

Lights Out

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AIEF Mentor Program at Work



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ON THE COVER

St Peter's Lutheran College students with mentor Jim Ruane, Leighton Contractors Maintenance Supervisor

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Standards and Inspections - 12 Years on

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“But never mind the quantity, feel the quality. Did boarding improve? Yes. It's as simple as that.”

In the UK, boarding came late to the inspection party. Schools had been inspected for their academic provision for years before anyone thought to introduce a similar inspection regime for boarding. And actually, boarding needed it more. Not because standards might be highly variable depending on the million things that make all boarding schools unique, but because they were essentially closed worlds.

Behind those high walls and down those long drives, who knew what was going on? Pupils – of course – but did they have a voice and would they have the confidence, the sheer bottle, to speak out if things were not as they should be, not as advertised in the glossy brochure, not as the school would have the world believe it was? And if they did have the nerve, who would they tell? The Head? Maybe that would take a great deal of bottle. Parents? Spending a fortune on their education, convinced it was the best possible avenue for their precious child to a great life after school?

Moreover, when it comes to academics, a school parades its excellence, or otherwise, every time its students take public examinations. In the UK the terror of the league tables of school performance produced in late summer means that schools are academically held to account every year. You can see that children do well – it is externally measured and publicly reported.

And then there is boarding. To open up that world to scrutiny and publish reports about what inspectors found – good idea. In the interests of boarders – and their parents – everywhere. But how to judge boarding? By what yardstick? Great if you are able to describe boarding as 'excellent', we would hope for no less; but who says? And who are you to make that judgement?

The first step to good judgement, consistent judgement, rational observations about that wonderfully nebulous concept, 'boarding', was to pin down the standards by which they might be judged. A manual for the inspectors so they knew what they were looking for. And by definition, a manual for schools so they really knew what they were expected to be doing – apart, of course, from being wonderful. In 2002, the Department of Health issued the first edition of The National Minimum Standards for Boarding Schools and set the inspection ball rolling. Why not the Department



Standards and Inspections - 12 Years on

for Education (or whatever it was then called, because it changes its name almost as often as the government changes, and sometimes without the top level change)? Because children's welfare was considered under the wing of the Dept. of Health; boarders 'belonged' in the world of children not at home, looked after by others. Which put them in the same category as children in care, and boarding schools having the same responsibilities as children's homes, except they provided an education as well.

Hence for some years inspection teams were composed of social workers and other professionals who had worked in children's services, and would often make delicate enquiries about a school's 'Restraint Policy'. For Heads of Boarding Schools, this was mystifying, and BSA fought tooth and nail for every inspection team to have in its number a professional from our world, with boarding experience, just to ensure that the team had a voice able to represent boarding schools in conversations which took as their starting point that not to be at home was intrinsically a bad thing for a child.

In the modern world of inspecting schools, which had begun with Ofsted, the independent schools hung out for inspection by their own kind: the Independent Schools Inspectorate (ISI) inspected independent schools on a 'Peer Review' method – using teachers from other independent schools, under the watchful eye of a Reporting Inspector and the whole arrangement monitored by Ofsted to ensure rigorous standards. But when the inspection of boarding moved out of social workers' hands, it went to Ofsted, even in independent schools. Much dismay about two inspection events, one for teaching, one for boarding, by two different teams.

It took until 2012 for boarding inspection to be given to the ISI, so that independent boarding schools (and most of them are independent) could enjoy one inspection event, instead of two. But the deal was that while a school was required to be inspected at least every six years, boarding had to be done every three. The welfare of children was considered too important, and possibly too vulnerable, for any school to be left to its own devices for more than three years.

Where possible, the six year academic inspection will now entail the boarding inspection at the same time, with trained boarding

inspectors included in the team, most of them people with deep experience of boarding or of inspecting it in their social working days. At three years, there is a shorter check of the school against the Standards and Regulations. The report is shorter, faster and notes any failures, but does not give the glory of words if what inspectors see is wonderful. It's just a regulatory check.

I say 'just', but I do not have to ensure that all my policy documents and records are available, and demonstrate compliance at the drop of an inspector's hat.

The original National Minimum Standards (NMS) were very prescriptive. Remember they came from nowhere, the product of long and detailed discussions between representatives of the many different kinds of boarding schools in the UK, over a long year, orchestrated by Adrian Underwood OBE, then National Director of the Boarding Schools' Association, and determined that boarding people were the right people to write the standards if the world had decided that now they were necessary. There were 52 standards, comprising 294 separate bullet points statements.

In the early days, the inspector would give a verbal report to the Head on every single statement. It took hours. Then the written report would emerge. It could be as long as forty pages.

But never mind the quantity, feel the quality. Did boarding improve? Yes. It's as simple as that. One head teacher reported her sheer delight when a parent said his child, who had been accused of bullying, 'was only horsing about – older kids always do that to younger ones – it happened to me – it won't do the other kid any harm!' and she was able to bang the NMS on the table and say, 'It's illegal.' As simple as that. Much that had been fuzzy or subjective or decided on the hoof was suddenly brought into sharp focus. These are the minimum standards. Obey or take the consequences in an unflattering or even damning report, bad publicity – and the rest, as they say, would be history.

In the way of these things, the coin has worn a little flat over the years. The detail largely went in the revision of the Standards ordered by the Department for Education when the government changed, and the latest incarnation of the NMS has just 20 Standards, made up of 64 bullet points – and 7 of those are

about arranging lodgings not in the school, as a school might if there were an overflow, or damage to boarding accommodation entailing temporary moves for boarders into nearby family homes, so these are hardly central to the boarding operation.

In addition, there are three Appendices, one for the list of 25 policies and documents a boarding school must have, such as 'Procedures for enabling pupils to take problems or concerns to any member of staff', and one for the list of 22 records – such as 'Staff supervision, appraisal and training'. And the last is just 8 items on a 'List of issues to be monitored by the school', including – wait for it – 'Records of any use of physical restraint', and 'Records of complaints and their outcomes.' The Appendices make fascinating reading in their own right.

One of the Standards which survived the bonfire that took them all from 53 to 20 was 15.1:

Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

BSA has long said that working in boarding is no longer a job for a well-meaning amateur, and I have heard much the same in Australia, though I love the fact that the saying in Aus is 'an enthusiastic amateur'. Either way, the need to know what you are doing, the chance to learn how to do it better, and go on doing so as the world around you changes and kids continue to do dumb stuff but in ways you never thought of, these are vital for professional, happy staff working in the most demanding, the most rewarding sector of education in the twenty first century.

And the National Minimum Standards? They just define what the best schools were doing anyway, and help us all to do the same. Go NMS!

Hilary Moriarty is National Director of the Boarding Schools' Association in the UK, and has twice addressed the ABSA Conference by kind invitation of its Board.

The road *well travelled* Indigenous students navigate school, *study and careers with the help of AIEF Mentors*

AUTHOR
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The journey through secondary school constantly challenges students with new experiences, environments and opportunities – challenges that Indigenous boarding students must navigate hundreds or even thousands of kilometres away from their families and communities. Indigenous boarding students need support to make the most of this experience – support a growing number of students are receiving from the AIEF Mentor Program.

The AIEF Mentor Program pairs Indigenous students on AIEF scholarships with volunteer mentors from AIEF's corporate partners. The program aims to create a structured and trusting relationship that will support students through their senior years at school and beyond.

When the AIEF Mentor Program last featured in Lights Out back in 2012 it had just expanded from New South Wales into Queensland with 60 mentor-student pairs, after launching in 2010 with six pairs.

Since then the program has doubled in size to over 120 pairs, including 50 new pairs in 2014. The program runs in four states (NSW, QLD, VIC and WA) and will commence its first regional program in Cairns this year. Many pairs continue their relationship long after the student graduates from school, and around 80% of the 2013 graduates involved in the program are continuing this year.

The selection of mentors who are experienced, professional individuals is key to the structure and success of the program. They have travelled the road through school, study and work, and as a result, they can offer valuable insights, advice and guidance on life and career options.

Mentors also undertake a comprehensive screening process and are matched with students based on factors such as personality and interests. They attend training and receive ongoing support from AIEF.

The program is not simply geared to provide career and study advice – it's also about having fun, with a strong and lasting relationship between mentors and students the ultimate goal. Mentors and students meet each month and also participate in group activities. Eventually, mentors can act as a sounding board for students, who are encouraged to discuss anything and everything they encounter as they progress through school and begin to consider further study or work options.

AIEF scholarship student Kai Lowah from Brisbane's St Peters Lutheran College joined the AIEF Mentor Program in 2012 and two years on he says he's happy to chat and open up with his mentor Jim Ruane, a Maintenance Supervisor with AIEF corporate partner Leighton Contractors: "I'm very comfortable talking with Jim just about anything really".



The road well travelled

Indigenous students navigate school, study and careers with the help of AIEF Mentors

Kai, who is from the Torres Strait, appreciates Jim's support as he boards at school far from his family and community: "it's good having someone to talk to, especially if you have no family here...just someone that supports you and gives you advice on life, it's really comfortable".

Early in their mentoring relationship Jim showed great interest in learning about Kai's home and culture. This strengthened their rapport as Kai was able to share stories and experiences with Jim, including when Kai took part in a traditional initiation ceremony; "it was great sharing that with Jim, I was really excited because that was the first step I could take to become a man in my culture... he was so happy to hear what I had to tell".

After two years spent in the program together they now describe each other as good mates, and they share a dynamic different from other relationships in Kai's life.

Kai and Jim admit that, like all mentor relationships, theirs is a "work in progress". It takes time to get to know one another and the relationship requires effort from both parties. But for Kai and Jim, the longer they have known each other the more comfortable Kai is to share and ask for help, and he admits already that "if I don't have anyone to turn to I can always turn to my mentor".

For many students, simply realising that a variety of options are available to them, and that a successful career is possible and accessible are great benefits from the program. To see someone working and succeeding is motivating and encouraging – as one student commented; "my mentor is my role model".

In 2013, Kai and other Indigenous students from his school were invited to visit Jim's workplace, another opportunity organised as part of the program. The students visited Leighton Contractors sites and were able to experience what it is like to work there and explore the opportunities available should they chose to pursue a career with the company.

The experience was a positive one for Kai, who said that while the visit was daunting at first, he enjoyed the opportunity to meet Jim's colleagues and explore the different types of work Leighton Contractors offered. Not only were students inspired by the visit, but one

Leighton Contractors staff member who attended on the day has since applied to join the program as a mentor this year.

Kai feels he has received valuable advice and great insights into work from Jim, who has been a "really good support". Jim and Kai are looking forward to continuing their mentoring relationship over the next year as Kai undertakes Year 12. They're positive that their relationship will grow deeper as they've now known each other for a greater amount of time, and are confident their relationship will continue well beyond Kai's schooling. "I'd love to be a mentor for life" says Jim, "just because Kai's left school doesn't mean to say an old man can't give him a bit of advice now and then!"

In recent feedback sessions the Mentor Program has received an overwhelmingly positive response from students. This feedback, and the program's rapid growth over the last two years attest to the hard work of the mentors involved and positive impact that mentoring relationships can have on the lives of Indigenous students.

The Australian Indigenous Education Foundation (AIEF) is a private sector led, non-profit organisation focused on empowering Indigenous children in financial need to build a future through quality education and career pathways at Australia's leading schools, universities and companies. A product of strong partnership between the Australian Government and the private sector, AIEF is building a

“Indigenous boarding students need support to make the most of this experience”

\$140 million fund to open the doors to leading schools and universities for 7,000 young Indigenous Australians.

AIEF partners with leading boarding schools across Australia to provide scholarships for Indigenous students. These schools have established Indigenous education programs and close relationships with Indigenous families and communities, providing high-quality educational opportunities to students who are enthusiastic about learning and eager to unlock their potential.



Life skills all part of the program Learning valuable life lessons in the Boarding School

AUTHOR
Rochelle Wiley
Head of Boarding
Abbotsleigh

Educators are committed to providing academic care and collaborate to enhance student learning, wellbeing and resilience by providing opportunities that are sympathetic to student needs and embedded in meaningful learning experiences. As an integral part of our Boarding program, the 'Indy 712' (Independence Years 7 to 12) Living Skills Program was developed by qualified and experienced boarding staff to nurture independence and foster lifelong learning skills among the girls in Years 7 to 12 who belong to our boarding community. This program revolves around everyday skills. The scope and sequence covers many ground level Life Skills. These include: Household, Dress and Appearance, Organisation, Sustainability, Cooking, Communication, Safety, Table Manners, Social manners, Sewing, Generosity of Spirit and a favourite among our boarders, Balloon Making. These are underpinned by higher order concepts taken from Abbotsleigh values, values that are pertinent to any community. Such values of: Responsibility, Education, Care and Compassion, Integrity, Freedom, Honesty, Friendships and relationships and Courage and Originality underpin the program. The strong service component is also foregrounded with our Guide Dog, Royal Flying Doctor Service and World Vision projects that bring much joy and life to the school and staff.

There has been much research to suggest that students learn more effectively when they are free from the pressure of assessment or external evaluation. Important research done early by Ryan and Connell (1989) found that spontaneous and non-pressured, autonomous experiential learning resulted in a situation where students were more likely to retain information over time. The Living Skills program for boarding students, which covers areas such as service, sustainability, organisational skills, social planning, leisure, health and wellbeing provides informal learning opportunities in a non-threatening and enjoyable way, each year group and stage of development building on the last with increasing levels of sophistication. However,

as Head of Boarding I believe that there is a simple formula that ensures that boarders flourish in every way: if the girls are happy and feel connected to the boarding school, then everything else will fall into place: social and emotional contentment leads to their increased endeavours and success in academic and co-curricular pursuits. It is of interest that present research is looking at the necessity for sleep and how this underpins student development, but that there is a gap in research into Boarding Schools that needs to be addressed by current practitioners and academics. We are aware that measures need to be taken to ensure our boarders manage their time and social commitments to get eight or preferably nine hours sleep. This of course is quite difficult to achieve, but by handing in their phones and laptops overnight and enforcing a strict "Lights Out" time, as well as educating students as to the reasons why we need sleep, does make the task easier. Mary A Carskadon, Ph.D., Professor of Psychiatry, Brown University School of Medicine and Director of Chronobiology and Sleep Research, E.P Bradley Hospital, found that sleep quality and quantity become affected by environmental constraints such as school work, social commitments and technology. During puberty there is, in fact, a greater need for sleep than in childhood.

Another pivotal finding in the early research of Grolnick and Ryan (1989) suggests that parental interest and involvement and an atmosphere of support at home directly contributes to children's learning success at school. A successful boarding environment replicates or improves upon the home situation by providing a meaningful out-of-hours program where qualified and engaged staff act in loco parentis and where students can build skills for life in a warm and homely environment. At Abbotsleigh we have well-qualified professional staff whose full time job is the welfare and care of their horizontally structured boarding house. The physical aspects of each house are homely and warm, with "bedrooms" rather than dormitory-style accommodation. Accommodation is provided

**“the
necessity
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underpins
student
development”**



Life skills all part of the program

Learning valuable life lessons in the Boarding School



according to the needs of each stage of development: Middle School or Stage 4 boarders live in two stately old family homes, with two to four girls per room, fluffy toys and lots of photos of family and pets. Stage 5 boarding consists of a larger house, with more room to find necessary “space” which 15 and 16 year olds need, and a sense of community that has a little more responsibility attached. Fluffy toys and photos still abound. Years 11 and 12 boarders live in Wheeldon House, “the Resort in the Bush”, with single rooms, shared ensuite bathrooms, communal areas in each corridor, and an atmosphere combining relaxation and serious study. The benefit of the Boarding School’s service project of raising a Guide Dog puppy cannot be underestimated as the dog’s presence in the house brings home to school.

A seminal article by Ryan and Powelson (1991) noted that before the advent of modern schools, “learning traditionally was nested within personal relationships and activities meaningful within a larger community”, as opposed to much modern learning which takes place in the classroom context. Deputy Head of Boarding at Abbotsleigh, Alysia Heness-Pugh reflects: “Boarding houses act like giant families where the skills for independent living are learnt from one another and guided by staff who encourage the process to take place organically. The relationships that

boarders build with each other are unique because the learning environment—the boarding house—is informal and personal.” Along with Abbotsleigh’s very significant outdoor education and service learning program, the Boarding School’s Living Skills program assists students to independently develop skills that will be relevant to the life context beyond Year 12.

Quality learning experiences may have long term ramifications for cognitive, personal and social development. This concept is particularly relevant where there is an emphasis on implementing developmentally appropriate practices that contribute to lifelong learning. Based on the self-determination framework of Deci and Ryan (2002), educators at Abbotsleigh have articulated a developmental continuum of approaches to learning that extends from the Infants Department to Senior College and is based on the fundamental needs of competence, relatedness and autonomy.

To enjoy healthy development, individuals need to satisfy the need to feel competent and confident in their interactions with others, have a sense of personal control, and satisfy their need to belong. The ‘Indy 712’ program, working as a platform for intrinsic motivation, uses Deci and Ryan’s Cognitive Evaluation Theory (CET) framework to effect an environment that supports effective and healthy functioning and is organised with respect to these basic psychological needs. Students are encouraged to explore, create and practise skills that are interesting to them and that they can carry into the world beyond school.

Part of the program involves peer teaching and mentoring from older or more skilled students to the younger or inexperienced boarders. Benware and Deci (1984) suggest that tutoring others leads to an effective self-determination and indeed, more effective and improved learning for the instructor. It facilitates greater and more active intrinsic motivation and builds confidence, competence and greater self-esteem. A talented cook, artist or seamstress in her senior years might teach junior boarders their skills in an informal way on a weekend, resulting in bonding and connectedness amongst different age groups, authentic learning and feelings of satisfaction for both tutor and tutee. A recent example of this is a Year 11 student, Emily, who was an excellent seamstress. She sewed all her own clothes and was quite the fashionista of the

Lights Out

Life skills all part of the program Learning valuable life lessons in the Boarding School

boarding school. A year 8 fledgling having a little trouble making a basic item in her sewing class saw Emily take her under her wing and helped her sew the item. Juliette was ecstatic at her older peer's helping her and went on to become a formidable seamstress herself using Emily as her role model.

"Practices that support students' satisfaction of autonomy, competence and relatedness are associated with both greater intrinsic motivation and autonomous types of extrinsic motivation. Strategies for enhancing autonomy include providing choice and meaningful rationales for learning activities, acknowledging student's feelings about those topics, and minimizing pressure and control. Strategies for enhancing competence include provide effectance-relevant, as opposed to norm-based evaluative, feedback and optimally challenging tasks. Strategies for enhancing relatedness include conveying warmth, caring, and respect to students." Niemiec and Ryan (2009 page 141).

The Abbotsleigh Boarding School Living Skills Program is strategically linked to, and designed to complement, the Approaches to Learning and Values encouraged at Abbotsleigh. Consistent with this framework, the learning experiences articulated in this program are learner-centred and focus on the developmental needs, interests and increasing level of responsibility extended to our boarders." At Abbotsleigh the Big Sister/Little Sister program works very effectively. Year 11 boarders mentor new Year 7 boarders, starting with a group "Pizza and Games" night on the first Friday evening of the year, and then continuing the relationship by taking them to the local shops, visiting, helping with an assignment and generally helping them to feel connected to the community. This bond progresses into Year 8/Year 12 the following

year, and it is significant to note that the Year 8's often feel a sense of responsibility for the wellbeing of their Year 12 Big Sisters in their final and important year of schooling, making them brownies or cupcakes, sending them messages of encouragement during their exams and thinking up other gestures of kindness.

Emphasis is firmly placed on fostering independence and self-direction through experiential learning. Boarding staff who know the girls well and understand the boarding experience, work collaboratively to implement strategies to challenge, extend and nurture both independence and interdependence within the supportive environment of the Boarding School.'

We recognise that effective and informative assessment is sensitive to the self-esteem and general wellbeing of students and provides honest and constructive feedback. Outcomes-based progress and achievement are monitored continuously in relation to explicit skills that each student is encouraged to practise and be able to do so at particular developmental stages. The learning experiences articulated in the 'Indy 712' program are flexible and respond to specific needs and circumstances of the boarders in various stages of development as they continue to gradually access and exercise leadership responsibilities. Thoughtful self-reflection is encouraged. The outcomes involve creative use of time, space and other resources, and the scope and sequence of living skills which include regular opportunities to engage in service-related activities at all stages of the 'Indy 712' program, reflect the values of care, compassion, respect and concern for the needs of others that are embedded in the everyday experiences of our boarders.



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Medal of the Order of Australia in the General Division (OAM)

AUTHOR
Garth Wynne
Chairman, ABSA and
Richard Stokes
Executive Director, ABSA

**“Dr Hawkes
is one of
the most
talented
and exceptional
educators that
Australia has
produced”**



We are excited to announce that on Australia Day our founding Chairman, and the author of our Duty of Care Certificate Course, Dr Timothy Hawkes was awarded a Medal of the Order of Australia in the General Division (OAM), and we congratulate Tim on this wonderful achievement.

Tim played a critical role in the formation and shaping of ABSA, as the founder of the previous boarding schools' group (TARSA) and as the person who worked tirelessly to ensure ABSA was well grounded, accepted by all Principals and above all challenged the landscape of professional development and accountability for boarding schools in this country. It is Tim who has led the development of standards of conduct and practice in boarding schools - firstly through the authorship of the Duty of Care Certificate Course and secondly through his work drafting the Australian Boarding School Standards.

To quote our current Chair, Garth Wynne, “Dr Hawkes is one of the most talented and exceptional educators that Australia has produced.”

All of us involved in the Australian Boarding Schools Association congratulate Tim, and his wife Jane, on this wonderful achievement.

MEDAL (OAM) OF THE ORDER OF AUSTRALIA IN THE GENERAL DIVISION

Dr Timothy Francis HAWKES,

For service to education, and to professional organisations.

- Headmaster, The King's School, Sydney, since 1998.
- Principal, St Leonard's College, Brighton, Victoria, 1990-1997.
- Founder, The Australian Residential Schools Association, 2001; (combining with the Australian Boarding Staff Association to form the Australian Boarding Schools Association in 2007).
- Chairman, Australian Boarding Schools Association, 2007-2013.
- Board Member, Association of Heads of Independent Schools, for several years.
- Participated in and contributed to a wide range of working groups and committees, for many years.
- Author of several educational books on leadership and boys' education.
- Frequent contributor to educational debate in the media and at conferences around the world.
- Involved with several charities including the Forsight Foundation.
- Fellow, Australian College of Educators.
- Fellow, Australian Council for Education Administration.



Home away from home?

Research informs the parenting role of boarding staff

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Boarding schools are busy and complex places and boarding staff wear many hats (Anderson, 2005). Staff are not only responsible for facilitating the safety and security of the young people in their care, but just as importantly, they are in loco parentis (in place of parents) models for young people (Anderson, 2005; Holgate, 2007; White, 2004).

The demands of the in loco parentis role present a significant challenge for boarding staff who must walk challenging boundaries between their legal and parental responsibilities (Anderson, 2005; Hawkes, 2001; White, 2004). This conundrum points to a pressing need for data to inform practice (Bramston and Patrick 2007; Van Hoof & Holger 1999).

Home away from home? A summary of the research findings

A starting point

With no purpose-built tools for assessing important aspects of the boarding environment currently available, the initial focus of this research was to develop a set of suitable questionnaires. Instruments used in family, parenting and school contexts were adapted to assess staff and boarders' perceptions of important aspects of the boarding environment. Three 10-item questionnaires measuring levels of conflict, social support and boarding school climate were developed. Items on each of the questionnaires were rated on a 10-point scale where 1 = completely disagree and 10 = completely agree. These measures proved useful for developing an understanding of the strengths and challenges faced by participating schools.

Who was involved?

Using the newly developed questionnaires, the perspectives of 121 staff and 415 boarders from Queensland boarding schools were

compared. The mean age of staff was 33 years and on average these staff members had been working in the boarding environment for more than six years. The average length of time boarders reported living in the boarding house was three years and their average age was 15 years.

It was found that overall, there was a significant difference between staff and boarders' perceptions of the boarding environment with boarders viewing the environment more negatively than staff, and girls more negatively than their male counterparts. These findings are comparable to research that has investigated parents' and adolescents' perspectives of the family environment and support the conceptualisation of the family and the boarding environments as similar. By inference, these findings underline the considerable influence that boarding staff have on the developmental outcomes of boarders.

What staff and boarders said

A sociological study by White (2004) emphasized the importance of the boarding environment. This research found that while a young person's social systems are generally divided into a primary personal system, represented by the home or family, and a secondary system, represented by the school, boarders formed two primary bonds, one with the family and one with their boarding house. White (2004) went further to say boarders' personal values were drawn from both the family and from the boarding house. The findings of this study both support and extend White's research.

Key messages from the questionnaires

Boarding School Climate

On a very positive note, both staff and boarders agreed with the statements: 'This board-



Home away from home?

Research informs the parenting role of boarding staff

“The demands of the in loco parentis role present a significant challenge for boarding staff”

ing school is a safe place’, ‘There is good discipline at this school and ‘The behaviour of boarders at this school is good’. However, there was a significant difference between staff and boarders’ perceptions regarding the level of emotional support boarders received. Boarders gave their lowest ratings for the statements: ‘Staff pay attention to my feelings’ and ‘Staff make me feel good about myself’.

Conflict

Even though boarders perceived significantly more conflict than staff, overall boarders’ ratings of levels of conflict were relatively low, ranging between 3.5 and 5. The largest discrepancies on this scale were reported on the following statements: ‘The talks I have with staff are frustrating for me’ and ‘Staff never understand my side of the argument’.

Social Support

The largest difference between staff and boarders perspectives was noted on the social support scale. The average social support rating for staff was 8.6 and for boarders 5.9. Boarders’ ratings were highest for the statement, ‘Boarding Staff help me when I need it’ and lowest for, ‘Boarding staff demonstrate that they care for me’.

While the differences found between staff and boarders’ perceptions may be normative and reflect the development of an adolescent’s

identity and autonomy (Noller, Seth-Smith, Bouma & Schweitzer, 1992), it should also be noted that highly discrepant views of family functioning have also been linked to both internalizing and externalizing disorders in adolescents (Letcher et al, 2004). The major differences between staff and boarders’ perceptions of the boarding environment were on questions that directly relate to boarders’ social and emotional development. As such, we were interested in finding out whether an adaptation of a parenting program would positively impact the parenting role of boarding staff.

Supporting the parenting role of staff

Fifty-eight boarding staff members (of the original 121) from Queensland boarding schools participated in staff training, with results demonstrating significant improvements in staff competence, self-efficacy and role satisfaction. Of particular note were the improvements in staff perceptions regarding their capacity to: establish positive relationships with boarders, promote their development and promote boarders emotional self-regulation.

In terms of boarding staff overall satisfaction with the program, over 80% of participants rated the program a 7 (59%) or a 6 (23%) on a 7-point scale. The findings of this research demonstrate the promise of this program for future use in boarding schools.



No Failure, Only Feedback

AUTHOR
Hayley Hall
Communications Specialist
Prince Alfred College

No failure, only feedback is a principle that I live by. If you think about it, it is really empowering. It says that you can make a mistake but that doesn't mean that you have failed. The principle implies that instead of focusing on what went wrong, accept it as *learning*, take on the feedback, make new choices and move on.

So why am I talking about this? Well, at the beginning of a school year it can be very tempting to roll out new ideas, test new initiatives and try out new things in the boarding community that haven't been done before. Now, while these are all worthwhile endeavours, there is a step that comes before implementing anything new that 99% of us don't do. This vital step is getting feedback.

Before you can change or improve anything, you first need to have a clear and distinct picture of what the problem is. You need to have an accurate assessment of where you are at. The best way to do this is to ask. It may sound simple, but by asking the right questions, you will be surprised at the valuable information you will receive. Most people are too afraid to ask. They don't want to fail. They don't want to uncover anything which might make them look bad. I believe this is because they don't know about the principle of *no failure, only feedback*. If you know that you can't fail, but instead you can only learn and improve, then there is no fear in asking the questions. By asking worthwhile questions and giving your audience, whether that be the students, staff or parents, an opportunity to give honest feedback, you empower yourself to make a positive change within your boarding community.

Instead of asking for feedback, what most people do is guess. They guess what the problem is. They guess where the weaknesses are or even worse they don't even bother thinking about it at all. By asking and being open to feedback, you position yourself in a powerful place to be able to enact not only change, but the right kind of change, which is going to make your boarding community an even better place to live, work and grow.

In term 4 of last year *Prince Alfred College (PAC)* Boarding rolled out a number of anonymous surveys to our boarding students. We specifically focused on exit surveys for our year 12 students. It is amazing how honest people will be when the surveys are anonymous and when they know that they are

leaving! We felt it was vital that we got this information before they left us. By asking the right questions, we were able to create a strategic plan for this year and address some of the areas of weakness that were highlighted. No blame was placed on any feedback we got, instead at PAC are using it to create our vision and goals for this academic year. We are living by the principle of *no failure, only feedback*.

Have you thought about conducting surveys within your boarding community? We would strongly recommend it. There is lots of free software available that you can use to create the surveys online. If you would like to see the surveys that we sent out, please feel free to contact us as we are happy to share. Our surveys were so informative that we will now be rolling out surveys to our staff and our parents. We believe by doing this we will continue to grow and improve our boarding community.

So what are you waiting for? Start asking the right questions and you'll be amazed at the responses you get. And always remember that there is *no failure, only feedback*.

“Before you can change or improve anything, you first need to have a clear and distinct picture of what the problem is”



Switching Off

AUTHOR
Nicholas Lim-Howe
Guest Blogger
The Happiness Institute

I think we can all relate here when I say that switching off from work is something many of us find difficult. While we strive for a healthy work-life balance, our heads can often be filled with work events, documents, meetings or conversations that have already happened or those to come, even hours after stepping through the front door.

While it is not at all unusual to reflect on work issues outside of regular office hours, many of us can stew over these, often unable to escape thoughts relating to work. This is not only ineffective but can have knock-on effects within other life roles as parents, partners and friends. A consequence of being stuck in 'work mode' is that we might miss out on appreciating precious time with our family or friends.

**“Literally
switch off!”**

Here are 6 great strategies that I have found helpful to switch off -

1. Literally Switch Off! – With modern technology we find ourselves more connected to work than ever. If your job doesn't require you to be in contact around the clock then we should try to disconnect. Put the iPad down, shut down the laptop and put the blackberry back in its case.

2. Ritualize – We often accept the ritual of getting ready and dressing-up for work but find it more difficult to do the same when we get home. Create a ritual when you get home. Whether it is taking a shower, going for a run, talking to your kids or just getting into your favourite pair of trackies, having a ritual to signal that you are at home can help put you in the right mindset.

3. Prioritize & Time Manage – Set realistic goals at work and allocate sufficient time to achieve these. By placing too much on our plates we may put ourselves under unnecessary stress at work, which can often spill over into our personal lives.

4. Seek Support – If you feel that you are beginning to or are already struggling at work tell someone. Find support within your team, share the workload evenly and delegate tasks where possible. Building a positive and sup-

portive work environment should be everybody's responsibility.

5. Planned Excitement – Set up regular exciting plans both big and small so that you have something to look forward to outside of your working lives. This could be a romantic dinner at a nice restaurant, family night at the movies, camping or planning an overseas trip at the end of the year. Working hard also means playing hard!

6. Get Inspired – When we find work that inspires us, work can often become less of a chore and more enjoyable. It's important that we seek work that suits and stimulates us. The more we enjoy the less effort we may need to switch off.

Having greater control over our ability to switch OFF after work and ON in life is important when trying to live happier and fulfilling lives. After all we work to live not live to work. Make Sense? Want to learn ways to actively switch off after work and on in your life. If so get in touch with Nick via nick@makingchanges.com.au

Thanks to the Happiness Institute for sharing this wonderful piece.

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Making Boarding Fee Payments Simple

AUTHOR
Karen Rodriguez
Debitsuccess

We all know the efficient management of cashflow is essential to any business or organisation's success – it's that old saying: cashflow is king. Chasing up payments takes time, energy and effort; not to mention a lot of patience. And the situation's no different for boarding schools.

Debitsuccess has the answer. We're Australasia's leading payment solution company and have been working with businesses and organisations, including boarding schools, across Australia for many years.

**“It's that
old saying:
cashflow is
king”**

We currently initiate over 22 million transactions annually, worth more than \$1 billion dollars – and we do this for a range of industries, including fitness, health care, insurance, professional agencies, sport and recreation. We're also supporting an increasing number of education facilities, making Debitsuccess an ideal choice for boarding schools.

It's a smart move in today's evolving – and increasingly pressured – consumer economy. Simply giving boarder families the ability to pay for fees via a regular, online instalment plan, rather than in a large lump sum, creates a reliable way of guaranteeing cashflow for your school throughout the year.

As the only full-service payment solutions provider in the market, we offer a range of benefits. From signing up new students to payment processing to credit control, we can look after the full spectrum of billing support, all managed by a professional call centre. This offers greater flexibility, consistent cashflow and a full credit control system, saving you time and money so you can focus on what's really important – your students and your school.

Debitsuccess is also in its third year of Level One compliance with the Payment Card Industry Data Security Standard (PCI DSS), which puts us at the leading edge of financial services companies that take data security seriously. We're completely secure and compliant with all regulations. We even get external auditors to check our systems giving our customers, and their customers, peace of mind.

With a solid payment solution and a wide range of benefits, it makes sense to offer your boarders a payment plan model through Debitsuccess. Get in touch with us today to discuss how we can help you with your billing administration – we're here to help.

For more information, visit www.debitsuccess.com today.



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Service Learning in Booth House

AUTHOR
Jaye Beutel
Head of Boarding
Whitsunday Anglican School

In any typical boarding house you may find an abundance of charitable souls, always willing to lend a hand or to be there when times are tough. These traits of residential living are not new by any measure, however the way in which they are embraced as guiding principles of this wonderful lifestyle, is.

Booth House, the Whitsunday Anglican School boarding community of over 70 boarders and 10 residential staff, uses Service as one of three foundation pillars which form our ever expanding pastoral focus. Along with Kindness and Forgiveness, the pillars engage as the backbone of how we as a boarding house operate and engross with the wider community.

As we see it in boarding, service is not just about an end result – money raised or causes supported - but much more than that. It extends to the larger processes of involvement and how we inject our support into a cause or situation:

- Who can help?
- What can we do?
- How can we best support this situation or cause?
- What and where are our best resources?
- Will what we do be helpful?

Much like a family approach, the process of involvement begins and remains with the 'WE' premise. It is only through this mantra that boarders and staff truly become engulfed in the tasks we set out to achieve.

During our first year of involving Service as a core focal part of boarding in our school, boarders elected to engage in two main activities, a McGrath Foundation Pink Stumps Day Twenty/20 Match and weekly visits to the local retirement home, Resthaven.

The success of Booth House service activities in 2013 is largely due to the enthusiasm and dedication of our extraordinary boarders, not some – but most. Many boarders reflect on their service learning experiences as integral aspect of their education, feeling as if these actions are on par with any academic outcome they have achieved. As the Head of Boarding, it is so rewarding to watch the young people in my care enjoy the act of giving and supporting their communities – there really is no greater pleasure!

Pink Stumps Day -

Mr Arnie Marraiya (Activities Co-ordinator)

On Saturday 24th August Whitsunday Anglican School hosted its first ever Pink Stumps Day in order to raise money for the McGrath Foundation through a Twenty/20 cricket match. The work of the McGrath Foundation is quite remarkable. The McGrath Foundation provides funding for Breast Care Nurses in communities right across Australia with each McGrath Breast Care Nurse being funded for a minimum of three years. These nurses are specially trained registered nurses who act as patient advocates, coordinating care for women experiencing breast cancer, their families and their carers. They provide accurate information, support and referral to services. It costs approximately \$350,000 to employ each full-time McGrath Breast Care Nurse over a three year period.





Service Learning in Booth House



“Whitsunday Anglican School hosted its first ever Pink Stumps Day”

It was a beautiful sunny day and the Principal's XI and Boarder's XI faced off in their quest to take home the much prized Pink Stumps Charity Shield which was kindly donated by Mrs Wendy Carson (School Nurse). The Principal's XI were sent into bat first and did not waste any time putting runs on the board. Subarna Raut (Yr 12 – 2012) and James Jarrett (Yr 12) were standout performers with the bat helping the Principal's XI reach a score of 5/153.

The Boarder's XI knew this would be a challenging total but were determined to put a show on for the crowd. After losing a few early wickets, the Boarder's XI found themselves to be in trouble at 4/12. This was until

Jaye 'Big Hitter' Beutel came to the crease and started to blast the Principal's XI bowling attack around the park. However, any chance of a comeback was short lived when he was caught in the outfield for 35 runs. With the last couple of wickets falling relatively quickly, the Boarder's XI finished up at 10/77 and knew their quest for the shield was all but over.

As a boarding community, we look forward to this being an annual event. If the success of this service activity is anything to go by, The Principal's XI versus Boarding XI will be a featured event in many calendars to come. The final fundraising tally was \$1582.00 – a marvellous effort that!



Lights Out

Service Learning in Booth House

Resthaven –

Teresa Fox

(Yr 12 Boarder, Booth House Captain)

This year the weekly boarding trips to Resthaven have been a huge success. Through the initiative of Stefanie Shearman (Yr 12 Boarder), a bus load of up to 14 boarders, aged 11 to 18, visit the local nursing home every Monday afternoon. A roster system has been used to ensure that all boarders who wish to participate in this service activity are presented with an opportunity to do so. The boarders spend an hour with the residents of the nursing home talking, playing board games, doing jigsaw puzzles and as well as other activities. The boarder's band has also graced the stage at Resthaven, showing the

residents their talent and brightening their day with a bit of music. This service activity has been a wonderful addition to Booth House, and is a very rewarding opportunity for the boarders who participate.

Resthaven Staff have been tremendously supportive of our boarders attending these Monday afternoons. They have remarked on how the residents look forward to seeing the young people; telling them stories, sharing a cup of tea, beating them at cards or dominos. I think this is why we call it 'Service Learning' – by sharing our time with others we learn more about the world in which we live, even if that means losing a hand or to at 'Fish'.





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We look forward to welcoming a number of new and exciting partnerships to our valued portfolio and to placing the same focus and care on these as we do in over 35 other Independent schools, nationally. These include:

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Key to the success of our business model is the people we attract at all levels of our business – sharing our unconditional passion for making the lives of the students in our care as positive and healthy as possible.

We take this responsibility very seriously and focus on nutritionally balanced menus that reflect the best produce of the season, cooked with care and presented in a way that will engage with students of this age.

Our passion and attention to detail runs through every element of our service – whether it's the way we present the food in ceramic dishes at the servery, the way we display

the bags of treats that welcome the boarders back for the new year or the perfectly garnished dessert pots that complete the dinner service.

We focus on changing the appearance of our serveries regularly to avoid dining fatigue and motivate our managers and staff to innovate at every opportunity. This is what we love and we look forward to working with you to make 2014 a happy and successful year.

Please contact:

George Michaelides 0404 000 931 or
Ian Alexander 0408 790 843
to discuss our unique approach and how you can benefit.

Bridging the Gap between International and Non-International Boarders – Our Chinese New Year's Eve Event!

AUTHOR
Hayley Hall
Communications Specialist
Prince Alfred College



At the start of this year I was appointed as Senior Residential Assistant for International boarders at Prince Alfred College (PAC) in Adelaide, South Australia. In this position, it is my job to look after all our international boarders and ensure that their time in boarding with us is positive, nurturing and as fulfilling as possible. Having previously worked within the PAC boarding community, I was uniquely placed to assess what challenges I might face in this role. Amongst others, I was acutely aware that in boarding situations there can be a separation between international and non-international students and this was a challenge that I wanted to overcome. At PAC our Head of Boarding, Darren Roylett, follows a “distributive leadership” model which works really well for us and empowers us all to make decisions. This distributive leadership model enables us to work through our goals and objectives for the year in collaboration with Darren for our international boarders; and then ultimately, with his leadership and support, my job is to put the practical resolutions into action. I therefore started the year with a vision of wanting our boarding community to develop cross cultural threads between students, parents and staff and to foster a nurturing and dynamic learning environment where potential is celebrated. Hence I began the year with the questions, “how am I going to achieve this? How am I going to narrow the gap between international and non-international boarders?”

My first realisation when pondering these questions, was that this is not going to be a quick fix. (This is definitely a long term project and I hope to share with you my learnings and my challenges while I am on this journey.) So back to the question – How to narrow the gap? Being in an all boy's boarding community, the consumption of food is not only very important to our boys but it is also a neutral place where all boys, both international and non-international boarders, gather six times a day to eat. I thought that if we can somehow begin to foster relationships in the dining room, then this might filter out to other areas within our boarding community. I was also mindful of the fact that our international boarders had returned to our boarding community but at home they would have been involved in huge celebrations for Chinese New Year. It was with the connection of these two ideas; food being important and wanting to celebrate our international boys culture, that the Chinese New Year's Eve celebration was born.

Working with our wonderful kitchen staff, we set about planning the event. It was a real collaboration of efforts from all staff and actually became an excellent example of what we can achieve when we all work together. The evening began with two of our new international boys presenting what Chinese New Year means to them. They shared stories of what they would be doing at home and gave blessings in their own languages. Then a Chi-



Bridging the Gap

between International and Non-International Boarders

– Our Chinese New Year's Eve Event!

nese dragon popped out of the side door and danced around the dining room while other boys handed out chocolate lucky money. In the background we had boys playing the drums, wishing people happy Chinese New Year, all whilst the dragon danced up and down the dining room. Although it was a celebration of Chinese New Year, we had our non-international boys form part of the team, in actual fact one of the Australian boys was the head of the dragon! The kitchen had organised Chinese sweets and biscuits for each table and we had Chinese music playing in the background. After the lively presentation, the boys all enjoyed a selection of delicious Chinese food that the kitchen had prepared. The event was a fantastic example of both international and non-international boys working together to share in each other's culture and the result was a fantastic evening. We were very proud of all our Princes Men who enjoyed the presentation, were respectful of the blessings and got to know their international brothers even better. It was a fantastic evening, enjoyed by all.

As a result of this evening, it has sparked the idea of themed evenings in our dining room. Wanting to recognise all cultures within our boarding community, we have decided that the next themed evening will be to celebrate

a belated Australia Day (as Australia Day was in the summer holidays). Again, the planning of this event will come from both international and non-international boys to continue the collaboration of all boarders.

Already we are seeing the results of our work within the dining room, with international and non-international boarders sitting together and sharing conversations over meal time. With each small step we make, I believe we are getting closer to our vision of developing cross cultural threads between boarders. With the implementation of different themed nights, team building events and much more, I believe we will get there.

If there is anything that you currently do in your boarding community to build relationships and foster cultural awareness between your international and non-international boarders we would love to hear from you and model from your successes. We will share our successes, so that you can do the same.

So to sum up; this year in my endeavour to reach our goals and build bridges between our international and non-international boarders, I'm going to remember this quote from the author Janaki Sooriyarachchi; "We need no language to laugh". Wish us luck.

“Already we are seeing the results of our work within the dining room”



5 Tips for Schools on Twitter

AUTHOR
Simon Noakes
Managing Director
Interactive Schools

Schools are joining the Twitter party at a rapid rate. However, many schools struggle to be successful on the platform. There is a lack of knowledge and strategy.

These 5 tips can significantly improve your school's Twitter performance.

[1] Have a Plan

It is essential to have a plan on Twitter. What are you going to tweet about, when are you going to tweet, who is going to tweet? These are simple questions that you need to answer. There is nothing worse than seeing a deserted brand on a social platform. By deserted we mean an account that has not been updated in a long time. You know the kind. The ones who set up an account in excitement but don't deliver.

[2] Keep to the Plan

Sounds simple, but its important and people often don't stick to plans. Make sure your plan is realistic. Don't over commit yourself. Don't say "I'm going to tweet 50 times a week" if you can't achieve that. Have realistic expectations.

[3] Be Authentic

Social media works for schools, and other brands, because it allows you to be personal on a human level. This is how schools can be successful. Showcase what makes your school different. Tell the stories that happen every day.

[4] Engage

Don't be afraid to communicate with others. Without two-way communication, you lose the social element of social media. Marketing is much more successful when there is not just one-way communication - that's just advertising.

[5] Measure

Always measure your social activity. How many retweets do you receive per tweet? How many tweets are self promotional? These are simple metrics to use to measure your Twitter performance.

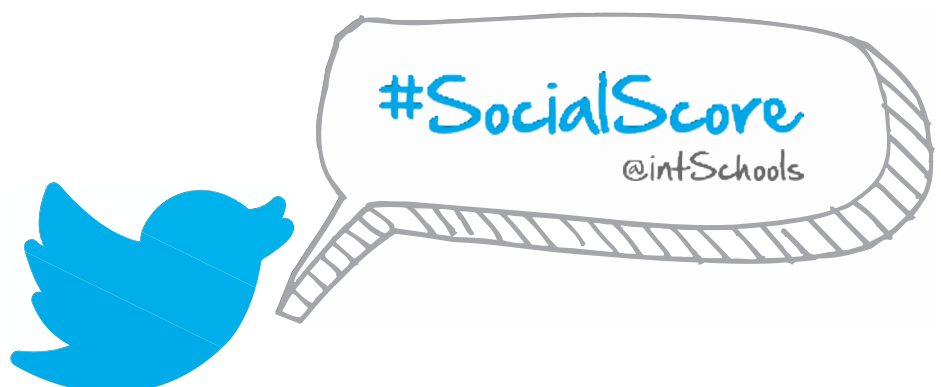
Make sure you perform branded searches on Twitter on regular basis. You have to understand the sentiment around your school's brand.

Do positive things come up when you type your school into Twitter? Are there any negative news articles that appear?

Try out these 5 tips and let us know how you get on in the comments or on Twitter.

Tweet us (@intSchools) with #SocialScore to find out your score on Twitter. This can be used to benchmark your performance.

“It is essential to have a plan on Twitter”











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-  Social Media Training

Executive Functioning - routine helps!

AUTHOR
David Anderson
Shore School, North Sydney

Executive function is when human mental processes are performed that link past experiences with present action. These functions are used for an individual to detail memory, time and space.

For many adults and children these basic functions come easily and further develop during normal stages of growth, however people of all ages can experience difficulty with working memory. The problems initially become obvious when children enter school. This is the first time the demands of the classroom can cause anxiety to the child when trying to keep up to the performance of their peers, not necessarily a failure to understand the work but processing the tasks to achieve the right outcomes.

As the student continues to tackle more complex instructions from the teacher or their parents, the confused child will be answerable to questions such as, 'Why don't you get yourself more organized?'. Children of all ages and in all schools struggle with basic organisation. Assistance in executive functioning allows children to improve planning, personal punctuality, evaluating ideas, engaging in group dynamics and speaking at the appropriate time.

The lack of executive functioning in a student is one of numerous learning disabilities children can be challenged with as they grow and develop. If a child is not assisted early in their school career these problems can become more problematic. Difficulties for students may also be experienced when a child is expected to plan assignments and plan the time a task may take. Additionally sequential story telling, memorising and retrieving information can all result in pitfalls for these children.

Many of the frustrations a child may experience can be perceived by the teacher or parent as a matter of laziness. Combining these personal problems with the general pace and stress of the world today, a child lacking sound executive functioning can be greatly disadvantaged.

The environment and routine of boarding can assist students who are poorly organised. The boarding program can help students with poor organisational skills by offering a strong daily routine. The close supervision of the boarding team who expect boarders to follow a well organized personal work space

in the boarding house helps students when planning does not come naturally. An evening homework session that is well supervised will help boarders who may naturally waste a great deal of time if left alone. Additional advice provided by a boarding tutor regarding the planning, timing and approach to a task will also be a great advantage to the boarder lacking executive functions.

Boarding staff should easily recognise such individuals in a boarding situation as the lack of academic functions will spill over to personal matters such as arranging clothing and other personal possessions. The boarding supervisor has to understand that children who suffer these problems do not easily recognize 'order' and 'processing' of many simple daily tasks. In comparison another child may automatically gather together the necessary components required to get a task done efficiently and on time.

“The environment and routine of boarding can assist students who are poorly organised”

During the life of a student at school the lack of organizational skills wastes a great deal of time. The child will be more likely to fall behind or even lose personal possessions and some finished work to the point of not backing work up on a computer. In a boarding house a student can be introduced to a display of calendars, charts and notes to jog the memory of the student about future activities and academic tasks. Supervising staff can also assist by suggesting the regular tidying of a student's desk and book shelves so papers do not remain to suffocate important and relevant work. Personal reminders on mobile phones and iPads can also be highly beneficial to students lacking executive functions.



Executive Functioning

- routine helps!



The constant routines in a boarding environment will allow children who are lacking executive skills to grow to understand regular actions that will help their learning. Assistance on a daily basis will allow boarders to initiate and complete tasks and cause them to persevere in the face of challenges. The disability of executive functioning by a child, however should not be confused with poor behavior or insolence.

Technically the frontal lobe of the brain plays a major role in the ability of a person to develop skills for executive functioning. This discovery, however, is not going to assist a boarder who is constantly searching for clean socks and underwear if the boarder did not put out clothes in the wash in the first place! However if the boarder is surrounded by staff and peers who are patient and understanding providing constant reminders about the importance of good personal management the boarder will notice that life will become free of frustrations.

The aim for all educators is to ensure a child who is deficient in executive functioning not be ignored as the problem can lead to further anti social behaviour. The students lacking these skills should not be exposed to criticism by the teacher or boarding supervisor. If so the student may experience further ridicule from peers.

Boarding staff can provide ongoing support and implement simple programs to improve the daily habits of boarders. This will be greatly beneficial to the overall academic success and personal well-being of boarders. The boarding house environment and routine is well set up to be of assistance in the education of students suffering executive functioning.

Boarders are fortunate to have strong routines in their lives at a time when day students are challenged with ever increasing pressures outside of the school campus.



Being Internationally Minded

AUTHOR
Mark Forsyth
Exams Officer
Nexus International School, Putrajaya

Being internationally-minded is one of the guiding principles of the International Baccalaureate programme and it was with this in mind that in June 2013 Nexus International School Principal, Alison Hampshire, and Director of Boarding, Trevor Schubert, embarked on the long journey to Indonesia's eastern-most province of Papua and its capital city Jayapura, which kisses the border with Papua New Guinea. The aim of the mission was to accept an invitation from the Papuan government to sign a memorandum of understanding with the authorities in Jayapura, thereby allowing an initial group of 10 local students to attend Nexus International School in Putrajaya, Malaysia for a term.

Papua is unlike the other provinces of Indonesia. The majority of inhabitants are Melanesian and Christianity, not Islam, is the principal religion.

On August 25 the ten chosen students, all from the same school, and their two teachers Mr Arnold and Miss Emily arrived in Kuala Lumpur. To say this group of six boys and four girls was overwhelmed would be an understatement. On the first day they were taken to the local shopping mall. Alamanda is not particularly large, no bigger than the average suburban mall in Australia, but it was several times bigger than what they had at home and they were greatly impressed.

Throughout the term these learners (six in Year 10 and four in Year 7) followed normal

classes in most subjects, but came out for special English and Humanities lessons. There were a number of school trips to take in the sights of Kuala Lumpur and surrounding environs as well as the usual weekend boarding activities. Whenever a sign-up sheet was put into our boarding common room, the first ten names on the list were always the Papuans. Trevor Schubert designed the weekend activities in term one so that our visitors could experience a broad range of what Kuala Lumpur had to offer.

Ours is a boarding establishment of very mixed ethnicity. Malaysian Chinese and Malays are the majority, but we also have learners from Norway, Kazakhstan, Bangladesh, Indonesia, Ireland and the Maldives. Inclusivity is very much the name of the game. The Papuans integrated slowly with the others mainly because of their lack of English. They, along with all second language learners in a similar position, quickly discovered that what they had learned at school at home was woefully inadequate. However, total immersion, while initially proving difficult, is certainly the best way to learn and within a month they were communicating well enough and began to make friends. The boys tended to stick together somewhat, while the girls made friends more easily with the other girls. Within the school they also mixed well and some of the girls represented the school in both soccer and basketball at age-group level. By the end of the term the Papuan learners' level of English had progressed significantly and





Being Internationally Minded



communication was easy. They were an integral part of our Halloween and Christmas celebrations.

When it came time to leave there were few dry eyes in boarding. We were all genuinely sorry to see our visitors leave and when their farewell video was played at the final term school achievements' assembly, after their departure, it received a large cheer from the school as a whole. We will not readily forget their broad grins, their sense of fun, their integrity and their genuine friendship.

Was this experiment worth it? I believe the all-round answer is yes. From our point of view we were exposed to a group of people from quite a different culture, with different norms, expectations and beliefs. The international mindedness box was certainly ticked. From their point of view, it was much the same story. Our young Papuans carried back to

Jayapura many new experiences, friendships, much improved English and broadened horizons. They realised that there is a future beyond their city. They had understood that whilst not discarding all that they hold dear, there are aspects of our world that could improve life in theirs.

We now have to await the reaction of the local government people in Papua. The signs are good that the experiment will be repeated, but with the net widened to incorporate children from other schools. We certainly hope so.

One or two of the reflections on their boarding report sums it up:

'I think boarding is really good because I have many good activities and new experience like weekend, night market, movie night, celebrate Halloween, make a birthday together and etc. So I really like that because I never do like that in Indonesia.' - Stanley (Year 10/ Grade 9).

'Ok, I think boarding house is very good and very cool but all occurs because of Mr Trevor and Mr Mark and all staff in boarding, and during my stay in boarding I feel happy because boarding house give to me satisfaction for played, watch and etc. In boarding house we free associate with friends from various country.' - Marthins (Year 8/ grade 7).

'I like to enjoy the CCA swim at Nexus and the weekend boarding activities. Nexus is like my home. I really hope to come back to Nexus next year.' - Ruth (Year 10/ Grade 9).

**“Was this experiment worth it?
I believe the all-round answer is yes”**



Boarding Staff/Student Power Imbalance Continues After School Days Come to an End

AUTHOR
Andrew Knott
Special Counsel
Tresscox Lawyers

We have contributed to this journal previously in relation to the importance of boarding staff maintaining professional boundaries and not entering into inappropriate personal relationships with students or indeed recent ex-stu-

“It is of national significance, and relevant to child protection regimes which regulate boarding staff”

dents. This article is prompted by a recent decision of the Queensland Civil & Administrative Tribunal which emphasises again the importance of these principles in relation to the period after a student has left the school at which the relationship existed. The case contains a very helpful and explicit articulation of the principle and is particularly powerful because of the nature of the circumstances. It is of national significance, and relevant to child protection regimes which regulate boarding staff.

In this case, the male teacher was 24 at the time he formed an inappropriate relationship with the student. We shall refer to the teacher as X and the student as Y.

By way of background before turning to the questions of principle, it is useful to set out some of the circumstances which are particularly significant in that, notwithstanding the facts to which we refer, the ground of unsuitability to teach was still established and appropriate sanctions imposed. Those were teacher registration being cancelled, prohibition for a period of time and conditions imposed in relation to possible re-registration.

Circumstances

The circumstances to which we refer included:

‘There is no allegation of grooming from the College of Teachers and it is agreed that the relationship began the day after Y graduated (sexual intercourse did not take place until mid-January).’

Mr X ‘Did recognise some of the boundaries that need to exist between a teacher and a 17-year old student. However, his recognition of the appropriate boundaries did not extend far enough.’

‘This is not, however, a matter where Y was treated with casual disregard by X. It is clear that there was, albeit inappropriate, affection and concern of a mutual nature in this relationship.’

‘Whilst Y should not have been taken advantage of in this way, it cannot be said that she was pursued as a sexualised object; it is apparent that X cared for her and suffered a mental struggle to grapple with emotions that led to his own depression.’

‘This is an unusual case in that the teacher’s behaviour at all times whilst the student was at school was respectful and caring. This is not to say that there was not dishonesty and inappropriate behaviour which is evident in the facts of the relationship’s development, particularly after the student left school’.

‘There was no inappropriate conduct while the student was at school.’

Against this background, the application of the principle was summarised by the Tribunal as follows:

Principles

‘The inappropriateness of the relationship is because it cannot be said that a mere day after her graduation Y was no longer influenced by the power-imbalance that exists in a teacher-student relationship. Y was a young woman, uncertain of her future path in life, and genuinely enamoured with X as a result of their interactions whilst she was a student. It is apparent that there was a genuine affection between X and Y, but it developed in a context where X was in a position whereby Y would look to him for educational guidance, and in her case, also personal guidance.’

At the point in time the relationship culminated in dating, and shortly thereafter, in sexual activity, sufficient time had not passed such that X and Y were on equal footing in the relationship. It can fairly be said that she was still his student, and he, her teacher, no matter whether the relationship was mutually affectionate. What must be understood, and was not understood by X here, is that Y was not in a position to consent to a relationship with him free of the teaching context.

Several other cases of a similar nature have been heard by the Tribunal and have firmly established that in circumstances like this, a teacher must recognise that young people, even those with a degree of personal maturity, are ‘inherently volatile and, given excited expectation and disappointment, unforeseen and dangerous consequences may ensue from this type of relationship’.

Conclusion

Boarding staff must be scrupulously careful not to exploit, even after the student has left school, the enduring power imbalance which continues for some time thereafter.



Goal Setting

AUTHOR
Tim Sharp
The Happiness Institute

Did you know that people who set goals are far more likely to be happy and successful when compared to those who don't set goals? Further, people who set SMART (specific, measurable, achievable, relevant and timed) goals are even more likely to be happy and successful BECAUSE they're far more likely to achieve their goals. Related research indicates that people who set STRETCH goals, goals that extend themselves and their abilities, enjoy a sense of satisfaction above and beyond the normal accomplishment and finally, people who monitor or track their progress and re-evaluate at regular intervals, or when appropriate, also increase their chances of success and, therefore, of happiness!

Taking all of this goal setting research into account, we're happy today to bring you the following tips to ensure you maximise your chances of setting appropriate goals and, notably, of achieving them.

- As already noted above, make sure your goals are SMART (see above).
- Consistent with this, especially with the "R" component, ensure your goals are really YOUR goals, not someone else's.
- And further still on this point, make sure your goals are consistent with both your PASSIONS and with your VALUES.
- Share your goals with others and ask them to encourage and support you in your endeavours.
- Reward yourself every single step along the way.
- Expect setbacks, but keep going.

Have fun along the way; there's definitely truth to the saying that happiness is in the journey (not just in reaching the destination).

set
SMART
goals

“Reward yourself every single step along the way”



Master of the House

AUTHOR
Richard Bryce
Shore School, Sydney



After nearly three decades of looking after the boarders at Shore and overseeing major changes to the way boarding schools operate, David Anderson is stepping back from his role as senior Boarding Housemaster.

In terms of timing, you'd be forgiven for thinking David Anderson got it wrong. It was in 1989 when the geography teacher took the opportunity to expand his role at the prestigious Sydney Church of England Grammar School, better known as Shore. As a housemaster, and later senior boarding housemaster, David would combine the classroom with raising his family on the North Sydney campus and looking after several hundred boarding students.

These were largely made up of boys from the bush. "It was all tractor talk among the boys back then," David laughs. These were the sons of rural families who, generation after generation had reliably provided Shore's boarding contingent since the school was founded 100 years earlier. There was no reason to think the tradition wouldn't continue. Within months of David's appointment, however, falling commodity prices, an oversupply of wool and emerging global competition hit primary producers – and private boarding schools – hard. David says all private boarding schools felt the impact, with enrolments from rural families falling 20 percent over the next five years. That left a lot of empty beds, particularly in Sydney and Melbourne's finest institutions. Previously only the floating of the dollar in 1983 had impacted on en-

rolments, but that was considered a glitch and not a warning of impending change. By 1990, however, the days of boarding schools comfortably "living off the sheep's back" were over.

"So these schools had to make rather hasty decisions about the future of boarding," David says. "Would they persist with the enrolment of boarders at a time when day students were in abundance, or would the leaders of schools embark on a new direction for boarders by changing policies, facilities and programs improving their pastoral care?"

David reckons his timing in taking on boarding responsibilities at Shore couldn't have been better – or busier. Already a teacher at Shore, and a mentor and minder as housemaster, David says he and boarding staff had to take on marketing – rapidly – and actively sell their message at country field days, expos and schools. "This kind of marketing was seen as very unusual for private boarding schools and of course if you were out there, in person, you were accountable for what was promised," he says.

“It was time to replace the boarding house bullies with trained experienced supervisors”



Master of the House

Competing for boarders meant improving the offering, David says, such as more care, toward a boarding atmosphere of encouragement, recognition and support, was the more important. "I would not have stayed in boarding without those changes," David says.

David says few educationalists realise how major the changes to boarding in Australia have been in the last quarter of a century. In fact, they constitute the first transformation in the structure, pastoral care and administration of boarding schools since boarding began in Europe in the 15th century. The senior boarding housemaster counts himself as lucky to have been on the cusp of such dramatic, difficult but overall positive change.

As an example, he cited the antiquated and unfair English boarding school practice of discipline being administered by senior students. "It was time to replace the boarding house bullies with trained experienced supervisors," he says. "Previously, if a little boy was being harshly treated he was fearful and in no mood for school. Now, it's all about students feeling secure and getting the very best out of school." As a result, over a 15-year period

from 1985, entry to universities by boarders at Shore leapt from 35 to 80%.

In recent years, David says boarding has come full circle. For example, the advantages of a boarding education has become envied by some day students who experience wasted hours travelling to and from school and do not have teachers close at hand to assist them with their studies. "Boys also thrive on routine," David says, adding this is easily achieved in a boarding program compared with the hectic stress in many households where, for example, both parents work outside the home.

David is retiring from housemaster duties in December and moving his family to a home off campus for the first time in more than 20 years.

"It has been a remarkable experience and a privilege to have the trust to shape the lives of so many boys," he says. He will continue to teach geography at Shore and admits it will be refreshing to do so without thinking about, "food, laundry, bedtime, illness, computer use, maintenance, leave arrangement, transport ... it's been 24/7!"



Tips for Making Boarding School a 'Happiness Farm'

AUTHOR
Gary Pearson
Positive Psychology 4 Kids

All educators and parents know that the atmosphere within a boarding school contributes as much to the success of the student as the curriculum. More importantly, it has a great more bearing on whether or not a child develops a love for learning and life equally within a boarding environment. The challenge of creating a positive atmosphere transcends the debate of whether schools need to become more goals oriented, and more accountable for their results. It is about making boarding school a place where boarders feel challenged but competent; where they work hard but enjoy it and where achievement is the product but not the sole objective.

Here are some suggestions for actions that boarding leaders and teachers can take in order to farm a happier boarding culture within their school.

1. Go SLOW. When we slow down, we notice more, we appreciate more and we take stock of relationships, learning and goals. Every stakeholder in a boarding school can benefit from slowing down. There's a direct correlation between our levels of contentment and the pace at which we live our lives. In the classroom, this might look like spending more time in a morning meeting with students, or lingering over a read aloud, or taking an extra ten minutes to engage kids in a game outside after recess.

2. Get OUT. Being outside, even for just a few minutes a day, can heighten our state of well-being. We breathe fresh air and we feel the elements on our skin, the warmth of the sun, the sting of wind and the moisture of rain. These small experiences connects us to the natural world. Even when it's cold outside, or when it's hot and balmy, we can take our boarders outside for a quick (five minute) walk or we can do silent reading outside and our feelings of happiness might increase. Furthermore, when the weather is comfortable, why can't we have some of the many inside meetings we all have in the 'great outdoors'?

3. MOVE. We all know this, but here's a reminder. Moving our bodies increases our happiness. Even if you can't take your kids outside, you can incorporate stretching breaks into their days, play quick games that get their hearts pumping and their energy out or put on music and dance. Why not? During the rainy winter months when my son was in preschool, his teacher regularly played "I like to move it," (from the movie, Madagascar) and the kids danced and wiggled all over their tiny classroom. Whack on 30 seconds of Harlem Shake or Gangnam Style and watch boarders' moods fundamentally shift (which leads me to my next tip).

4. Pump it UP. Music in a fast tempo and in a major key can make us feel happy and it has a measurable positive impact on our bodies. It can even boost our immune system, decrease blood pressure and lower anxiety. Playing music as your students enter the boarding house can be welcoming and can create a positive atmosphere. Those of us who facilitate learning for adults can also

do this. Imagine coming into an early morning staff meeting to the sounds of the New Radicals 'You Get What You Give'. You probably feel happier just thinking about this.

5. SING. I don't care what anyone says, singing cures everything! Especially in a boarding environment. If I didn't have U2's 'The Joshua Tree' cassette during my boarding years I don't know where I would be now. Singing requires us to breathe deeply, which makes us happier. Singing along to some of our favourite music makes our brain release endorphins. Use singing during transitions or to signal the end of an activity. Find songs that connect with your boarders and they'll feel happier. Give it a try!

6. SMILE. Even if you're not a smiley-type-person, try smiling more often. Aim for authentic, genuine smiles and if you can't produce one then you have my permission to fake it! Yes, even fake smiles can move you along towards a more content state of being. More than that, they can have an impact on those looking at you. So staff and parents, just see what happens if you smile more often at the people you interact with on a daily basis.

7. REFLECT. My neighbour's email pen pal in Bhutan, a teacher in a school for boys aged 6-18, describes how all students in Bhutan practice meditation. Of course, this makes sense given that this is a Buddhist nation. He describes this as a primary way in which his country works to build a happy populace. There's an abundance of evidence about how meditation causes changes in our brain chemistry that produces feelings of calm and well-being. In Australia, some schools are incorporating mindfulness meditation, but I also think we could work towards similar ends by simply incorporating more quiet time into our daily routines.

If courage fails you in implementing some of these suggested changes, then allow the great words of Robert Frost to continually motivate your boarding environment to farm happiness: 'Two roads diverged in a yellow wood and I, ... I took the one less travelled by, and THAT has made all the difference!'

“Moving our bodies increases our happiness”



Building Community

An audit to tap into the Hidden

Curriculum of your Boarding House to shape Character!

AUTHOR

Dr Steven Middleton
Head of Life Education
The King's School

“What messages are being communicated to students and visitors?”

Students learn in our schools in a variety of ways. It is only recently, however, over the past few years that educators have become more adept at understanding and indeed leveraging the “hidden curriculum.” This term refers to the curriculum which shapes the learning students undertake beyond the traditional programs of the school. Through their daily immersion in the culture and ethos of the school, our students learn about what is important in the organisation through watching, listening and engaging with others on an informal basis.

Residential life through student boarding within schools provides a unique environment to impart a range of messages about lifelong learning to a “captive” audience without our young people even realising it! Daily immersion in a boarding context over six, maybe more years, provides us as educators with unique opportunity to impart a range of lessons to students in non-traditional means. This article considers how residential educators can leverage the stories, spaces and symbols of their boarding houses to connect students with the values of their community.

If we were to sit down with our residents and say let’s talk about values, it may well prompt a riot in some quarters. “That’s for ethics class sir,” would be the common reply from my own students but the reality is that we can teach students without even talking to them. Sounds a bit out there but before you move on to the next article, let’s do an audit. Walk around your boarding house and really look at the physical space critically. Sure, this is your students’ home but what do the spaces communicate about what is important here.

Look at the images on the walls, the learning spaces, the residential dorms and rooms. What messages are being communicated to students and visitors? Spaces within schools are critical to the shaping of identity and this is even more relevant to residential communities due to the amount of time your students are immersed within. Are there any tangible representations of your school and boarding house values? How are learning spaces organised? Are the history, tradition and ceremonies (or what is important around here) on show? If not, some simple visual representations in these spaces about what you value can be vital learning tools. For example, what does a trophy cabinet at your house entrance highlight about your values in comparison to a mission and values statement?

Subtle perhaps, but your students will enter via this doorway for years and the messages can be profound. These tangible symbols have the capacity to shape and forge identity and provide students with a capacity to understand the culture and ethos of environment. If your boarding house has a long tradition, how is it represented? If new, how can you forge the tradition and sense of belong and connection to something bigger than oneself?

Beyond the physical space of the environment consider the stories that are told, both verbal and non-verbal in communicating values. Professor Cooperrider from the School of Positive Psychology at The University of Pennsylvania argues that “words create worlds.” This is easy for an English teacher to say but the power of story should not be underestimated. What are the stories in your house? What do they say about the culture and ethos of your residential community? Which of your values do they communicate? If the stories that are celebrated are of the anti-establishment heroes of your community as students sit around misty-eyed and reflect on the dorm raiding achievements of Macca from the class of 1998, what is this really saying to your contemporary students?

In contrast if your residents celebrate the achievements of those who have gone before them who have displayed persistence, empathy, compassion and integrity, what does this reveal about values? Now, this may sound a bit challenging but subtle shifts in discussing the positive elements rather than the negatives can have profound impact. Why not institute a resident of the week celebration which highlights the student who best embodies the values of the house as a simple way to shift thinking and in the words of the Prof. “create worlds.”

By now, you may have finished your walk around your Boarding House and considered the manner in which you communicate your values. Our students are learning all the time, and the residential environment provides a unique opportunity to shape and build character, long after the final bell has gone for the day. Some subtle shifts in thinking about the physical spaces, symbols and stories of residential environments have the capacity to engage young people on a range of levels and build the type of residential community which fits neatly with the broader organisation. Good luck and let me know how you go!

Business and Community Engagement in Schools – Supporting Successful Transitions

AUTHOR

Carmen Auer

Chair - Partnership Broker National Network
& Queensland State Network

Educating young people and preparing them for the transition from school to work is a shared responsibility; schools can't do it alone. Partnerships are an effective way for business and the broader community to contribute to and influence the skills, knowledge and understandings of the future workforce. This cross-sector collaboration ensures that the supply of prospective employees transitioning from education and training is qualified and ready to meet employment demand.

The information below highlights the wide range of focus areas for partnerships currently supported by the School Business Community Partnership Brokers (Partnership Brokers) programme on our work education and training stakeholders. The education and training side of the equation of supply (education) and demand (business/industry) encompasses the important role schools and other education and training providers play in educating young people, but also includes the 'out-of-school' factors that influence the learning and development of young people.

The Partnership Brokers programme currently supports partnerships that contribute to improved student outcomes, including, but not limited to, the following themes:

- Partnerships that improve student engagement and achievement. This includes connecting curriculum to real-life situations through pedagogical practices that engage business and the community.
- Partnerships that increase uptake of study in areas of demand (e.g. STEM).

- Partnerships that support improved education and transition outcomes for young people from disadvantaged backgrounds including Indigenous and low SES.
- Partnerships that engage parents and families in young people's learning and development.
- Partnerships that improve health and well-being.
- Partnerships that build teacher capacity and the capacity of schools to engage with their community in meaningful ways.
- Partnerships that create new education opportunities and/or more flexible learning pathways for young people.
- Partnerships that harness and coordinate community resources to address factors impacting on education outcomes, including complex factors that lead to young people disengaging from education.

There are currently 107 regions across Australia each with a Partnership Broker organisation. Schools who are looking to improve their industry, community and parental engagement can contact their Partnership Broker to explore the challenges and opportunities for them to connect "beyond the school gate" to ensure their young people have successful school to work transition outcomes. The following link to our website highlights the work of Partnership brokers nationally:

<http://107brokers.net.au/about/>

To find a Partnership Broker visit:

<http://transitions.youth.gov.au/Sites/transitions>



PARTNERSHIP BROKERS

SCHOOL + BUSINESS + COMMUNITY

PARTNERSHIP BROKERS ARE WORKING ON REAL SOLUTIONS FOR THE 360,000 YOUNG PEOPLE WHO ARE NOT FULLY ENGAGED IN WORK OR STUDY.

OUR LONG TERM GOAL:

DEVELOP A MORE HIGHLY SKILLED LOCAL WORKFORCE EQUIPPED FOR THE GLOBAL ECONOMY BY ENGAGING BUSINESS AS PARTNERS IN EDUCATION

PARTNERSHIPS EMPOWER LOCAL COMMUNITIES



TO SOLVE THEIR OWN PROBLEMS, THROUGH SPECIALISED SUPPORT PROVIDED BY THE PARTNERSHIP BROKERS.



NEW PARTNERSHIPS CONTINUE TO FORM EVERY WEEK ACROSS AUSTRALIA.

INNOVATION:

THERE IS NO ONE SIZE FITS ALL APPROACH TO SUCCESSFUL TRANSITION FROM SCHOOL TO STUDY OR WORK.

FREE FROM ORGANISATIONAL BOUNDARIES, PARTNERSHIPS CAN DEVELOP INNOVATIVE AND DIVERSE SOLUTIONS.

THE POWER OF PARTNERSHIP:
BY WORKING TOGETHER WE CAN ACHIEVE OUTCOMES NOT POSSIBLE IF EACH OF US ACTED ALONE.



6,400+ ORGANISATIONS ARE INVOLVED IN **2,500+** PARTNERSHIPS BROKERED THROUGH THE PARTNERSHIP BROKERS PROGRAM.

WHO IS INVOLVED?
2,300+ SCHOOLS
1,800+ BUSINESSES
1,900+ COMMUNITY ORGANISATIONS
AROUND AUSTRALIA

EVERY MAJOR INDUSTRY SECTOR HAS ENGAGED IN A BROKER SUPPORTED PARTNERSHIP



92%
OF PARTNERS SAID THAT THEIR PARTNERSHIP IS ADDRESSING A REAL NEED IN THE COMMUNITY.



9 OUT OF 10 PARTNERS AGREE THAT THEIR PARTNERSHIP IS CONTRIBUTING TO IMPROVED EDUCATIONAL OUTCOMES FOR YOUNG PEOPLE.

90%

MORE THAN 90% OF PEOPLE INVOLVED IN A PARTNERSHIP WOULD RECOMMEND A PARTNERSHIP APPROACH TO OTHERS

THE INCREASE IN COMMUNITY CAPACITY ACHIEVED IS WORTH **\$5.50** FOR EVERY DOLLAR INVESTED BY GOVERNMENT

UNEMPLOYMENT

AMONG 15 TO 19 YEAR OLDS IS ALMOST 17% NATIONALLY. IN SOME DISADVANTAGED AUSTRALIAN COMMUNITIES IT IS ALMOST DOUBLE THIS FIGURE



ONE IN FIVE UNIVERSITY STUDENTS WILL DROP OUT BEFORE THE END OF THEIR FIRST YEAR.

MORE THAN HALF SAY THAT WHEN THEY CHOSE THEIR FIELD OF STUDY THEY DIDN'T KNOW WHICH DISCIPLINES WOULD LEAD TO JOB OPPORTUNITIES AND GOOD WAGE LEVELS.

PARTNERSHIP BROKERS WORK ON THE GROWING MISMATCH BETWEEN THE SKILLS YOUNG PEOPLE HAVE AND THE SKILLS EMPLOYERS ARE LOOKING FOR.

28%

OF EMPLOYERS SAY THEY WOULD TAKE ON MORE GRADUATES IF THEY HAD APPROPRIATE SKILL SETS.



YOUNG PEOPLE WHO CAN RECALL HAVING 4 OR MORE CAREER CONVERSATIONS ARE 5 TIMES MORE LIKELY TO BE IN WORK OR FURTHER EDUCATION.

THE FUTURE:

MANY OF THE INITIATIVES SUPPORTED BY THE PARTNERSHIP BROKERS PROGRAM HAVE BECOME 100% SUSTAINABLE AND NO LONGER NEED ONGOING PARTNERSHIP BROKER SUPPORT, BUT OTHERS CONTINUE TO REQUIRE THE SUPPORT OF THE PARTNERSHIP BROKERS AS THEY MATURE; AND NEW INITIATIVES ARE NEEDED TO ADDRESS UNMET DEMAND AND EMERGING PRIORITIES.

**WANT TO SEE WHAT PARTNERS ARE DOING?
VISIT 107brokers.net.au**

Toast to David Anderson

AUTHOR
Alistair Miller
Director of Boarding
Kinross Wolaroi School

“He is a
BLOODY
GOOD BLOKE”

Toast to David Anderson for his contribution to education in the field of residential care at the ABSA NSW HoB Christmas function at Abbotsleigh on the 22nd November 2013 – delivered by Alistair Miller of Kinross Wolaroi School Orange.

Good evening everyone – I'd like to thank Rochelle and Abbotsleigh for hosting this evening. I know a lot of effort goes in to these events and can I just say we really appreciate your generosity.

I was going to propose a toast to David Anderson for his contribution to education in the field of boarding however I have decided there may be someone perhaps more worthy than he here this evening. I would like to instead toast a lesser known contributor – someone though I am confident you will all agree, has sacrificed as much to boarding in their life as even David has – I would like to propose a toast to Gail Anderson.

Gail and their three boys Adam, Matt and James have been tireless supporters of David throughout his career – indeed he recently stated 'sometimes a boarder gained quicker access to me than my own boys' and then reassured 'for any failings in those busy days I hope to make it up as a Grandfather'.

David had been working at Knox Prep for a number of years when in 1985 he took up the position of Headmaster of Shore Prep School and Prep Boarding Master as we had in those days. In 1989 he replaced John Colebrook as Housemaster of Robson House at Shore and was promoted to Senior Boarding Master in 1993 – am I still right in saying Mr Anderson that you have never had a day off work in your life?

Back in 1993 there were around 110 boarders at Shore, about half their current numbers. I understand the then Headmaster Bob Grant raised the idea of shutting one of the four boarding houses down to reduce the negative financial effects of the downturn in boarding enrolments. David suggested another way to move forward – he proposed a ground-breaking idea at the time – he and other members of the boarding community get out into the rural community and promote boarding at the likes of Ag Quip in Gunnedah.

I'm told in one of those early years in Gunnedah, David strolled proudly past fellow exhibitors as he calculated in his head the millions of dollars business Shore had attracted at their lowly stand in the previous few days and how the likes of John Deer, Isuzu Trucks or Crown forklifts would have given anything to have done half the business they had over those few days.

David has also been at the forefront of changes that we've seen in boarding in the last two or three decades – and change was a word that was not commonly used in boarding communities for some time. Ever since the famous Dr Arnold of Rugby School controversially announced in the 1820's that he questioned the practice of leaving house captains in charge of running the boarding houses outside the school day – and suggested that academic staff may need to play a role in the students pastoral care.

Another change that has occurred on David's watch at Shore has been a focus on improving the academic culture within boarding, in particular the rural and regional student's approach to their studies. This occurred together with an attitudinal change that has meant that an interest in art, music, drama and the like didn't resign someone to the social periphery.

I should also mention David's many years and the many many hundreds of thousands of frequent flyer miles he did as a senior director of the International Boys Schools Coalition.

I could go on and I know David would like me to but I won't.

I'd like to finish by giving him the highest compliment I can think of – He is a BLOODY GOOD BLOKE and we wish he and Gail good health and happiness as they move off campus to mean streets of the lower North Shore. I'd like to finish with an old Irish blessing -

May the road rise up to meet you.
May the wind always be at your back.
May the sun shine warm upon your face,
and rains fall soft upon your fields.
And until we meet again,
May God hold you in the palm of His hand.

TO DAVID



Who, Where, When?

Knowing where your boarders are with the press of a button.

AUTHOR
Garry Jowett
Reach

“Monitoring the Who, Where and When of student movements”

Knowing where all of your boarders are at any point in time and managing boarder movements with accurate record keeping is no easy feat. However, it is an area where the REACH Boarding System excels, enabling users to know in an instant where every boarder in their care is located at any point in time.

Whether students are on leave or on campus or even where they are on campus is instantly accessible at the press of a button. This is achieved through standard information dashboards in the REACH system. The dashboard views can provide users with a comprehensive Who, Where and When outlook for the entire boarding house with three distinct perspectives which users can easily switch between.

Screen 1 is the overview dashboard for REACH. It provides an instant reference to how boarders are distributed throughout the various locations which are configured for a school. Schools can create as many locations as they wish and this view provides a

real time summary of where all boarders are currently located throughout those locations. A Boarder List chart displays all boarders with their current location listed with a summary on or off campus student count in the header of the list. Locating any individual boarder is easily achieved with the search bar and the Boarder List can be filtered to display any combination of house, year or any other group of students created in REACH (there is no limit to the number of groups users can create). Sorting the list by any field is also possible.

Selecting any individual student from the Boarder List provides drill down access to the complete student profile where staff can access all data for the student including leave history, attendance history, pastoral and medical records.

Above the Boarder List is a Running Leave Log which lists all pending requests and upcoming approved leave departures for the boarding house. Staff can action these leave activities individually or in bulk from this list.

Overview Graph

- Boarding House (133)
- Gym (5)
- Sport at Barker (1)
- With Parents/Guardian (2)
- McDonalds (4)
- Library (2)

Meal Widget

Date	Breakfast	Lunch	Dinner
17/02/2014	154	154	155
18/02/2014	156	156	154
19/02/2014	154	154	156
20/02/2014	156	156	156
21/02/2014	156	156	156
22/02/2014	134	84	122
23/02/2014	122	101	148

Running Leave Log

Type your keywords here then pres Enter

Create Leave Request Rapid Report

Photo	Last Name	First Name	Leave Date	Type	Destination	State	Actions
	Smith	Olivia	18/02/2014 @ 01:14 PM	L & P	test	Approved	N/A
	Smith	Olivia	18/02/2014 @ 01:18 PM	L & P	test	Approved	N/A
	Smith	Olivia	21/02/2014 @ 04:00 PM	L & P	Weekend Home Leave	Pending	N/A

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Your Boarders List

All (156) On Campus (149) Out (7)

Type your keywords here then pres Enter

Filter

Flags	Photo	Last Name	First Name	Mobile	Year	Location
		Smith	Olivia	1234 1234	Year 12	With Parents/Guardian
		Smith	Anabell	0466999405	Year 9	Boarding House
		Smith	Benjamin			
		Foo	Bar			
		Test	Robb			
		Smith	Jane			

Boarder Summary: Benjamin Smith

Sign In/Sign Out Rapid Report Gated

Personal Details Approved Hosts Leave History SISO History Incident Log Medical History Attendance

	Full Name: Benjamin Smith	Address:
	Association: 04566999405	
	Mobile: john@glby.net.au	
	Email: john@glby.net.au	
	Home: Benjamin Smith	DDB: 00/00/0000
	Work: Gjm	
	Website: Gjm	
	Location: Gjm	

Edit Personal Details

Lights Out

Who, Where, When?

Knowing where your boarders are with the press of a button.

Legend:

- Boarding House (Red)
- Library (Purple)
- Sport at Barker (Blue)
- D&T (Green)
- McDonalds (Dark Blue)
- With Parents/Guardian (Light Green)
- Gym (Light Green)
- Music (Pink)
- Hornsby (Yellow)
- Pool (Dark Purple)

Boarder Thumbnail View

Filter Options | Bulk SISO

ADAMOVICH, M | ARMSTRONG, S | BARTLEY, J | BOLTON, J | BOLTON, T | BROCKENSHI, ...

Student Profile Overlay:

Quick Sign Out: Boarding House, D&T, Gym, Gym, Music, Pool, School, Sport At Barker

Quick Sign Out- OFF CAMPUS: Hornsby, In Residence, McDonalds, With Parents/Guardian

Next Approved Off Campus Leave

Type	Leave Date	Return Date	Host	Destination
No	Leave Request			

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Screen 2 is the Student Locator display. This is a chart of student images with a colour coded reference to their current location. This screen can display a large population of students in a single view with real time location information. This view can also be filtered to display any combination of student groups and scrolling over any image will provide descriptive text identifying the current location of the student.

Selecting an individual student from the Locator screen provides rapid access to the Sign in / Sign out module for that student where users can manage student location movements and view any upcoming leave for that student. A unique and powerful feature of this Student Locator screen is an ability to select multiple students and process bulk movement actions.

Screen 3 is the Student Movements display for the boarding house. We refer to it as the Airport View because it operates like the departures and arrivals screens at an airport. It provides REACH users with a detailed list of upcoming student leave movements in and out of the boarding house. Expected student departures and arrivals are identified in order and any alert flags such as late returning students are highlighted.

The Student Movements displays can also be filtered to suit your viewing needs and from this dashboard staff can select individuals or multiple students for Sign-in or Sign-out processing.

Safety in Knowledge

Being able to instantly know where all students are at any moment is a valuable man-

agement tool. However, its greatest value is in emergency circumstances and the REACH Emergency Button has been created for this reason. It is an invaluable risk manager and security tool in times of extraordinary circumstances (eg: fire, flood, intruder). When activated REACH will immediately and automatically deliver an alert message to all stakeholders in the school, providing all staff with a list of students on campus and their location on campus. This list can then be used as the framework for a head count as part of any school's emergency procedures.

There is considerable power in the data that your boarding house generates as part of your normal daily activities. Monitoring the Who, Where and When of student movements and providing real time location tracking is just one way that REACH harnesses



Who, Where, When?

Knowing where your boarders are with the press of a button.

Arrivals in the next 24 hours

Bulk SISO

Select	First Name	Last Name	Mobile	Type	Returning At
<input checked="" type="checkbox"/>	Olivia	Smith	1234 1234	Boarder Only	17/02/2014@ 16:10
<input type="checkbox"/>	Bar	Foo	0438952342	Boarder Only	17/02/2014@ 17:00

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Departures in the next 24 hours

Bulk SISO

Select	First Name	Last Name	Mobile ▲	Type	Leaving At
<input checked="" type="checkbox"/>	Anabell	Smith	0466999405	Boarder Only	17/02/2014 @ 16:48
<input type="checkbox"/>	Benjamin	Smith	0438952342	Boarder Only	17/02/2014@ 17:00

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this data to enhance knowledge, reduce risk and achieve considerable efficiencies for boarding schools.

from boarding staff engaged with REACH across Australia, Asia and Europe.

For a quick tour of REACH or to access a free working demo of REACH for your school contact Steven Montgomery on 1300 225 199 or visit www.reachboarding.com.au

We are finding new ways to utilise this data and improve the capability and power of REACH everyday with help and feedback

REACH not only harnesses your information for better management, it also facilitates the sharing of best practice among REACH users as we implement new ideas and processes.

New Principals & Heads of Boarding

St Catherine's School



Michelle Carroll
Principal
St Catherine's School, Toorak, VIC

Mrs Michelle Carroll joined St Catherine's School as Principal in 2014. She has over 20 years' experience in girls' education and is passionate about adolescent wellbeing, having studied at length on the topic. Her focus is centred on creating and delivering educational environments where girls' individual strengths flourish, and where they feel empowered to grow into confident, capable and healthy young women.

"My educational philosophy is based on the belief that young women will emerge from their school years with a strong sense of values, which are underpinned by integrity, wisdom, persistence and empathy," says Mrs Carroll. "By creating a rich learning environment, which focuses strongly on the development and nurturing of the whole person, my vision is that students must believe in their potential to achieve anything to which they may aspire, approaching adulthood as confident and resilient women. I believe developing a culture within a school that integrates a critical awareness, a social conscience and quality relationships is pivotal to strengthening a student's sense of purpose in the world." This educational philosophy is an ideal fit with the St Catherine's School ethos and our current and future students are fortunate to have the benefit of such an outstanding leader.

Mrs Carroll has an admirable background in girls' education within Australia and internationally. Prior to commencing at St Catherine's, Mrs Carroll was Deputy Principal at St Margaret's Anglican Girls School, Brisbane, where she worked extensively to develop the curriculum that attributed to St Margaret's academic success. She also has comprehensive leadership and administration experience in Schools with large boarding communities and extensive co-curricular and global exchange programs.

Mrs Carroll grew up in Ballarat and has a Masters of Education Studies from the University of Queensland. She is delighted to be back in her home state of Victoria and is committed to honouring St Catherine's past traditions, building strong relationships within the St Catherine's community and continuing its fine academic success.

New Principals & Heads of Boarding

Brisbane Grammar School



Anthony Micallef
Headmaster
Brisbane Grammar School, QLD

After an extensive national and international search, Anthony Micallef was appointed as Brisbane Grammar School's twelfth Headmaster, taking up the position from 1 January this year.

Prior to his appointment, Anthony had served as Deputy Headmaster – Students at Brisbane Grammar School since 2004. In that time he was instrumental in developing student-related programs, structures and policies, most significantly in the areas of student leadership, personal development curriculum, student services, community service, boarding and outdoor education.

Anthony is a graduate of the University of Sydney where he completed a Bachelor of Arts, Diploma of Education and a Master of Arts, and, more recently, has also completed a sabbatical program at the Harvard Graduate School of Education.

Prior to joining Brisbane Grammar's teaching staff in 1993, Anthony worked at several other independent boys' schools in both Sydney and Brisbane in a range of leadership roles covering academic, student welfare and extracurricular activities. At Brisbane Grammar he has served as Head of Year, Master in Charge of sporting activities and First XI cricket coach.

Anthony's strong academic, pastoral and sporting interests and his collaborative style of leadership all focus on creating and delivering an inclusive educational environment where the individual strengths of each student can be fully explored and developed.

In taking up his appointment Anthony said he recognised the enormous responsibility he had to protect the School's rich traditions while also continuing to identify opportunities for improvement in the School's capacity to deliver world class teaching and learning experiences, to nurture a prosperous learning environment and to also steer the construction of cutting-edge facilities.

Anglican Church Grammar School



Dr Alan Campbell
Headmaster
Anglican Church Grammar School, Brisbane, QLD

Dr Alan Campbell was appointed to the role of Headmaster of Churchie from 1 January 2014 after eight years of service to the School as Deputy Headmaster.

Following the completion of a Diploma in Teaching and Bachelor of Arts degree from the Queensland University of Technology and University of Queensland respectively, Dr Campbell began teaching in independent education on the Gold Coast. With majors in English Literature and Geographical Science, and a further qualification in Outdoor Education, Dr Campbell sought to embrace the ideals of providing a broad, liberal education based on Christian principles early in his career.

Since that time, Dr Campbell has held teaching and leadership roles in a number of Independent schools, including two Independent Anglican schools in regional Queensland. A deep interest in human motivation and teacher and school development led Dr Campbell to complete postgraduate study in Masters and Doctoral programs with the University of New England. This work has been complemented, more recently, with programs in school leadership at Harvard University and theology at St Francis Theological College, Brisbane.

Dr Campbell has held a number of honorary positions on working parties and committees in the Anglican Schools Commission of the Diocese of Brisbane and the Australian College of Educators. Dr Campbell holds memberships in the International Boys' Schools Coalition and the Australian Institute of Company Directors, the latter of which he is a graduate.

Dr Campbell and his wife, Margaret, are the parents of two teenage sons. Dr Campbell also retains a love of literature, music and sport and an enthusiastic involvement in recreational and charity cycling. Dr Campbell commences as the eighth Headmaster of Churchie in the School's 103rd year of educating young men.



New Principals & Heads of Boarding

Firbank Grammar School



Heather Norton
Principal
Firbank Grammar School, Brighton, VIC

Mrs Heather Norton, recently commissioned as Firbank's 9th Principal, has a deep interest in boarding.

Mrs Norton has worked directly with boarders since 1992 when she was a teacher at New England Girls' School (NEGS). There, she 'quickly came to understand the imperative to consider the needs of this special part of a school.'

After a restructure of the school in 2000, Mrs Norton was appointed as the first Head of Boarding, Deputy Principal – Pastoral Care. Her teaching and pastoral care background enabled Mrs Norton to develop strategies which provided support for boarders and their families. Key areas included regular communication, the formation of a voucher system to encourage day students to share in the boarding experience and the appointment of staff mentors for boarding students.

With three daughters as students at NEGS, the family resided on campus and enjoyed the highs and lows of living in a school property. 'This experience gave us a greater understanding of the needs of our boarding students and the staff who worked around the clock to provide quality care.'

In 2005, Mrs Norton was appointed to the position of Deputy Principal K-12 and Head of Senior School at St Columba Anglican School, Port Macquarie. In this role, she was responsible for the development of curriculum and policy across the school; however, 'the call of boarding never faded'.

In 2008, Mrs Norton accepted a position as the first female Principal of The Scots School Albury, a well-established day and boarding school. She describes this experience as 'an extreme honour and a rare privilege, to work with country students as they lived and studied in Albury'.

Throughout her career, Mrs Norton has believed that the Boarding House is the heart of any school 'because it continues to beat throughout the day and night'. The presence of boarders 'gives life to a campus and depth to a co-curricular program'.

La Salle College



Patricia McGregor
Dean of Student Diversity and Boarding
La Salle College, Middle Swan, WA

With over thirty years of experience in education, at a point in my career when I was feeling quite comfortable and established, I find myself at an exciting yet somewhat uncertain junction. 2014 sees me in a new role as the Dean of Student Diversity and Boarding at La Salle College, Middle Swan. This is a new venture for me as my first official involvement in boarding. My previous work has been as an educator, most recently in education support, both here in Australia and in England.

I have chosen to take on this new role because I am passionate about providing the best opportunities for students, particularly those who require more specialised support and care. La Salle College's boarding program is specifically for indigenous students, mostly from remote communities. We aim to offer a mainstream and diverse education with a specialised boarding environment that cares for the needs of young Aboriginal people.

I feel quite honoured to take on this role—not only because of the opportunity it gives me to work with some wonderful students and staff, but because of the enormous responsibility it entails. It requires a great amount of trust for a parent or guardian to send their young child away to boarding school, and I believe this is particularly true when the students are coming from such a great distance and very different environment, as is the case for most of our Indigenous students. It is an honour to be given the responsibility to care for these young people and to provide a home for them, not as a replacement for their own, but as a place to belong while at school.

I am committed to ensuring our boarders at La Salle College are happy and safe, and continue to become independent, contributing members of our community. I am grateful for the challenge.

New Principals & Heads of Boarding

Marist College Ashgrove



James Metzeling
Head of Boarding
Marist College Ashgrove, QLD

I have been a member of the boarding staff at Marist College Ashgrove for 10 years now and have been a teacher at the College since 2002. During that time I have held several positions of responsibility including Head of HPE KLA, Acting Head of House, Acting Head of Teaching and Learning as well as boarding supervision. My teaching areas are Physical Education, Legal Studies, SOSE and Religion. Being a Physical Education teacher I love all sports and like to stay as fit as I can.

I am married and have two wonderful children.

As you may be aware, Mr Rob Corboy left Marist College Ashgrove last year after doing a fantastic job for many years as the Head of Boarding. Rob has been appointed as the Principal at St Teresa's College Abergowrie. I look forward to continuing on Rob's great work in the boarding school and will continue to foster the family spirit that is central to boarding at Marist College.

I am excited by the challenge of this new position and will look to continue to build on the strengths of our boarding community by promoting the ethos of our school and challenging our boarders to live up to our school motto "Viriliter Age – Act Courageously".

New England Girls' School



Maxine Thompson
Head of House
New England Girls' School, Tamworth, NSW

Miss Maxine Thompson has recently been appointed 'Head of House' at one of Australia's oldest boarding schools, the New England Girls' School in Northern NSW.

'Max' as she is otherwise affectionately known grew up in Coffs Harbour and has always loved sport and enjoyed working with young people.

Ms Thompson graduated from the University of Newcastle with Bachelor of Edu/B Health and Phys Ed. Hns Class 2 div2 in 2005.

After finishing her degree Max worked around Australia and also lived in London for 18 months, teaching at some of London's most prestigious schools. Ms Thompson says, "I was lucky enough to gain valuable experience to bring home whilst traveling at every opportunity. I worked with brilliant teachers in amazing schools. Teaching was a great profession to travel with but I really love being in the New England and being so involved not just in my role as a PDHPE Teacher/Sports Co-ordinator but also the boarding aspect."

Currently Max is Head of Saumarez House and is responsible for overseeing the smooth running of the house, parental contact, staffing and rosters, organisation and facilitation of weekend activities and the most importantly the wellbeing of students.



New Principals & Heads of Boarding

Rockhampton Girls' Grammar School



Jade Allgood
Director of Boarding
Rockhampton Girls' Grammar School, QLD

I have worked with young people for the last 10 years and feel rewarded by helping students to achieve their academic and personal goals. I began teaching in Cairns and had the opportunity to work in a boarding school as a boarding supervisor. I moved to Rockhampton to continue my teaching career and develop my skills in the area of student wellbeing. I was fortunate to be offered a position at Rockhampton Girls Grammar School as a teacher in 2011 and knew I had found a unique, supportive and progressive environment in which I could refine my teaching skills and experience and deliver their amazing Care Mentoring Program.

I accepted the role of Indigenous Education Officer and managed the implementation of student scholarships, cultural awareness PD for staff, academic monitoring, tutoring, cultural acknowledgements and promoting open communication with communities. When the position of Director of Boarding became available I was very excited to apply. It was my dream job.

I have been in the position since the start of 2014 and have had the most remarkable few months of my career. The long hours and demands of the job are easy to smile through as we have a strong student Boarding Council led by our Boarding Prefect, Ellie Anderson, a supportive Executive led by our Principal, Melinda Scash, passionate teachers, a professional and enthusiastic Boarding Staff Team and some of the most inspiring, creative and determined young women with whom I have ever had the pleasure of working.

Sisterhood at Girls Grammar is nurtured, valued and encouraged by the whole school, including teachers, the administration and support staff, and the boarding team. It is this sisterhood which provides a safe, caring and supportive platform for our girls to always do their best.

I know this year is going to be filled with many cherished moments as the School focuses on ensuring that we offer a positive, enriching boarding experience for the young women of Central Queensland as they pursue pathways to successful and fulfilling futures.

Snowy Mountains Grammar



Jessica McAlpine
Head of Boarding
Snowy Mountains Grammar School, Jindabyne, NSW

When I graduated from the University of Notre Dame Australia in 2011 I was very keen to find a job in Sydney teaching Mathematics. My goal had always been to make Mathematics engaging and interesting to students. However, whilst in the midst of interviews in Sydney, a position was advertised for a part time Mathematics teacher with an opportunity to work in the Boarding House at Snowy Mountains Grammar School (SMGS).

So I took the leap and moved to Jindabyne. What I discovered was that whilst I enjoyed teaching, my passion was boarding. Being involved in an adolescent's life outside of the limits of a classroom allows you to develop a strong relationship and have a real influence on their personal development.

Hence, I am very excited to take on my new role as Head of Boarding at SMGS. Through focusing on three key areas I hope to further develop the strong boarding program already on offer.

The first focus will be to continue to provide strong pastoral care that enables each boarder to develop to the best of their ability. This will include promoting respect and tolerance for other people in a supportive environment. The aim will be to create a 'home away from home' for all of our boarders.

The second key area is academic development. With a staff to student ratio of 1:13, prep sessions are designed to support our boarders to realize their academic potential. And this is further supported by weekly tutorials that target areas of need such as essay writing and time management.

The third aspect will be to further develop the activities that are on offer to boarders. With support from the day school, the boarding staff hope to develop a weekly program that will involve after-school activities. The aim will be to keep our boarders active whilst also having fun and socializing. We will also continue to develop our weekend program to cater to the changing interests of our boarders.

I am very much looking forward to working with staff, students and parents to make 2014 a positive and rewarding year in the SMGS Boarding House.

New Principals & Heads of Boarding

St Gregory's College



Brett Donohoe
Director of Boarding
St Gregory's College, Campbelltown, NSW

I have been the Year 8 Boarding Coordinator at Saint Ignatius' College, Riverview and Mathematics teacher for the past nine years. Prior to this appointment I taught at Saint Joseph's College, Hunters Hill and for eight years held various boarding appointments across all year groups. I am an ex-student from this College.

On leaving school I joined the Australian Defence Force Academy as a naval officer cadet and after graduating was appointed to various duties within Sydney and Darwin. My calling to become a teacher happened whilst at sea. This prompted me to undertake further studies which included a Masters in Teaching and a Masters in Leadership and Management in Education.

Living and working within a boarding environment is thoroughly rewarding. It is more than a job, it is a vocation and fortunately my wife Alison and children Emily, Charlotte and Patrick happily involve themselves within the boarding community.

I look forward to this role and the responsibilities associated with it. Boarding Houses are dynamic places that have really evolved throughout the years since my time as a boarder. I am grateful for the opportunity to continue the work of my predecessor in developing a strong sense of belonging to a happy community who strive to be the best they can be.

St Patrick's College



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

Mike Silcock was appointed Director of Boarding at St Patrick's College for the start of this new academic year. Mike joined St Patrick's College at the start of 2013 as Assistant Director of Boarding and, with his wife Ainslie, has thoroughly enjoyed the move from Melbourne to Ballarat.

Mike went to boarding school from the age of seven, first he attend Rydal Preparatory School in North Wales and then Giggleswick in North Yorkshire for his senior years. He attributes his love of boarding to his own wonderful experiences, which, although difficult at first, being away from home from such an early age, certainly had a positive long term impact. "My two housemasters have been incredibly influential on my life to date and I am still in regular contact with them both."

Upon graduating from St Andrew's University in 2004 he joined the Bolitho School in Penzance as an Assistant Housemaster. "From the very first days I was determined to try to provide the same incredible care that I had been afforded for eleven years." Within twelve months Mike was given his own house to lead and he set about establishing the close community sense that he had experienced as he grew up.

He met his wife whilst at Bolitho and moved to Australia to be with her in 2007. He enjoyed five years as a teacher at Carey Baptist Grammar School before making the move to the country. When Mike was appointed Director of Boarding he immediately rang his former housemasters to thank them for the guidance, wisdom and care that they, and their families, had given him. "I wouldn't be where I am today without their unwavering support."

Mike likens his current role to that of fine tuning a race car. "My predecessors must be acknowledged for their outstanding work. I am very fortunate to have inherited a boarding community in such fine health."



New Principals & Heads of Boarding

St Vincent's College



Rose Reid
Head of Boarding
St Vincent's College, Potts Point, NSW

I have recently been appointed Head of Boarding at St. Vincent's College.

My vision for boarding is that it is a thriving community where relationships are nurtured and the young women in our care develop socially, spiritually and academically. Community life is enhanced when people are together and when they have the opportunity to contribute to the local and wider community. I have already had the opportunity to speak with many girls and their parents and they agreed that they would like the opportunity to socialise with boarding students in other schools, to make connections and friendships without the pressure of school dances or sports competitions.

This is my third year at St. Vincent's having previously being at Head of Year, Head of House and Duke of Edinburgh Coordinator in the day school. Coming from five years at St. Ignatius' Riverview has given me a good understanding of boarding, although I don't think I could have imagined the differences between a house full of boys and a house full of girls!

Previous to my arrival at St Vincent's I was working at St Ignatius College undertaking the roles of Assistant Head of Faculty and Assistant Year Coordinator.

Communication with parents is high on my list of priorities for the first half of 2014 and to this end, several country visits have been planned in order that the Principal and I meet families face to face. This is an opportunity I am very excited about, having visited some girls in their home towns back in 2012, I know how beneficial it is to our community.

I am very keen to begin a new chapter of St Vincent's Boarding and look forward to working with you all to build on strengths and develop new ones throughout 2014.

Whitsunday Anglican School



Maria McLvor
Principal
Whitsunday Anglican School, Mackay, QLD

I feel blessed and privileged to be appointed Principal of a co-educational school whose reputation resides with the quality and effort of our students who call Whitsunday Anglican School their school, Old Scholars of note, esteemed teachers and administrators, parental support that fosters enduring links between the School and home and a Board whose decisions place the interests of this community first.

"It is my goal to continue the proud traditions of Whitsunday Anglican School in the education of its young men and women, whilst creatively exploring positive opportunities to build upon and enhance this excellent school's reputation.

I am proud to have the opportunity to apply my pedagogical skills, experiences and love of humanity to continue building an exciting and vibrant learning community at the school.

I share in the values and attitudes of the Whitsunday Anglican School, having lived and lead them in similar environments. To live, work and learn at a school where faith is at its heart, and which fosters positive attitudes to healthy lifestyles, is important to many families as they strive to provide the best for their children in an ever-changing world. I measure my success by the difference that I can make for students, staff and the School community.

Simply, I love teaching and I delight in the joy and hope of working with young people because for me they are a huge inspiration."

New Principals & Heads of Boarding

The Scots School Albury



Peggy Mahy
Principal
The Scots School Albury, NSW

The Scots School Albury has welcomed Ms Peggy Mahy as its new Principal for 2014. Ms Mahy, her husband Andy and daughter Lucy have settled into the Principal's residence after moving from Canberra.

Ms Mahy comes to Scots with a vast background in independent education, having taught at several schools in Melbourne, including Penleigh and Essendon Grammar, St Michael's Grammar and seven years at a boarding school, St Catherine's School, Toorak. Most recently she held the positions of Deputy Principal and Head of Learning and Teaching at Radford College in Canberra.

Ms Mahy is pleased to be back at a boarding school and is looking forward to getting to know and spending some time with each of the boarding students. She is very interested in keeping an eye on their academic progress as they transition into the school and through each year level. During the year Ms Mahy will be heading to the districts of our boarding families for regional visits, as she says that meeting families on their own turf, is both fascinating and fun.

Ms Mahy's lively sense of humour, intellectual rigour, a commitment of continuous improvement, and a strong sense of social justice and equity has been embraced by the boarding and wider school community alike.

The Scots School Albury



Darrin Carter
Head of Boys Boarding
The Scots School Albury, NSW

Scots also welcomed Mr Darrin Carter as Head of Boys Boarding for 2014, working alongside Mrs Kimberley Jones, Head of Girls Boarding. Darrin and his wife Donna and two teenage daughters Anabel and Madeline have moved across the border in to a school residence.

After teaching maths and science for 22 years, Darrin has focused on developing good relationships with the young people in his care, and is using his recently completed psychology degree to assist in his new role. He believes a good relationship with students is essential in developing trust and mutual respect - qualities essential in boarding house life - as well as all pitching in to make life enjoyable.

Both his teaching and counselling skills are an asset to the boarders as he assists them in Prep and the challenges of the transition to adulthood. Darrin is an integral member of the Pastoral Care team at the school.



A Word from the Chairman

AUTHOR
Garth Wynne
Chairman
Australian Boarding Schools Association

“welcome
back all
our Lights
Out readers
to the New
Year”



It is a great pleasure to welcome back all our Lights Out readers to the New Year. By the time you receive this first iteration of our most successful publication, you will have already been ‘treading the boards’ caring for your new chargers in boarding houses across Australia and beyond.

Any ‘beginning’ provides us with an opportunity to refocus our thoughts and ideas and to set ourselves challenges for the period ahead. In so many ways we have the potential to refocus. Much of my time in what is the break over the Christmas/New Year period is spent

catching up on reading. This year one of my favourite books is a new publication from the man who gave us Emotional Intelligence - Daniel Goleman. *Focus, the Hidden Driver of Excellence* discusses with great alacrity the need in our modern world to understand that which distracts us and that which gives us focus. In its simplest elements there is discussion of all those modern distractions, starting with your watch and finishing up with your Twitter feed. Perhaps more applicable to what is required within our residential communities is Goleman’s insight “that leaders need the full range of inner, other and outer focus to excel - and that a weakness in any one of these can throw a leader off balance”. Given this thought, perhaps within your own residential community, you might refocus on understanding your own inner self and how that impacts on those around you; more acutely consider those with whom you work and share the challenges of living with others; and finally how you might learn and grow from considering opportunities on the outside of your circle of influence.

Certainly at the Board level of ABSA, we will be looking to consider all these elements as we focus on the future of this wonderful organisation.

Can I encourage you please to take advantage of our services, especially our biennial conference at the Gold Coast in September which promises to be an absolutely spectacular gathering.



AUSTRALIAN
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12 July 2014

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28 September - 1 October 2014

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"Managing the Multiple Expectations"
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USA

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Philadelphia

25-27 June 2014

The Independent School Conference on Law & Policy
Stamford, Connecticut

19-24 July 2014

TABS Summer Session
Boston University
Boston, Massachusetts

UK

24-25 March 2014

UK Boarding Marketing Conference
Northhamptonshire

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Annual Conference for Heads
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7-9 July 2014

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