

Lights Out

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Perth is on the horizon... 2013 Symposium August 18-19



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ON THE COVER

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Tummy tickling places

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Welcome back to the start of 2013. It is my hope that you and your boarding community find this to be a year that is rich and fulfilling.

It promises to be a very interesting year. With a Federal election in mid-September, I do not doubt that educational funding, Gonski and other issues, such as fringe benefits tax and work place reforms, will figure largely. ABSA will need to be ready to make a sensible contribution to debate in these and other areas.

A major task this year will be to bed down the proposed National Boarding Standards. This is currently with 'Standards Australia' and will be the subject of further review before being released as a set of standards for boarding schools and hostels in Australia later this year.

2013 will also see the conclusion of my Chairmanship of ABSA. For some years now, Trustees have been thinking and planning for this moment and have been taking steps to ensure that the ABSA leadership team remains strong as it moves into a new season of growth. Fortunately, ABSA is well-served by a gifted group of Trustees who will oversee the transition of leadership with great care and wisdom.

Over the holiday period, I completed the task of writing a book entitled, '10 Conversations You Must Have with Your Son'. I wanted to write the book because I am of the conviction that our sons or daughters are in need of the sort of knowledge that can only come from good conversations about good things with good people.

I fear a growing disconnection in our young, brought about by personal entertainment devices and an electronic self-sufficiency that limits the need for face-to-face conversation. The problem of disconnection can also be exacerbated by the design of our boarding houses. With the growing prevalence of individual bed studies, social communion may be at risk and, with it, the demise of conversation and ultimately, community.

It needs to be admitted that this thesis is hardly new. People have grieved about the inadequacy of good conversation for hundreds of years. Sometimes conversations are inadequate because they do not happen frequently enough. At other times, conversations are inadequate because they do not happen properly.



Tummy tickling places

In 1558, Giovanni Della Casa, in Galateo, wrote:

Most people are so infatuated with themselves that they overlook other people's pleasures...they will advise, and correct, and argue, and contradict vigorously, not agreeing with anything except their own opinions.

About 500 years BC, one of the earliest descriptions of an inadequate conversation was written. It describes a conversation between Job, who had suffered grievous ill-fortune, and some sanctimonious friends. The conversation is a heartless dialogue that drives Job to say:

*What miserable comforters you are!
Will you never end your long-winded speeches? What upsets you and causes you to keep arguing with me?*

(Job 16: 2-3)

Some have even wondered whether conversation is an art form at risk of extinction. Joseph Epstein once wrote:

In academic life, in my experience, there is no real conversation; just various people awaiting to hold forth.

Eighteenth century coffee houses, clubs and pubs were often places of conversation in Europe. Then things changed. Coffee lounges closed, clubs lost patronage and pubs became places to swear and drink. Even today, these traditional places of social communion are a place where patrons often go to watch rather than talk. They watch in groups of one as the poker machine tumbles their fortune. They watch the game on the big screen TV. They join with others to watch the lucky draw for the meat tray before inoculating their loneliness with another drink and going home to a sleeping household.

All this brings us neatly to the boarding house. Are our boarding houses designed to foster conversation? Do they have a tummy tickling place?

'Some people use Facebook, but I talk to the dog,' said a friend of mine when he learnt I was contemplating writing a book about conversations. This cause me to return home and strike up an earnest conversation with 'Mollydog' – a black and tan Cavalier Spaniel. It's a miracle dog. No brain. Which is why it stared stupidly at me as I regaled it on

the virtues of good conversation. It then wet-nuzzled my hand, flopped on its back and demanded its stomach be tickled.

All households need a tummy-tickling place – a place where the expression of absent-minded affection might occur, and perhaps, even conversation. This is one of the reasons God invented city malls, town halls and village greens.

One of the best devices to facilitate conversation is a spa. Its bubbles tickle tummies and its shape creates a perfect conversation pit. Occupants sit in close proximity and face each other. Stripped of status and warmed to a womb-like temperature by the effervescent water, conversation is not long coming.

Of course, not many houses have a spa, but most households have a kitchen whose allure as a place of gathering is enhanced by the fridge, the pantry and the smell of something delicious being prepared for dinner. These natural places of congregation can be enhanced by a few comfortable chairs. Do we have such places in our boarding houses?

“2013 will also see the conclusion of my Chairmanship”

It can be a good idea for a boarding house to do an audit to ensure there is a natural place of gathering for the micro, meso and macro sized groups. If there isn't one, create one. Design a space where a boarder might flop in the company of their friends. Let it not be contaminated by electronic distraction. This kills conversation as readily as gambling machines the old English pub!

Have a wonderful 2013 – and may it be a year of rich conversation for you, your colleagues and your students.

GAP ASSISTANT RECRUITMENT

FILL THE GAP

Letz Live

www.letzlive.org

Symposium 2013 Update

The venue for the Perth Symposium in August 2013 has changed from that in the recent mailout - we will now be holding this event at Crown Perth.

For up-to-date information see www.boarding.org.au

Body image

AUTHOR
Dr Michael Carr-Gregg
Director
Young and Well Cooperative Research Centre

The latest Mission Australia youth survey involving 15,351 young Australians aged 15-19 contains some discouraging news for the Federal Government, especially the Minister of Mental Health and the Minister for Youth. Neither Mark Butler nor Peter Garrett will be pleased to hear that 43 per cent of teenage girls consider the issue of body image a major worry compared to only 19 per cent of young males.

The study's authors claim that the Government's attempts to address the issue have been unsuccessful. Mission Australia's National Manager of Research, Dr Bronwen Dalton, says "in terms of the very high concern around body image among young women, we continue to make the point that well-meaning efforts to combat the problem by governments and others have failed to make an impact and need to be reconsidered."

At the very least, its time to seriously question the efficacy of the Voluntary Industry Code of Conduct on Body Image and Positive Body Image Awards to guide the media, fashion and advertising industries to adopt more body image friendly practices along with the Butterfly Foundation's 'Free to Be' body image education services. Given that many girls in particular, seem to now believe that they are born into a giant beauty contest - it seems timely that a national summit on body image be held with major stakeholders and a clear re-evaluation of the existing strategy is called for.

The survey results also begs the question as to what has happened to the resilience of young people with 40 per cent of participants stating that coping with stress was their major personal concern (17 per cent extremely concerned + 23 per cent very concerned). Various other studies have found that self harm is present in between 11-12% of girls and perhaps this is a byproduct of this generation's inability to cope with stress.

This is particularly disappointing, in light of the fact that schools have for some years, had access to a variety of evidence based frameworks in the form of the Mindmatters and Kidsmatters resource and professional development initiative, supporting Australian Primary and Secondary Schools in promoting and protecting the mental health, social

and emotional wellbeing of all the members of school communities. In addition, all Australian schools have had access to strength-based curriculum material such as beyondblue's excellent Senseability package.

These programs focus on problem solving, decision making, conflict resolution, anger management and the ability to name and recognise one's own thoughts and feelings. The problem is that none of these programs are compulsory in any year level and even if they are present, will only ever be as good as the teachers who deliver it and their training in the use of the resources. Perhaps it is time to tie funding to such programs so that they are at last seen as important as Maths and English.

A final concern arising from this report is that school or study problems (36.5 per cent) continue to grow. It is hard to tell whether this is a product of peer pressure, hysterical parents or schools taking an enormous egg-beater to the supposed importance of Year 12. Back in 2003 the NSW Commissioner for Children and Young People called for an "urgent investigation of how to support young people during this stressful period and how to work with parents and the community to provide realistic guidance to students". The study found that pressure to perform in the HSC contributes to one in 11 adolescent suicides in NSW - yet the problem persists. Dr Karen McGraw's 2006 study showed that nearly one in five year 12 students have consid-

ered suicide or cutting or burning themselves because of exam and homework pressures. Perhaps it is time schools and the community - turn the VCE/HSC volume down and instead let young people know that they are not their University Entrance Score and that there are many different ways to get where they need to go.

While much of the media will focus on the fact that the study revealed that young Australians overwhelmingly believe the biggest issue facing the nation is the economy and the environment - traditionally a major issue for young people - has dropped dramatically as a matter of national importance, with concern falling by more than half since last year's survey - it is the mental health implications that need to be considered.

**“Product
of peer
pressure”**



Body image

Few people realize that 75% of all mental health problems in human beings begin prior to the age of 25. Current data suggests that 1 in 7 primary school students and 1 in 4 secondary school student have a diagnosable mental illness but 70% don't seek help. The truth is that there will never be enough funding for adolescent mental health services and there needs to be a reconsideration not only of existing service delivery models but also a concentrated investment in prevention. My colleagues and I are expensive ambulances at the bottom of a cliff – the Mission Australia youth survey suggests that what our young people and their families need is a robust fence at the top.



Is a change as good as a holiday?

AUTHOR
Alistair Miller
Director of Boarding
Kinross Wolaroi School, Orange, NSW

I had what I considered to be the perfect teaching job for in excess of 15 years. Great school, great department, great friends... Why would I risk my professional happiness, and for that matter the happiness and stability of my family, by moving from Sydney to a school in the Central West?

I watched as a number of former colleagues left my last school, looking for opportunities at other schools, only to tell me later they regretted the move and wished they had stayed put. I had now been offered an amazing opportunity, one I felt I couldn't refuse, but contemplated requesting a couple of year's unpaid leave as insurance against it all not working out. In the end I had decided that this approach would be a little spineless.

As I drove west along the M4 in June 2011 pursuing family and removalist trucks, any lingering doubt left me and I embraced the excitement of our new life in Orange and at Kinross Wolaroi School. After years of understanding the concept of getting outside my comfort zone, I was actually doing it.

I will share with you that the last 18 months have been professionally the most challenging in my career; I am pleased to add it has also been the most rewarding time too. Like the old adage of the chicken breaking free of the egg, I feel stronger for the challenges I have faced and overcome.

From the outset I have been overwhelmed at the pace at which this school is moving forward in education. In an environment of increased competition, the school is commencing capital works projects in boarding this September that are well in excess of \$10m. These include two new boarding houses,

each with 50 beds, and another recreational facility on the girls boarding site at the other end of town. We have commenced 2013 with 316 girls and boys in boarding which is within 10 students of our capacity. Despite the cost, the new development will only increase our capacity to around 350 as

one of our houses will be converted to other functions in an ever growing school. The school has chosen to invest now as we feel confident this will maintain our strong enrolments for the foreseeable future. I am pleased to say that the school has embraced new goals including: working toward houses no larger

than 50, dormitories accommodating no more than four, fixed furniture throughout, no bunks / no space savers and perhaps above all, on-site residences for staff involved in the extensive program of academic support for the boarders.

Looking back I remember our friends and family from the country staying with us when we were in Sydney detailing their dislike for what they perceived as the hustle and bustle of city living and at the time I struggled to grasp what they were referring to. I understand perfectly now. For those of you who have entertained the thought of moving to a rural or regional location, my experiences have me highly recommending it.

Has this change felt like a holiday? Well not really, my style of holiday is the relaxing type. This move has not been relaxing for me but I should say that the novelty of being in a completely new environment hasn't and I predict won't wear off for some time.

And... the good news is I've been lucky enough to end up at a great school, in a great department and I'm making great friends.

**“Been
the most
rewarding
time”**





Real life Cowgirl

AUTHOR
Letoya Coates
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Bella Magazine

Karlea is a brave, gutsy, beautiful senior high student. She boards at a girls' school and has just had her school Formal. But end of term is a little different for her. Most of her fellow students are winding down ready for the school holidays – time to chill out, relax and catch up on some sleep. 'Cause that's what school holidays are for – right? But Karlea's school holidays are very different – she is just gearing up for her busiest time – life back home on the farm.

"It takes about 6 hours to drive from my boarding school to home – 'Hazeldean', a

property near the town of Eidsvold, (430 km north of Brisbane). Our farm has about 2000 cows (breeders) plus heifers and steers (that's a lot of cattle!), 7 horses, my Mum, Dad, older sister Alexis and me. Our properties are 25,000 acres in all, and if the rivers are dry, it takes about 2 hours to ride from one side of the home property to another," Karlea says. The family's closest neighbour is 20kms away. If they've had a lot of rain it can get even more isolated, with local rivers flooding the family in.

In winter school holidays, Karlea, her Dad and Alexis are up at 4:30am every weekday, while in summer it's 4am! They get horses saddled, ride out to the paddocks and start mustering. Mustering means gathering cattle to a central watering place so they can be moved as a group to a main paddock or fenced area – depending on what the family need to do with them – it could be drenching, weighing, dipping or weaning. Alexis, Karlea and their Dad start in three different areas of the property and sweep across the paddocks on horseback, collecting cattle as they go. This takes until about 10 or 11am in the smaller paddocks, but the biggest paddock takes until midday. After lunch, they do some yard work and finish off what they need to do for the cattle, then take them back out to graze.

Karlea and her sister work hard, and although it's tough, the experience is invaluable. "Dad appoints me a job to be done and it's totally up to me how I do it. The others are too busy to worry about how you get the job done. Being in a working family, you're part of a team – you make sure your part of the work is done." Even after a big day's mustering, Karlea still has regular chores to do - run and feed dogs, rug horses in winter, feed horses (especially in the hard working season), feed weaners in season, clean the house and do the washing.

Night time is Karlea's chance to catch up with friends on Facebook and email. "There are two words we are never allowed to say - 'bored' or 'forgot'. If we say either of these words, we get more jobs to do around the farm! I don't understand some of my friends from school complaining about being bored on school holidays." Friends don't visit often, as Karlea and her family are working too hard to entertain visitors.

Easter school holidays means weaning 800 calves (which had been branded at Christmas) in the cattle yards near the farm house without the cows. Weaning means separating the calves (at 9 months) from their mothers so they can raise their next calves! The first task is to get them to be quiet. "It takes a couple of days of waiting for them to shut up! 800 calves are REALLY noisy! Then we teach the calves some horse and dog skills, because they need to respect the horses, the riders, and the dogs." This includes walking calves down a "laneway" made by two horsemen to stop them running away. It's a process of gently guiding them between horses and teaching them how to be mustered.

When the school holidays are over, Karlea is exhausted. "Dad says I go back to school for a holiday – it usually takes about three days

**“Life
back
home
on the
farm”**

for me to recover from being at home and to catch up on my sleep! I love riding horses but after doing it every day all of the holidays, it gets pretty tiring." After finishing school this year, Karlea plans to spend 2013 managing another part of the family property while studying mid-wifery. She'll probably live with Alexis in a worker's cottage about 45 minutes away from the main farmhouse. Living where she works will be enjoyable but it will be a challenge to switch off. "I'll definitely be relying on

Alexis and her time management skills and my own self motivation to study while working next year!"

This life seems so different from what many of us city chicks know, but for Karlea, life on the land is the only way to live. "I love the open space! I'm not confined, I can be independent and in control of what I do. "

My Dad has taught me to

- take initiative
- be able to read people
- manage time well
- watch out for others; as part of a team
- be responsible
- learn to see what the weather's going to do without watching weather reports
- use common sense and become 'street-wise'

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Listening in the land of boarding It's time to make a change!

AUTHOR
Tracey Shand
Whatever Coaching

Listening in the land of boarding – it's time to make a change!

In a busy boarding world we employ the skills of listening everyday to help young people move forward. But take some time today to listen to a very important person - YOU!

"Over the years your bodies become walking autobiographies, telling friends and strangers alike of the minor and major stresses of your lives."

- Marilyn Ferguson

As a boarding professional we are always on the go. Prep time, activities, lights out and sometimes our time off can seem so far, far away. Every day we make decisions to help young people move forward in life; but when do we listen to ourselves? No, I don't mean a nice cosy chat – I mean really listen to the ways in which our body is telling us what is really going on...

The body holds much of the information we need to function at our best, but too often we ignore its messages and plow ahead with what our minds tell us. Perhaps because we're not taught from early on to pay attention to internal messages as well as external demands, we frequently ignore our body's communications.

So we take another extra-strength aspirin or paracetamol rather than investigating what's

causing our head to ache. We use more caffeine or sugar to give us a lift when we feel tired, rather than hearing our body's message about needing rest or recognizing our fatigue as an early symptom of burnout we'd do well to heed. A look at our pets may be all the message we need about the value of naps.

We fail to take into account the thousand little messages communicated to us by how we're holding ourselves: the mouth that's pinched and tight rather than relaxed. The fact that our shoulders are up around our ears, the knot of tension in our stomach as we promise to do something when closer consideration might tell us we are already over-extended. These days we're notorious for putting deadlines ahead of the protests of aching bones or inadequately nourished bellies. (Is there hidden wisdom in calling a due date a deadline in the first place?)

Instead of asking our body what it wants, we go for the quick fill-up or the comfort food that may be the last thing we really need.

So in 2013, it is time to take action on what our body is telling us.

How do you give your body an equal say in how you use it?

1. Start with your breath.

Breathing consciously is a major part of body awareness. Turn off your thoughts and just let





Listening in the land of boarding

It's time to make a change!

yourself experience the inflow and out flow of breath. Label them, "In. Out. In. Out." Note how and where you are breathing or failing to, a clear sign something important is going on. Be inspired by Tai Chi or Yoga.

2. Allow yourself quiet time.

Sit for ten minutes just observing yourself, even (especially!) in the middle of a busy day. Meditate. Take a walk or a nap. Allow time to do nothing. Soak in a bath rather than taking a quick shower. Use your time off for you.

3. Get a massage.

It's not self-indulgence to be massaged; it wakes up the whole nervous system and helps you tune in.

4. Use your journal to dialogue with your body.

Ask your body how it's feeling, what it wants, what's going on. Give that sore shoulder or stiff lower back a voice and let it tell you what its message is. What are your patterns or triggers? Writing a journal about your day can help you pinpoint situations that are causing stress that needs to be addressed.

**"It is
time to
listen to your
body"**

5. Eat when hungry, sleep when tired.

Take a week and really pay attention to your body's most basic needs. Do your real rhythms for eating and sleeping conform to the habits you've established? If they don't, change them! For peak performance, we need to have the right fuel and rest.



6. Do a body inventory to relax.

Start with your toes and work upwards. Scan your body from the inside. Or try tensing each part slightly, then relaxing it to release residual tension.

7. Practice mindfulness.

Get used to tuning in to your physical self, wherever you are, whatever you're doing.

And if your body suggests rolling down a grassy hillside, taking flight on a playground swing, or skipping down a winding path, why resist? Impulses hold the key to our well-being! Come on inner child!

By adopting this new way of listening, you will become a healthier person ready to meet the demands of boarding life. Taking yourself off autopilot and making a small change can allow you to embrace the power of self care to move yourself forward to have the life that you want.

So, what is your body telling you today? What one small change could you start now to improve the quality of your life? The more we learn to understand these messages the happier we will become. So, what are you waiting for boarding professional? Your life starts here.....

The improved academic success of boarders - Patience was required!

AUTHOR
David Anderson
Senior Boarding Housemaster
Shore School, NSW

Twenty five years ago the careers of many Australian boarders were already determined long before they left school – a return to rural properties which had produced strong family pastoral businesses dating back to the very early days of Australian history. The Australian wool and wheat industry was the cornerstone of not only the prosperity of Australia but also provided a strong financial base for the recruitment of boarders into independent boys' schools across all states of Australia.

Country folk did not have to own vast tracks of land in order to make a very healthy income from farms in those days. The rural economy, however, did change dramatically when the price of wool dropped in the early 1990's exaggerated by the deregulation of the Australian dollar, poor climatic seasons and Australia facing the competition of a much more competitive global economy.

In Australian boarding schools boarders participated fully in the activities of the school, however, striving at school for academic success that allowed entry into tertiary institutions was not the priority for the majority of boarders that it is today. In the late 1980's less than 30% of the boarders at Shore entered universities after completing their secondary education, compared with over 80% today.

The encouragement from the parents of boarders and the staff in boarding schools has slowly changed the thinking of boarders from regional Australia regarding the acquisition of additional qualifications once they leave school to provide Year 12 leavers with increased career choices.

The academic improvement of the rural boarders has been gradual and as a group they have benefited from the increased interaction with boarders from city environments in Australia and overseas. The sharing of ideas has influenced the understanding of the changing international career opportunities that today's students will follow in the twenty-first century. The volatile economic landscape does not only change large city businesses but also primary industries throughout Australia.

In the recent Higher School Certificate results 65% of the boarders at Shore were placed in the top 12% of students in the State of NSW. The result reflected a further step in the academic success of the boarders, however, students and staff will continue to strive for further gains in the future.

The advancement of the academic results of the boarders has been gradual for many reasons. Some of the successful initiatives were introduced by staff, however, in recent times the boarders have adopted some important innovations to improve their own results:

1. It has taken a very long time for all boarders to embrace the opportunity to gain from out of hours tutoring by the staff of the School. Students who were academically able attended the Study Centre and evening tutoring program before the boarders who were finding the work more difficult. Slowly but surely the less academically advantaged students volunteered themselves for assistance without feeling embarrassed.

2. The campus community have resisted the very strong push from the parents of boarders and the boarders themselves to have full internet access. Throughout the past twenty years computers were seen as the 'rising star' and almost the only important academic tool available to the student. A balanced approach has been held by the School regarding the availability and use of computers by the boarders. The staff has been aware that

the Higher School Certificate in NSW is still a written examination and takes (broadly) the same format as it did many years ago. Recreational use of computers has been restricted

to weekends and the use of the internet has been supervised by staff.

3. The boarders now have the confidence and enjoyment to fully support each other in their pursuit for academic excellence. Gone are the days when students do not respect or encourage the academic achievement or personal academic advancement of a fellow boarder. Associated with this attitude is a willingness to help and encourage each other and therefore groups of boarders study together very productively.

**“Rewarding to
note the academic
changes”**



The improved academic success of boarders

- Patience was required!



4. Although the teachers have been wonderful tutors for the boarders in after school and evening programs they also appreciate the casual employment of very recent school leavers to offer tuition and mentoring before major examinations. The ex-students chosen have been highly successful students in recent Higher School Certificate examinations and are still very much up to date with the expectations and flavour of the subject disciplines. The boarders relate very well to the young tutors and obviously talk 'their language'. It is a different atmosphere between younger tutors and students compared to the role of the established teacher/pupil relationship at the School.

5. Students are prepared, due to their own interest and enthusiasm, to complete extra work for teachers. The essays are corrected by staff and discussed on a one to one basis. The individual feedback is highly rated by the boarders, especially in English.

It is rewarding to note the academic changes brought upon by the School and students which are also strongly supported by parents. These changes have also been further influenced by improvements in Australian society and the changing economic patterns of Australia, linked so closely with the global forces. This will be the work place environment that our boarders will be elevated into throughout their lifetime.



KING KOIL, THE SMART SLEEP CHOICE

C O M M E R C I A L

If you were sleep deprived for a week, after several days, you'd be almost completely unable to function. So how much sleep do we all need?

It is recommended that an adolescent average 7-8 hours of sleep per night. Studies show that lack of sleep can effect concentration, cognitive capacity, decision-making processes and the ability to complete a task.

Insufficient sleep also deeply impairs the ability to consolidate and stabilize learning that occurs during the waking day. In other words, it wrecks havoc on our memory.

With sufficient sleep, you feel better, learn with more focus, and manage emotions better, which is good for everyone.





Too busy for a friend

AUTHOR
Tim Sharp
The Happiness Institute

One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name.

Then she told them to think of the nicest thing they could say about each of their classmates and write it down.

It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed in the papers.

That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual.

On Monday she gave each student his or her list. Before long, the entire class was smiling. 'Really?' she heard whispered. 'I never knew that I meant anything to anyone!' and, 'I didn't know others liked me so much,' were most of the comments.

No one ever mentioned those papers in class again. She never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another. That group of students moved on.

“Tell the people you love & care for that they are special & important”

Several years later, one of the students was killed in Viet Nam and his teacher attended the funeral of that special student. She had never seen a serviceman in a military coffin before. He looked so handsome, so mature.

The church was packed with his friends. One by one those who loved him took a last walk by the coffin.. The teacher was the last one to bless the coffin.

As she stood there, one of the soldiers who acted as pallbearer came up to her. 'Were you Mark's math teacher?' he asked. She nodded: 'yes.' Then he said: 'Mark talked about you a lot.'

After the funeral, most of Mark's former classmates went together to a luncheon. Mark's mother and father were there, obviously waiting to speak with his teacher.

'We want to show you something,' his father said, taking a wallet out of his pocket 'They found this on Mark when he was killed. We thought you might recognize it.'

Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. The teacher knew without looking that the papers were the ones on which she had listed all the good things each of Mark's classmates had said about him.

'Thank you so much for doing that,' Mark's mother said. 'As you can see, Mark treasured it.'

All of Mark's former classmates started to gather around. Charlie smiled rather sheepishly and said, 'I still have my list. It's in the top drawer of my desk at home.'

Chuck's wife said, 'Chuck asked me to put his in our wedding album.'

'I have mine too,' Marilyn said. 'It's in my diary.'

Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. 'I carry this with me at all times,' Vicki said and without batting an eyelash, she continued: 'I think we all saved our lists.'

That's when the teacher finally sat down and cried. She cried for Mark and for all his friends who would never see him again.

The density of people in society is so thick that we forget that life will end one day. And we don't know when that one day will be.

So please, tell the people you love and care for, that they are special and important. Tell them, before it is too late.



‘Lights On’

A Fresh and Smart Focus on Food!

OUR CATERING SERVICES AT PENRHOS COLLEGE IN PERTH



Compass Group, through its dedicated, education sector brands LAPG Education and Scolarest, is committed to the provision of quality and innovative catering solutions at independent schools across Australia.

Fundamental to this commitment, is our absolute dedication to student wellbeing and the acknowledgement that we play a vital role in this objective. Not only do we need to ensure that our menus are nutritionally sound and well balanced, we also need to use fresh, seasonal ingredients and display each meal with creativity and care to engage each student, whilst creating a warm and enticing environment.

We spend significant time and resources to ensure that this is achieved while also promoting our ‘smart food’ philosophy with fun and educational messages relating to food and a balanced diet. We understand that the nutritional needs of children and adolescents are different from those of adults because children are growing and developing. In a boarding environment, students and their parents trust that food provided will meet their complete nutritional needs. So while food habits, preferences, and cultural influences are always important considerations in menu planning, nutrition should always be front of mind. Our dedicated nutritionists and dieticians conduct a full nutritional review of each school’s menu to ensure that it meets the National Nutritional Guidelines while also being relevant and appealing for the students.

This formula has been very successful in not only exceeding the expectations of our clients but has also meant that we have been able to attract the highest calibre of staff to our business as they resonate with our operating model, and our commitment to quality and innovation.

All of this is tailored to suit the individual needs of each boarding community as we acknowledge and appreciate that no two schools are the same. For example, our approach in an all girls’ school is very different to that in an all boys’ school.

Early this year we successfully mobilised three new partnerships in Perth and Tasmania where we have adopted this approach under the LAPG Education brand and introduced these boarding communities to our passion and creative food focus.

We would like to share with you a snapshot of one of our popular dishes enjoyed by our boarding communities and welcome you to try it out for yourselves.



Fresh & Healthy

SNOW PEA, PUMPKIN, CASHEW NUT AND FRIED TOFU

STIR FRY WITH STEAMED JASMINE RICE

INGREDIENTS

Vegetable oil, as required

25gm garlic cloves, peeled and finely chopped

25gm ginger, peeled and finely chopped

2.2kg pumpkin, peeled cut into a 2cm by 2cm pieces and lightly steamed until tender

2 bunches coriander, rinsed, drained, sprigs; picked for garnish, stem and root finely chopped

300ml our signature 'stir fry' sauce, see recipe

440gm/2 bunches shallots, trimmed, cut into 3cm long pieces, rinsed and drained

600gm fried tofu

10 medium sized leaves lime leaf, central rib removed and shredded as finely as possible

450gm snow peas, trimmed

50gm chinese dried mushrooms, just covered and reconstituted in boiling water for 20 minutes, drained, reserving water, then finely sliced

250ml fish sauce

125gm brown sugar

150gm bean sprouts

300gm cashew nuts (unsalted), lightly roasted

1.1kg jasmine rice, rinsed, drained and cooked

OUR SIGNATURE SAUCE

2tbs vegetable oil

50gm garlic cloves, finely chopped

50gm ginger, finely chopped

500ml light soy sauce

100ml oyster sauce

100gm white sugar

80gm brown sugar

100ml sesame oil

1 tsp chilli paste

200ml tomato ketchup

625ml shao sing wine

625ml chicken stock or water

15gm cornflour, mixed with 1tbs of water

25ml lime juice

METHOD

- To Prepare the Signature Stir Fry Sauce Recipe:** Heat the vegetable oil in a 3lt saucepan over a moderate heat, until hot. Carefully add the garlic and ginger and stir fry for 2 minutes or until fragrant. Add the soy sauce, oyster sauce, white and brown sugar, sesame oil, chilli paste, tomato ketchup, shao sing wine and chicken stock or water. Bring the sauce up to just below simmering point.
- Mix the cornflour with the 1tbs of water and thoroughly incorporate into the sauce, then add the lime juice and mix through the sauce. Remove the sauce from the heat, stand to one side and allow to cool to room temperature.
- Once cooled, pour the sauce into an airtight container, seal, label, date and keep refrigerated until required.
- To prepare the Snow Pea, Pumpkin and Cashew Nut Stir Fry:** Heat a little vegetable oil in a wok or sauté pan over a high heat, until it is smoking. Carefully add the garlic and ginger and stir fry for 2 minutes or until fragrant.
- Carefully add the pumpkin, coriander stem and root and stir fry until the pumpkin is lightly caramelised on all sides. Add the stir fry sauce, shallots and tofu and stir fry for a further 2 minutes. Add the lime leaf, snow peas and mushrooms and stir fry for a further 2 minutes.
- Add 100ml of the mushroom water, fish sauce and brown sugar, allow to reduce and thicken until the sauce is glossy and coats all the ingredients.
- Check the flavour of the dish for sweet, salty and sour flavours and add a little more sauce if required, then fold through the bean sprouts and the cashew nuts.
- To serve the Snow Pea, Pumpkin and Cashew Nut Stir Fry with Fried Tofu:** Serve each portion of the stir fry with steamed jasmine rice, garnished with coriander sprigs.

Spending a few moments on your finances in 2013

AUTHOR
Scott Keefer
Principal Financial Adviser
A Clear Direction Financial Planning

It has been another devastating start to 2013 across Australia with bush fires, cyclones and floods. I imagine that these events have impacted on boarding communities across the nation in one way or another.

As a financial adviser these events draw me to reflect on how we can protect ourselves against devastating impacts to our personal finances. Just as we have seen individuals and communities across the country put in place protection and fight off dangers we can do likewise with our financial strategies and planning.

Unfortunately in the investment world we too often focus on what we should be investing in rather than what investments or risks we should be avoiding. A great financial adviser will actually do their best work by protecting clients from making bad choices and protecting them against worse case outcomes.

The following are some quick issues you should be considering in order to protect your financial position in the years ahead.

Please note that the following thoughts are of a very general nature and by no means comprehensive. If you think that you need to act on any of the mentioned issues you should seek out a well qualified financial adviser to assist with your decision making.

Build savings

The simplest aspect of protection is often overlooked. The more you are able to save, the greater your ability to sustain difficult financial conditions. Where you put your savings is also important but you have to have the assets to begin with. A focus on budgeting through finding savings followed up by regular tracking is the key.

Protect your income

Your ability to build wealth will most likely depend on your ability to generate an income from employment. The greatest risk for many is if you were to be off work for an extended period due to ill health or injury. Having in place a good income protection or salary continuance policy makes a lot of sense. If you don't have one in place look to do so. If you already have a policy double check that it provides the cover that you require looking

at issues such as waiting periods, length of coverage and any exclusions or disclaimers within the policy.

Other insurances such as death benefit, trauma and total & permanent disability insurance should also be included in a well structured life insurance strategy.

NB - I acknowledge that some insurance companies have not done their best for clients especially after property damage caused from natural disasters. However in the life insurance space there are companies that are paying out millions in claims every year and in the most part doing the right thing by clients.

Reduce debt

Taking on too much debt is a too frequent cause of financial distress for individuals, businesses and even nations. We are seeing this play out on a daily basis across the world. In a period of historical low interest rates it is easy to become complacent about debt. A key issue to consider is what if interest rates were to rise sharply in coming years. I refer to

this as stress testing your debt position. Getting debt down to a sustainable level should be a key element of anyone's financial plan. The low interest environ-

ment is a great opportunity to achieve this with more of each repayment paying down capital.

Diversify your investments

Not having all your eggs in one basket is always important when considering your investments. Research continues to show that spreading your investments across a range of assets and a range of investments within each asset class makes great sense.

The start of the year is a good time to check whether you are appropriately diversified. Don't rely on that investment property or those Commonwealth Bank shares to keep- ing powering along forever. Checking your superannuation investments is a good place to start.

Have an appropriate exposure to riskier investments An element of diversification is to ensure that you have your investments invest- ed in assets that are appropriate for you and your financial plan and stage of life.

“Spreading your investments”



Spending a few moments on your finances in 2013

In a general sense, the shorter the period of time you have before relying on your investments to provide some or all of your income the less risk and lower expected rewards you should be targeting.

Protect against inflation

A final aspect to consider is how well placed you are to fight inflation – the increasing cost of living. Inflation may appear relatively benign across the world at present but with the amount of cash that is being thrown around by governments and central banks there is a real risk that the cost of living will rise strongly in future years.

The key here is to make sure you include investments in your portfolio that will do well for you in such an environment. One asset

class that has been a favourite in recent years - cash – is an example of an asset that will struggle to keep up with inflation.

I remain hopeful that the years ahead will be more positive for the global economy than we have all experienced in the past five years. However we cannot be complacent and should check that we have appropriate strategies in place to protect against all possible outcomes. In doing so you will be able to move forward with greater confidence about your finances and therefore be able to provide more focus to the great work you do with young people throughout your boarding communities.



New Principals & Heads of Boarding

Ballarat Claredon College



Matthew Yau
Head of Boys Boarding
Ballarat Claredon College

Life is supposed to be an adventure; my new role as Head of Boys Boarding at Ballarat Claredon College is certainly this. I'll admit, I would never have thought that at this stage of my life I would be in charge of 80 boys from Year 7 to Year 12; all with different needs, desires and dreams. I hadn't had any background in boarding, at any capacity, prior to coming to BCC. However, starting off as a boarding tutor seven years ago has allowed me to form fantastic friendships with many different types of students from all walks of life.

The role will have its ups and downs (something I don't have to tell you!) but with the support of my wife (Michaela) and my two girls (Aurielle and Etienne), it will be guaranteed that this new adventure I undertake will be rewarding and something that will stay with me forever.

My aim, as Head of Boys Boarding House, will be to ensure the young lads under my care leave as responsible young men where they can achieve their heart's desire once they exit BCC. I want all of my boarders to believe - whether they're a farmer's son from Hay or a businessman's son from Shanghai - that they can achieve success.

Away from my role as Head of Boys Boarding, I currently teach English and Legal Studies across both the Middle School and Senior School. When I get the opportunity, I loyally follow the hapless Richmond Football Club and I pray that one day they'll make the finals again in my lifetime. On the home front, I enjoy swimming with my girls and trying to sneak in a couple of games of FIFA 13 whenever I can!

Overall, I look forward to working closely with all of the boy boarders and their parents in 2013. Communication is the key; this is something I value. A strong education for these boarders must involve the parents; if this fails to eventuate, then the boarding experience for their sons will be less rich.

Gippsland Grammar



David Baker
Principal
Gippsland Grammar School

I would like to introduce myself to you as the new Principal of Gippsland Grammar. I have recently moved to Sale from Mt Martha with my wife Jane and my daughters Caitlin and Amy. My professional career spans 3 schools, Wesley College (St Kilda Rd), The Peninsula School (Mt Eliza) and Mentone Grammar. I have been fortunate to gain a broad array of experience at all of these schools, in particular as the Head of Year 7, Head of Middle School, Head of Senior School and most recently as the Deputy Principal at Mentone Grammar. During my career I have taught all levels of Science, Senior Physics (VCE and IB) and Mathematics. My passion as a teacher is teaching Physics and I am a particularly passionate about "hands on learning" and teaching with technology. Experiential teaching and "learning by doing" continue to be the most effective way of helping students to develop deep understandings of complex concepts.

My interests outside of teaching include surfing, skiing, golf, tennis and trying to keep fit. As a younger man I enjoyed many years playing Amateur Football with Melbourne High School Old Boys. I have been able to continue my love of football as a Junior and Senior coach at both Peninsula and Mentone Grammar and also as the runner for the Peninsula Pirates Amateur Football Club. Through my experiences at other schools I have developed a love of the outdoors and especially hiking Australia's iconic walking trails. I would dearly love to expand my experiences by hiking in overseas countries such as New Zealand and PNG.

My family and I are thrilled to be joining the Gippsland Grammar community and we are all looking forward to becoming involved in the many and varied opportunities available at the School and also within the broader Gippsland community. We are also looking forward to meeting and getting to know many members of our community.



New Principals & Heads of Boarding

Melbourne Grammar



Michael Shaw
Director of Boarding
Melbourne Grammar School

My new role as Director of Boarding at Melbourne Grammar is both strategic and operational in nature, but it gives me primary responsibility for the leadership, management and administration of our three boarding houses and twenty staff who comprise the pastoral care team.

I arrived at MGS in 1989 to teach Chinese and Religious Education and have enjoyed stints as Head of Chinese and Head of Languages.

Prior to eight years spent running a Senior Boarding House, I looked after a day house for eight years. Aside from my pastoral care roles, I have always loved my involvement in the co-curricular program at school. I have coached soccer, volleyball and athletics and have taken part in over twenty camps and overseas trips including language trips to China, Taiwan and 'Values in Action' trips to PNG.

Before my arrival at MGS, I spent some years studying both here and abroad and worked in New Zealand and Hong Kong. I am married with five children who have shared this wonderful journey with me.

If you are ever in the neighbourhood, please drop in for a wander around the school and boarding facilities. I look forward to exchanging ideas with others who are new to the role or seasoned campaigners.

Sacred Heart College



Steve Byrne
Principal
Sacred Heart College, Adelaide

During Term 4, 2012, Steve Byrne was appointed the twentieth Principal of Sacred Heart College Senior, Somerton Park in Adelaide. Steve had previously been Principal of Sacred Heart College Middle School and for the last eight years, Principal at St Michael's College, Henley Beach.

This is Steve's first direct experience of being Principal of a Boarding College and he is already absorbing the special 'family' nature of a co-educational Boarding experience. Sacred Heart has a rich tradition of Boarding and the community is keen to continue to embellish this important aspect of the College. In recent years the Boarding House has steadily grown in response to demand from families seeking a family friendly, Marist education.

Steve is excited by the challenges and unique experiences which await, not just in terms of the Boarders, but also in leading a College of over 1000 students in Years 10 – 12. If the sense of warm welcome is anything to go by, it will be a most enriching experience in a College community renowned for its strong relationships and fine achievements across a broad range of learning endeavours.

New Principals & Heads of Boarding

Scotch Oakburn College



Andrew French
Head of Boarding
Scotch Oakburn College, Tasmania

I am excited to introduce myself as the new Head of Boarding at Scotch Oakburn College in Launceston, Tasmania.

My involvement and interest in Boarding began in 2003, while I was teaching at Caulfield Grammar School in Melbourne. During this time I took on a role as a Boarding House Tutor. I loved the challenges and rewards associated with my role and after relocating to Tasmania in 2007, to take up a teaching role at Scotch Oakburn College, I was keen to again involve myself in boarding.

In 2008, I was appointed to the position of Deputy Head of Boarding at Scotch Oakburn College. Since then I have resided on campus with my wife Shani and 7 year old son, Willem. Having spent the past 5 years as Deputy, I feel I have been able to help create a positive, homely environment where the students feel recognised, respected and valued. As well as promoting academic excellence amongst our boarders we continue to emphasise strongly the importance of them becoming self-directed, well balanced and ethical young men and women.

I feel optimistic about the challenges and opportunities the next chapter of my career will bring and am greatly looking forward to applying my ideas, energy and enthusiasm to all facets of Boarding at Scotch Oakburn College whilst continuing to develop and nurture the diversity that exists within our home away from home.

Snowy Mountains Grammar



Michael Barton
Director of Learning and Teaching
Snowy Mountains Grammar School

Michael Barton returns to Snowy Mountains Grammar School in the new role as Director of Learning and Teaching (K-12) and Head of Boarding. Michael has extensive experience in residential communities, including positions at The Armidale School, Columba Catholic College, St. Augustine's, College and the University of New England.

'I was very pleased to have the opportunity to return to Snowy Mountains Grammar School as Head of Boarding, as I recognise it as a progressive School and Boarding community with very positive relationships among the students themselves and with members of staff. This is, of course, a key foundation for successful and effective learning, and I am looking forward to making further contributions to enhance student learning, in my other role as Director of Teaching and Learning.'

Michael brings to the role the unique experience of leading a University co-educational College at the University of New England in Armidale. This experience enables him to reflect on the connection between the ethos and culture of secondary boarding schools and the potential cultures students may find themselves in at a University College. "The recent media focus on St. John's College has tarnished the reputation of University Colleges around the country and this shouldn't be the case", he argues. "We have some fine tertiary colleges around the country and their ethos and values would be no different to those of many secondary boarding communities. It is our responsibility to help equip students with the social maturity to be leaders of these communities and secondary boarding schools are the perfect opportunity to do this. Every step in the right direction is a step closer.



New Principals & Heads of Boarding

St Michaels Collegiate



Mika Browning
Director of Boarding
St Michaels Collegiate School

Miss Mika Browning is an old girl of St Michael's Collegiate; she has worked at St Michael's Collegiate since 2002, teaching a diverse range of humanities subjects to years 7 to 10 and since 2003 has held the position of House Dean.

Prior to taking up her role as a teacher she worked as a youth pastor in the Anglican Church and as a youth worker for a number of Christian organisations including working as a supervisor in a residential boys crisis centre. Mika has a passion for Christian camping and as a result has lead on or directed over 100 residential camps for children to young adults.

She has also been a member of the Tasmanian Anglican Youth Council and has served as a committee member for Anglican Camping Tasmania since 1994. Mika has a Bachelor of Education and a Masters of Counselling; she has also received two separate prestigious scholarships to participate in professional learning overseas, Mika also received an Australia Day Young Achievers award in 2002.

She is anticipating that all of these experiences will assist her in her new role and that she will be striving to maintain a welcoming, supportive, safe and fun 'home away from home' for the girls in her care. Her passion is for helping students to live full, connected, purposeful lives. She loves the energy, passion and fun working with adolescents brings and the privilege of being able to journey alongside as they find their place in the world.

St Stanislaus College



Dr Anne Wenham
Head of School
St Stanislaus College, Bathurst

Reverend Doug Akehurst CM, Chair of the Board of Directors of St. Stanislaus' College Bathurst, has announced the appointment of a new Head of School for the College.

"The Provincial of the Congregation of the Mission (the Vincentians), Fr Michael Walsh, has appointed Dr Anne Wenham to the position of Head of School of St Stanislaus' College, commencing January 2013. Anne holds the qualifications of Doctor of Philosophy, Master of Theology, Master of Education, Bachelor of Arts and a Diploma of Education".

Anne is an experienced educator, with leadership experience in Catholic education spanning 28 years. She was Assistant Principal in two schools in the Sydney Archdiocese before taking two Principal appointments with the Diocese of Parramatta. In 2005, she was appointed Assistant Director Education Services for the Diocese of Lismore, prior to her most recent appointment as Director of Catholic Schools for the Diocese in 2006.

"The position attracted a large number of very well qualified educational leaders" Father Akehurst said. "I chaired the Selection Panel which included two members of the College Board; a parent representative; a Director of Schools and a high-profile educational leader. We also had the benefit of our Provincial, Fr Michael Walsh, joining the panel as an observer and the assistance of an external consultant."

"I take this opportunity, on behalf of the St Stanislaus' College community, to congratulate Anne on her appointment to this position".

New Principals & Heads of Boarding

St Ursula's College Toowoomba



Mrs Jan Pearman
Head of Boarding
St Ursula's College, Toowoomba

With extensive experience in a number of boarding communities in Queensland, New South Wales and overseas, it's not surprising that the new Head of Boarding at St Ursula's College Toowoomba is already a big hit.

Mrs Jan Pearman joined the College at the start of the year with more than 13 years experience in secondary school boarding.

Used to wearing many hats, Jan has also worked in retail management in Sydney as an interior decorator, holds a Diploma in Business, has raised six children and loves to squeeze in tennis, cooking and Tai Chi in her spare time.

But in reflecting on her life, Jan says one of the biggest highlights was her work at an children's orphanage in Dili, East Timor.

"The experience was very inspiring and humbling and has taught me personally about my own life journey," she said.

It's this reflective nature and big-picture outlook on life that has enabled Jan to form quick friendships with both students and staff and allowed her to make some grand plans for the College Boarding Community.

Stuartholme School



Nonie Ayling
Director of Boarding
Stuartholme School

Nonie Ayling joins us from Sydney and will be the new Director of Boarding. She has a very varied background. A Vocational Education Teacher she worked as the Year 7 Coordinator at St Scholastica's College in NSW, before moving to Loreto Normanhurst as the Principal's PA and Registrar. In both Schools she worked closely with their Boarding Houses and Boarding Parent Communities. Nonie also has a Counseling background and has used this to specifically work with families of disabled children, most recently at St Lucy's Wahroonga.

First impressions of Stuartholme School?

"It's a lovely, warm and welcoming school. All the staff I've met so far have been very friendly and I'm looking forward to seeing how this year plays out. I'm excited! "

Do you have any children?

"Yeah I do, I have three. Two boys, Joel and Sam and a daughter, Beth. Joel is in the building industry, Sam is a data analyst and Beth is a primary school teacher. She's got a year 4 class this year. I'm very proud of them all. "



New Principals & Heads of Boarding

Wesley College



David Bourne
Head of Boarding
Wesley College, Perth

David Bourne's passion for helping young men reach their potential has always been evident.

After eight years in various boarding school roles, David is now putting this passion into the role of Head of Boarding at Perth's Wesley College, where he heads a team of equally-passionate individuals who are dedicated to building a homely and supportive environment for the boys.

Most of the boys come from strong rural communities and David, who is a country boy himself, said it was important to try and replicate this sense of community for all boys in the boarding house, including those from overseas and local areas.

"We have such a diverse range of people involved in the boarding house, including our year group coordinators and resident assistants, and this helps build that sense of community," David said. "Diversity of staff is critical as it gives every boy an opportunity to make a connection with staff."

While nothing and no one can replace home and family, Wesley's year group coordinators perform the role of 'parent away from home' by supporting the boys on every level – social, emotional, academic and sporting – to make their time at school as enjoyable and successful as possible.

"We want every boy to be able to find what they are best at, realise what their skills are and achieve their potential," David said. "And our focus is on providing support for them to achieve that."

For David, relationships are the key. "There's something very special about building relationships with the boys in a successful boarding community. You get to know them on such a deep level. To watch them learn and grow and eventually achieve success in the wider world is extremely rewarding," he said.

St Ursula's College Yeppoon



Ms Toni Degnian
Head of Boarding
St Ursula's College, Yeppoon

I commenced as Head of Boarding at St Ursula's College, Yeppoon in August, 2012.

I began my career in boarding 23 years ago with my appointment as Director of Boarding at M.L.C. in Melbourne. Although I had experience in the fields of teaching, counseling and youth work, my perceptions of boarding had been garnered from childhood stories involving midnight feasts with lashings of ginger beer.

Since then, I have undertaken a variety of roles in boarding houses throughout eastern Australia, spent 2 years at the Australian Institute of Sport in Canberra as a houseparent to some of Australia's elite athletes holding residential scholarships and lived and worked overseas. In Bahrain, it was an independent boarding house situated on the same campus as a school that had been established for the dependents of the American defense force personnel. The students alternated easily between Arabic and English (with an American accent) and almost all travelled home to Saudi Arabia each weekend. Many of my boarders in Thailand were scholarship holders from countries such as Estonia, Bulgaria, Slovakia and Armenia.

Prior to my appointment at St Ursula's College I spent 12 months in Macau, working with a colleague to establish a boarding program at a Canadian international school. In my first six months here I have undertaken a restructure of the boarding program with a move away from a vertical system and introduced a full year of transition for our year 12 girls. This involved also introducing a support system that enables them to establish and maintain their profiles as senior leaders within the boarding community.

I delight in my interactions with 'my girls' and am extremely grateful for the tremendous support I am given by the Senior Leadership Team of the College.

New Principals & Heads of Boarding

Worawa Aboriginal College



Kim Walters
Head of Boarding
Worawa Aboriginal College

I am very excited to have undertaken the position of Head of Boarding at Worawa Aboriginal College. It is the culmination of all my career experiences to date. Prior to coming to Worawa, I spent 11 years teaching in two different independent Catholic girls' schools in Sydney's south west.

Having majored in Mathematics and Science, I quickly established that my calling was student discipline and wellbeing, coupled with a passion for Social Justice. I had various experiences in this area, culminating in a three term placement as acting Director of Students.

Following this, it was time to proceed out of my comfort zone, so I took on the challenge of teaching in the remote Indigenous community of Warmun in the Kimberley. This made for a challenging and rewarding two years, giving me an important grounding for my role here at Worawa. Worawa provides a holistic education program for Aboriginal girls in the middle years of schooling and students come from urban, regional and remote Aboriginal communities. Worawa has a focus on the health and wellbeing of students to support them to focus on education. The boarding program provides a safe and nurturing environment offering life skills to students through a Pathways to Womanhood Program, assisting Aboriginal girls to make a healthy transition to adulthood. Three weeks into my role, I have begun to implement changes to routines and procedures.

Challenges continue to present themselves but I am relishing these. Students and staff have been welcoming and it is certainly a privilege to be working in an environment where there is such potential to make a difference in the lives of young people. I believe that Worawa provides the best available education for young Aboriginal women and am proud to have become a part of this. The position of Head of Boarding at Worawa provides the opportunity to follow my passion and continue to work with Indigenous students without being too far from family and friends in Sydney.

A picture says a
thousand
words - which one
are you drawn to?



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Internationalism in a Residential Community

AUTHOR

Julian H. Jefferys
Assistant Head of Boarding
Canberra Grammar School

“Foster values & principles of international mindedness”

Boarding houses have changed greatly over the last 50 years. Formally, a residential community only needed to provide a safe home for students living away from their families while they studied. Now, boarding must be a part of the overall educational philosophy of a school or tertiary college and there must be an easily recognisable goal for students to attain. Put simply, students and parents (who are paying the bills) must ask themselves “What am I getting out of this experience?” The good news is boarding houses do not need to add more programmes or more classes. In fact, boarding houses have always provided educational experience. When living with peers and colleagues, the most important lesson that young people learn is about themselves and their place in the world.

The International Commission on Education for the Twenty-first Century outlined in their report to UNESCO the four pillars that form the foundation of education - learning to be, learning to know, learning to do and learning to live together. They specifically pointed out that in an era when education was being narrowed by state governments to fit financial and national needs it was important to realize that education is an indispensable asset in a global effort to attain the ideals of global peace, freedom and social justice. Mr Jacques Delors, the former European Commission President, asked the rhetorical question, does this utopian view of education need to be emphasised? He noted that education must be synonymous with affection for young people and a desire to help them see beyond the boundaries of their most immediate problems and shape a better future. The beautiful thing about living together is that young people cannot help but develop the skills that foster a sense of confidence in who they are and thus allow them to navigate and contemplate the nature of issues that confront other people.

It is imperative for residential communities to focus on the way in which communal environments help students learn about human diversity and how this can, with proper guidance, instil an understanding of their similarities and interdependence. Many schools dip their toes in the water with international festivals and events usually centred on food, music or foreign customs. However, as interesting as these may be, they are superficial and can paradoxically entrench a sense of monoculturalism tempered by a slender tolerance of exotic detail.

The starting point for any residential community is to foster values and principles of international mindedness. Furthermore, students need to be taught the skills that are central to the bridging of social and cultural differences. In short, any educational institution must seek to imbue an awareness and respect for human dignity and the exploration of those things that can be considered human universals. Where this spirit of empathy is encouraged in the day to day routines of a boarding house, it has a positive effect on young people’s social behaviour for the rest of their lives.

Boarding houses do these things everyday without making a celebration of it. Internationalism, tolerance, friendship are a fact of life in boarding. Shared experiences whether it is the dreaded dining hall clean up, the in-house birthday party, the shared cross country run, the attack on the end of semester essay. The fraternity of boarding is the first step in the fraternity of humanity. It is an important step and most young people do not even realise they are taking it. It is that easy, it is that natural, it is just life in boarding.





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Settling In

AUTHOR
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Resilience Coach

Settling in

The early period after your teenager goes off to boarding school may be the hardest. Between that final tearful hug and his first holiday visit home, a settling-in transition must take place which affects both you and your child. Again, knowing what to expect is half the battle—patience, positive thinking, and communication form the other half.

Saying goodbye

Saying goodbye to your son or daughter, whether it is on day one or each time they leave to return to school, might be very hard for you. In the following weeks, you may feel a sense of loss at your child's absence from home. Some parents continue to feel a sense of loss and find it hard to repress their feelings of sadness or grief.

These feelings are natural. Acknowledge them, experience them, and let them go. Give yourself permission to feel and the emotions will pass. Trust your intuition, your reasons why, the positive aspects of boarding, and the school.

Be mindful that although expressing our feelings is very important, showing too much grief or sadness to your teenager may only leave them feeling the same way. In other words, we can easily transfer our feelings on to others. Instead of focusing on being sad: focus on being positive. Instead of focusing on loss: think of all the gains. Fears and concerns are normal. But you've reached this decision for a reason, and at this jun-

ture it might help to review some of boarding school's positive features.

What to expect in the first term

If there's one thing universally known by parents and adults who care about teenagers, it's that not all teens are created equal. Adolescents will be dealing with environmental adjustment, self-identification within a new culture, fitting in, making and bonding with new friends, learning the system, and meeting academic demands. That's a lot of change, and each teen will handle it differently.

The ability to talk openly about events, issues, and concerns is the most important aspect of the parent-teen relationship. It's also prob-

“Keep your communication plan in place”

ably the most challenging. Each child has his or her own style and method of communicating. Some were born chatting; some are brief; others lapse into monosyllables directly after puberty. As your teen

adjusts to the new setting, his or her need and desire to communicate with you naturally will fluctuate. Your task is to remain supportive and involved during the settling-in period and beyond.

This early transition is a good time to draw on your relationships with the boarding staff, teachers, and health professionals. They can help you stay aware of your child's adjustment and needs and can reassure you of his well-being.

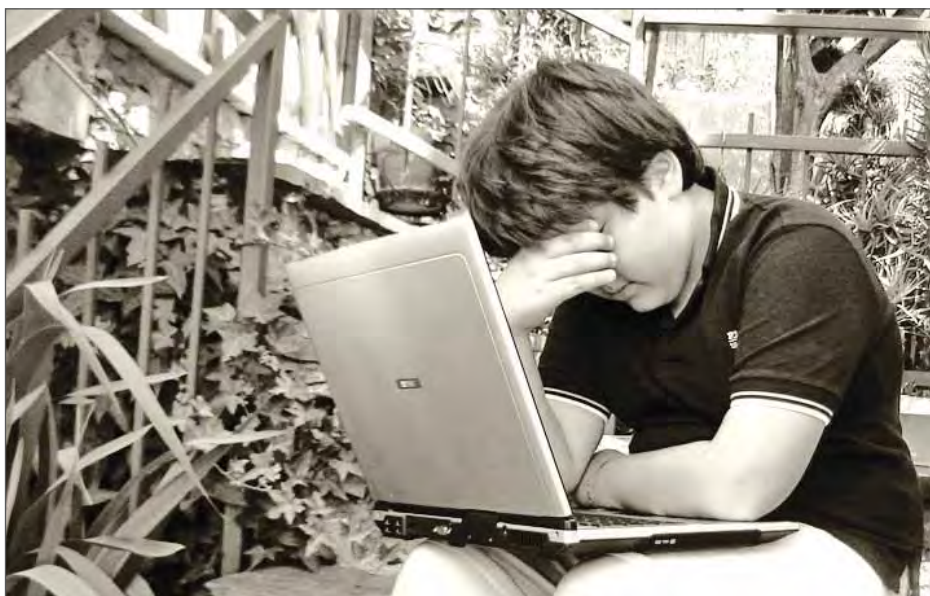
Common challenges for students and parents

The first term at a new school, far away from home, can leave teenagers feeling scared and overwhelmed. They may feel lost in their new surroundings, especially teens from remote rural areas that attend a large city school. There's a slim chance your teen will feel resentful at being sent away. If your son or daughter usually turns to you when problems arise, they may feel abandoned without a social support system in the new environment. On the other hand, they may absolutely love it! The point is, be ready for extremes as well as ambivalence.





Settling In



Common concerns of boarding students may include:

- Meeting new teachers and staff
- Adjusting to a new peer group
- Making new friends
- Meeting academic demands
- Homesickness
- Managing time
- Fitting in
- Adjusting to a new and rigid schedule
- Sharing a room
- Lack of privacy
- Noise
- Keeping a room clean, tidy and organised
- Sharing with others
- Boarding house rules
- Learning to wait for responses to questions, patience for waiting in queues
- Self-care, personal care, exercise

Along the way you may wish to randomly raise some of these with your teenager, and come up with one or two strategies for handling each one. “How are you finding the day-to-day routine?” Be proactive: just in case.

If a concern is raised, your most important task is just to listen. Oftentimes teens don’t want you to solve their problems; they just want to be heard and understood. Listen to their concerns; ignoring their worries will only make them more anxious. Remember that concerns are normal and valid.

Stick to your communication plan and let your son or daughter know you’re still there for them. Demonstrate total belief that they will be okay and it’s most likely they will be. Here’s where you want to encourage your kids to develop resilience. Psychologist Andrew Fuller defines resilience as “The ability of rebounding or springing back after adversity or hard times. The ability to bungy jump through life.” You can empower your teen with the quality of resilience (or it might be courage or perseverance) by offering your support—not your rescue.

Dealing with homesickness

One way to help your homesick child is to keep your communication plan in place. Teens who feel homesick may need more certainty, i.e. complete confidence in the truth of something or an expected outcome. If your teenager is homesick, it may be more important that you meet their need of certainty and establish a little more time for communicating by phone or email, and stick to it as much as possible.

Provide extra, special communications during the early transition. For example, make a short video recording or audiotape that you can text through, or start an online journal to which both you and your teen can contribute. Yet remember to keep your messages positive: “You can do it” or “This time will pass and soon you will feel much better”.

Make plans together for their first visit home, with special activities they can look forward to. I am a great believer that many of us thrive on looking forward to certain events which somehow rid us from the continual focus on current challenges. Instead we know there is something wonderful to look forward to just around the corner. It may not be the best idea to ask your teen if they are homesick. An ex-student once told me, “My mum would ask me if I was homesick. If I wasn’t homesick, that question would make me think I should be. And if I were, it wouldn’t make me feel any better.”

Tell your son or daughter you miss them too, but remind them that you’re still there for them, ready to talk whenever they need to. That it makes sense that they feel this way, that this time will pass and it won’t be long before they feel much better.

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Is your inbox getting you down?

AUTHOR
Tracey Lawton

Do you get a ton of emails each day? Does it take you nearly all day just to sift through them to find out which ones you need to deal with now, which ones can be dealt with later, or which ones are just junk?

If this is you, then read on for some tips on organizing your Inbox so that you spend less time sifting through the junk and more time on the emails that need your attention now!

First you need to create a set of folders within your Inbox. For example, I belong to several different networking groups and receive daily emails from all of them. Within my Inbox I have a folder for each client, and individual folders for each networking group that I belong to.

To create a new folder

1. Right click your Inbox and select New Folder
2. Give your new folder a unique name, for example I have an AUKVA folder for the Alliance of UK Virtual Assistants.
3. Repeat steps 1 and 2 above for each new folder that you wish to create - do one for every group/person that you receive regular emails from.

Now that you have your set of new folders, you now need to create a Rule that will tell Outlook/Outlook Express that when emails are received from XXXXXX you want them to automatically go into XXXXXX folder.

To create a Rule

In order to explain this, let's assume that I am going to create a rule for all my AUKVA emails to go directly into my AUKVA folder:

1. Go to 'Tools' ---> 'Rules Wizard' ---> 'New'
2. Now choose which type of Rule you want to create. In this case I would choose 'Check messages when they arrive'. Choose Next.
3. Select the conditions for your rule. In this case, I would choose 'Where the subject line contains specific words' because all my AUKVA emails have AUKVA in the subject line. However, if you are setting up this rule for receiving emails from a particular person, then choose 'From people or distribution list'.
4. Now you have to enter specific words. Click on the hyperlink 'specific words' in the box below and enter your criteria. In this case I would enter AUKVA and Choose OK. Choose Next.
5. Now you have to say what you want Outlook to do with these messages. In this case,

“Tips on organizing your inbox”

I would choose 'Move to a specified folder'. The procedure is the same as in Step 4 above, click on the hyperlink 'specified folder' in the box below and select the folder where you want your messages to go. In this case I would choose my newly created AUKVA folder, which is situated within my Inbox. Choose OK. Choose Next.

6. If there are any exceptions to your rule, add them here. Choose Next.
7. Now give your Rule a name. Ensure that the 'Turn on this Rule' is checked and click Finish.

Tada! - You're done!

Now repeat steps 1-7 above, creating a separate Rule for each new folder that you've created. Next time you receive emails they will automatically be filtered into the appropriate folders. You will be able to see which emails need to be dealt with immediately, and which you can leave till later to read.

The emails that will appear in your Inbox will just be those that do not have a rule associated with them, or are junk mail. This will make them much easier and quicker to sift through. If you need any help or advice with setting up your folders and rules then just contact me and I'll be happy to assist.



Coming Events

AUS

March/April 2013

Conference for those new to boarding
(Details out soon)

18-20 August 2013

Leaders in Residential Communities Symposium
Perth (Details out soon)

Watch for details on State Conferences and Duty of Care Workshops on the ABSA website.

NZ

19-21 April 2013

Student Heads of Boarding Conference
Hamilton

29-30 May 2013

Annual Conference
Auckland

USA

10 - 12 March 2013

Global Symposium
Lowes Hotel,
Philadelphia, Pennsylvania, USA

The TABS Global Symposium brings together school leaders, educators, students, and experts to learn from each other and to explore current practice and promising ways forward in the international community.

17-19 April 2013

Schools in Balance
Renaissance Baltimore Harborplace Hotel,
Baltimore, Maryland, USA
Formally "Managing Risk for Boarding Schools"

5-7 December 2013

Annual Conference
Boston

UK

30 April - 2 May 2013

Annual Conference for Heads - Dare to Be Different
The Grand, Brighton

8-10 July 2013

Annual Conference for Matrons & Medical Staff
Cranage Hall, Cheshire

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