

Lights Out

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**BOARDING...
A HOUSE,
HOME,
FAMILY,
COMMUNITY
& VILLAGE**



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION



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By A.H.BEARD®

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ON THE COVER

John Paul College and their new Boarding Village

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The Bigger Picture

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It's time to lead yourself to personal excellence

Who do I want to be?

And ... how close am I to being that ME?

A new year provides opportunities to reflect reassess and take action. I call it the goal 'watching' month, we all set ourselves these challenges to make our life better with enthusiasm and dedication. However... as the month of January continues usually the taking action section seems to get smaller and smaller. If we approach making changes to our lives in a different way, it can be more successful. For some people, it is all about making a small change – just one change for others, what they have set themselves to do is too big... so maybe never start.

To help you move towards where you want to be, in your boarding career or life in general, this article focusses on the power of questions. A suitable question can unlock ideas that you never knew and can even give you a lightbulb moment. Below are just a few questions that can have powerful effects on your work and life. Ask yourself these questions without leading, prompting or interrupting, and suspend any assumptions. And then be sure to LISTEN to your answers.

What don't you want in 2015?

Top tip : This question can be changed to be more specific – your life - your career. We can always say easily what we don't want! So, write it, turn the english round and you have what you DO want. Simple.

If you had three wishes for 2015 , what would they be?

Go on – be a kid again. I want Wave a magic wand and write them all down. No barriers, no adult problems – just write them down. Got more than three – brilliant. Now pick your top ones.

If you were eight, how would you approach 2015?

Think like a kid – so how would you approach it! Draw, use colour, write lists Sometimes we get so wrapped up in the adult world that simple fun solutions can't be seen.



The Bigger Picture

**“A
suitable
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Who do you admire? So, if they were here right now, what would their advice be for you in 2015?

Our role models are important – as we aspire to be them, they have skills that we have, need or want. Take time with this one as sometimes the answers come later. Too difficult – what advice would your friends give you?

The bigger picture ... draw or write – it's your choice!

It's 1 Feb 2016, what would you love to be saying about:

Your life
Your career
Your school
Your community?

Take a moment to visualise, draw or write

down what you would love to say. Choose one area or choose them all, but be specific and clear. Draw a picture or write it down, whatever suits you. Put it away for 24 hours and revisit.

Take time now to choose one thing that you would like to see or change. List all the steps that you need to take, big and small, to get there. Set some dates to achieve what you want – but take into account your boarding lifestyle. If you take one step each day, that is 365 by this time next year and that is a lot of ground covered to move to where you want to be.

Now, the action begins I finish this article with some inspiration from Anthony Robbins, a famous life coach and motivational speaker.

‘It's your decisions, and not your conditions, that determine your destiny’.



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Staff Rostering

A House, Home, Family, Community & Village - John Paul College Boarding

AUTHOR
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Over the past eight months I have had the most amazing professional journey of my life, stepping into the inaugural role of Director of Boarding at John Paul College. Amazing, not because I could start in a new position with a completely blank canvas, but rather be a person to help guide and support a College into its exciting new phase as a boarding school.

It is not often, certainly not in the modern age, that an existing educational institution would consider any suggestion of building a boarding facility from the ground up and begin boarding operations for the first time in its history; however that is precisely what has occurred at John Paul College.

The extraordinary journey leading to John Paul College becoming the newest boarding school in Australia began in 2012 when a thought was shared between two college visionaries; Mr Mark Fenton - Board Chairman at the time, and Headmaster, Mr Peter Foster. The idea was simple, how can John Paul College offer the wider community, outside the locality confines of the Greater Brisbane Region, the opportunity to experience a truly global education. The idea of boarding at JPC was born!

Frequently boarding schools use the throw-away line; 'our boarding house is a home away from home'. Our College Leadership Team wanted to ensure that they delivered on this universal boarding commitment. This meant that from the outset any planning and direction which was undertaken in establishing boarding at John Paul College was thoroughly discussed with boarding professionals, such as ABSA, and boarding families

– past, present and prospective. The vision became much clearer from these conversations as to what our clients' needs and expectations would be of a boarder and their families in the 21st Century boarding school landscape. Boarding needed to be a house that felt like a home. It was required to act as a family, not just a large group of students under supervision. John Paul College Boarding should be a community that was a true representation of a global entity that embraced culture, diversity and difference. Nothing depicts all of these attributes greater than that of Nelson Mandela's words, "It takes a whole village to raise a child". It was at this juncture that Fenton Village at John Paul College was realised and the project planning commenced.

The College was fortunate enough to have purchased during the early 2000s, sixteen buildings from the 2000 Sydney Olympic Games, all of which were used as part of the media and athlete villages. The buildings were placed on the high side of our Cec Munns Sporting Complex shortly after their purchase, nestled into 4 acres of native bushland. In 2013 the College Board approved the full refurbishment of the Sydney Olympic villas, which included a more spacious use of the floor plan, along with substantial capital works to incorporate state of the art security and technology systems to service a small boarding community of 48 boarders and staff. The redesigning and refurbishments of the buildings provided boarders and staff with villa style accommodation, which is a first for any boarding school in Queensland. The boarding villas are designed to accommodate 8 boarders, twin share rooms with a high wall partition and ensuite. The four rooms of each



A House, Home, Family, Community & Village

- John Paul College Boarding

villa open into their very own common room and kitchen. As well as living quarters, Fenton Village has its own vegetable gardens and citrus plantation, laundry, administration and boarding reception, first aid room, recreation and dining halls, all of which embrace the very essence of boarding – spending time with family. In addition to these creature comforts of the 21st Century boarding lifestyle, boarders are cared for by a team of Residential Tutors who reside in the village 24/7 term time.

During 2014 the recruitment drive for boarders and staff was in full swing. Appointments, such as mine, Director of Boarding, were literally made as the walls went up and paint began to dry. It was during this stage of the venture that a pastoral planning focus took hold. It was totally surreal to think that our boarders would be coming from around the country and world to experience their first days of boarding life in a place that had never been home to boarders before. The pastoral program needed to ensure it met the mark for all 48 boarders of a completely dynamic demographic makeup:

- Year Levels 7 – 12 (QLD)
- 24 Domestic and 24 International Boarders
- Cultural Diversity: Seven Nationalities and Six Remote Indigenous Communities
- Gender ratio of 1:1

The pastoral program began with living arrangements, accommodating the boarders in villas that were vertical in age groups and



were a complete mix of the enrolment demographics. The second layer of pastoral support was to include boarders and their desire to assist each other through their boarding and schooling journey, this has taken shape by smaller pastoral group allocations called mentor teams. These teams comprise of eight boarders from year 7 to 12, equal in gender ratio and cultural heritage. Mentor teams have been a fabulous way of diminishing barriers and improving the pathways to inclusion and getting to know other boarders. It certainly has aided in the minimisation of the initial homesickness period that is common in the first weeks of boarding. The early success of the boarding pastoral pathways

can be accredited to the time and diligence that was afforded to setting it up six months out from welcoming our first boarders.

John Paul College welcomed its first ever boarders to Fenton Village on January 22nd this year. The day was charged with excitement not just for the staff who had been counting down the days to watch the village come to life, but also our boarders and their families who eagerly arrived at the gates to commence their learning journey at JPC as a part of the next exciting chapter of the Colleges' history.

It was such a wonderful experience to meet our boarding families from all over the country and around the world. Fenton Village is a true cultural melting pot with boarders representing seven nationalities, three Australian states and six remote indigenous communities. If ever there was an example of true community cohesion, boarding at John Paul College should be considered. Our boarders have done a remarkable job with getting to know each other as they settle into their new surrounds.

Fenton Village is what I believe to be one of the most unique boarding experience in Australia, most definitely in Brisbane and the Greater South-East region. Fenton Village boasts a boarding lifestyle that embraces diversity, relies on compassion, and engages with a challenge, a community which serves others before itself and strives for a healthy and happy home each and every day.



The Way Forward

Culture and Behaviour and the Possibility of Change

AUTHOR
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Geelong Grammar School

There are many factors conspiring to push us into bad behaviour but the strongest of these is culture. It is the very expression of our bonding as a group. It can be the most enabling and the most disabling director of behaviour and the hardest to escape.

We can all identify with a culture that does attract us to behave in ways that we would not behave if the culture did not grant such permission. We are absorbed into activity as social beings and as such we are directed by the social circumstances presented in the moment. Research indicates clearly that we struggle to contest the drivers in a culture for the drivers do steer behaviour and we seek to be social in behaviour. The pivotal drivers can direct good behaviour or bad behaviour but the defining culture is influential and does take each of us toward compliant behaviour as described and accepted by the culture. The notions of “group think” and “peer pressure” are simple but critical explanations given to such action. The need to be accepted, to be “social” and to be valued does direct. You can think of many circumstances when you have behaved “out of character” but within the culture of the moment and perhaps circumstance. Our social brain attempts to enable us to realise the cultural imperatives and to act within such as to protect us in the moment. The neurobiology of brain operative processes ensures this “safety first” circumstance. Our behaviour is explained simply by matching what we do with what is expected and what is determined as “appropriate and safe” in the context. In many cases we realise that our behaviour is not our normal behaviour but we nevertheless so behave for we want to belong, we want to be regarded as a valued peer and one who complies with the will of the culture. To not so behave is traumatic and can be damaging in both the short and long term in reference to being “part of the team”, even being safe. To stand alone is difficult and the power of the culture does mean that if one becomes a stand-alone person then one could be alone, excluded. Others may appreciate you standing alone however they may not register this within a culture where solidarity pervades.

Peers shape us. Along with genetics, peer pressure is probably the most important influence on our “social identity”. Research has shown that parents are critically important in defining who we are however peers do, moment-to-moment, steer and influence our behaviour. The social norms set by our

peers dominate our choices about what we value and what we expect from life. Identification with a new peer group can change our behaviour. Strategies based upon information or fear of consequence of behaving in an alien way to the new peer group direct us. The social context does control. The culture expresses the socially acceptable behavioural context for us all. Many experiments have been conducted to illustrate the power of the cultural context and the overt or hidden drivers in such contexts. These, as well as many life circumstances and moments, define and direct behaviour. These exist in every aspect of life starting “at the kitchen table” and migrating to every aspect of life where shared experiences inhabit. The real life moments are gathered well in times of destruction, in times of conflict and in times of elation. These can be times of acute emotion and it is within these moments that the social determinants of behaviour capture us all. These “social norms” really do direct and we are content to “go along with these emotionally driven moments” for these establish a sense of belonging, a sense of contribution and contribution presents a sense of meaning to such compliant behaviour. Being accepted is critical socially for we are social beings. We live in relationships and these relationships are defined by the context of their existence. Society is really described by group behavioural (culture) and the judgement of peers about our behaviour does rule our lives in the context of its residency. Our relationships are equally so determined within our living context. Research indicates this. Behaviour is given a licence by others behaving in a particular way (so we can) and Phillip Zimbardo described this in his fine book *The Lucifer Effect* and again when he and his colleagues from Stanford University, illustrated this by an experiment where they left two seemingly abandoned cars – no licence plates, hoods up – on roadsides, one in wealthy Palo Alto, California, and one in the Bronx. Looters started by taking the battery out of the Bronx car within ten minutes; twenty-four hours later, it had been completely stripped. In Palo Alto, the car was untouched for a week – until Zimbardo smashed a window with a sledgehammer. Then it was looted within hours. It took one extra step in Palo Alto to shift the social norm, but in both places the car eventually sent out a signal that in this neighbourhood, no one cares. I relate this to picking up, or not picking up paper, writing graffiti on walls, putting waste in particular bins, wearing tattoos, smoking, driving erratically, swearing, being



The Way Forward

Culture and Behaviour and the Possibility of Change

adversarial, being kind and forgiving, attending church, listening in conversation, showing good manners, winning and/or losing with grace, respecting adults, giving up a seat for the elderly, picking up dog excrement, drinking alcohol, taking drugs or whatever. People adjust their behaviour to fit the message sent by their physical surroundings about what the neighbourhood finds acceptable, how others behave. To shift a social norm is difficult and Malcolm Gladwell discussed such carefully in his book *The Tipping Point* which was published in 2000. Others have of course shown the power of group think and peer pressure on behaviour and we all have experienced this at one time or another.

To those within a culture such behaviour is intuitive, it is unconscious. Plato depicted such in the Allegory of the Cave in book VII of the Republic, where he described the inhabitants being destined to only see the shadows on the wall and to think it was reality. We are blind to fashion in a culture and this is why the fashion industry works to institute change, to have fashion as a dynamic aspect of cultural change generates commercial activity through the want to belong “but be different”, but only to a point. Fashion of course reaches to behaviour and even language and this is, or can be, challenging to a culture. We describe this as the dynamic side of a culture. Culture only becomes visible once you step outside it, or start wanting to. In the Allegory of the Cave, one inhabitant is freed to see what has been casting the shadows. He suddenly understands what it is he has been seeing all his life. Plato argued however that if he went back into the cave that he would again be a prisoner to the culture or at the least be rejected for his “new-fangled ideas” would threaten the status quo, the social norm. Change is not something cultures accommodate comfortably. History is full of cultures that maintain a status quo, a culture that controls behaviour, a culture that defines acceptable living behaviours, an example is slavery or even war time, or just “hard times” cultures can become fixed, perpetuated by rules, remain in the Cave. Cultures can be maintained by both winners and losers, by the perpetrators of behaviours and by the victims of such behaviours. Cultures can be politically determined. Cultures can be small, gang-type or club-type cultures, even family cultures and each do impact on the behaviours of those who belong. These cultures are comfortable to those who belong and to “break into such cultures” can be demanding

“peer pressure is probably the most important influence on our “social identity”.”

and can take time for the existing members of the culture are the licence givers for admission. The way to change a culture is to have living members accept change. Ghandi said you had to be the change you wanted so to change a culture requires actioned behaviour that challenges the existing behaviour patterns. The key is to normalise the marginalized behaviour (over time) and this takes great diligence, great effort and endeavour and great courage.

To establish a positive culture one must be forever alert, forever diligent and forever aware that all are watching and copying. “The little things matter”. Contagious behaviour is a proven fact and slowly but surely change can take place for “where there is a will there is a way”. Fear of consequence will not change behaviour for fear does not breed confidence nor does it enable the mind to learn. The advertising industry learned this long ago and Vance Packard, in his essential book *The Hidden Persuaders*, explains how the subliminal representation of behaviour can change behaviours without those who change realising such. Research into behaviour management and/or behaviour manipulation indicates that the mind does have a mind of its own and that this “mind of its own” can be changed without an awareness being registered consciously. Normally to consciously change a mindset requires a willpower circumstance few possess. This is the reason for Alcohol-

ics Anonymous and even personal trainers. Personal Willpower needs bolstering to enable change to be embedded. If however the culture can be infused with an acceptance of a behaviour change then change does present as possible. Kindness and forgiveness, if sponsored well in a cultural sense, can become the default behaviour through practice, therefore creating a more empathic culture. A culture can be constructed on values and these, if exercised, can become the default behaviours of the culture. Social norms can be changed through a “social cure” action if enough within a culture can grow to exercise a change circumstance and slowly by so doing this will change the behaviours of others. The dare to be different requires courage and a sense of purpose that enables one to resist drifting back into the cave and accepting the shadow reality, the messages being delivered by the shadows. Creativity, growth mindsets, a preparedness “to have a go”, all present as essential to creating a change in culture. Solutions rather than rules are now driving future changes to culture. Rules imprison living circumstances, trap all in the cave, whereas solutions provide an opportunity to step free from the cave and to see beyond the shadows, to actually see the culture for what it is and then to move to change. This “social cure” approach permits one to step beyond the present to the future. Behaviour must change if we are to realise such things as peace, a healthier relational world, a world where difference is treated with respect and dignity, where bigotry and power are given little or no truck where values are constructed upon honour and the two fundamentals to a peaceful empathic existence, the Hippocratic Oath and The Golden Rule. Cultures so constructed are possible and we can escape Plato’s Cave and establish a world where peace is possible, a reality rather than a dream. We can develop an approach to cultural change that is solution focused, is driven by a social meme that eschews damage to person and property and that embraces the values associated with kindness, forgiveness and gratitude. This requires courage and a will that is manufactured through a belief in a capacity to change. Ghandi, Mandela, in the 20th century challenged existing cultures as did many of the philosophers and so called religious leaders who worked to change behaviour of individuals and societies. It can be done. Behaviour change is possible and can be achieved. Trust, Forgiveness, Integrity, Hope and Compassion are the elements of a virtuous culture and we must work to establish these.

Educating our Boarders for Life, not just Exams! Developing a Curriculum of Life Education

AUTHOR

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One of the wonderful aspects of residential education is the capacity provided to educate the “whole” student. Of course, a significant advantage provided by the boarding experience is the extra time which allows educators to build the types relationships with students that are required for educational success in today's world. Yet, it is precisely this extra time that can enable, if willing, educational and residential leaders to develop a sustainable educational philosophy which promotes programs designed to develop and prepare students for life, reaching beyond the enrichment of intellectual capacity. Whilst debate continues over the role of school in our contemporary society where so much falls upon educators, the unique role of the residential educator and program is one that allows for a whole range of other activities to occur beyond the classroom. This article highlights the experiences of the design, implementation and ongoing development of a program of Life Education at The King's School in Sydney.

“Too many schools have lost sight of those things which will be used by our students when they become adult. The relevance of contemporary school education is compromised by many things, not least by examination systems designed not so much to prepare students for life, but to assist with selection into the tertiary education system or to get jobs.” (TF Hawkes)

The Headmaster of The King's School in Sydney and past Chairman of ABSA, Dr Tim Hawkes has been a vocal advocate over the past decade of the need for schools to become “eighty year” organisations, preparing young people for the challenges of life rather than just preparing them for high stakes final year examinations. This philosophy is especially significant for a school like King's with a very large and diverse population of boarding residents amongst its student body, where character and leadership development are seen to be complementary to academic instruction in many forms. Renewed interest and intense focus on programs of character education and student well-being are reflective of this growing trend in educational quarters. In contrast to the psychology inherent in programs of positive education, an approach to life education recognises the inherent flaws and indeed failings of a contemporary education to place greater emphasis on practical skills, wisdom and those certainties of life, namely “Death and Taxes.” Where better than

a residential boarding school and program for this type of educational program to emerge.

Now in its fifth year, the Boys to Men program at The King's School offers an intensive 3 week course of Life Education to Year 10 Boarders and Day students, with a curriculum guided and designed to address these areas through teaching the following skills:

1. The ability to live in community
2. The ability to communicate well
3. The ability to know yourself and what you believe
4. The ability to handle intimacy
5. The ability to control emotion and impulses
6. The ability to manage financial matters
7. The ability to do practical things
8. The ability to be good mannered and to know etiquette
9. The ability to accept responsibility
10. The ability to be resilient and to deal with grief and loss

Whilst primarily conducted in the final weeks of Term 4 when examinations are finished, those involved with the program have discovered that it fits very nicely with our approach to leadership development at King's. Primarily, a life education program such as this one has the capacity to prompt students to reflect on their various roles in life and gives them the opportunity to pause and consider the person they would like to be in the years to come. The students involved with the program engage with various staff members of the school, as well as external facilitators to develop their skills, awareness and understanding in a wide range of literacies that act as reinforcement for the many lessons that have occurred in academic and co-curricular contexts throughout the year. Whilst our focus on aspects such as Fatherhood are distinctive of a single sexed education, the vast majority of the life education lessons that students are exposed to are relevant (and necessary) for all students. The completion of the course, which is grounded in a Christian focus, beginning and ending with the symbolism of a Chapel Service, is further complemented by the reading and discussion of the novel “Blizzard Lines.” Written by Dr Hawkes especially to support the course, the text details a troubled relationship between Father and Son, and the adult's desire to pass on his accumulated “life wisdom” to save his son from delinquency.

The highlight of the three week program for



Educating our Boarders for Life, not just Exams!

Developing a Curriculum of Life Education

“Too many schools have lost sight of those things which will be used by our students when they become adult.”



many is the ‘trek’ around Sydney where students operate in small groups, guided by leaders from our Outdoor Education partner as well as a former student who acts as a mentor to the students. Significantly, now the program has been running for several years, more and more of the young leaders are themselves graduates of the program. In many ways the students are in control of their method and means of journey as they rotate through various camp sites in metropolitan Sydney whilst participating in various adventure and service activities. The involvement of parents, particularly those of residential students is also promoted and this year over 80 fathers, grandfathers, guardians and special friends joined the Year 10 boys and Senior Staff for a “Secret Men’s Business” Break-

fast. Significantly many of these men travelled amazing distances to be there and support their son on his journey to manhood.

The King’s School experience provides just one example of a school that is seeking to enrich the educational offerings for its students through the provision of an education that reaches far beyond the six year time frame of secondary schooling. As such, the Boys to Men program has gathered a good deal of interest both at home and abroad as many schools seek to refine and implement programs with similar aims. If you are interested in hearing more or sharing your own experiences, please contact me via email at sjm@kings.edu.au



Clayfields' Outback Aussie Adventures!

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Activities are the highlight of any boarder's week. Whether it is going to socials with other boarding schools, ice skating, bowling, movies, beach trips or going to the theme parks, they are all popular and well supported by most of the girls.

One of the most popular and unusual activities at Clayfield College Boarding House is the annual western trip. Many of our boarders live in remote parts of Queensland that most people never get to see. The country, at the moment, is in the depths of drought and it gives boarders an appreciation of seeing where their friends live in Far Western Queensland and the natural occurrences that affect their lives.

During the October long weekend, boarders travelled to a sheep station, Noondale, between Dirranbandi and Thallon. The weekend is the closest thing to camping, with girls taking over the shearers' quarters. Sleeping bags, head to toe in camp stretchers and mattresses on the floor were the beds of choice. Many girls slept on the verandah, experiencing star-filled skies like never before.

They cooked their dinner on the camp fire, played spotlight under the stars, visited a wheat farm and rode the harvest machine, swam in the Bolonne River, cooked damper on the campfire and generally had fun without technology.

Alice Corbett, a year eight boarder, lives near Thallon on a wheat farm. They were harvesting at their property at Weengallon and the girls saw wheat growing and being harvested. They climbed onto the huge machinery, and, two at a time, harvested two rows of wheat. Most girls had never seen wheat growing and found the experience both fascinating and exciting.

Weengallon is also home to an Aboriginal rock well that was pounded out by hand thousands of years ago. These water reservoirs were designed to store underground water and were usually covered by a stone or branches to prevent evaporation and fouling by animals. They are now fenced off to preserve them.





Clayfields' Outback Aussie Adventures!

**“The
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of drought”**



We then travelled to St George and Noondi, the cotton and wheat farm where Jessica Killen, another year eight boarder, lives with her family. It was here that the girls swam in the Bolonne River and cooked damper on the fire.

Some expressed their suffering “post camp withdrawal” on the return to Brisbane and many are planning their return to the west in 2015.

We could not experience this adventure if it was not for the generosity of the Persee, Corbett and Killen families. They provide accommodation and fun activities for the girls to participate in. Boarding is a wonderful family and, it is at times like this, seeing the joy on the girls’ faces with every new experience, that makes you realise how fortunate we are at Clayfield.

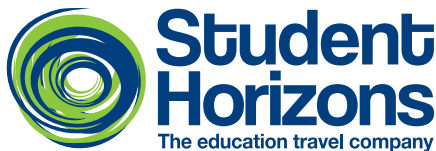


“I hear and I forget. I see and I remember. I do and I understand”

Confucius (551-479 BC) Chinese Teacher and Philosopher

AUTHOR

Jamie Wansey
Owner – Managing Director
Student Horizons



Westlake Boys' High School Basketball Team on tour in the USA with Student Horizons in December 2014

Taking the Classroom Overseas – Experiential Learning

The team at Student Horizons can empathise with Confucius' philosophy on experiential learning. Our crew of educated, well-travelled individuals can all recount with passion, their personal learnings from overseas travel experiences.

There is no doubt our world is growing in its demand for globally – minded people and one of the best ways to achieve this is through travel and exploration. Through travel, students have the opportunity to see first-hand the things they have learned in the classroom, to put into practice the skills they have acquired. It is widely recognised that a mixture of curriculum-based and non curriculum based learning programmes overseas, provide a critical pillar in a student's education. Such experiences may range from a sports tour, subject based trip or a service based expedition.

Importantly an overseas school trip also has the potential to have a significant impact on a young person's outlook on the world and their place within it. By developing students' awareness of the world it is possible to lift their aspirations and enhance their lives.

A well respected educator, Kurt Hahn, once said:

“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less”
Kurt Hahn (1886 – 1974) was an inspirational educator and a key figure in the development of experiential education

At Student Horizons our ethos is summarised as follows; Challenge. Discover. Achieve.

These 3 words describe the guiding principles behind all that we do here at Student Horizons. As specialists in organising international sports tours and educational trips for students in Australia and New Zealand, our goal is to provide students with an unforgettable overseas experience that is safe, well coordinated and beneficial for their personal growth.

By challenging students to discover their strengths, our desire is to see them achieve greater self awareness and confidence.

Schools with an ethos of facilitating overseas experiences for their students note the following as important reasons for their programme of overseas trips;

- Broadens students' horizons
- Provides opportunities for students to learn from the experiences of others around the world
- Provides opportunities for meaningful service
- Provides opportunities for adventure and challenge
- Develops students' skills so they can move on with confidence
- Provides opportunities for personal and social development
- Increases students' understanding of different perspectives and different cultures
- Promotes appreciation of our heritage on a global level
- Positively influences the next generation of Australians and New Zealanders by developing their awareness of the wider world and helping them define their role within it.

Safety – Number One Priority

Combine international travel with the desire to satisfy students' adventurous spirits and there will always be an element of risk. It is no surprise that schools that have built an ethos of touring overseas will place safety as paramount importance. At Student Horizons, the safety of the students and staff on our trips is number one priority and we do everything possible to mitigate risk and in the event of an incident, manage things effectively.

Sharing the responsibility for the safety of your students is a core part of our offering:

- All travel related risks are adequately assessed
- All involved parties are informed of the risks and associated preventative measures in place
- There are competent individuals carrying out the planning, organising, controlling, monitoring and reviewing of preventative and protective measures
- All legal and health and safety obligations are met

Student Horizons Overseas Inspection Trips for Teachers

Inspecting a country before taking a group of students allows an opportunity to risk assess a destination first hand. In addition to our stringent safety management process and incident management plans we invest in two inspection trips each year for teachers. For some destinations, in particular those that are more far-flung, it is the ideal way to gain first hand knowledge of what a destination can offer your students.



“I hear and I forget. I see and I remember. I do and I understand”

Confucius (551-479 BC) Chinese Teacher and Philosopher



Inspection trip, Sri Lanka (Galle Fort/Cricket Stadium)

In April 2014 I facilitated a highly successful teacher inspection trip to Sri Lanka and Malaysia. Sri Lanka is a fascinating country and the Principals and teachers on the trip fell in love with the destination. We travelled through a number of cities visiting schools, sports grounds and cultural sites of interest. Further to the inspection trip, Sacred Heart College and New Plymouth Boys High School are touring to Sri Lanka on cricket tours in 2015 with Student Horizons.

Student Horizons' next teacher inspection trip is to South Africa. This inspection trip is set for the July school holidays 2015 and is filling up fast. We will be taking six teachers from Australia and six teachers from New Zealand.



Inspection trip, South Africa – July 2015

As part of the new partnership between Student Horizons and ABSA there are five places on the Student Horizons South Africa inspection trip for representatives from five Australian boarding schools.

To register your interest for a place on the South Africa inspection trip please email Jamie Wansey, jamie@studenthorizons.com.au (Managing Director, Student Horizons)

For more information about organising your next tailor made international sports tour, educational trip or volunteering expedition visit www.studenthorizons.com.au

Student Horizons and ABSA forge partnership

Partnering with ABSA is a great opportunity for Student Horizons. We are looking forward to working alongside ABSA and the boarding school community in general and sharing our experience and expertise in worldwide educational travel.

Student Horizons is Australian and New Zealand owned and operated and is a market leader in overseas educational travel, specialising in worldwide school sports tours, educational trips and volunteering expeditions. Sound safety management systems, assistance with fundraising support through our unique Community Partnerships Programme, worldwide educational travel partners and a price guarantee are just some of the areas where Student Horizons provides value to schools.

With an office in Auckland and Sydney and one soon to be set up in Brisbane, Student Horizons is focused and committed to both the New Zealand and Australian market in offering life changing experiences for students.



Richard Stokes, Executive Director of ABSA and Jamie Wansey, Managing Director of Student Horizons

Richard Stokes, Executive Director of ABSA is excited about the potential for the partnership for both Student Horizons and boarding schools across Australia.

“We are delighted to have partnered with Student Horizons; our core values align with those of Student Horizons, to challenge, discover and achieve; and we believe the opportunity this provides to our members, both staff and students, is unlimited. To have the expertise of a key market leader like Student Horizons on board is fantastic.”

Case Studies: Wenona School New Zealand Netball Tour

Wenona School from Sydney are off to New Zealand on a netball tour of the North Island in 2015. After what is sure to be another successful season in 2015 the girls will be taking part in a post season, educational and cultural experience of New Zealand with the opportunity to play a number of competitive matches against local schools in Auckland, Rotorua, Cambridge, Hamilton and Tauranga! Winning the IGSSA Senior S01 division netball final against Pymble Ladies College in 2014, Wenona is a strong netball school and should bring a good fight to their New Zealand counterparts.



Waikato Diocesan School for Girls European Religious Studies Pilgrimage

The Waikato Dio Religious Studies trip to Europe in September 2015 will provide the girls with an unforgettable experience and one that will be sure to make the girls think. Travelling through Italy and the UK the students will visit iconic landmarks such as the Vatican City, Sistine Chapel, Trevi Fountain, St Paul's Cathedral and Westminster Abbey to name just a few. A highlight of the trip will be visiting Sir David Moxon, former Bishop of Waikato and now in Rome as the Archbishop of Canterbury's Representative to the Holy See.



Dear School Leaders

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the ICPSA Magazine,
with permission

Dear school leaders,

As parents who have toured eight schools over a five year period with our children – both boys, girls and co-ed establishments, we have noticed a few things and would like to offer you some feedback.

“We hope that these tips may help schools make the process even more enjoyable for parents in the future”

- We are looking at a serious investment in your school – both with our precious child's important teenage years, and with our finances, about \$150,000-175,000 per child, conservatively, so our decision making process is very serious.

- Although registrars are efficient and pleasant (on the whole), they are not part of the Senior Leadership Team. We would like to meet the Head of School, or at least a member of their Senior Executive Team.

- We would like to meet the boarding staff – preferably senior level, but if we are in the boarding house and there are staff members there, we would like to be introduced. Similarly, if you pop in to greet a senior member of staff while on tour, it might be good to introduce us – if they are senior leadership, we probably know that from your website and do wonder why we aren't introduced.

- Similarly, although our children are to be boarders, we are keenly interested in your academic program and we would like to meet some of the academic staff.

- If you have a health centre, we would like to see it – for mothers, this is quite important, and we do wonder why we haven't been shown it.

- Our children are actually interested in seeing classrooms – actually inside them – not just through the door, so they get a feel for 'big school'.

- Although we might be entering at middle school level, the children are interested in what is ahead, so a tour of the senior classroom facilities and senior dorms would also be useful.

- Every family comes with a different experience of boarding – it might be useful for the tour guide to slow down and ask a few questions so the 'base level' knowledge of boarding generally is understood and built upon.

- Little people (10 year olds) can't always walk super fast – taking a little more time to show them might pay off in the long run – it's not just the parents who are on the tour or involved in making a decision.

- It is a little un-nerving to feel you are part of a production line – the school may have another family to show around at a certain time, but we aren't that interested - we are just interested in learning all we can about your school so we can make an informed decision.

- Providing a copy of your year book is a terrific chance to convey what goes on in your school – especially for potential students.

- And sometimes little people get very thirsty and sometimes hungry, and they are nervous as well, so offering access to a toilet after the tour and maybe a glass of water or a cup of tea for them and the parents who have travelled several hours to be there, would be nice.

As parents who have generally just made the appointments by email or off the web, we have appreciated the time taken to show us the various establishments. We have learnt more about boarding schools and secondary education, and our children have seen a range of schools and opportunities. We hope that these tips may help schools make the process even more enjoyable for parents in the future.

Yours sincerely

Parents Seeking a Great Boarding Experience

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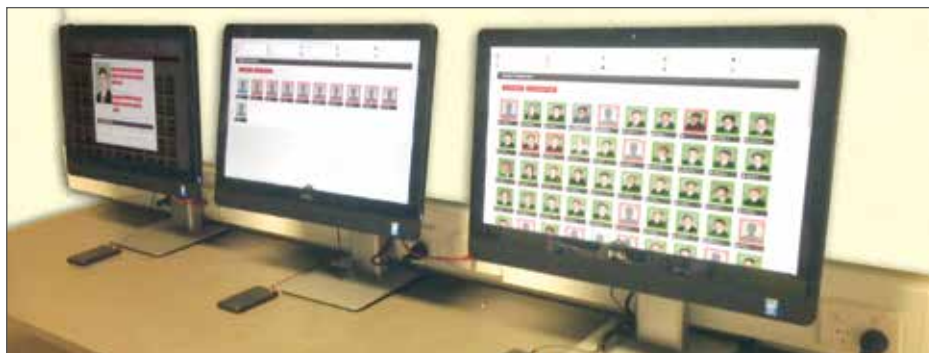
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Touching Base With Where Your Boarders Are

AUTHOR
Steven Montgomery
Managing Director
REACH



Whenever we ask a boarding school what their biggest challenges are inevitably one of the top three issues is knowing where their boarders are.

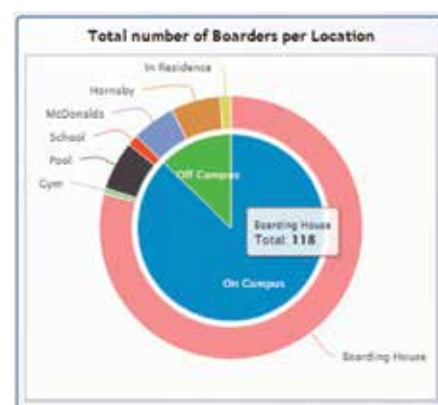
Knowing Who is Where and When they are returning to campus is one of the focal points for REACH Boarding School System and we manage this through the Student Tracking module and, in particular, through the Student Movements Kiosk Dashboard.

Using touchscreens for students to sign in and out of the boarding house is one aspect that allows students to self-manage and staff to know where students are at any time.

Typical set-ups involve touch-screen monitors or tablet computers on display in the boarding house foyer or entrance. These screens are locked to display the REACH Kiosk dashboard and where multiple screens are used, each screen can be locked to display a single group, year or house of students. The devices are dedicated to enable students to sign in and out of the boarding house.

If a school uses identity cards on campus then the cards can be easily incorporated and linked to REACH with card readers installed to enable card scanning or swiping. Alternatively students can simply identify themselves by screen images and sign (touch) themselves in or out to their intended location.

Schools can create an unlimited number of locations for tracking purposes and each location has the option to have a defined time allocated to it (eg: if local shops has a 60 min time allocation then REACH identifies the time that student is scheduled to return to campus. If they are late to return then REACH will also provide staff with an opportunity to alert or message the student with a late notification).



By tracking locations at sign-out REACH is able to provide real time student counts by location. This is valuable at any time for staff to monitor student whereabouts and it is particularly critical in times of emergency or lockdown, which REACH specifically caters for (see www.reachboarding.com/emergency for more details).

All student movements through the sign-in and sign-out screens are instantly and automatically filed in the student's records and they can be reported or recovered at any time in REACH.

To see a video of students using sign-out screens visit www.reachboarding.com/siso or to view seven screens that can change the way you manage your boarding school visit www.reachboarding.com/7-screens.

Steven Montgomery is founder of REACH Boarding School System and an ex-teacher with more than 15 years experience teaching in three continents. ABSA members are invited to take advantage of a FREE TRIAL of REACH at their school. www.reachboarding.com

“Real time student counts”



Partnerships: An Invaluable Part of a Quality Residential Experience?

AUTHOR

Dr Glenn Wilson
Head of Robb College
University of New England



An indelible and seemingly invariable aspiration of successive Australian governments is to raise education quality compared with the efforts of their predecessor, often in conjunction with proposed or actual drops in funding. Resource allocations often become more outcomes-focussed, necessitating a shift in priorities or programming in order to maintain an institution's funding base and its brand in the marketplace. The uncertainties this creates can be painful, but can potentially be overcome through a creative assessment of the scope and breadth of practices used to deliver academic and other support to a school student body.

University Residential Colleges may not often be viewed as part of the broader educational residential sector, but the similarities and linkages with school boarding settings are striking. Students are housed together in groups of tens to hundreds in size, provided with meals or cooking facilities, and often remain at the same location for periods of several years while making lifelong friendships in the process. Critically, many school boarders have a home address some distance from their school and subsequent university campus which means that university residences will often be an inevitable next step in their education, with or without a 'gap year' or two in between. Therefore, it follows that boarding schools and university residences should seek ways to more formally engage with each other and to explore how each can enhance the educational goals of the other in a partnership sense. Mechanisms could range from formal institutional linkages with regular engagement, to more occasional interaction,

all of which could add value to academic support and student recruitment in boarding schools and the University Colleges as well.

University residential settings offer a host of external partnership opportunities for boarding schools, well before a student's university enrolment. But, given that there are well in excess of 125 university residences across Australian universities, how do you determine which one will offer the most value to your school? Most importantly, university residences represent a range of community structures, from groups of self-catered flats to colleges where students live together in cohesive blocks or courts and dine together in a common dining hall. Many of the latter residential type will have an appointed student leadership in addition to the college or university-staffed leadership, and provide academic and pastoral support and facilitated social activities. The dining halls and other eating areas function not just as simple points of food supply, but as valuable meeting places where community cohesion is built through social engagement, group study, and student lectures on academic skills or industry topics that help in career guidance. Settings of this nature may offer a greater degree of synergy with boarding school environments and familiarity to previous school boarders.

Furthermore, colleges often have a unique resident profile, allowing schools to match their boarder community or particular partnership needs with a college's characteristics. For example, over its 55 year history, Robb College has consistently attracted a largely rural and regional student community from



Partnerships: An Invaluable Part of a Quality Residential Experience?

across Australia. Accordingly, some 70-80% of our residents come to us each year following a private or public-agricultural secondary schooling, most as a boarder. Our residents tend to study agricultural science, education, nursing, business and law degrees, hence the tailoring of our support programs to these particular disciplines and the partnership areas where we can most easily deliver value. Determining these sorts of characteristics in a college of interest will pay dividends in terms of a match with the academic or career needs of your school or specific students.

If a college with a particular degree profile or other specialty appears to offer expertise, there are a number of potential ways that colleges and boarding schools could collaborate. Possibilities such as education student practicums (hopefully a mutual benefit to the school and college alike), visits by school groups to the college (or vice versa) whereby senior students and/or university staff help to mentor boarders in various disciplines, or virtual visits using 'Smart Board' and webcam technologies all spring to mind. Either of the latter two options could potentially include talks on a range of topics, and lead to less-formal, one-on-one or small group engagement. In a similar vein, the CSIRO Scientists in Schools program is another means of building links with university colleges (including Robb). In this program, schools are partnered with a scientist or mathematician from a university or other organisation to assist with science talks, classes and other activities to help enthuse students towards a career in

science. Again, remote partnerships could potentially be facilitated through the use of online technologies, backed up by the occasional school visit.

Partnerships between colleges and boarding schools could feasibly also extend to the recruitment of school tutors, sporting coaches, boarding house staff, or even graduate teachers, particularly in situations where colleges and schools are located close together. For schools located further away from a college, however, partnerships could focus on activities such as camps or sporting trips during school holiday periods.

At Robb College, partnerships are also a key mechanism by which support is provided to the College and its student residents from within our community, starting with our student leadership. This particularly relates to our team of Resident Tutors which represent an invaluable partnership between the student body and the College's staff leadership. Resident Tutors provide academic support, after-hours pastoral oversight and other areas of assistance in addition to that provided by the Head of College. These positions are competitively appointed, come with a fees rebate, and include a range of leadership and practical skills training. They thus confer a number of advantages upon a student when subsequently applying for scholarships or post-graduate employment, yet also provide a level of 'peace of mind' to parents and other family members in relation to the oversight and nurturing of our residents.



Lights Out

Partnerships: An Invaluable Part of a Quality Residential Experience?

Robb College also nurtures a number of partnership mechanisms aimed at building career-networking and fund-raising opportunities for the College. For example, 'Mixer' events are held annually with a range of industries, whereby students get to network with staff from university academic departments, research and government agencies, and local businesses to gain insights in aspects such as career options and scholarship availability. Events include the Business Mixer with the local business chamber, the Education Mixer with academics and staff from local public and private schools, and the Agribusiness Mixer with a range of agribusiness banks, agricultural businesses and agencies such as Meat and Livestock Australia. These are extremely popular with our students, and also highly valued by participating organisations as a means of alerting potential applicants to upcoming graduate job opportunities. Other networking and support opportunities are also available through our Senior Common Room members, a mix of university academic staff and owners of local businesses that assist with academic advice and pastoral care both in College and 'off site'. Many are ex-Robb students. Our Foundation also raises funds to support college facility upgrades and scholarships, particularly through our alumni networks, that further reinforce linkages out into our broader College community.

Each year, we also establish a partnership with a charitable organisation, in order to help raise funds and awareness for its activities. This ensures that our students remain out-



**“Resource
allocations
often
become more
outcomes-
focussed”**

ward-focussed, and mindful of the privileges and benefits a tertiary education provides and the notion that giving is a key hallmark of good citizenship.

And so, to return to the original question posed here, of whether institutional partnerships offer value in education residential settings, the answer must be a resounding 'yes'. The opportunities that new partnership ideas, programs and arrangements offer to strengthening our communities and the growth of individual residents are highly worthwhile and strategic. Ultimately, they will pay dividends for our investment in 'the talents of tomorrow'. Finally, let us step outside of our industry sector for a moment with a quote from Ms Delphine Arnault, Director and Executive Vice President of the Louis Vuitton fashion label:

“I firmly believe that success lies in the combination of both talent and business savvy, and that the magic comes through partnership between both.”

Linking up with the resources and opportunities at university colleges will benefit both individual students and the business models of school boarding settings. This can only enhance the preparation of students for their transition from schooling to professional career — a common goal for all of us.





5 Tips for Dealing with Homesickness

AUTHOR

Hayley Hall
Senior Residential Assistant
Prince Alfred College

At the start of an academic year with an influx of new boarders, homesickness can often occur. For staff in a boarding environment, how to help boarders deal with this can be very challenging. Therefore, please read my five tips on how to help your boarders through this challenging time.

Tip 1: Normalize it!

It is really important to let the boarders know that feeling homesick is normal. It is a perfectly legitimate emotion and therefore there is no reason to be ashamed. It is important to talk about it (perhaps bring it up as a topic of conversation at your boarding house meetings or in smaller groups) and let them know that they are not the only person feeling homesick. It is also a good idea to remind them how most boarders, at one point in their boarding lives, will have also experienced the same emotion.

Action: By normalizing the emotion, you will make it easier for the boarder to admit to feeling homesick and enable them to reach out and ask for help. Talk about homesickness and where possible utilize other more confident boarders to share their own personal stories.

Tip 2: Set the environment for talking about it

At Prince Alfred College we are an all-boys boarding community. In my experience our boys don't come to me and say "Mrs Hall – I'm feeling homesick". Instead, we have to be on the lookout for signs that the boys are feeling homesick. Signs might be that they are withdrawn from the group, that they spend a long time on the phone to Mum or Dad on a regular basis, or that they look upset when you mention home. If we suspect that someone is homesick, making them sit down and talk about it is not always the best strategy. As a general rule, when getting someone to open up about a challenging topic, partaking in some kind of activity whilst talking about their emotions can really help. Therefore, if you think a boarder is suffering from homesickness take them for a walk or ask them to help you with something (like carrying something somewhere or helping you tidy

up something) and start the conversation. They will find it easier to open up and talk. Be flexible in your approach to starting this conversation and think carefully about the environment.

Action: By setting the environment you ensure that the boarder is comfortable and in the best place to talk freely and openly about his or her emotions. Think about the boarders in your care and what will work best for them. Where can you walk and talk with them? What jobs can you design to foster opportunities for a chat? Where is the best environment for the boarder to talk about their emotions?

Tip 3: Keep them busy

The best cure for homesickness is a busy schedule, so make sure you have orchestrated it so that your boarders have lots of new activities and events to keep them busy. The last thing you want is them just sitting around thinking about how much they miss everyone. For example, at Prince Alfred College we hold activities every evening for the first few days when they join us in boarding and then on the first Sunday of the term we have a whole boarding house team building day. This day is specifically designed to help new boys make new friends. After that point, every weekend they can partake in activities on a Friday, Saturday and Sunday. Activities range from surfing to cooking classes, from movie trips to playing golf. With our new boys we get them signed up for as many weekend activities in the first term as they can possibly do. Being busy is definitely a key to relieving a lot of the homesickness.

Action: Keeping boarders busy will dramatically decrease the cases of homesickness that will occur. A busy schedule makes for tired boarders at the end of a day who sleep well and don't have time to worry about missing family and friends back home. Plan and structure activities so that they are busy and kept distracted.

Tip 4: Give them a Support Network

As staff it is really important that you let boarders know who they can talk to if they need to. By pointing out key staff who are equipped with the skills to work through these issues with them you provide the boarders a support network. Sometimes for new boarders they find it easier to approach older boarders when wanting to discuss homesickness. Prepping your Year 12 students or boarders in leadership positions, on signs to look out

for and how to support any boarders that ask for their help is an important part of the process.

Action: Knowing who to turn to when they want to talk about homesickness is important. At your meetings introduce key staff that can help and older students in leadership positions to new boarders.

Tip 5: Homesickness can strike at any point

Some staff will assume that homesickness will only occur at the start of the academic year, when new boarders first join. Unfortunately we know that this isn't true. Instead it can strike at any point during the year. If boarders are going to struggle with homesickness, coming back after term breaks is a time to be mindful and on the lookout again for these emotions. Often the homesickness won't last as long or be as challenging to cope with later on in the year, but it still needs to be managed. A good trick is to remind the boarder how well they did to overcome these feelings last time and if they've overcome it once then they can definitely do it again.

Action: Throughout the year, be sure to check in with your boarders about homesickness. Work out with individual boarders how they overcame the feelings of homesickness last time, so that they can use those resources again to overcome it.

I hope you have found these tips helpful.



Boarding In Australia - The Next Twenty Years

AUTHOR
Carol Ward
Head of Boarding
Ipswich Girls' Grammar School

When considering the direction of boarding in Australia we should first ask the question – “what are its origins?”

The face of Boarding in Australia has undergone significant change in recent years with the future careers of many boarders no longer linked to a return to rural life. The Boarding House has evolved from the concept of a residential community that was only needed to provide safe accommodation for students living away from home to an integral element of many students' educational experiences. Students are taught skills that will be essential to their lives beyond the schoolroom, leadership opportunities, a sense of achievement and self-esteem. Many parents have realised the unique benefits of boarding their children in the busy-ness of their family lives. It is rare, however, for a parent to simply send their child to boarding school without collaboration, consultation and dialogue with the school to decide if boarding is, in fact, the right educational route for the child. Some have decided not to choose boarding for economic or other reasons and have made other arrangements for their children.

Most boarding school students spend more than twice as many hours a week on homework than their peers in day schools. Learning is not confined to the classroom; boarders participate in more extra-curricular activities than many of their day-school peers and engage in all kinds of endeavours that they would not have considered outside of boarding. Boarders realise an independence and self-reliance unique to young people who have learned to manage their academic and personal responsibilities at a young age and find themselves well-prepared mentally and socially to enter university or tertiary institutions.

Hybrid day and boarding school communities are now most common, and international students are now part of the fabric of boarding, particularly at Ipswich Girls' Grammar School and Ipswich Junior Grammar School. Boarders come from a wide range of economic and social backgrounds, and the challenge is to create a Boarding House culture out of the diversity.

Boarding schools have to create a brand identity in the marketplace. Who they are, what values they uphold and what kind of student they hope to attract. The boarding market is competitive, and schools need to

plan strategically, identifying weaknesses and developing strengths.

Boarding schools need to be clear about their expectations of students and resist the need to fill the boarding house to balance the budget, rather enrolling only those who will contribute to the school community and not become a drain on resources, the reputation of the school and the capacity of staff to manage them. Students don't have to be academically brilliant to go to boarding school, but they are encouraged to achieve their full potential, to respect themselves and others around them.

Boarding in the future appears to be certain with parents still wanting their children to thrive and become confident, well-educated adults in a safe environment. But, as we have seen with technology, things change rapidly, and we may see a very different institution. Full-time boarding may not be the norm with the popularity of flexible boarding options. Weekly, temporary and casual boarding will become more popular as parents juggle their careers and family life.

Many parents both work to afford private schools and, sadly, in modern society families increasingly break-up so boarding provides stability for these children.

In modern homes, children are given all the technology and freedom they want or feel they need. It may become increasingly difficult to limit the use of technology amongst boarders, but we must ensure that they continue to communicate face to face and interact with one another on a personal level. Technology should be used to the advantage of boarders, communicating with parents and keeping up with the world. But boarding should also provide opportunity and activities for students to have fun including common areas that are technology free where students can interact outside of a virtual world.

Staffing is and will be critical to the function of future boarding - committed, skilled supervisors who will create an atmosphere of acceptance, care and engagement for the boarders, allowing them to flourish while maintaining clear boundaries. It is essential for boarders to have healthy role models and vital that they feel safe, nurtured and valued. Many of the pressures young people feel to change or conform come from outside the educational learning environment. We need to hold fast to



Boarding In Australia

- The Next Twenty Years

the values that make this school great, introducing modern trends carefully and thoughtfully only if they will enhance the development of the boarders.

We need to be progressive and innovative, staying abreast of national and international trends in girls' boarding schools, attending conferences such as the annual ABSA Conference. Here the leaders in Boarding keep us up to date with current thinking and standards and we are given the opportunity to network and compare experiences. Rural shows, field days and Expos are invaluable to the promotion of boarding. To be consistently seen at these events showing an interest in the families and community is crucial and people notice if we are there – and if we aren't there. Conversations and time spent with these families may not result in immediate enrolments, but it puts us in the mind of those who are considering boarding. Many minds are made up in that first conversation when we talk about school, boarding, results, achievements, sport and expectations. We also talk about home and community. Where that girl comes from, her horses and little brother, her Pop and Nan, where she spent her holidays and what she wants to be when

she grows up. Parents want to know that we understand their daughters and that we'll do our best to make boarding a memorable experience for her and her family.

Most boarding schools have a generational element to their population with several generations having passed through the school. I would like to see a more significant connection with the Old Girls' Association and marketing with an accessible database of information for when we visit different areas. Meeting with former students, particularly boarders, benefits fundraising and increases enrolments through their influence. Testimonials and satisfaction amongst parents and families have a significant impact on the decision to send a girl to a particular school.

Mental Health and Well-being in a Boarding House is of primary importance with depression, self-harm and anxiety now ten times more prevalent in young people than it was just a few years ago. An alarming number of young people are engaging in self-harm as a coping mechanism and many don't seek help because of the stigma attached to this illness. Teenage girls are in a high-risk group, and I endeavour to promote mechanisms, dialogue



Lights Out

Boarding In Australia - The Next Twenty Years



and strategies to help girls who find themselves in this group.

There has been negative ideology where some believe the days of boarding are over. Social and economic pressure is the primary driving force behind the decline of boarding in some quarters; however, I am of the opinion that there has never been a greater time for the industry than now. We need to be creative, current and enthusiastic about developing a sustainable service both locally and abroad.

Ipswich Girls' Grammar and Ipswich Junior Grammar already have the qualities of a world-class boarding school with a long-standing tradition of excellence. Although the number of boarders is relatively small, the quality of the boarding experience is unique. It promotes independence, respect, flexibility and fun as well as ample opportunities to pursue a wide range of academic and other activities.

It is my vision to further enhance the status of boarding at IGGS by actively promoting

boarder events and activities both in school and the community. I plan to be proactive rather than reactive, to think strategically, to create, listen and build and find a way to connect with the dreams and aspirations of the girls here at IGGS. Their dreams change with each passing day and sometimes several times in a single day, but they are real and important. Taking the time to listen, encourage, impart a little wisdom gleaned from decades of life experience, advise, direct and correct

“We need to be progressive and innovative, staying abreast of national and international trends”

but never crush, ridicule or negate ... most of all to listen. I need to know the girls in my charge and their individual needs, the things that make them smile, that offend or motivate them, and that ultimately make them better – all that they can be. In a high speed world of instant everything from messaging to coffee, let me find the time to waste a little time, talk, be quiet and just listen - find the positive, encourage, inspire and then ... just listen.



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Through Fresh Eyes

AUTHOR
David Anderson
Shore School

Early in 2014 I spoke to the Executive Director of ABSA, Richard Stokes, about the value of boarding schools to participate in an audit their boarding program carried out by a person outside of the boarding community. Richard and I decided to continue to discuss the idea in the future, however in November I carried out such an audit at Kinross Wolaroi School in Orange, New South Wales. In preparing for the audit I thought to myself what an innovative and courageous idea it was for a Boarding School to be prepared to further improve their boarding program by inviting an outsider to evaluate the school's residential program through fresh eyes.

The members of the School Executive, campus staff, parents and boarders approached the audit enthusiastically knowing that everyone was working towards positive and constructive outcomes for Kinross boarding. The exercise included interviewing campus staff, students and parents and evaluating the academic culture of the boarders. Time was spent inspecting boarding facilities and observing the organisation and routine of the program. Catering, pastoral care, work, health and safety, staff training and support facilities were also included in the audit.

Kinross Wolaroi has the unique opportunity of offering single sex boarding on two campuses, however the students enjoy co-educational classes. I was most interested to

“The strong co-curricular program keeps the entire boarding community busy”

observe how the boys and girls accepted the structure of the School and I was impressed with their level of maturity living in a single sex environment and working in co-educational classrooms. The strong co-curricular program at Kinross Wolaroi keeps the entire boarding community busy and the boarders acknowledged this as a major advantage of the School.

In writing the final Audit Report I reflected back on the dedication of the campus staff at Kinross and I admired the invitation of the Headmaster and the Director of Boarding to allow me to make some recommendations to contribute to an already great boarding program.



Kormilda Alumni Hold Keys to their Homelands

AUTHOR

AnneLouise Cooper
Head of Boarding
Kormilda College



Left to right: Jerome Lacey with his mother and father Marcus Lacey, a former Kormilda student from the mid 1990's.

Kormilda recently celebrated its annual Award Night. It is an evening which traditionally reflects on the achievements across its student body, and in particular, pays tribute to the Year 12 cohort leaving the College with their secondary education completed.

The audience that night included three proud Indigenous families who watched over the proceedings with a sense of familiarity as they applauded their graduating children on stage. Darren Johnson, Marcus Lacey and Brendan Marika are all former Kormilda students who attended the College in the early to mid 1990s. Following in their footsteps Jordan Johnson, Jerome Lacey, Sean and Brendan Marika (Junior) have now completed

their College education becoming second-generation Kormilda students!

Brendan Marika came to the College from his Yilpara homelands, near Blue Mud Bay in 1991. Today he has the responsibility of being a Senior Ranger there.

"I was very glad of the opportunity to come to Kormilda College," said Brendan.

"They made me feel very comfortable and well looked after. I enjoyed the interaction with the other kids around me and there were always so many activities to do. I played a lot of AFL and went on to play for Wanderers," he grinned.

"My two sons Sean and Brendan were at school in Yirrakala, but when someone suggested they could go to Kormilda, I thought 'why not'! I have always encouraged my family to take education seriously," he said.

Marcus Lacey was also a boarding student at Kormilda in the mid nineties. Since his education at Kormilda he has held a number of interesting positions, including a career in teaching. Recently he has built a cross-cultural tourism business in his homelands of Nyinyikay – his great, great grandmother's country in Arnhem Bay.

"I have a lot of great Kormilda memories – I particularly liked the Outdoor Ed and all sports. I even got selected to play in the Australian Aboriginal Boys Football team in Hong Kong, along with about six other Kormilda students. We were also part of a traditional dance troupe, so we could do a good war cry before every game!" he joked.

"Presently I am working on a cross-cultural exchange program with the LJ Hooker Foundation, which will involve a two week rotation of schools in Victoria coming to spend time in Yirrakala and Nhulunbuy, and then our local kids going there. This kind of tourism business will really improve employment opportunities as well as the health and well-being of our people. My son Jerome can also work in this business".

Both Brendan and Marcus attribute their experience at Kormilda provided a firm footing to where they are now and share a view on the importance of education to all children.

"Education is the key to the world," stated Brendan.



Left to right: Graduating Year 12 student Brendan Marika Jr, his mother, grandmother, sister, father Brendan Marika Sr (Kormilda Alumni) and his brother Sean Marika, also graduating from Kormilda.



Where is the Crowd...?

AUTHOR
Conrad Mathias
St Joseph's College, Hunters Hill, NSW

**“The
problem
with the
crowd
sometimes
is that they
are just that”**

The study of history stultified many a school-boy of my vintage and it wasn't until later in life that it became the stuff of interest. So much so that I went back to university just after my mandatory mid-life crisis and completed a degree in history. At school there had been a Boy's Own Annual approach to teaching the events of the past – battles, significant figures, the decline of empires, and of course a certain revisionist approach to events such as the crusades, and phenomena such as the impact of Christianity. No one ever approached it by saying “where is the crowd...?”

On the face of it, sometimes schools are defined simplistically by the untutored as being characterised by the heroes of the turf and gown – the giants of industry and the governors of the governed. Rows of photos, cherished buildings, and acres of playing fields. Boarding communities are in some ways microcosms of their parent – the school.

With history, with schools, and with boarding communities – the heart of it all, the key to understanding, the promise of the future – all lies in the crowd.

The problem with the crowd sometimes is that they are just that. We all know that our time in boarding is often taken up by a percentage, sometimes a small percentage, of the crowd. The rest just get on with it. In a busy day, it's easy to overlook the crowd and allow all our energy to be sapped by the

important and the urgent, the difficult and the complex – there are lots of pairs.

Good boarding leaders (and everyone's a leader – supervision, discipline, and administration are but tools of the job) spend time with the crowd. Sometimes it is necessary to consciously stop and tell ourselves it's time we went out in the crowd and said hello, and allowed the crowd to say hello to us. Saying hello often doesn't mean saying much more. Pope Francis paraphrased a saint from a different century by stating that we should preach the gospel every day, and occasionally say something.

People hide in the crowd. People who were hiding in the crowd in 14th century Florence are just as important in defining that community as those painting, sculpturing, and conquering. Boarders hide in crowds from time to time. Counter intuitively, they look for space in the crowd. And often find it. It is our job to be in touch with the crowd to ensure that the eponymous face belongs to a person in our community who is free, untroubled, and no more mysterious than any age appropriate adolescent.

Just as finding an understanding of Marx requires us to have a look at what Marx read; just as understanding a school means having a look at the rump and not just the fillet; and so understanding our boarding community means stepping aside from being busy, and losing ourselves in the crowd. Studying the crowd in history, in schools, and in boarding communities will bring rewards, and occasionally give us a sense of caveat that something is not quite right.



New Year, New Job!

Welcome to Boarding 90

AUTHOR
Tracey Shand
Simply Boarding

It's an exciting time moving into a new position. Let us show you how to hit the ground running in your new boarding role. It's all about 90 days.

There is significant evidence to suggest that the first 90 days in a new boarding job is a crucial time for them to make choices. Answer me this – how did you induct the last member of boarding staff into your school environment? Did they get the keys and a handbook and told to get on with it? Did you have a paper checklist to go through? Or did they have a mentor? What is your staff turnover like?

Different schools do boarding in many ways. However, at a time of transition and change, sometimes the personal touch goes and we get bogged down in daily routines and policies. We only have so much time in a week and the boarders can take that up quite easily!

There is a saying that people will forget what you say and do, but they will never forget how you made them feel. A checklist on paper does not match a real time conversation it is all about the human connection for boarding success. Isn't it?

“Look
after
yourself!”

An average person with average talent, ambition and education, can outstrip the most brilliant genius in our society, if that person has clear, focused goals.

- Brian Tracy

I believe that great boarding professionals are developed day by day. What are you doing today to develop your team? As a new employee – how are you adapting to your new position?

1. Observe the boarding culture. What do you see? How does it feel?

Congratulations, you got the job, your new employer saw something in you that they needed! Take time to adapt to your new lifestyle and ask as many questions as you need

to – big, small and silly!! You may never get the chance to ask again. Build relationships with your boss and co-workers. Remember you never get a second chance to make a first impression.

2. Manage expectations.

What does your employer want you to deliver? What do they need? Boarding is a personal job – what do your boarders need – what do they expect? Find out the past history of your house or position.

3. Always say yes to coffee, lunch or an off duty pass!

When you are new, you can get absorbed in your house life at the expense of other things. Take opportunities to get to know people, the local area and you never know what could happen next. Remember to reset 'your home' sat nav in the car just in case you get lost or nearly end up in another state!

4. Remember, you will make mistakes and that is okay!

New school, new systems take time to learn. Always listen before you speak. Watch and learn – ask if you are not sure. If the school does not give you a mentor, ask for one. Work out your learning plan and discuss with your boss.

5. Look after yourself!

Change is not easy and you will go through a whole range of emotions. Take time to ensure that you relax, eat well and most importantly choose something fun to do on your time off. Plan your next holiday before you start so that you have got something to look forward to. Last but not least, buy 2 A4 books! Why do I say that? Being a new hire in any job is a challenge and you will never know everything. It is like information overload and at times you may forget things. One book is a 'what I do not know book!' – record everything in here that you learn each day so you can refer to it anytime. The other book is a journal. It is important to take time to journal about your day so that you can see patterns and celebrate success!

So, congratulations and enjoy! Walk with confidence in your new job as you have earned it. Remember, everyone was new once ask for feedback so that you can improve. When the next new member of staff comes, reflect back on your first few days and extend an arm of friendship, some notes from your book or a coffee.

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AUSTRALIAN
BOARDING
SCHOOLS
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New Principals & Heads of Boarding

Assumption College



Kate Fogarty
Principal
Assumption College, VIC

As the first female Principal of Assumption College, Kate Fogarty is particularly aware of the significance of her appointment to one of Australia's most well-known boarding schools. Having been educated by the Marist Brothers herself, and in spending her working life predominantly in Marist schools, the position is something of a homecoming, as she transitions from the Principalship at St Joseph's College, Echuca into the new role.

Kate's passion for rural education is well established, and her interest in the use of new and emerging technologies to enhance the learning experience and opportunities of country students is considerable. She is well known in the online educational community (you'll find her on Twitter, @katiefoges) and is regularly called upon by various educational communities to address the growing understanding of our use of ICT in Australian classrooms. With this in mind, Kate is currently undertaking the Masters of Instructional Leadership at the University of Melbourne.

With stunning new boarding facilities opened at Assumption College in 2014, Kate is aware that a new culture of boarding is developing within the school. 'In 2015 we celebrate the 20 year anniversary of girls joining the boarding community at Assumption, and as we do so, we also acknowledge that the new 'Houses' have refocussed our hearts on the way our boarders experience life here at Assumption. The smaller units have already had a considerable impact on our students and their families...they are more welcoming, more conducive to personalised programs, and happily, also had a positive effect on student achievement'.

Once known as the 'Football Factory', Assumption College is now recognised as a centre of significant educational opportunities for the young people of rural Victoria, South Australia and southern New South Wales. 'The history of the school, its place in the story of sport in Australia, and the way the local community remains loyal to the school are all significant factors for us in planning for the future' acknowledges Miss Fogarty. 'We have much to be proud of, and much to look forward to'.

Canberra Grammar School



Gareth Downey
Head of Boarding
Canberra Grammar School, ACT

Gareth grew up in the United Kingdom and studied Chemistry and Biology at the University of York. After careers in rugby, brewing, and in the city both in the UK and Sydney, Gareth retrained as a teacher and has never looked back since. In his first appointment as a teacher, he said he was struck by the power of the dedicated pastoral care, and was immediately drawn into this area. Before becoming a Housemaster to 90 boys in a day house, Gareth was a full-time Chemistry teacher and a non-resident boarding tutor. When the opportunity arose to again work in a boarding environment, Gareth jumped at the chance: first as the Assistant Head, and now the Head of Boarding at Canberra Grammar School. Gareth believes that CGS boarding has strong foundations, and is a vibrant and healthy environment which he is looking forward to continuing to develop through strengthening the pastoral care team and refining systems and programs to ensure that CGS can deliver the best boarding experience to a diverse group of boys.



New Principals & Heads of Boarding

Christ Church Grammar School



Brad Downing
Director of the Walters Residential Community
Christ Church Grammar School, WA

In 2015, Christ Church Grammar School welcomes Brad Downing to the role of Director of the Walters Residential Community.

Brad is no stranger to Christ Church. He is a senior member of staff who has been with the School for 12 years and was Head of Jupp House, one of the schools 8 intergrated day/boarding pastoral units, for the past seven years.

Brad, who teaches Health and Physical Education, is no stranger to boarding. When he first arrived at Christ Church, he lived in the Residential Community and served as Assistant Head of Walters House in 2004. Earlier in his career, he taught at the Bishop David Browne School in the United Kingdom.

At a height of two metres, Brad is the coach of the First V Basketball team and a former State Basketball League player. In 2013, he steered Christ Church to its third PSA championship.

Brad said he viewed communication and the ability to build strong relationships as the basis for any successful community.

"I am interested in bringing my strengths in leadership, responsibility, effective communication, organisation and interpersonal skills to lead the young men of the Walters Residential Community," he said.

Growing up, Brad spent many school holidays visiting and staying with family and friends on their farms throughout the South West, including Boyup Brook, Corrigin, Lake Grace, Wickepin and Mundijong. More recently, Broome has become a favourite holiday spot for his family.

He will be joined in the Residential Community by his wife Jenella and children Toby and Keturah.

Clayfield College



Melissa Powell
Principal
Clayfield College, QLD

The Clayfield College community has recently welcomed Melissa Powell as its new Principal.

Ms Powell's qualifications include a Master of Education, a Post Graduate Diploma of Educational Studies, a Bachelor of Education (Distinction), and a Diploma of Teaching (Distinction). Ms Powell has received numerous academic awards, including the "Heather Barr Memorial Medal", which is presented to the top graduate in Education Administration in Western Australia. She has also twice been awarded the "Western Australian Institute of Educational Administration Prize for the Most Outstanding Graduate in Educational Administration" for her studies in educational administration and leadership.

Ms Powell is a member of the Association of Heads of Independent Schools of Australia (AHISA), the Australian College of Educators (ACE) and the Australian Council for Educational Leaders (ACEL). A committed and passionate educator, Ms Powell has over 20 years' experience in large, independent, Uniting Church and Anglican girls' boarding schools in Western Australia, including Penrhos College, Methodist Ladies' College, St Mary's Anglican Girls' School and St Hilda's Anglican School for Girls.

Ms Powell has worked in executive roles at the International School of Western Australia (Principal 2010 - 2014) and Penrhos College (Head of Middle School 2003 - 2009, where she reported directly to the Principal). She also served as Deputy Head of Middle School at Penrhos College and Head of English (Years 11-12) at Methodist Ladies' College.

Clayfield College Chair, Mr Kevin Standish describes Ms Powell as an experienced Principal with a strong track record of setting high standards: "Ms Powell's demonstrated success in raising academic standards while fostering a holistic approach to education will benefit the growth and development of Clayfield College students into the future".

In announcing the appointment, Des Robinson, Chairman of the PMSA said, "Ms Powell's experience in leadership positions at two Uniting Church schools, Penrhos College and Methodist Ladies' College, coupled with her strong interest in pastoral care and her Christian faith, aligns closely with the mission of both the PMSA and Clayfield College."

New Principals & Heads of Boarding

MacKillop College



Louise Daymond
Director of Boarding
MacKillop College, NSW

I would like to introduce myself as the new Director of Boarding at Saint Joseph's House, Perthville. My association with MacKillop College began in June 1980 as a student. After graduating I trained as a Secondary Mathematics teacher and joined the Maths faculty at the College in 1990.

During the 90's I took leave from my teaching position to raise my family. In 2003, I returned to fulltime teaching at MacKillop College. In 2009, I became both a parent and teacher at the College, when my daughter commenced her secondary schooling. Later that year, I accepted the role of Assistant Director of Boarding for Semester Two. During my six months at the boarding house I became passionate about providing a home away from home for the girls, which catered for both their academic and social wellbeing.

Since rejoining the staff at MacKillop College in 2003 I have been a Year Coordinator, Assistant Director of Boarding and Mathematics Coordinator. I am now looking forward to walking the journey and seeing that each individual in our care has their own set of special gifts. With the SJH staff we will endeavour to create an environment where the students feel valued and important in the boarding community.

Methodist Ladies College



Diana Vernon
Principal
Methodist Ladies College (MLC), VIC

Miss Diana Vernon joined Methodist Ladies' College (MLC) in Melbourne as the eighth Principal in April 2014. Diana is thrilled to be running one of Australia's most successful and innovative schools.

MLC educates over 2,000 students, of which over 110 are boarders from regional and rural Australia, as well as a number of overseas nations. The students live in Tiddeman House, on the main school site, and are supported in order to achieve academically, make friends from around the globe and prepare for their futures in a modern and fast-moving world. In addition, MLC also offers remote site education outdoor experiences at MLC Banksia, in South Gippsland and MLC Marshmead, in the Croajingolong National Park.

Diana has a particular interest in boarding schools, having boarded as a child from the age of 12 herself. She commenced her career at a girls' boarding school teaching biology and business studies in the United Kingdom before becoming the headmistress of a boarding school in 2000. Diana admits she loved boarding school and says, "Apart from the sheer fun that I had at boarding school there were obvious and tangible benefits. Most notably, boarding encouraged me to develop independence and a greater tolerance of others. It also provided me with a tremendous range of opportunities as well as a far greater appreciation of home. Crucially, I also developed life-long friendships."

Prior to MLC, Diana was the Headmistress for seven years at the prestigious City of London School for Girls (CLSG) for over 700 students, from the ages of 7 to 18 years. Preceding her appointment at CLSG Diana was Headmistress of Woldingham School in Surrey, a Catholic girls' boarding and day school for 500 students, aged 11 to 18 years old.

Prior to commencing her teaching career Diana worked at an academic publishing house, before spending seven years in the field of Corporate Public Relations. Passionate about education and the importance of providing opportunities for the next generation, Diana became a Governor of a local, state sector, secondary school in London. It was this involvement which led her to retrain and pursue a career in teaching. students' education should be broad and students leave MLC as independent and compassionate citizens of the world.



New Principals & Heads of Boarding

PLC Armidale



Nicola Taylor
Principal
PLC Armidale, NSW

Principals may come and go at a school but their legacy lasts a lifetime. This influence is not only true for the staff they encourage and the buildings they commission, but most importantly of the many students they inspire. The Principal plays an infinitely significant role in their capacity to engage, motivate and empower each and every student as well as their family and community.

We at PLC Armidale understand this and that there are many factors that influence a family's decision in choosing the right school for their daughter. Without a doubt, the Principal, their vision, philosophy and beyond everything their empathy and ability to build confidence in a happy environment, is an enormous consideration in any family's selection process. So whilst you "can't judge a book by its cover", there is a lot to be said about judging a school on its Principal.

That said, a new chapter unfolded this year at PLC Armidale as the College welcomed Mrs Nicola Taylor to this important position. Mrs Taylor will be the College's 18th Principal in its 128-year history.

Mrs Nicola Taylor has commenced at PLC Armidale with all of the attributes mentioned above and more. She assumes the role with a wealth of leadership experience as former Principal of the Sutherland Shire Christian School, is passionate about single gender education, is an amazingly talented educator and is inspired by the opportunities presented at PLC Armidale.

Mrs Taylor, her husband Scott, and five children, James, Lewis, Nicholas, Isabelle and Hugh, are excited about making their 2015 tree change from Sydney to regional NSW.

Presbyterian Ladies College Melbourne



Stuart & Rachel Maderson
Joint Heads of Boarding
Presbyterian Ladies College, VIC

Stuart and Rachel Manderson are the new joint Heads of Boarding at Presbyterian Ladies' College Melbourne. They are responsible for providing the girls with a "home away from home", coordinating the running of the house, parental contact, staffing and rosters, and most importantly the well being of the students in our care.

Rachel is an old Collegian of Presbyterian Ladies' College and has enjoyed reconnecting with the school community and rhythm of the PLC school year. Her previous experience working in the Community Health sector as consultant paediatric Occupational Therapist has given her an understanding of the needs of adolescents outside the classroom.

Stuart and Rachel have moved to Melbourne from Bendigo where Stuart worked at Girton Grammar School. Stuart held several positions of responsibility including Head of French and Head of House. His teaching areas are French and Religion.

Stuart and Rachel have two boys, Edward and Samuel.

"PLC students and staff have been extremely welcoming and supportive of our new Head of Boarding role. We enjoy life together with our boarding students and experienced boarding house staff team and are grateful for the tremendous support provided by the senior leadership team at Presbyterian Ladies College."

New Principals & Heads of Boarding

Scotch College



Dr John Newton
Principal
Scotch College, SA

Dr John H. Newton has been appointed as the Principal of Scotch College Adelaide from January 2015. He joins Scotch from Taunton School, an independent, coeducational boarding school based in Somerset, UK, where he was Headmaster from January, 2005. Educated at Manchester Grammar School (UK), John was then a graduate of Merton College Oxford with a degree in French and Russian. John also has a PhD in the 'Organisational Culture of Independent Schools' and has immersed himself in the British public school system for the last two decades. Prior to his position as Headmaster of Taunton School, John was Director of Studies and Housemaster at Eastbourne College, having previously been Head of Modern Languages at Bradfield College in Berkshire. Dr Newton and his wife Catherine have four children – all of whom attended Taunton School and his younger two children will join Scotch College in the Middle and Senior Schools in early 2015.

A talented musician and orator, John is partial to singing and has coached rugby, hockey, cricket, fives, rowing and football and closely follows the fortunes of the Manchester City Football Club.

The Scots School Albury



Adrian Lawrence
Head of Boarding
The Scots School Albury, NSW

Adrian has joined The Scots School Albury as Head of Boarding following two years as the Deputy Director of Boarding at Immanuel College in Adelaide, and previous roles at Mansfield Secondary College (Mt Buller campus) and Geelong Grammar School (Timbertop Campus). A keen skier, bushwalker and outdoor adventurer, Adrian will also teach History and Agriculture, and be involved in the many aspects of school life at Scots.

Adrian is an experienced and successful classroom teacher and leader of boarding who has a real vision for boarding education, its need for connection, care and high-level academic support. He is keen to develop an over-arching strategy for Life, Learning and Leading for boarding at Scots.

Adrian has been a regular delegate, trained in Positive Education and Restorative Justice, run student leadership programmes, worked in outdoor education, and had experience across many other fields, including running his own business.



New Principals & Heads of Boarding

The Scots School Albury



Georgie Simpson
Head of Wilson Boarding House (Girls)
The Scots School Albury, NSW

Georgie has joined The Scots School Albury as Head of Wilson Boarding House (Girls) after various teaching roles at Wesley College (Glen Waverley) and the Victoria International School of Sharjah. Originally from Deniliquin, Georgie was attracted to Scots for its community and country feel. She plans to expand the boarding community at Scots by ensuring the girls have as rewarding and memorable boarding experience as she had in her teenage years at Ballarat Grammar.

"I have been very impressed with the girls' inquisitive and bubbly nature. They are all genuine country girls with a bright outlook on life," said Georgie.

The Scots School Albury



David Armstrong
Deputy Principal
The Scots School Albury, NSW

David joined The Scots School Albury as Deputy Principal this year, after leading St Philip's College in Alice Springs for 18 years (also a boarding school). David is no stranger to the Albury-Wodonga region as he lived in the Strathbogie Ranges as an 18-year-old, qualified as a white-water rafting guide on the upper Murray River, and currently serves on the board of Mittagundi Outdoor Education Centre (near Falls Creek).

He is a passionate educator whose great strengths include outdoor education, information technology, pastoral care and the professional development of staff.

"The responsibilities of leading Outdoor Education at St Philip's were a great match for working in boarding and I loved my many years working there. Working with the Scots School boarders, their parents and the boarding staff will be an important part of my role, which I am very excited about," said David.

"I am very mindful that we work in one of the most important professions in the world. Education is and will always be about the future. Education is the opportunity to journey alongside young creative minds of the future, and to inspire and nourish those who will inspire their peers, their own children, their colleagues and their community with their creativity, ingenuity and entrepreneurial spirit."

New Principals & Heads of Boarding

St Gregory's College



Max Spencer
Director of Boarding
St Gregory's College, NSW

Born and bred in Canberra, my nine years as a student at Marist College, Canberra was largely responsible for my decision to embark on a career in education. Initially however, my plan beyond school was to pursue a career in the Financial Planning industry and eventually take over my father's successful insurance business. I completed a Bachelor of Communication at the University of Canberra and then moved to Sydney to begin a Cadetship with Colonial Mutual. After four years in Sydney I returned to Canberra to join my father's business and complete a Diploma of Financial Services. It eventually became apparent to me that I wished to change the direction of my life and after some time spent living in London and travelling around Europe my discernment led me to enrol in the Diploma of Education at the Australian Catholic University in Canberra. An opportunity arose at my old school, Marist College and I was fortunate to secure a position there for the next four years. I was enjoying teaching but my passion for the extra-curricular side of College life drove me to thinking about working in a boarding school. It was the teachable moments outside the conventional classroom and the relationships that could be built in that environment that made this an appealing prospect. My wife Amy and I moved to St Gregory's College at the beginning of 2011 and for the last four years I have been the Year 11 and 12 Boarding Coordinator. I have taught in the day school and coordinated the College's growing Saturday sport program. My wife and I have been blessed with a son and a daughter during our time here. The boarding lifestyle has its demands but it is also incredibly rewarding. St Greg's is our home and it is a vibrant, family oriented community that we are proud to be a part of. It is a privilege to take on the Director of Boarding role and build upon the hard work of many who have made St Greg's the thriving community that it is.

St Hilda's Anglican Girls' School



Kim Kiepe
Principal
St Hilda's Anglican Girls School, WA

Mrs Kim Kiepe joined in January 2015 as St Hilda's tenth Principal.

Previously Deputy Principal at St Aidan's Anglican Girls' School in Brisbane, Kim has also held several leadership positions at St Hilda's School on the Gold Coast, including Head of Boarding. She has extensive school leadership experience, and a keen interest and experience in governance, compliance, marketing and financial oversight in education, supported through study at the Australian Institute of Directors.

Kim has a strong commitment to Anglican values and is looking forward to continuing St Hilda's strong connection with the Anglican community in WA.



New Principals & Heads of Boarding

St Patrick's College



John Crowley
Headmaster
St Patrick's College, VIC

The Board of St Patrick's College, Ballarat appointed Mr John Crowley as the new Headmaster from the commencement of 2015.

Mr Crowley, joins St Patrick's from Marian College in Ararat, and has taken over from Dr Peter Casey who retired after 13 years as Headmaster and 30 years of principalship.

St Patrick's College Board Chair, Mr Andrew Byrne said Mr Crowley was well qualified having spent the last six years as Principal of Marian College and has accrued more than 20 years of teaching experience.

"John's leadership and innovation at Marian College has resulted in extensive improvements and enhancements for the benefit of all and we are delighted to have him at the helm of St Patrick's College next year," Mr Byrne said.

Mr Byrne said Mr Crowley is extremely well-regarded by the Marian College school community as well as the Ballarat diocesan community and the Brigidine Sisters who are the governors of Marian College. Mr Crowley said he was excited about his new role at St Patrick's.

"I am absolutely delighted to be appointed as the next Headmaster at St Patrick's College, Ballarat," he said.

"As a school in the Edmund Rice tradition, it has a beautiful hope-filled charism that calls all members of the community to be inclusive and compassionate and who work for justice for all.

"It is a tradition that I am very familiar with having worked at St Bernard's College, West Essendon and Trinity College Colac, both of whom are schools in the Edmund Rice charism.

Tara Anglican School for Girls



Samantha Cocks
Director of Boarding
Tara Anglican School for Girls, NSW

Mrs Samantha Cocks was recently appointed Director of Boarding at Tara Anglican School for Girls. Samantha is a qualified Japanese and ESL teacher and has taught at various independent girls' schools. five years ago Samantha began working at Tara as the Senior Japanese teacher and quickly took on more pastoral care roles including Stage 4 Year Coordinator, ESL and Overseas Student Coordinator.

Through these roles Samantha realised she could have a significant positive influence on Tara's boarders, whom are mostly from overseas and was delighted to be offered this new and challenging position. Having lived in Japan in her late teens Samantha knows all too well the anxieties and stress which living in a foreign country without direct family support can cause.

Samantha has moved onsite with her husband and three children and is hoping to also create a great family-like atmosphere for the boarders to enjoy. Her two daughters have recently enrolled into Tara's Junior School and have made good friends with some of the younger boarders already.

Tara Anglican School for Girls, an Anglican day and boarding school established in North Parramatta in 1897, has a capacity for just over 50 boarders. Each girl is personally known and cared for which is an advantage of being a smaller boarding house.

Samantha's aim is to make sure each and every boarder is happy, engaged, healthy, safe and achieving academically. She intends to build on the current program on offer by increasing the range of recreational activities for the boarders to enjoy, strengthening ties with the day girls and identifying student learning needs; especially the overseas students who require extra support with English.

"This is an amazing opportunity which our whole family has agreed to jump whole heartedly into. I am fortunate to work alongside a group of caring and committed staff who have years of experience."

New Principals & Heads of Boarding

Wenona North Sydney



Suzanne Newton
Head of Boarding
Wenona, NSW

Wenona's thriving boarding community is thrilled to welcome Ms Suzanne Newton to Head of Boarding this year. Ms Newton comes to Wenona after ten rewarding and eventful years in the boarding communities of New Zealand where she was instrumental in the evolution of the boarding profession.

With a background in nursing and post graduate experience in mental and public health, Ms Newton is dedicated to the health and wellbeing of young people and is committed to nurturing the individual needs of children as well as developing the essence of the boarding community as a whole.

"The boarding experience adds a deep layer to the educational journey of students as they develop friendships, values, life skills and principles that last a lifetime," she said. "Boarding professionals care for the emotional, physical, social and educational wellbeing of children who are a long way from home and I feel a great sense of honour and responsibility in being able to create a home away from home for these girls by mentoring, guiding and nurturing them through their journey."

Ms Newton first developed an interest in boarding while working as a school community nurse in Christchurch and took on the role of Matron at St Andrew's College in 2000. Two years later, she returned to nursing at a community psychiatric clinic but her fascination for boarding life never waned and in 2007, she decided to make it her life long career. She became Director of Boarding at St Margaret's College in Christchurch where she spent the next eight years caring for 150 girls. In 2014, Ms Newton was awarded the New Zealand Independent Schools Excellence Award for her outstanding stewardship of the St Margaret's College boarding community during the tragic Canterbury earthquake.

As an executive member of the New Zealand Boarding Schools Association, Ms Newton has developed a deep appreciation of the idiosyncratic nature of the boarding industry along with the importance of sound governance. She recently presented at the Australian Boarding Schools Association National Conference and is currently studying towards an Executive Masters in Business Administration.

Westminster School



Lisa Degnen
Head of Girls' Boarding
Westminster School, SA

Westminster School, in Marion, a south west suburb of Adelaide, South Australia, has a new boarding leadership team, ready to take on the new school year. Westminster's exceptionally strong wellbeing program is fundamental to the care of boarding students, and having the right people in key boarding positions is a priority to the school and boarding families.

Lisa Degnen is Head of Girls' Boarding, the newest member of the school's boarding leadership team. Lisa comes from a girls' boarding background and has relocated with her partner and young family from Ballarat to Adelaide.

Lisa wants to ensure that the girl boarders are able to develop academically, emotionally, spiritually and physically, while making the most of the excellent academic and co-curricular choices available to them.

"A real sense of community is important to my family and I feel that this is a special strength of Westminster. I already envisage a community of care built on mutual respect, a community of learning where each girl is able to achieve their full potential and a community where the students, staff and parents are considerate of the needs others."

In addition to her boarding experience, Lisa has been a teacher for 13 years, specialising in Mathematics. She also worked as Assistant Head of Department in the UK at a Maths and Computing Specialist College.

Lisa joins Head of Boys' Boarding Chris Graham to manage Westminster boarders in their home away from home, as well as managing the residential staff who also play an important role in the boarding program.



New Principals & Heads of Boarding

Whitsunday Anglican School



Bruce Keys
Head of Boarding
Whitsunday Anglican School, QLD

Mr Bruce Howard Keys re-joined the Whitsunday Anglican School in Term 3, 2014. He is a distinguished educator who joins us from Faith Lutheran College, Redlands as Head of Sport and HPE. His experience in Boarding is extensive. After 17 years at the Cranbrook School (Sydney) Mr Keys established and developed the co-education boarding facility at the Whitsunday Anglican School in 1998 and he recognises his time here as one of the highlights of his 23 years pastoral care experience with boarding. From there he was appointed Director of Boarding at Brisbane Boys College and on the College Executive. This has developed his professional interest and capacity in matters relating to student development and issues associated with student success in creating a close family based atmosphere and environment within boarding.

Mr Keys resides in Booth House with his wife Paula and "Buncha" their 15 year old black Labrador. Mr & Mrs Keys have three mature aged children, Jessica (24), Jack (23) and Jemma (21), all past students of Whitsunday Anglican School, who now live in Brisbane.

A keen sportsman, Mr Keys enjoys personal fitness and encouraging his boarders and staff to establish management for their own quality time and focus on personal health. Fishing and a keen passion for rugby coaching assist him with the balance required to maintain a happy and consistent approach towards the challenges of successfully operating Booth Boarding House.

Elcho Community Visit



**Classic
Snaps**
From
Komilda
College



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A Word from the Chairman

AUTHOR
Garth Wynne
Chairman
Australian Boarding Schools Association



I write this first contribution to Lights Out on the afternoon of the first day of school for the new year. Like many of you my first contact with new students for 2015 was in fact orientation for the members of our residential community. Firstly, it was meeting with our indigenous students for a barbeque and then on the next day for all other 'newbys', an afternoon long engagement for parents and boys culminating in a sleepover. This was a timely reminder to me of the significance to my school of our boarding house. I have always believed that boarders have a disproportionate impact on the culture of a school. To be at school as their 'home' means so much to these students and therefore their engagement and impact on school culture is extraordinary. I am pleased to say that every aspect of the programme made me feel enriched by the enthusiasm and energy of the

staff, the parents and the students. I hope your year beginning was just as satisfying.

The new year for ABSA promises a great deal as we see a number of significant projects coming to fruition. Most importantly is the creation of Boarding Standards through Standards Australia. The leadership of this organisation in the creation of these benchmark standards for our industry cannot be understated. Once affirmed, later this year, all within the industry will be enabled to aspire to these standards as a minimum expectation of a quality of care established by the industry itself. What a wonderful position we are in as an industry to assert our own expectations.

Along with the very personal service provided by ABSA through visits to schools by our Executive Director, Mr Richard Stokes to complete Duty of Care courses, the organisation this year will offer two special programmes. The first is our 'Taking the Reins' conference in Brisbane for new people managing boarding and then later in the year our 'Leaders of Residential Communities' gathering together to learn and grow in Alice Springs. I encourage our membership to take advantage of these two exceptional opportunities.

The Board of ABSA will be very much focussed this year on furthering our strategic plan and ensuring that the quality of all that we do adds value to our membership. In this I am very confident that ABSA will continue to provide exceptional service while striving to improve its operations both internally and externally.

I wish you all the very best for a very successful year within and beyond the boarding house.

**“To be at school as
their ‘home’
means so much to
these students”**

Coming Events

AUS

14 - 15 March 2015

Taking the Reins Conference
Brisbane

16 - 17 August 2015

Leaders Symposium
Alice Springs

Duty of Care Workshops

Check out www.boarding.org.au for details

NZ

27 - 30 May 2015

NZBSA National Conference
Wellington

UK

5 - 7 May 2015

Annual Conference for Heads
London

13 - 15 July 2015

Annual Conference for Nurses and Matrons
London

USA

26 - 28 April 2015

TABS-NAIS Global Symposium
Austin TX

3 - 5 December 2015

National Conference
Boston

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