself in so much of what Bond has to offer. I have begun training with the Southport Sharks Football Club; become the Internal and External Affairs Director for the Bond Cricket Club and I have enjoyed exploring the Gold Coast to see what the coast has to offer.

Bond always encourages excellence in all areas pursued by students. Everyone is incredibly friendly and there is always something to get involved with. As I progress into my degree I will certainly look into taking up more of the countless leadership opportunities in the wide range of teams, clubs, associations and societies on offer.

After receiving my degree I would like to work with the world's best athletes and become a High Performance or Strength and Conditioning Coach for an elite sports club. I would encourage anyone to come to Bond if they want to become part of a tight knit community and reach their potential whatever their dream.



Boarding Online

But you Need More Than a Line to Make a Picture

AUTHOR

Conrad Mathias
Boarding Program
St Joseph's College
Hunters Hill

The management of boarding information has gone online – a process which has been happening for several years now. And very good it is, too. Due diligence today demands that there be a trail, which is independent of people's memory, of what happened or might have happened.

Leave records, permissions, discipline matters, and any number of positives such as attendance at professional training and the highlights of the boarding year for our individual boarders – these are all now readily recorded and widely accessible.

Lots of social media profiles contribute to bringing the daily activities of young people immediately into the family home so that their days and months may be celebrated. A long way from the weekly letter home.

A lot of this information used to be gathered in one on one chats, discussions, passing throwaways, and group briefings. These interactions served us well for their time in gathering the information we needed to keep our children safe, happy, and fulfilled.

But they served another purpose. Our children learned to communicate with the adults in their lives. They learned the value of fostering trust in relationships. They learned the skills of managing upwards -

surely as important in later life as managing downwards.

What began as a chat about expectations for the coming weekend, often turned into a more extended narrative about how things were going in general and the articulation of a hitherto unspoken fear or unease. These chats often helped to encourage young people to climb the mountain rather than setting the sights on just going over the hill. They gave the participants a chance to get to know each other.

And so while we celebrate the way in which technology has taken the drudgery and uncertainty from the myriad aspects of our duty of care, we remember that it is a dubious master, but a good slave.

But in doing so, we should look to the time such technology might free up – and instead of being tempted to put in place another system, perhaps the time can be spent just hanging around. Just being there. Finding ways to keep the relationships going, fostering the trust and imparting the skills. Without the mobile phone or the tablet.

The greatest asset in any boarding community is its people. They see the picture.



Broughton Forrest Food Safaris

Using food to build cultural understanding and community

AUTHOR

Andrew Mansfield
Housemaster
Broughton Forrest House
The King's School

As a former Commanding Officer of The King's School's Cadet Corps, I understand all too well the old adage 'An army marches on its stomach.' Food is just as important to our boarding students. School days are structured around eating and students' reviews of dining hall food would put Matt Preston to shame!

The pervasion of American popular culture is such that boys heading down to the local shopping centre are much more likely to order a Big Mac than a banh mi. Many students haven't experienced a variety of cuisines, and this sometimes also contributes to a lack of sensitivity and understanding of other cultures.

James Beard, an American chef and an early food celebrity commented that "food is the common denominator that brings people together". As a family we enjoy travelling and food and have found that food gives a very accessible insight into different cultures. So, inspired by these experiences and Maeve O'Meara's SBS Food Safaris, we developed the 'Broughton Forrest Food Safaris'. The Food Safaris give our boys an insight into other cultures and building cultural understanding.

King's is located in the heart of Western Sydney and within a couple of kilometres of our gates is an amazing array of restaurants serving authentic food from around the world. Once a month, we invite the boys from the Boarding House to have lunch with our family at one of the local restaurants.

Over the past two terms the boys have eaten their way through East and South East Asia, trying Vietnamese pho, Malaysian hawker fare such as roti canai, beef rendang and kaya toast, Korean BBQ (including a wide variety of offal!), and Indian curries, lassi and sweets. Locked in for next term are Lebanese charcoal chicken with toun, and Japanese sushi and sashimi.

These meals help overcome social divides as well as cultural divides. One of the highlights of taking the boys out for Vietnamese was seeing a number of our overseas students giving some of our country boarders lessons in the art of using chopsticks. This simple act provided a common experience for the boys to share and was the perfect opportunity to initiate conversation and friendship between these boys. We have discussed why you shouldn't leave your chopsticks poking out of your bowl in a Vietnamese restaurant, keeping your raw and cooked meats on separate plates at Korean BBQ, and why you should only use your right hand to eat in an Indian restaurant.

We intentionally use public transport to get to and from our meals. Early on, I realised that many boys weren't as transport savvy as I had assumed. It has also been a great chance to reinforce good behaviour on public transport. While most knew to offer their seats to adults, fewer seemed to consider things like the volume and nature of their conversations. Sitting and sharing a meal at a more gentle pace than at school also provides more opportunities for conversation and community amongst the boys. This has been a particularly useful way of integrating some of our new boys into the House community and helping draw in some of our more isolated boys.

For some of our overseas and expatriate students, the restaurants are a taste of home and they enjoy sharing this with their friends. Our visit to a Malaysian restaurant inspired a passionate debate amongst a number of our Singaporean students as to where the best roti canai could be found in Singapore. We now have a number of boys who have appointed themselves as unofficial Food Safari Ambassadors and many boys plan their leave so they don't miss a Food Safari. Some boys have enjoyed their lunches so much they have taken their parents to the restaurants we visited when their parents have been in Sydney.

I would encourage you to explore the possibility of culinary adventures like Broughton Forrest Food Safaris. They have

been a great success with our students, on a range of levels. On our first Food Safari we were joined by fifteen boys but numbers have quickly grown, and we now typically have thirty joining us on our adventures. Food has strengthened the community in Broughton Forrest House and broadened the boys' horizons and palates.





How to Manage Stress in the Workplace

AUTHOR
Dr Tim Sharp
The Happiness Institute



Let's face it, we all feel stress at work. And if you don't, you're probably too busy to notice it! If nothing else, it might be reassuring to know that you're not alone.

According to research published by Beyond Blue, most (91%) employees believe mental health in the workplace is important but far fewer (52%) believe their workplaces are actually mentally healthy. This is important because 1 in 5 Australians take time off every year because they feel stressed, anxious or depressed; and this figure is more than twice as high (46%) when workers believe their place of employment is not mentally healthy.

Stress at work, therefore, is an extremely widespread problem; and it's also an extremely expensive one. According to findings from the Australian Bureau of Statistics, untreated mental health conditions cost Australian workplaces approximately \$11 billion dollars annually!

But stress is not an entirely bad thing; there's no doubt that stress can motivate and inspire, energise and contribute to more productivity. The challenge is in keeping levels of stress within a certain range, so we can enjoy the aforementioned benefits without feeling defeated or overwhelmed.



The good news is this is very possible. And to help you, I'm happy to proffer my top ten tips for managing stress at work:

- 1. Start with the end in mind.** It's easy, during times of stress, to lose perspective and to forget why you're doing what you're doing. But reminding yourself of the end goals, and of your purpose, can provide much needed energy and motivation that will help you cope, and even thrive.
- 2. Take care of your physical health and wellbeing.** A wise man once said that we should meditate for half an hour every day; unless we're busy in which case we should meditate for an hour each day! During busy and stressful periods, it's even more important to take care of your health with some exercise, a healthy diet, and adequate sleep. Don't neglect these, especially if you feel you don't have time for them!
- 3. Reach out and ask for help if needed** – you don't need to do it all on your own. Remember, you're part of a team and there are people who can and want to help you.
- 4. Give - and you'll then receive.** It's easy to be a bit selfish when we're under stress but helping others will actually make us feel good, and increase the chances others will, in turn, help us too. So try to make time for others and ultimately, everyone will benefit.
- 5. Focus on what's going well;** not just on what's not going well. Too often we spend too much of our time focusing on what's not working or on what's still to be done. And that's OK. But it's also important to focus on what we are achieving and where we are having wins because that can provide crucial positivity to help push through the tough times.
- 6. Use your strengths.** Research clearly suggests that the most successful and resilient people spend more time focusing on, and utilising their core strengths. So work out what you're best at and use these positive attributes as often as you can.
- 7. Break things down in to small, manageable chunks.** Big projects will, by definition, seem daunting and stressful; but big projects can always be broken down into smaller steps and doing so indubitably makes things easier to manage.
- 8. Do one thing at a time.** Multitasking, despite what many think, rarely helps improve performance or get more done. Instead, focusing on one task at a time makes almost anything simpler and less stressful.
- 9. Minimise distractions.** Quite simply, ignore anything that's not essential or that need not be completed in the near future. The world won't come to an end; people will understand; and if you can get through this stressful period more effectively you'll eventually get to those things further down the track.
- 10. Try to have fun.** Fun shouldn't just be kept for quiet or easy times; in fact, fun is a potent stress buster and energiser. So make play and fun part of your work routine and enjoy the benefits that come from a good laugh!

There you go; enjoy the "good stress" and manage the "bad" for more happiness at work...and beyond!



New Housemaster

The Kings School Parramatta



Mike Symons
Housemaster
The Kings School, Parramatta, NSW.

Mike Symons has been working as an Assistant Boarding Master at The King's School since 2009. Along with his wife, Kate, and two-year old daughter, Scarlett, Mike took up the position of Housemaster from his mentor, Dr. Grant Bell, in July of this year. He teaches Secondary English and has spent the last five years as head of the Leadership and Cultural Exchange Program; an initiative outside of Round Square that sends 36 Year 10 boys around the world on eight-week exchanges. Mike has also just completed an international research project in collaboration with a global network of educators with the IBSC (International Boys School Coalition). Mike has a passion for coaching rugby and cricket and has also coached AAGPS champion high-jumpers.

It is the relationships out of the classroom that Mike believes are pivotal in a boarding community.

"I guess I'm lucky that I'm young enough to still remember a lot about what school was like - the relationships we had with some of our coaches and teachers not only urged us on and on, it also showed us how to interact with other people in our community and the wider world. From that perspective, staff who are engaged and listen to the students outside of the classroom are more likely to propel those students to self-autonomy and success when they leave school."

The new Macarthur Waddy House, part of the multi-million dollar upgrade of boarding facilities at Kings, was occupied in Term 3, 2016 by 85 students from Year 8-12. The House has a wonderful bush outlook near King's' iconic Doyle playing fields, and is designed to maximise a sense of community, allowing boys and parents to have open communal areas in which to meet, play and work.

We wish Mike, Kate and Scarlett all the very best in their new adventure in the community of Australian boarding.

New Head of Boarding

The Scots School Albury



Kevin Turner
Head of Sellars Boarding House (Boys)
The Scots School, Albury, NSW.

Kevin is the new Head of Sellars Boarding House (Boys) and has been a member of the Scots School Community for the past 11 years and is both a passionate and innovative educator.

Kevin's journey into boarding started back in 1991 when he worked at Scots and was part of the boarding staff. He left the area and spent some time teaching at Marian College (Myrtleford) before returning to The Scots School Albury and moving back into boarding. Firstly, as an MOD for six years and then being appointed as the Head of Boys Boarding this year.

His academic background is in Post Primary Physical Education and he likes to stay fit, running (with his Choc Lab), swimming and skiing having spent time travelling to Canada and the USA to both ski race and recreational ski.

"I am interested in bringing both my leadership skills and life experiences to help encourage, advise and nurture our young men here in Scots boarding. They are our future leaders and along with the boarding staff and their parents, I want to help them develop both as individuals and as part of the boarding community to achieve and to grow in to respectful, caring, resilient young adults who are ready for the challenges that they will undoubtedly face in their lives."

It is a real family feeling at Scots, more so for Kevin whose wife works in administration at the school and their three children are all Scots students.

From the Chairman



Pauline Turner
Chairman

As I pen this article only weeks after our wonderfully successful International Conference on the Gold Coast I am amazed at how many exciting discussions have become immediately useful in my daily work.

We had record numbers of delegates in attendance and they covered a very broad spectrum of our boarding world. The opportunity to reconnect with boarding staff from schools across our vast land Australia, across the ditch to New Zealand and Internationally is genuinely exciting and these are inspiring times to be in. Everyone you meet has a story to share, ideas that inspire and innovations you may have never have considered. We live and work in exciting times for the world of Boarding Schools, with staff that bring great, selfless passion and deep concern for their boarders. I hope that the families you engage with are able to see what a blessing it is to be a child in today's boarding environment.

As I reflect on this Conference and where ABSA has come as an organisation it is prudent to mention the depth of knowledge that we share as a community of residential staff members. In today's world of litigation, increased expectation of staff and the registration of our boarding schools there is so much to be thankful for and enjoy the processes that enable us to become excellent boarding communities.

I would like to encourage everyone in the coming year to work through the Standard for Australian Boarding Schools and Residences and use this to learn and develop good practice for your boarding community, to use this tool as a way to show what your school has to offer. Particular thanks to the presenters who brought their well-honed knowledge and skills to our workshops and speed sessions. The theme of the conference was creating the future for boarding and we were inspired and challenged to think in vastly different ways about technology and communication, to develop better cultural awareness of our families and understanding that the particular needs of individual children is a constant. What will our future look like? I cannot say in confidence, however if we look about us and harness the collective knowledge we share the future looks exciting and a place that you want to be.

As usual a huge thank you to Richard Stokes, Tom Dunsmore and Josh Drahm, our ABSA staff, for their hard work and enthusiasm for creating one of the most exciting conferences yet. Their innovative approach and willingness to try new ideas and forms of delivering programs challenged us to work harder and be wiser.

As the year draws to a close for many in our residential communities I wish you well as you take time to rest and recharge. As we farewell our year 12 students and celebrate their successes I hope you have time to reflect on the role you have played in these students' lives. In reflection there will be areas we find we can develop and hopefully more times we can celebrate that we got it right. This all takes great emotional energy - to give to another in this way knowing these children may not cross your path again. May you find great encouragement as you reflect on how much the students you have cared for give to you and teach you what it is to be an accomplished educator in this field of education. You are as blessed to have known them as they are you.

May you have a wonderful holiday season on behalf of the ABSA Board.

Coming Events

AUS

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

March 4-5, 2017

Taking the Reins Conference,
Bond University, Gold Coast

August, 2017

ABSA Leaders Conference,
Sydney

USA

December 1-3, 2016

TABS Annual Conference,
Washington, DC

April 30 - May 2, 2017

TABS-NAIS Global Symposium,
Miami

UK

January 3-5, 2017

Annual Conference for Boarding House Staff,
Nottingham

January 25-27, 2017

Annual Conference for Deputy Heads and
Heads of Boarding,
Bristol

May 2-4, 2017

Annual Conference for Heads,
York

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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

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absa@boarding.org.au
by 1st February 2017

