lightsout

Issue 02 | June 2012

Vol. 05 | Quarterly Magazine

IN THIS ISSUE

02 National Boarding Standards for Australian Schools

09 TABS Global Symposium

11 Happiness & negative emotions

14 Life coaching in boarding

24 Heartware and Software

29 Rural Life

31 ABSA's New Office

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION

EAT LEARN LIVE

Scolarest

CONTENTS

02 National Boarding Standards for Australian Schools
04 A new era dawns on adolescent mental health
05 Case Study - Scotch College, WA
06 Research into the effects of boarding school: Year 2 Findings
9 TABS Global Symposium
10 Your School Website
11 Happiness & negative emotions
12 A new Vision of Boarding at Ravenswood
14 Life Coaching in Boarding
15 Whitsunday Anglican School
16 How to create an effective email signature
18 What happened to my child
20 Mentor relationships a benefit for Indigenous students
22 Boarding houses, the internet and staff duty of care
24 Heartware and Software: The Rafflesian Model
26 The history of the promotion &
26 marketing of boarding schools
29 Giving students a taste of rural life
30 Time for Bed
31 ABSA's New Office

ON THE COVER
Australian Year of the Farmer - Page 29

CONTACT US
Australian Boarding Schools Association Ltd.
Postal: PO Box 279 Virginia, Qld 4014
Office: Unit 6, 3 Hinkler Court, Brendale, Qld 4500
P + 61 7 3205 4940
M + 61 4 2555 7672
F + 61 7 3205 6567
E absa@boarding.org.au
www.boarding.org.au

EDITOR
Richard Stokes, Executive Director, Australian Boarding Schools Association

GRAPHIC DESIGN
Infusion Promotions
www.infusionpromotions.com.au

PRINTING
Cynergy Printing
www.cynergyprinting.com.au

National Boarding Standards for Australian Schools

AUTHOR
Dr T F Hawkes, Chairman
Australian Boarding Schools Association

1

The Project. The Problem. The Possibilities. All three have exercised my mind as Chairman of the Australian Boarding Schools' Association (ABSA) over the last few months. My musings relate to ABSA's mission of wanting to put in place national boarding standards for Australian Schools. It is a project that is enriching. But, like any worthy endeavour, it is a project that is not without its problems. Happily, arising Phoenix-like from the fires of perdition are some exciting possibilities. Let me explain.

The Project

ABSA is well advanced in its project of writing national boarding standards for Australian Schools. Several years have been invested in the project, and this work culminated in a discussion paper distributed to ABSA members in May 2011. Invaluable feedback from boarding communities around Australia refined the suggested way ahead. Now, the first draft of the National Boarding Standards for Australian Schools has been written.

This first draft of the National Boarding Standards is currently being critiqued by ABSA Trustees and by the AHISA National Executive. After accommodating feedback from these two bodies, the draft standards will be sent to ABSA Members for further comment and refinement. ABSA is fortunate to have access to the wisdom and experience of over 95% of Australian boarding schools to help with this process.

Twenty-five standards have been suggested. They relate to the welfare, development and management of:

- Students
- Staff
- School

More details will be shared in the near future.

The reasons for embarking on the project of National Boarding Standards bear repeating:

- Legally required boarding standards in Australian schools vary considerably from State to State and between States and Territories. Some commonality of standards is now sensible in a country where mobility between States and Territories is increasing and the Federalisation of education is growing.

- Putting national boarding standards in place affords an opportunity to harvest best practice in boarding standards from all States and Territories, and from overseas.

- Several other countries, such as Great Britain, have national boarding standards. Experience in these countries suggests that national boarding standards are useful in promoting universal high standards throughout the school boarding community.

- With ABSA having written Duty of Care, the main training course for boarding staff in Australia, there is now the necessity to link this personal training with school implementation.

- If ABSA does not mandate standards for its own profession, standards might be forced upon it by organisations who may not represent the best interests of ABSA schools.

The Problem

It would appear that another organisation, the National Association for Rural Student Accommodation (NARSA), wishes to write

the National Boarding Standards. NARSA do fine work in helping meet the needs of rural students who need accommodation, but it would appear they wish to expand their role. Recently, NARSA changed its name to 'Boarding Australia'. In terms of their aspirations, a clue is seen in their recent newsletter:

Boarding Australia is well-placed to develop standards for all stakeholders in student accommodation. While ABSA may represent a greater proportion of boarders by number, Boarding Australia represents a far greater proportion of boarding service providers in terms of geographic distribution, and diversity of providers, representing hostels, residential colleges, independent boarding houses as well as boarding schools. (Boarding Australia Newsletter, March 2012)

These claims are unlikely to be accepted by the bulk of the Australian boarding industry, with many being disturbed by the presumption of NARSA to represent an industry of which they are such a small part. That said, NARSA should play some role. They represent 1 boarder in every 13. Whether their role is to drive the process of putting in place national boarding standards for ABSA schools who represent 12 in every 13 boarders, is the matter under debate.

Complicating the matter has been the successful application by NARSA for a Federal Government grant to put in place national boarding standards. This grant is contingent on NARSA demonstrating it has 'industry support'. As things stand, it is unlikely that this industry support can be demonstrated in any meaningful way.

Approaches made by ABSA to the Federal Government and DEEWR, return the opinion that the federally funded NARSA standards are only to apply to NARSA hostels. This political view is different to the NARSA view, with the latter believing they have a mandate to put in place boarding standards for all boarding schools.

Thank goodness for the power of democracy! The resolution of this matter will eventually reflect the will of the people. In the end, it will be the industry that will decide what standards it believes to be appropriate, and it be the industry that decides who designs them.

The Possibilities

It would be silly if two sets of school boarding standards suddenly appeared on the Australian educational landscape. ABSA are several months ahead of NARSA in the writing of draft standards, but, in the scheme of things, this probably doesn't count for much. Therefore, a meeting of minds is necessary. ABSA will endeavour to secure a meeting with NARSA to try and stop the duplication process.

If these meetings should fail, NARSA will develop standards for its members and ABSA will develop standards for its members. This may not be quite as ridiculous as it sounds in that the former are primarily concerned with rural student accommodation, while the latter are principally concerned with boarding schools.

A possible way forward is for ABSA to work with Standards Australia on this project. To quote from the Standards Australia website:

Standards Australia is an independent, not-for-profit organisation, recognised by the Australian Government as the peak non-government Standards body in Australia. Standards Australia develops internationally aligned Australian Standards® that deliver Net Benefit to Australia.

Standards Australia is not part of government. It does not make laws or regulations.

Standards are voluntary consensus documents that are developed by agreement and their application is by choice unless their use is mandated by government …

This option needs to be investigated carefully before making any commitment. Meetings between ABSA and Standards Australia are currently taking place. Thereafter, the ABSA Trustees shall recommend a way forward.

Either way, ABSA is well-advanced in shaping national standards for Australian boarding schools. I look forward to sharing the proposed standards with ABSA members at our conference in September, if not before.

1. Dr T F Hawkes, Chairman, Australian Boarding Schools Association

APOLOGY

New Heads of Boarding
On reading this edition of Lights Out, page 31 "New Heads of Boarding" – The heading: Carole Ward, Head of Boarding, Ipswich Grammar School - is INCORRECT. It should read Ipswich Girls' Grammar School NOT Ipswich Grammar School.

Student Tracking
In the March edition of Lights Out this year we published a document showing the student tracking procedure undertaken at Kormilda College in Darwin. Please note that the sheet published was an example, and as such the names on this list should not be seen as current students at the school.

Lights Out Mailing
We trialled a new mailing service for the first edition for this year and an error was made by the mailing company regarding the number of Lights Out Magazines sent to each school. This was rectified once we had worked out what went wrong, which explains why many people received further copies up to a month after the first arrived.

GOLD COAST
ABSA NATIONAL CONFERENCE
30 SEPT - 3 OCT 2012

A new era dawns on adolescent mental health

AUTHOR
Dr Michael Carr-Gregg
Consultant Child and Adolescent Psychologist

It is hard to pick up a paper or switch on a radio these days and not read or hear of some miserable story about a young person ending their life as a result of cyberbullying, while others are placed on sex offender registers as a result of some careless, spur of the moment sexting. This is often followed by various 'experts' pontificating on the supposed evils of Facebook. All of which ends up terrifying increasingly bewildered parents. Indeed, a friend emailed me recently saying that she regarded allowing her child to have a facebook account was analogous to selling her child's identity to Coca Cola.

As one accumulates more gray hairs, it turns out that things are rarely so clear cut. On the 16th of December last year, the one-sided nature of the conversation around technology and young people changed forever. On a sparkling Melbourne morning, Senator Kim Carr strode to a lecturn in the suburb of Abbotsford and officially launched The Young and Well Cooperative Research Centre with an incredibly impressive speech and ironically, the next day, was demoted from Cabinet.

Putting aside the vicissitudes of Australian politics for a second, as I related the events of that morning to my psychological and education colleagues, I discovered that most had never heard of Cooperative Research Centres (CRC) - let alone knew of their significance.

So for the uninitiated, the CRC program is probably one of the most useful ways in which the Australian Government puts your tax dollars to work. The CRC initiative was established in 1991, and is administered by the torturously named, Department of Industry, Innovation, Science, Research and Tertiary Education. To put it simply, the program supports end user driven research collaborations to address major challenges facing Australia.

Since the first CRCs the Australian government has committed more than $3.4 billion in program funding, supporting over 190 CRCs. Australian businesses, universities, community organisations and government agencies, have contributed a further $10.9 billion in cash and in-kind support.

So why am I so excited about this new CRC, and how might it impact on the mental health of young Australians? Well, for the first time in history, the Young and Well Cooperative Research Centre tasks young people and researchers, practitioners, innovators and policy-makers from over 70 partner organisations across the not-for-profit, academic, government and corporate sectors, with the specific job of exploring the role of technology in young people's lives, and crucially just how this technology can be used to improve the mental health and wellbeing of young people aged 12 to 25.

Instead of demonizing technology and focusing exclusively on its supposedly dark evil Sith-lord side, the idea is that the partner organisations will collaborate to research, develop, promote, disseminate and evaluate tools, models, programs and services that use technology to build young people's resilience and help them cope with a range of mental health problems including depression, anxiety, eating disorders and self harm. Given that that 70% of young people with serious psychological problems do not seek help but over 95% regularly use this technology, this is both sensible and timely.

There are currently 12 essential partners who make significant cash and in-kind contributions per annum to the Young and Well CRC's activities and are involved in organisational governance, program leadership and project management. These include some impressive heavy hitters in mental health and include Headspace, Beyondblue, The Brain and Mind Research Institute at Sydney University, Vic Health, Orygen Youth Health, The Inspire Foundation, Melbourne University, QUT, UWS, Murdoch University and The Butterfly Foundation. But wait, as they say, there's more - there are a breathtaking 62 supporting partners (at last count) who also make cash or in-kind contributions and participate in research projects. This world-first, large-scale collaboration represents a unique opportunity for youth-focussed groups such as the Australian Boarding Schools Association to enrich their work with new knowledge far greater and more valuable than could be achieved individually.

The YAW-CRC research program is neatly grouped into 3 broad categories.

The "Safe and Supportive" research program will concentrate on four key challenges: (1) digital citizenship and safety, (2) respectful relationships, (3) participation, and (4) help-seeking. It will endeavour to develop solutions using technology to promote cybersafety, strong and supportive relationships, good communication and life skills - all known protective factors that enhance a young person's ability to face, overcome and be transformed by adversity.

The "Connected and Creative" research program will focus on young people who may be less engaged in their use of technology, due in part to their lack of access to new and emerging technologies or as a result of increased social isolation. This will include: indigenous young people; those who are chronically ill or living with a disability; those who are homeless; act as carers; same-sex attracted or gender diverse; newly arrived refugees; and those who are culturally and linguistically diverse. In essence, young people who are regarded as at increased risk of developing mental health problems.

Finally, the 'User Driven and Empowered' research program will explore the development of more innovative services for young people who are experiencing mental health difficulties. It will concentrate on ensuring that services are easily accessible and available in an environment that works best for young people.

So, I maintain that this is arguably one of the most important developments in youth mental health in the last few decades and I believe it creates particular opportunities for boarding schools. It is my hope the ABSA board might consider becoming a supporting partner and participate in this revolution.

Disclosure: Dr Michael Carr-Gregg is one of 9 Board Members of the YAW-CRC

See www.yawcrc.org.au for more information.

Case Study

SCOTCH COLLEGE, WA

LAPG Education, now operating as part of Compass Group's Education business, has entered into an exciting partnership with Scotch College for the provision of catering services across the school. This includes catering for the boarding house, two cafes on the school's grounds and significant function activity.

This new venture commenced in September 2011 during a period of high activity across the school. Catering services had always been operated in-house at Scotch College and the decision to engage a proven provider for these services came after a lengthy and detailed review process that challenged the existing operating model of the school while considering the advantages of a different model.

The services LAPG Education now provides include:

- Catering for the Scotch College boarding community, including 180 boys and wider boarding community.
- Operation of two busy retail cafe facilities, servicing the daily needs of the boys and wider school community.
- Busy function and event catering.
- Management of all on site permanent and casual catering staff.
- Implementation and management of all required compliance.
- Budget setting and cost management in consultation with key school stakeholders.

On commencement of this partnership LAPG Education worked with the existing catering staff to share our vision for the food at Scotch College, reinvigorating the catering services with our passion and focus on quality, underpinned by LAPG Education's 'smart food' eating program.

To help facilitate this vision, LAPG Education made recommendations to the school based on a proposal to refurbish the catering areas over the 2011 Christmas break.

Having been able to draw on our existing infrastructure, support network and market segment knowledge, LAPG Education's objective has been to smoothly and seamlessly integrate in to the school community; to become a genuine partner with the school as opposed to merely being a service provider.

Research into the effects of boarding school:

Year 2 (2011) Findings

AUTHOR
Brad Papworth (ABSA)
Andrew Martin (University of Sydney)
Paul Ginns (University of Sydney)

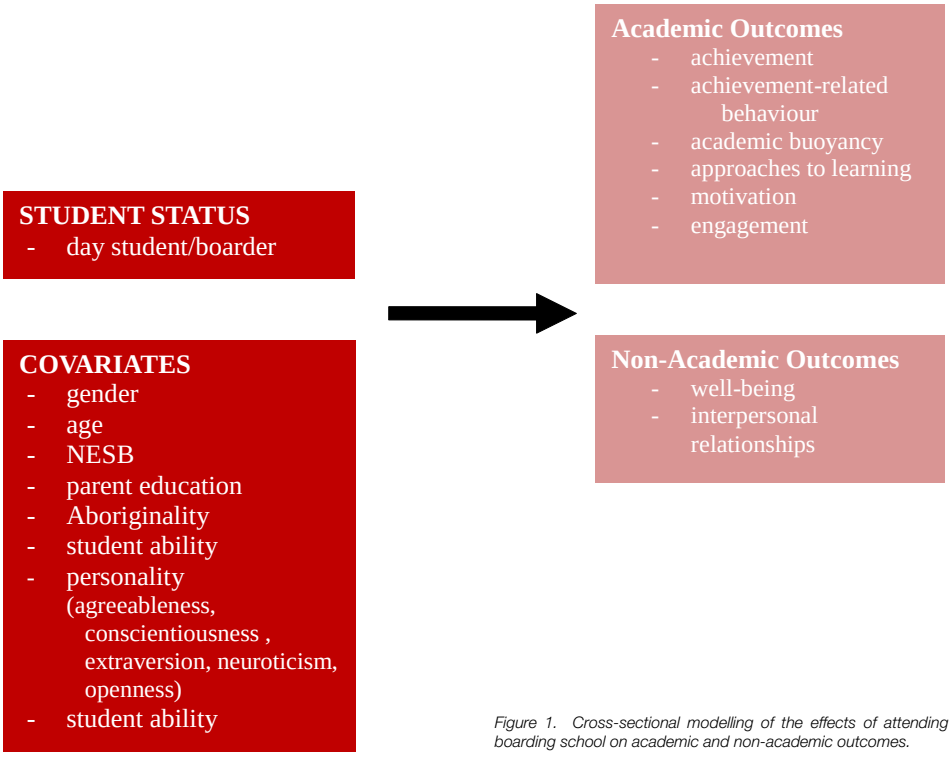


Figure 1. Cross-sectional modelling of the effects of attending boarding school on academic and non-academic outcomes.

This article reports preliminary findings of the second year of data (collected in 2011) analysed as part of the ABSA longitudinal research project. The overall aim of the research project is to examine the extent to which attendance at boarding school affects students' academic (e.g., motivation, engagement, achievement, academic buoyancy) and non-academic (e.g., well-being, life satisfaction, relationships with peers, parents and teachers) outcomes. Preliminary results of Time 1 (collected in 2010) data analysis showed general parity in most outcomes across day and boarding students – along with some areas of relative strength for boarding students and some areas requiring additional attention. Preliminary results of Time 2 (2011) data analysis has again found general similarity between day and boarding students across the outcomes measured as well as similar patterns of positive effects due to boarding, as seen at Time 1 (2010).

Objectives

The objective of the 2011 data collected is to seek confirmation of prior findings (2010) and to investigate what other trends might exist in the second year of data collected. This then provides a comparison against data collected in the first year which has been previously reported in Lights Out (3[4]2010, 4[1]2011). More broadly, the aim of the ABSA research is to determine which factors impact on the boarding experience and to attempt to disentangle them from other factors that may affect the outcomes of students (both day and boarding students), to gain a better understanding of the significance of their impact on student growth (see Fig. 1). Essentially, it seeks to examine differences in academic and non-academic outcomes between day and boarding students, while controlling for other significant factors which they may have in common.

Research into the effects of boarding school:

Year 2 (2011) Findings

Introduction

In recent years there has been a growing body of research which has begun to piece together our understanding of the boarding experience. For example, research by Kate Hadwen (Lights Out 5[1]2011) has furthered our understanding of the effects of transitioning activities, accommodation arrangements, and homesickness on boarders. While early research was limited to relatively few boarding schools (e.g. Downs, 2002; White, 2004) or limited to relatively narrow outcome measures (e.g. Han, Jamieson, & Young, 2000; Whyte & Boylan, 2008), research examining the effects of boarding more broadly is beginning to emerge.

However, to date there has not been any large-scale and longitudinal research which has systematically compared the experience of boarding and day students to investigate whether any perceived differences are due to the boarding experience, or due to other factors common to both day and boarding students. Hence the current ABSA research aims to shed light on which factors explain the bulk of effects, over and above those which are common, or prior factors, thus focusing on the unique effects due to being a boarder (or day student).

Students for Time 2 data were surveyed early in 2011 with many having been surveyed previously as part of Time 1 data collection in 2010.

Participants

- 12 schools across Australia (3 boys', 3 girls', 6 co-ed)
- 5,276 high school students (43% female, 57% male)
- 3,694 day students (72%), 1,460 boarders (28%)
- age range 11–19 years, average 14.4 years (SD=1.61)
- grade range Y7–Y12, average Y9-10 (SD=1.57)
- average length of time boarding was 1-2 years
- 91% English Speaking Background, 9% Non- English Speaking Background
- 5% Aboriginal, 4% overseas
- voluntary participation, but where possible, whole-school populations of both day and boarding students

Materials

- 204 item, self-report questionnaire (same as Year 1)
- Academic outcomes assessed included:
  - achievement (NAPLAN results)
  - achievement-related behaviour
  - approaches to learning
  - motivation and engagement
- Non-academic outcomes assessed included:
  - life satisfaction
  - well-being
  - interpersonal relationships
- Big Five Personality Inventory (Thompson, 2008) to assess personality
- Students' general and family demographics

The initial phase of the study has conducted systematic, large-scale quantitative analyses of academic and non-academic outcomes establishing cross-sectional data for Year 1 and Year 2 on boarding and day students, as well as shedding light on the reliability and validity of survey measures, and mean-level differences between boarding and day students and as a function of key demographics (see Fig. 1). This article reports on the analysis of Year 2 cross-sectional data to assess transition and causal modelling by assessing the same students one year later using the same measures. The third and final phase will involve a longitudinal analysis comparing Year 1 and Year 2 data via hierarchical linear modelling to assess the influence of the boarding environment on academic and non-academic outcomes of individual students, over and above factors which are common to day and boarding students (e.g., age, gender, socio-economic status, student ability) and across this time period (see Fig. 2).

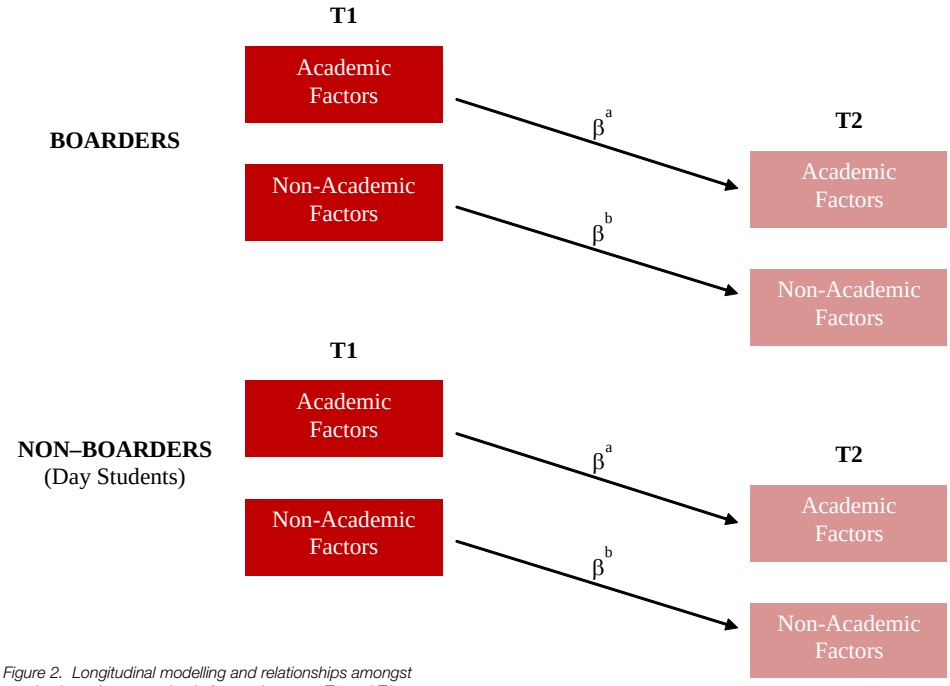


Figure 2. Longitudinal modelling and relationships amongst academic and non-academic factors between T1 and T2.

Analyses

Hierarchical, structural equation modelling has been conducted to disentangle the unique effects of student status (i.e., whether a student is a boarder or day student) from those effects which are due to factors common to both day and boarding students which we know affect student outcomes (e.g., age, gender, socio-economic status, student ability).

Results

- Hierarchical modelling including all covariates (age, SES, gender, ability, personality, etc.) as well as boarding/day status, showed significant difference between day and boarding students on 9 out of 19 academic and non-academic factors.
- On academic measures, boarders scored higher than day students on adaptive motivation (e.g., self-belief, valuing school, mastery

Research into the effects of boarding school:

Year 2 (2011) Findings

orientation, planning, persistence, task management), academic buoyancy, setting personal bests – and scored lower on absenteeism. Alongside these positive findings, however, boarders also scored higher on impeding motivation (e.g., anxiety, fear of failure).

- On non-academic measures, boarders scored higher than day students on meaning and purpose in life, life satisfaction, participation in extra-curricular activities, and relationships with their parents.
- Across all other measures of academic and non-academic outcomes, there was general parity between boarders and day students (see Fig. 3) with any differences in outcomes more attributable to "background" factors such as age, gender, socio-economic status, ability, and personality.

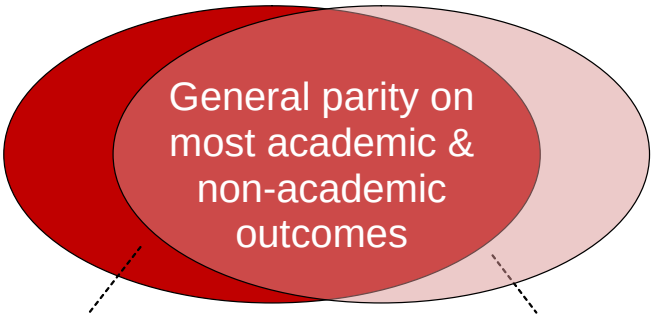
Discussion

Consistent with our Time 1 (2010) results, analysis of Time 2 (2011) data suggests that there is much similarity between boarders and day students. Where differences exist, there are a number of positive results for boarders (after controlling for socio-demographics and personality) as well as some factors that require some further attention. Taking various moderating factors (socio-demographics and personality) into account, there is general parity between boarding and day students, but where significant effects exist, the role of boarding school appears to be positive across a range of factors.

It is important to recognise that a student is not a boarder in isolation. There are a whole range of factors at the school, at home, from peers, and individual characteristics which shape their school experiences and that play a role in their outcomes of school. The significance of the ABSA research is that the statistical analysis is able to take these other factors into account when determining the unique contribution of attending boarding school.

The results from 2010 and 2011 progress our understanding of the effects of boarding school and add significantly to the body of research on boarding schools. Our next step is to analyse these results longitudinally; i.e., to see whether the effects of boarding on outcomes are significant after controlling for prior variance in these outcomes. That is, after controlling for prior motivation in 2010, does boarding contribute significantly to any further motivation in 2011? This will provide the most accurate information on the effects of boarding school because it is able to account for prior factors which are significant in predicting future outcomes.

We will present the findings of the longitudinal analysis at the ABSA national conference in September/October this year.
For further information about this study, contact Brad Papworth: b.papworth@edfac.usyd.edu.au or (02) 9683 8490.



Day Students

Absenteeism (β = -.07, $p < .05$)

Boarders

Adaptive Motivation (β = .05, $p < .01$)
Impeding Motivation (β = .06, $p < .05$)
Academic Buoyancy (β = .03, $p < .05$)
Personal Bests (β = .03, $p < .01$)
Meaning & Purpose (β = .07, $p < .05$)
Life Satisfaction (β = .06, $p < .01$)
Parent Relations (β = .13, $p < .001$)
Extracurricular Activities (β = .10, $p < .001$)

Figure 3. Summary of Time 2 results. (see footnote1 for how to interpret results)

TABS Global Symposium

AUTHOR
Richard Stokes
Executive Director
Australian Boarding School Association

During March I was privileged to speak at and attend the inaugural Global Symposium on Boarding held at Georgetown University in Washington DC. This gathering of over 200 delegates from boarding schools from across the USA and Canada saw much debate and learning occur on the topic of educating students from many different countries. Along with my counterparts from the USA, Pete Upham and from the UK, Hilary Moriarty, I was part of a session which presented an overview of boarding in our three countries, which sparked many questions and helped forge some wonderful and on-going relationships with many working in boarding.

The Symposium started with a presentation by Carl Hobert on Educating Global Citizens, when we were challenged to look at different ways to resolve conflict - his website at www.axisofhope.org is definitely worth checking out. Many workshops were on offer, and I attended many which looked at ways to support international students in schools, including financial support and academic help and one which especially resonated with me was presented by a school counsellor who had made a video of interviews with overseas students talking about the issues they faced which was shared with the whole faculty of the school - helping to provide an education to these staff on what the actual experience was for these students.

One presentation also resonated strongly with me as something our students in Australia could really benefit from - 'At The Table with Dr King' - and I have had discussions with their CEO regarding bringing this to Australia. See page 23 for more details.

Possibly the most important part of my visit was the wonderful working relationship which I have been able to develop with the TABS staff, and this was strengthened further when I spent two days at their office in Asheville, North Carolina, talking with each of their Directors on the programs they offer and work they are doing. Watch this space for more offerings from ABSA!

Your School Website.

Put it at the centre of Socially Connected & Integrated Marketing Strategy!

AUTHOR
Simon Noakes
Managing Director of Interactive Schools

Your school website should be the cornerstone to both an efficient and successful school marketing and communications strategy. Sadly, most school websites are under invested and implemented as a tactical project – with no future planning, flexibility and third party channel integration thought about!

The school marketing person now needs to manage Social Media (Facebook, Twitter, Flickr, Youtube, plus many more), and mobile platforms (iPhone, BlackBerry, Android and iPad). These will continue to multiply as new channels and platforms emerge.

This increase in the number of new communication channels has left many schools falling further and further behind – as the administration overhead to manage them all has also increased.

Why? Because these websites were never designed to be integrated into any other communication channel – and the cost of retrofitting this functionality can be a lot more expensive than starting from scratch with a proven [and usable] website Content Management System (CMS).

Developing social media channels and mobile apps should be part of a multi-channel, multi-platform, integrated communications strategy – centred on a robust and feature-rich school website CMS.

David Gainer, Headmaster at Godstowe School, says "Modern parents want information now and in a format convenient to them - whether this is via a website, a mobile device, social platform, or desktop/display. Allowing prospective and current parents, girls and alumni to access the school information however they can is fundamental to the success of our marketing and communications strategy. We have just finished a huge digital integration project that has seen content from our main school website being published real-time to our iPhone, Facebook & Digital Signage Apps from one central web content management system, without a big increase in administration time."

Some of these integrated solutions can be accessed below:

- 'Socially Connected' Website - www.godstowe.org
- iPhone Prospectus App - www.godstowe.org/iphone-prospectus
- iPhone Parent App (integrated with website) - www.godstowe.org/iphone-app
- Digital Prospectus - www.godstowe.org/interactive-prospectus

Why should a school have to manage the same information in different applications – when it can all be managed centrally on the website – and then federated out into every other channel? They shouldn't!

Not only do these websites need to be integrated, they need to be refreshed with new content regularly. In a world where we are continually 'connected' and have access to digital cameras and smartphone apps – there is no reason why content uploaded to these websites should not be near enough real-time. This is the expectation of a modern parent.

If schools are to truly engage with the current 'internet generation' of parents and children, they need to ensure that they plan and invest in a website solution and holistic digital strategy that will enable them to keep up – or better still – stay ahead!

Simon Noakes, Managing Director of Interactive Schools. @schoolwebsites
www.interactive-schools.co.uk

http://www.

Happiness & negative emotions

AUTHOR
Tim Sharp
Institute of Happiness

To what extent are negative emotions consistent with happiness? When and where are negative emotions appropriate? Do happy people ever get upset?

These and other questions were posed after an innocent tweet/post when I published an age old saying...every 60 seconds you spend angry, upset or mad is a full minute of happiness you'll never get back!

Now, it should be noted that many people "liked" this post on our Facebook page but also, and the reason I'm writing this article, is that some thought it inappropriate or superficial and particularly, that it diminished or downplayed the significance of "negative emotions".

This sentiment was probably best summed up by Helen who commented...
What about the philosophy that one needs to express one's feelings? I know that there is an appropriate way of doing this, but these five minute platitudes are just banal grabs and does not validate the person who might be going through all kinds of genuine painful emotions.

Now, let me begin by noting that I both like the original quote AND that I agree with Helen (and a few others who made similar comments). Let me explain further...
Firstly, let me define happiness: to me, happiness is a range of positive emotions from the obvious high arousal emotions such as joy and excitement through to the less obvious, low arousal (but just as important) positive emotions such as calm and contentment. These, and many others such as pride and satisfaction, are all part of happiness - but still only part of happiness!

Because happiness to me is not just positive emotions, it's also living a life in which we're engaged with and connected to others AND a life in which there's meaning and purpose.
Now, if we think more about these other components of happiness we soon realise that pleasure and positive emotions can't and shouldn't necessarily be expected all the time. In living a meaningful and connected life it's perfectly normal to experience sadness and grief, frustration and anger, anxiety and stress (which, by the way, is why I don't like to refer to them as "negative emotions").

So this is where I agree with Helen and others... we need to accept and acknowledge that we will, and that it's OK to feel the whole gammut of human emotions BUT, and this is where I return to the original quote, the real question should always be...is this helpful?

By this I mean that although anger (for example) might be perfectly understandable at times it's not always helpful. It might be helpful if it motivates us to protect ourselves, or our loved ones from danger, but it's not helpful if it just causes us intense distress and disfunction.
In short, my point is that normal or understandable emotions aren't always helpful...especially if they go on for too long or impact too significantly on our lives in some way.

So, to conclude, happiness includes positive emotions but so, so much more (such as, again, meaning and purpose and connectedness etc) and happiness isn't just positive emotions because we can learn and grow from negative experiences and this, what's often referred to as resilience or post-traumatic growth, is a vital part of living a great life. So rather than referring to "negative" or "positive" emotions maybe we should just refer to "helpful" emotions...!

A new Vision of Boarding at Ravenswood

AUTHOR
Ms Vicki Steer
Principal, Ravenswoood

Six years ago the Council of Ravenswood reluctantly reached the decision to phase out boarding. Boarding numbers had shown a steady decline over the previous decade so, based on concerns about the impact of very small year groups on the wellbeing of our youngest students and the financial viability of the boarding houses, there seemed little choice but to close. With boarding an integral part of the school since 1935 this was the most difficult of decisions. Council determined to honour the commitment to any family whose daughter had already enrolled and this decision resulted in a phasing out period of seven years. It was this commitment to school families, as it has turned out, that "saved" boarding at Ravenswood.

School services and facilities for senior students have radically improved with the opening of the Mabel Fidler Building in August 2011. This new hub for the school has an extended hours café and Learning Resources Centre as well as specialised seniors study and student lounge facilities. As the campus supports the transition from school to university the next logical step was to offer students the option of preparing for this transition in a senior residential environment.

The Ravenswood Senior Residential College opened in 2012 for students in years 10 to 12. The aim is to provide young women with the environment to support the successful completion of school in an environment that recognises the individual preferences of senior students. There is accommodation for only 32 students which creates a friendly, share house environment.

Sarah-Anne Khoo, who has been boarding at Ravenswood since year 10, remembers her first day as an unfamiliar one: living away from home was something she never thought she'd have to do. Describing herself today as fearless and resilient, Sarah-Anne has been able to embrace all that the boarding community has offered her.

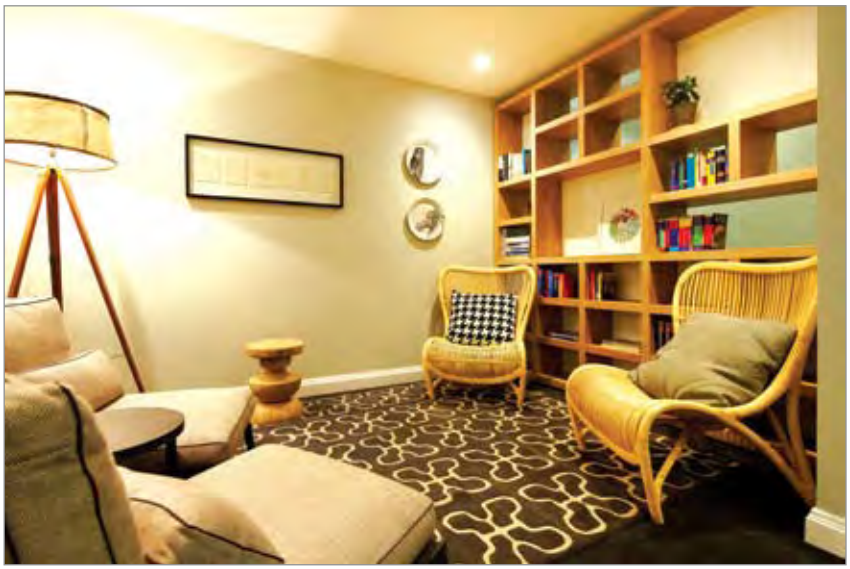
"It truly is a life learning experience. I've become so much more independent, doing things I wouldn't have done before. The way I see it, it's not just about being independent and doing chores, it's about taking care of yourself and those around you".

Director of Boarding Elizabeth Jessop, has seen this sense of community grow since boarding became exclusive to senior years; "The girls now have more independence and ownership of the house".

The two-storey building, a short walk from the main school campus, has recently undergone interior renovations, creating new bathroom, kitchen, dining and living facilities for all boarders. To create spaces suitable to the needs and tastes of young women Ravenswood turned to a design firm with no experience of schools but rather one specializing in hotels and restaurants.

The refurbished spaces are warm and contemporary, while additions such as the wireless network; both desktop and laptop computers and access to cable television, help

A new Vision of Boarding at Ravenswood



maintain a balance between recreation and study.
Director Elizabeth Jessop also believes that the addition of refectory tables and the refurnished lounge area help to build the community atmosphere: “The girls are more inclined to sit around and chat after dinner or when they get home from school because the light airy space and tables make it much easier for them to do that”. Explains Elizabeth “We don’t have many people who sit around and watch television too much but it has helped girls come together as a community because they’re feeling comfortable in their space”.

Boarding Captain for 2012, Jasmine Corbett agrees that the outstanding facilities have transformed the old Boarding House. Commencing her sixth and final year of boarding this year, Jasmine describes it as one of the best experiences of her life: “By choosing to go to boarding school I had many more opportunities presented to me than I would have had if I had remained in my country town, Junee”.

The school has witnessed many past ‘old-girls’ from the country send their daughters into boarding at Ravenswood, due to scholarships and flexible residential options. However, it is the new facilities both within the boarding house and the construction of the Mabel Fidler Building that have impressed past students. The willingness of Ravenswood boarding to adapt to the contemporary needs and expectations of the girls, just as the main campus has done, exemplifies the flexible yet supportive approach the school has adopted overall.

With full-time, weekly and short stay boarding available, Ravenswood’s Senior Residential College provides a service not only to country and international students, but to those girls striving to implement better study behaviors during year 12, those who need some respite from travelling to and from school, or girls who simply want a gain a new experience.

Being a boarder at Ravenswood helps to foster friendships. As Sarah Khoo observes:
“I realise boarding has become such a big part of my life. The friends I’ve made and the skills I’ve learnt will forever be a part of me”.

Life Coaching in Boarding: Act now for 360° success

"Like everything in life, it is not what happens to you but how you respond to it that counts" - Steve Backley

AUTHOR
Tracey Shand
Whatever Coaching

Coaching in boarding – don't we already do that! I would have to agree to some extent that this is the case as when you hear the word 'coach' we automatically think of sports coaches. Let us consider for a moment what the job of a sports coach actually is. They motivate and support their team using specialist skills with the aim to win or improve their performance. Success is generally measured in a black and white fashion through points, goals and the final place in the relevant league.

But, how can we measure 'success' in the game of life?

What does the word 'success' mean to you? How will you determine when you have it! The meaning of the word 'success' for one person may be the worst case scenario for another. A life coach adopts the same skills as a sports coach – except the definition of success is unique to each person. The aim is to help unlock a boarder's potential by reinforcing strengths and counteracting negative beliefs to maximise performance.

"All coaching is, is taking a player where he can't take himself." - Bill McCartney

I now throw down a challenge to you as a boarding professional – How can we meet the individual needs of 'success' for all areas our boarding community? Is it possible to create a culture of success that is international yet unique in approach for all ages? I say welcome to life coaching in boarding – the journey starts here and the good news is we are already half way there ……

A great life is nothing more than a series of great conversations. Coaching is a conversation with the purpose of success – your success. Think about the conversations that you have had in your boarding house today. Life is all about the conversation that we have, the way that they are interpreted and the action we take as a result of them. If we can find a way to integrate coaching models into our daily practice we are moving towards empowering young people to be the best that they can with the gifts that they have.

The principle of life coaching is to take you from where you are now to where you want to be. As house staff there are two main conversations that we seem to have with our boarders – one to sort out the tangled web of what actually happened and the motivational 'What if?'. There are many more depending on what is happening (especially after a school disco!) and the day to day issues that our boarders are facing. Meeting the pastoral needs of the growing number of third culture kids is a challenge in boarding. The need for identity is imperative as they may not know what place to call home. It is exciting to note that the way in which we deal with incidents as boarding professionals actually follows a coaching model!

Goal
To find out what actually happened!

Reality
Lets now take all of the students statements in detail (usually with them writing it down) to analyse. How does the detail in the statements compare?

Options
What are the options for dealing with the incident? Who do I need to involve?

Way Forward
What decision needs to be made? When does this need to happen?

It is great to think that our day to day practice is actually based around coaching! However the hard work starts here – we need to turn our focus around to deal with the future of these young people in our care. What is their goal in life? What are their dreams? How can we help guide them to their final destination in the Game Of Life? The conversations that we have need to become more focussed to let them fulfil their dreams and achieve their potential. The goal for us is to employ active listening skills with young people to listen for their goals and help

them move forward. Their goal will change and that is okay as they navigate their path and the key is not to give them advice. The temptation to give advice is great but as soon as you step into this role you are mentoring not coaching.

I hear you say where are we going to get the time for this, but the good news is by changing the way that we ask questions to empower young people to think, they do all of the work. If we take the analogy of the sports coach at the beginning of this article, you will see that they guide the players but the players do all of the running on the pitch to get the goals!

As I was writing this article, I remembered the six honest serving men in Rudyard Kipling's book - Just so Stories .

I keep six honest serving men.
They taught me all I knew.
Their names are What, Why and When,
And How and Where and Who.

When asking questions we need to bear two important points in mind. Firstly, we need to respect the boarders' map of the world. We all have our own map of the world based on our experiences and it is important that we take time to step into their shoes to look at a new perspective. Are they ready to have the conversation? Secondly, the questions that we ask need to be carefully crafted. When was the last time someone asked you Why ? A question like this puts us straight on the defensive so any good work that we may have done would be gone. Empowering questions are open ended and do not really use why.

What do you think the best way forward is?

When could you see the member of staff about the work that is overdue?

How can you see a way to resolve this issue?

If we follow the model that we are already using and add in empowering questions we are already well on our way to motivating our boarders to follow their dreams and achieve

their goals. As boarding professionals we have an important job to meet the needs of the students in our care. By adding the principles of life coaching to our professional portfolio we are helping the adults of tomorrow achieve their dreams.

'If you can dream it, you can do it !"
- Walt Disney

Whitsunday Anglican School

Opening of the Dalrymple Wing

AUTHOR
Richard Stokes
Executive Director
Australian Boarding School Association

During late May I was privileged to be invited and to attend the official opening and dedication of the new senior boarding wing at Whitsunday Anglican School. Principal Tony Greer and Head of Boarding John Boumford led a wonderful dedication ceremony which highlighted the expanding boarding program at this school in Mackay, Queensland. The boarding band featured during the ceremony, showcasing some very talented musicians. On the following day the whole boarding staff took part in a Duty of Care Book 1 Workshop and completed the first part of the Certificate Course, with a follow up workshop planned for term 4 this year.

Special thanks to Tony Greer and John Boumford for their hospitality, and congratulations from ABSA on the completion of this wonderful new facility.

How to create an effective email signature

AUTHOR
Tracey Lawton

Can your clients contact you easily?

Do you always have your email signature at the bottom of all of your emails?

Find out more below about the importance of an email signature, and how you can set yours up so that it automatically gets added to the bottom of EVERY email.
Whenever you receive an email from me you will ALWAYS see my contact information at the bottom and know exactly how you can get in touch with me. You will see:

My name
My company's name
My telephone and fax number
My email address (with an active hyperlink)
My website address (with an active hyperlink)
And an active hyperlink to the signup page of my newsletter

But do you have all of your contact information on the bottom of all of your emails? If not, why? And why is it so important that you have an email signature? Well, because:

Your clients and potential clients know exactly how to get in touch with you.
It's a good marketing tool.
You can use it to promote special offers.
It can drive traffic to your website
It tells people who you are and what you do
Setting up an email signature is simple to do, and I will tell you how! As a general rule of thumb your email signature shouldn't be more than about six or seven lines long otherwise it just becomes too big and may detract from your email. After all you don't want your email signature to be longer than your email!
Your basic email signature should contain:

Your name
Your company's name
Your telephone, fax number, and email address
Your Website URL with an active hyperlink

And maybe a line promoting one of your services, a special offer, a link to your newsletter, or anything else that you would want to let your target audience know about.

Set up your email signature so that it AUTOMATICALLY goes out on every single email that you send, whether it's a new email or you're replying or forwarding on an email.
Here's how to set up your email signature ...

Outlook

1. Go to Tools
2. Options
3. Mail Format
4. Signature Picker
5. Click on 'New' and then enter a name for your signature i.e. Business
6. Client on 'Next' and then design your signature in the blank box. You can change the font, font size, and text colour
7. Once done click on 'Finish' and preview your signature in the preview window. If necessary, go back and edit it.
8. Once you're happy with your new signature click on OK.
9. Ensue that the 'Use this signature by default' box has the name of your new signature in it, and click on OK.
10. Congratulations - You're done!

Outlook Express

1. Go To Tools
2. Options
3. Signatures Tab
4. Tick 'Add signatures to all outgoing messages'
5. Deselect 'Don't add signatures to all 'Replies and Forwards'
6. Add your signature in the Edit Signature text box
7. Once you're happy with your new signature click on OK.
8. Congratulations - You're done!

About the author: Online Business Manager & Virtual Assistant, Tracey Lawton, supports professional speakers, coaches, and authors to operate an efficient, organized, and profitable business. Learn how to create an efficient and organized office in 7 EASY steps, and receive free how-to articles at http://www.OfficeOrganizationSuccess.com

@schoolwebsites

interactive schools

Your School Website

The heart of a socially connected strategy

Powered by the **TIARC CMS™**
our leading school website
Content Management System

School Websites

We create multimedia feature-rich school websites **already** integrated into social platforms and our Apps (below)

Prospectuses

- PDF Page-Flip Prospectuses
- Advanced Digi Prospectuses
- CD/DVD Prospectuses
- USB Prospectuses
- Mobile/Tablet Prospectuses
- Fully Interactive Prospectus

Digital Displays

- Real-Time News & Events
- Latest Photos & Videos
- School Lunch Menus
- Live Twitter Feed
- School Timetables & Notices
- Bespoke Content

Social Applications

- Real-Time News & Events
- Latest Photos & Videos
- Live Twitter Feed
- Links to Parent Portal
- Connect with Parents
- Like, Post & Share

Mobile Applications

- Parent Apps
- Pupil Apps
- Prospectus Apps
- Augmented Reality Apps
- Virtual Tour Apps
- eLearning Apps

"Bringing Schools Marketing to Life"

www.interactive-schools.co.uk

SCAN HERE TO FIND OUT MORE!

What happened to my child?

AUTHOR
Richard Stokes
Executive Director
Australian Boarding Schools Association

One of the hidden downsides of boarding is the mixture of independence and dependence that boarders are taught while they are away at school. Parents often despair about the person who comes home to live, saying "This is not the son or daughter who I sent away to boarding school".

Many a boy or girl who leaves home at the age of twelve returns to live at home full time when they are in the throws of adulthood - having pushed the boundaries through adolescence and worked out how to stand on their own two feet. For them to face Mum telling them to keep their room tidy (even though they have done it for the last five years because it was part of the boarding house routine), or having Mum or Dad asking questions about their private life, is sometimes just too much, and can cause a great rift between those who were once good friends – parents and child. Boarding schools produce very independent young women and men. They have had to stand up for themselves both amongst a large number of their peers as well as a mixture of experienced and inexperienced staff, some of whom, at least in the students' minds, had no idea of dealing with adolescents in a living situation. They have experienced the embarrassment of showering in a group, of sharing a bedroom with strangers, of not being able to be by themselves as they discover a newly found sexuality or grieve over a death in the family, of being pressured to dress and behave in certain manners dictated by the group and which sometimes conflict not only with those in authority but their own thoughts as well. Each of these experiences builds a certain character in a boarder which makes those who work in boarding schools both sad and proud – sad because the aim is certainly not to turn out clones, but proud because we can often say we have had a huge and positive impact upon their lives and their growing up. And all through this time, the mothers and fathers sit at home missing out on all the fun – the challenges of an adolescent arguing just for the sake of the argument, of adolescents trying the limits to see how far they

will be allowed to go, of watching relationships with the opposite sex develop healthily. Boarding staff can look back at the young men and women who leave them with a pride that most others in an occupation can never experience.

But parents receive home someone they do not know. The few weeks spent at home during school holidays are just that – holidays to enjoy their company again, to spoil them (boarding school food is never as good as Mum's cooking), to go away. But when the reality of living together hits it can cause great heartache. Firstly the young adults often miss having their friends around them – they get lonely and miss the camaraderie of the group. While at school they have not had such a close input from an adult – in boarding school the ratio was always around 1:30 while at home it can be 1:1. And to top it all off, they are adults themselves and the last dealing their mums and dads had with them were when they were a child.

So when your daughter or son returns after five years of boarding (or even one) don't expect them to be the same person you sent away – they will have very much have become an 'adult' – hopefully an independent thinker who shows manners and self acceptance, but certainly one who can stand on their own two feet and look after themself.

LAPG EDUCATION ...thinking differently

EAT LEARN LIVE Scolarest

Best of both worlds: global innovation combined with tailored local solutions.

The best practice policies of Scolarest combined with the boutique style and tailored solutions of LAPG Education provide catering and support services for boarding, cafes and functions in schools nationwide.

Please contact George Michaelides, Director of Business Development - Education 0404 000 931 to discuss this unique approach and how you can benefit.

Mentor relationships a benefit for Indigenous students

AUTHOR
Alexandra Pitzing
Communications Associate
Australian Indigenouse Education Foundation

It is a great benefit to have a Mentor in life – someone who is there to listen, to give advice, to provide a fresh view; someone who may have once faced similar decisions and struggles in their own lives. Mentor relationships become particularly important during stages of change and transition in life, just like the transition from secondary school into further study or careers.

Through the Australian Indigenous Education Foundation (AIEF), Indigenous students in Years 10 to 12 have the opportunity to form such a relationship with an experienced, professional individual who offers guidance and support about life and career options.

AIEF launched its Mentor Program as part of the AIEF Post-School Pathways Program in 2010. In its initial pilot year, six students from two AIEF Partner Schools in Sydney were coupled with volunteer mentors from AIEF's corporate partner, Commonwealth Bank. The pilot was a success and the program has grown rapidly to over 50 mentor-student pairs involving students from NSW Partner Schools and mentors from a range of AIEF's corporate partners.

Andrew Penfold, founder and CEO of AIEF, says "The key to breaking the cycle of Indigenous disadvantage is quality education – it equips students with the tools to pursue their dreams, but students also need to know how to use these tools in order to achieve the best possible career outcomes. The AIEF Mentor Program aims to build these skills through the development of a trusted and supporting relationship and these would not be possible without the invaluable support of our corporate partners."

The Program aims to create structured and trusting relationships with an initial commitment from the volunteer mentor for 12 months, however the partnerships are encouraged to continue post Year 12 and well into adulthood. Mentors undertake a comprehensive screening process, are carefully matched with students and are provided with substantial training and resources to ensure they are prepared for their mentoring experience.

Each year the Program commences with an Induction Day for the new mentors and students, which is full of fun and engaging activities based upon rapport building, trust and the positives of having a mentor. Throughout the year, students and mentors meet once a month either at one-on-one sessions at the students' schools or at group sessions with all program participants in a city location, often for interesting social activities to create shared experiences.

In 2011, students and their mentors visited the NSW National Art Gallery, listened to an inspirational female executive guest speaker and had afternoon tea at Café Sydney whilst enjoying the view of Sydney Harbour. Individual sessions do not have specific conversation points but provide opportunities for students to have

Mentor relationships a benefit for Indigenous students

a sounding board for their ideas or problems, to work on career plans, setting goals, decision making and to create a strong bond with an adult outside of their family, friends and school circles. Contact between monthly sessions via email, phone or text messages is encouraged. Since its launch in 2012, the Program has been a great success and is genuinely valued by its participants. One student participant in the Mentor Program commented, "I can tell my mentor anything. She never judges me and she is always there to support me. She has been through school, university and a job and she has good advice for me when we talk about what I want to do in the future."

A mentor also commented, "The students are inspiring. It means so much to me to be part of the mentoring program with AIEF and to be able to help out in this way."

Almost all of all mentor pairs from the 2011 Program are continuing their mentor relationship into 2012. In most cases the relationships continue post-school which further illustrates the success of the program.

AIEF is now launching its Mentor program in Queensland with participants from AIEF Partner Schools in Brisbane. The response has been very positive and to date, over 60 students and mentors have expressed interest in the program. We look forward to meeting them all at the Mentor Induction Day, which will be held in May 2012.

The Australian Indigenous Education Foundation (AIEF) is a private sector led, non-profit organisation that provides boarding school and residential college scholarships to Indigenous students and offers pathways into productive careers. Our goal is to empower Indigenous students to realise their potential, take responsibility for their own future and become leaders and role models to serve their communities and the common good.

For more information, visit www.aief.com.au or follow us on Twitter @AIEFoundation

AUSTRALIAN indigenous education FOUNDATION

Boarding houses,
the internet and staff duty of care

AUTHOR
Andrew Knott
Special Counsel, Macrossans Lawyers

Given the clear and increasingly well known risks to children and adolescents inherent in unsupervised computer use, especially internet access, boarding house supervisors need to consider the arrangements to be put in place. This article is brief and general, and advice should be taken on proposed action, especially as privacy law develops.

Clearly there is a duty of care in the residential context to take reasonable steps to minimise the risk of harm to students from inappropriate access. It is appreciated sensitive issues may arise where (particularly older) students have their own computers, such as laptops, present in their bedrooms in the boarding house.

In considering what rules are appropriate, consideration needs to be given to age, the school's experience of the student body (especially in respect of maturity and responsibility) and balancing the need to protect against other needs including the need for (particularly older) students to develop self discipline and the capacity to manage their own lives as adults after they leave the boarding house. Each boarding house will need to consider what rules are appropriate, either for the boarding house as a whole or for particular age or year groups, and then to document those as part of the enrolment process so that they are communicated to the parents and to the students. It is recommended that both the parents and the students should "sign off" on agreement to the protocols put in place, and if they change as students progress through the boarding house into older age groups, then that should be done on each occasion on which the protocols applicable to the student change.

As well as securing agreement to the protocols, the difficult question of compliance checking arises. The duty, of course, requires that reasonable steps are taken to ensure that students comply with the directions, but this needs to be balanced against avoiding unnecessary intrusiveness. The experience of the school, both generally and in respect of particular students or groups of students, will, as always in discharging the duty of care, be a guide to what is appropriate.

As knowledge of dangers increases, then the steps necessary to discharge the duty of care will be affected by that increased knowledge. As an example, there are many major studies around the world of cyber bullying, both its nature and its effects, and the use of laptops, phones and other modern technology creates the capacity for serious misconduct which could have harmful effects on others, especially younger or vulnerable students.

Where schools themselves own the equipment, the boarding house staff are obviously in a strong position to remove equipment which is misused. Where the equipment is owned by the student, e.g. a personal laptop, some care needs to be taken. The orthodox view is that there is a power, if exercised appropriately to discharge the duty of care, to confiscate, at least on a short term basis, property which is being misused. However, there is a need to preserve it carefully and to return it in due course and it would be dangerous at law to delete any material from the equipment. Schools can strengthen their position here with documents at the point of admission signed by parents and students consenting to the temporary confiscation and storage by the school of student owned equipment once misuse is reasonably suspected.

It is recommended that no form of electronic surveillance of student use be conducted until the boarding house has obtained advice on its own particular situation in its particular jurisdiction as a school, however well motivated, needs to ensure that there are no breaches of any laws applicable in the State or Territory in which it operates.

As always when considering the duty of care, the critical issues are remaining up to date with contemporary practice, taking into account both new information about known dangers and new information about what is occurring in the boarding house in which the duties are being discharged. Regular review of protocols and policies and of the documents signed by parents and students will assist to ensure that the boarding house is in a stronger legal position than would be the case without such written protocols and authority being granted by the students and/or parents.

Before Dr. King's rise to prominence in the American Civil Rights Movement

Before he articulated his dream for humanity at the steps of the Lincoln Memorial

Before he received the Nobel Peace Prize

He was alone at his kitchen table one night, ready to abandon his social responsibility...

Then came the call.

"I have a dream"

CALLING STUDENTS TO ACTION AND SERVICE IN THEIR COMMUNITIES THROUGH A MULTI-MEDIA, POETRY AND LIVE MUSIC PERFORMANCE

AT THE TABLE WITH DR. KING

Inaugural Australia Tour 2012-2013

For the first time, Australian schools have the opportunity to experience *At the Table with Dr. King*, the dynamic and inspirational presentation witnessed by thousands of students across America. Schools use this event to promote dialogue around social justice and what it means to rise above circumstance, answer a call to action and leave a legacy.

A SMASH HIT!

John West, Headmaster
The Mirman School
Los Angeles, CA

EXTRAORDINARY!

Bill Morris, Head of School
Friends Academy
Long Island, NY

Contact us now to reserve your spot on our tour route as tour dates and seats are limited.

Connect with us at www.attdrking.org

Heartware and Software: The Rafflesian Model

AUTHOR
Mr Low June Meng
Head, Boarding
Raffles Institution, Singapore

Raffles Institution, Singapore's oldest school, was founded by the architect of colonial Singapore, the Briton Sir Thomas Stamford Raffles, in 1823. Our alumni include distinguished figures in politics, business, academia, sports and the arts. Presently, 4600 students from Grades 7 to 12 are enrolled in the school, of which more than 300 are boarders.

Our boarding complex is located within the school campus, which is itself within one of Singapore's busiest residential estates. The boarders are organised into 5 blocks, the composition of which changes each year to give boarders opportunities to meet new people. Events are held at the block or complex level, including block parties, sports matches and an annual talent contest.

We are conscious, however, that Raffles Institution Boarding (RIB) has to be far more than merely a place for students to stay. While we do maintain high-quality facilities, much care and thought also goes into the design of our 'heartware' and 'software' – the platforms through which we develop our students and amplify the effectiveness of our boarding staff.

Heartware: Raffles Leadership Programme (RLP)

Until 2008, RIB's population consisted almost exclusively of foreign scholars; in a small island like Singapore, locals have no need for boarding. Since then, though, there has been overwhelming demand for the RLP, our eight-week-long programme for local students interested in experiencing the boarder's life.

The RLP is a cornerstone of the school's overall character and leadership education programme. Its objectives include teaching students Independent Life Skills, like cooking and ironing, and Personal Mastery and Confidence, through grooming classes. Boarders also undergo the Myers-Briggs Type Indicator questionnaire, so as to recognise and best utilise their unique strengths in team-based activities.

To enhance interaction, local and foreign boarders are sorted into homogenous Home Groups that meet (with adult supervision) once a week during school terms. Given the diverse makeup of our boarders from India, China, South Korea and various Southeast Asian nations, we want local boarders to develop a close, international network of reliable friends after graduating from Raffles, while also deepening their affiliation to each other.

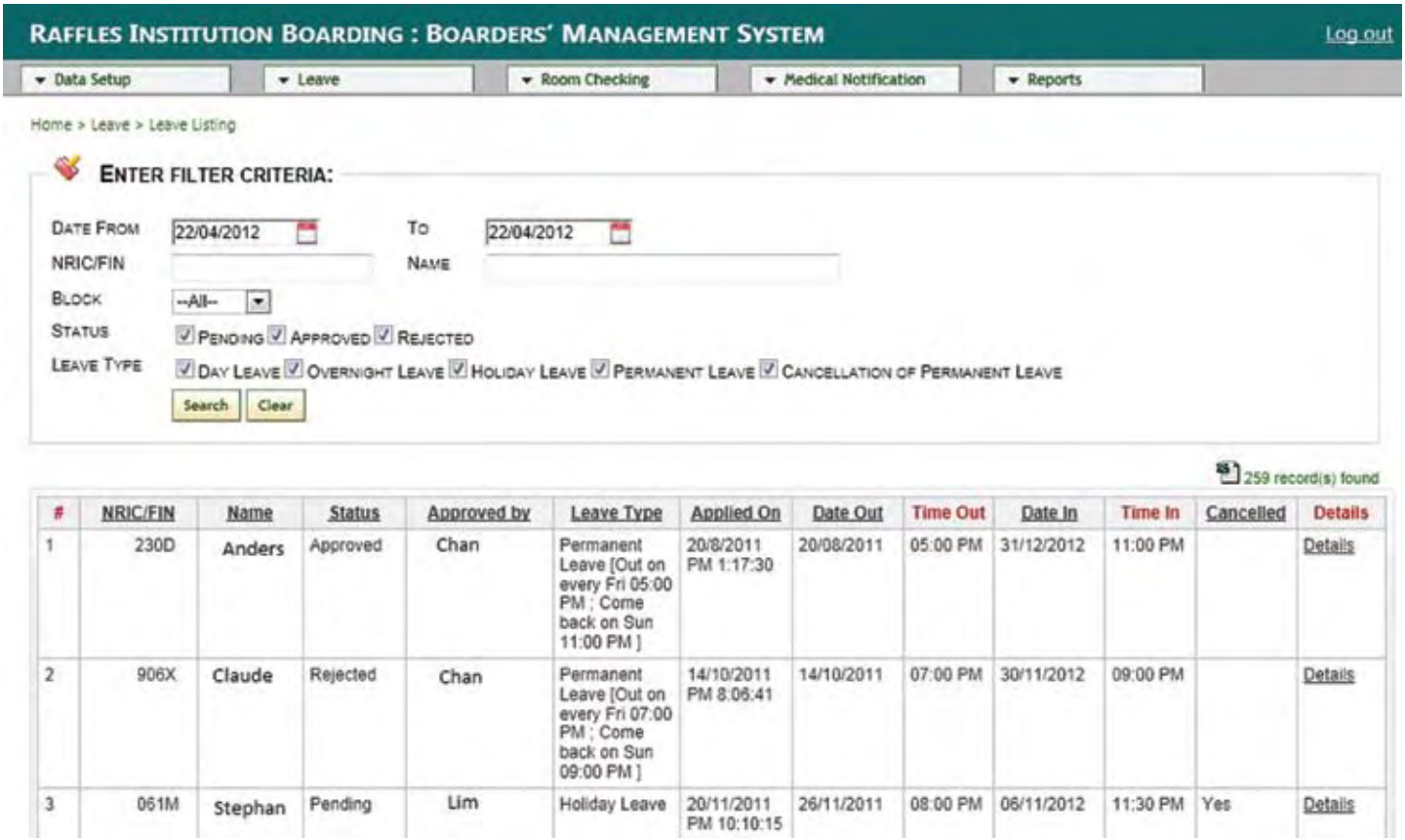
Heartware and Software:
The Rafflesian Model

Software: Boarding Management System (BMS)

One of our key thrusts involves creating and maintaining exemplary information management systems. With this in mind, we collaborated with an IT vendor to develop online administrative software. The BMS manages our routines, including boarders' room hygiene records, health records and leave applications, giving us easy access to boarders' information.

Unlike the previous paper-based system, the BMS makes data handling more organised, convenient and instantaneous. Staff members are automatically informed of leave applications via mobile phone messages, and they can approve such applications in the same way. The system also automatically identifies boarders with a track record for poor room hygiene, for example.

Over the next few years, RIB will expand the RLP to cover the entire batch of 480 Grade 9 students. We look forward to linking up with overseas boarding schools, including ABSA schools, to share best practices and learn new ideas in the future.



#	NRIC/FIN	Name	Status	Approved by	Leave Type	Applied On	Date Out	Time Out	Date In	Time In	Cancelled	Details
1	230D	Anders	Approved	Chan	Permanent Leave [Out on every Fri 05:00 PM ; Come back on Sun 11:00 PM]	20/8/2011 PM 1:17:30	20/08/2011	05:00 PM	31/12/2012	11:00 PM		Details
2	906X	Claude	Rejected	Chan	Permanent Leave [Out on every Fri 07:00 PM ; Come back on Sun 09:00 PM]	14/10/2011 PM 8:06:41	14/10/2011	07:00 PM	30/11/2012	09:00 PM		Details
3	061M	Stephan	Pending	Lim	Holiday Leave	20/11/2011 PM 10:10:15	26/11/2011	08:00 PM	06/11/2012	11:30 PM	Yes	Details

The history of the promotion & marketing of boarding schools

AUTHOR
David L Anderson
Housemaster Shore School

In 1990 the first initiative to market and promote boarding schools was not fully understood by the wider school community. At Shore School in 1990 the reduced number of boarders had been influenced by the downturn of the floor price and over-supply of wool against an emerging global market. Until this time the sons of rural families had provided a reliable flow of boarders to the School since its foundation in 1889. The nature of agriculture at this time was changing as competition from emerging countries and new technology influenced the growing, selling and marketing of Australian agricultural products. Modern machinery that was less labour orientated caused fewer people to live in the bush.

The initiative by the Federal Government to float the Australian Dollar also had a significant effect on Primary Industry, forcing the need for greater diversification of agriculture to enable Australian farmers to survive on the land.

Up until this time the majority of boarders in Australian schools had come from rural areas. The early history of boarding enrolment focused on the original boarding schools in major cities, especially in Queensland, to accommodate educating isolated students. Many city boarding schools also had developed strong links with families in Asia and the children of Australian ex-pats living in Papua New Guinea. Some boarders from PNG were sponsored by the Australian Government and other boarders educated in Australia were the children of parents involved in the administration of PNG by Australian personnel.

In the early 1990s the Heads of Independent Boarding Schools had to make rather hasty decisions about the future of boarding. 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? Many schools did not underestimate the significant contribution that boarders brought to the school, so early marketing attempts were tested to attract new boarders and fill about 15% of empty boarding beds across all Australian states.

Visits by boarding staff and School Registrars to the annual conferences of the Isolated Children's and Parent's Association commenced. These visits were an early attempt at marketing and promotion that demonstrated support to country folk in difficult financial times from representatives of established boarding schools who had strong associations with rural families over many generations.

At this time country folk were rather bemused by the attempt by schools to promote boarding. It was not a happy time for farming families to experience such dramatic change to their financial returns for agricultural commodities. Many of these country families hoped the school would look favourably on them, allowing their children to board at a reduced cost for the remainder of their education.

When an elderly grandmother, who was well connected to the Shore School, exclaimed to me that she did not think Shore School would ever sink so low as to 'market' boarding, the thought crossed my mind that it was unimaginable that rural folk would face such hardship, despite their continuing hard work and the production of the same commodities that once allowed them to enjoy financial security.

The immediate response by many boarding schools was to market strongly overseas. In retrospect that direction required careful consideration regarding the composition and balance of overseas and local students in traditionally Australian boarding schools. Some schools introduced into their boarding Houses very large numbers of overseas students, while other boarding Schools moved slowly, monitoring the integration of new boarding students into the wider population of the school.

To avoid some of the difficulties and traumas recently experienced by living off the land, some rural boarding parents encouraged their sons and daughters to consider further tertiary education after secondary school. A result of this encouragement by parents on the subject of a stronger academic focus, resulted in the stu-

The empty bed does not help the School or boarding community

dents working harder in class and being mindful of other career choices. A new academic culture began to sweep the boarding houses and within ten years boarders were attaining similar academic results to that of the day students. Other social barriers broke down and students began to respect new boarders from city, rural and overseas backgrounds.

Boarding staff took advantage of changing times as an opportunity to correct the rules regarding discipline in the boarding houses. Traditions dating back to boarding schools in England had allowed discipline to be administered by senior students, which was sometimes carried out unfairly and without any level of understanding or experience. It was time to replace the boarding house bullies with trained experienced supervisors. The changed policies regarding punishment immediately produced a more consistent and fair boarding environment. The positive changes were more noticeable in vertical house boarding systems. Horizontal structures of boarding accommodation on campus had always been challenging in respect to behaviour, as students found it hard to escape from the influence of their peers throughout the day and night, and there being no older or younger boarders present from whom to seek solace.

The Boarding School representatives who travelled out of the school to promote boarding found themselves promising a better future for boarders, including academic assistance and upgraded facilities. To honour these promises the school had to contribute funding to boarding facilities as the competition was 'unofficially' started between boarding schools to attract boarders. This was at a time when all schools had empty beds. School Boarding Expos, rural gatherings and field days quickly became important marketing locations and rural scholarships were introduced to further entice boarders to schools.

Few educationalists realised that these major changes to boarding in Australia were the first transformation in the structure, pastoral care and administration of boarding in schools since boarding commenced in Europe in the 15th Century. The boarding house environment changed from being a reasonably harsh place to a more caring institution. Boarding schools also released the use of many of the campus facilities for the use by boarders out of school hours, and increased weekend excursions.

Improved academic results achieved by the boarders gave the campus community great encouragement and as the 21st Century approached, campus staff made significant contributions to the life of the boarder by changing routines, which were gradually supported by parents as the aims and the success of new boarding programs became apparent. Over a fifteen year period from 1985, entry to universities by boarders at Shore School lept from 35% to 80%. The boarders, however, continued to contribute very successfully across the co-curricular program of the school. The boarding houses were observed to be more harmonious, friendly and happier places. Improved lines of communication between boys and parents helped the adjustment to boarding, together with more 'generous leave' arrangements in term time. New comfortable and attractive facilities in the boarding houses also produced a more relaxed environment for boarders to enjoy. As boarding numbers slowly improved, day students noticed the advantages of staying on campus during the week and weekly boarding accommodation evolved. The enrolment of these students assisted to fill beds, whilst full

The history of the promotion & marketing of boarding schools

time boarding gained strength between 1990 and 2000. It was a necessary enrolment initiative in many boarding schools.

Today all boarding institutions follow exciting new models by introducing the boarders to added new programs and facilities. The money invested by schools into boarding facilities has produced a more respectful and well behaved campus community. Boarding programs expanded to include seven days of campus activities together with leadership, service and pastoral care courses across all ages. The advantage of a boarding education has become envied by some day students that experience wasted hours travelling to school and not having teachers close at hand to assist them with their academic work. Boarders still respond positively to routine and this is still easily achieved in a boarding program compared with the hectic stress in many households where both parents work outside the home. Boarders also gain from working collaboratively with their peers in the academic culture of the boarding houses.

Marketing of boarding is therefore much more exciting and easier to sell today as boarding facilities and the boarding environment is greatly improved. Boarding representatives welcome the opportunity to talk to prospective parents and escort them around the campus. Many schools allow boarders to talk to prospective parents about boarding, which is very well received.

The best marketing strategy comes at a very low cost; this is personal recommendations from the school community who have experienced positive outcomes from a boarding education. Very few prospective parents rush to the school based on a newspaper or magazine advertisement, yet schools spend a fortune advertising in publications across Australia and the world. The school's web-site is now a most important tool and many schools also communicate by way of facebook, allowing two way conversations. Comparison 'shopping' of boarding schools at exhibitions and displays has recently become popular since the introduction of the NSW Boarding School Expos. The exhibitions now have migrated to Victoria and Queensland.

As much as the Boarding Expos are appreciated by prospective parents and school representatives, my recommendation is that discussions at field days between staff of the school and prospective parents are followed up by school inspections. You will notice the use of the word 'staff'. Parents appreciate talking to 'people on the ground' who know the boarders and know the routine. At the end of the day the same staff have to 'practice what they preach' when they return to campus. It is very good professional development to have the opportunity to exchange with parents and at the same time demonstrate one's own loyalty and interest in the school. School promotions overseas are more successful when staff, past students and parents mix with prospective parents and students. Prospective parents like to hear all sides of a boarding experience.

The boarding environment and acceptance by the school of the boarding community is quite easy to gauge by visitors. Guests to the school understand very quickly the relationships between teachers and boarders and the level of contentment and happiness amongst the boarders. Sleepovers and orientation camps for prospective boarders are a great success and provide a confidence booster before the start of their boarding careers.

A great deal of marketing by schools is focused on the special achievements or successes of the school. This does not impress prospective boarding parents as many representatives of schools believe that it might. Parents don't expect that their child is going to be immediately involved in these successes. The parents will be more focussed on how long it will take for their son or daughter to achieve happiness and acceptances in their new boarding environment. If confidence is gained quickly the talents and skills of the new boarder will shine. Schools strive to promote sporting success as a strong marketing tool, but the *involvement* of each boarding student is much more appealing to the prospective parent. Marketing academic success follows the same appeal. Parents are much more interested in the school's attainments and results for the majority of students as opposed to promoting the results of the top few students. Finally, the school where teachers live, work and participate in the wider activities classroom and co- curricular activities involving the boarders will impress prospective parents. Boarders connect with school masters and mistresses who know them, encourage them, and support them across the board throughout their entire boarding education. That is not a cost, just a rewarding experience for everyone involved on campus.

Giving students a taste of rural life — they may just get hooked!

AUTHOR
Richard Wilcox
Australian Year of the Farmer

Just where does your food come from? Recent survey results suggest that most of our children have no idea — in fact 75% of children recently surveyed thought cotton socks originated from an animal!

The survey, carried out on behalf of the Primary Industries Education Foundation by the Australian Centre for Educational Research, revealed that student awareness relating to food and fibre production has declined to worrying levels.

Once upon a time most city children had a country cousin and holidays to the farm were common. Research suggests that up to one quarter of city dwellers will never set foot in rural Australia — something our boarding communities are no doubt aware of.

The Australian Year of the Farmer is providing the ideal platform to bring agriculture to classrooms across the country during 2012 through its education program.

The selection of free lesson plans and activities available online for teachers throughout the year spans all age groups and key learning areas. For the first time ever teachers can download specially-adapted lesson plans and activity pages from the Australian Year of the Farmer website — www.yearofthefarmer.com.au/education.

"We have ready-to-use activities across subjects as diverse as English, Mathematics, Science, Health and Wellbeing and Social Science — using agriculture as inspiration for learning has never been easier" said Philip Bruem, Chairman of the Australian Year of the Farmer.

"It's about taking students on a journey from the producer to the consumer and showing how Australia's food and fibre producers are among the best and most sustainable in the world."

"We recognise that in many cases we are not only taking the students on the journey, but their teachers as well! These lesson plans are designed by The Kondinin Group to engage even the most reluctant of readers."

"Our children are our future and it is critical they have a good understanding of where their food and fibre comes from," he said.

An understanding of the food and fibre value chain is important, not only as our children grow to become tomorrow's consumers, but also as they decide about their own future.

Glenn McGrath, Australian Year of the Farmer Ambassador and former Australian Test Cricketer remarked that "Agriculture offers a wealth of careers options that many urban children have never had the opportunity to consider,"

The Australian Year of the Farmer education campaign is striving to change these out-of-date perceptions through sharing stories of our vibrant agricultural industries.

"We are surrounded by young, educated and passionate people working in modern agriculture and the opportunities available to the next generation are enormous and ongoing" said Glenn.

Our food and fibre industries rely on the latest advances in technology and a commitment to research and development which is so often in direct conflict with mainstream public perception and inhibits engagement in careers planning.

Through the education program the Australian Year of the Farmer campaign highlights that agriculture is so much more than just farmers — whatever career path young people are heading down, whatever skills they want to develop, and at whatever stage of life they find themselves — they can find a fit in agriculture.

Shortly you will be receiving additional communications about the Year and how you can support this wonderful initiative by the purchase of a One Country Card. As a major part of the program's funding stream, the Australian Year of the Farmer have released the One Country Card. The One Country Card provides countless everyday savings, benefits and deals, plus online registration provides automatic entry into the One Country Sweepstakes where cardholders can share in $250,000 in prizes.

Australian Year of the Farmer will be offering your school community the opportunity to purchase One Country Cards that will offer all the standard benefits and potential prize prospects while providing fundraising opportunities for the school and a contribution to the Australian Year of the Farmer program to advance the education and careers initiatives for the future of Australian agriculture.

For more information on the Australian Year of the Farmer go to
www.yearofthefarmer.com.au
Follow us on Facebook:
https://www.facebook.com/AustralianYearoftheFarmer
Follow us on twitter: @AYOF2012

Time for Bed

AUTHOR
Jenny Clifton
Beard Mattresses

A.H. Beard guarantee it.

Why is it we don't go to bed when we should? From 18 months to 18 years our parents, grandparents, aunts and uncles tell us, encourage us and plead with us to "GO TO BED, GET SOME SLEEP" but we fight back using every possible tactic to delay GOING TO BED!

Through the years 18 to 80 we party, we play and we stretch ourselves beyond the limit at school, work and play, as we get older there is an emerging difference - we now '*LOVE TO SLEEP*' we can't get enough sleep and the best part of every day is sinking into the comfort and security of a comfortable bed.

Nothing compares to coming home and sleeping in your comfortable bed - until now- enjoying quality sleep wherever you are is easy when you sleep in a KING KOIL bed from AHBeard, the experts in sleep satisfaction.

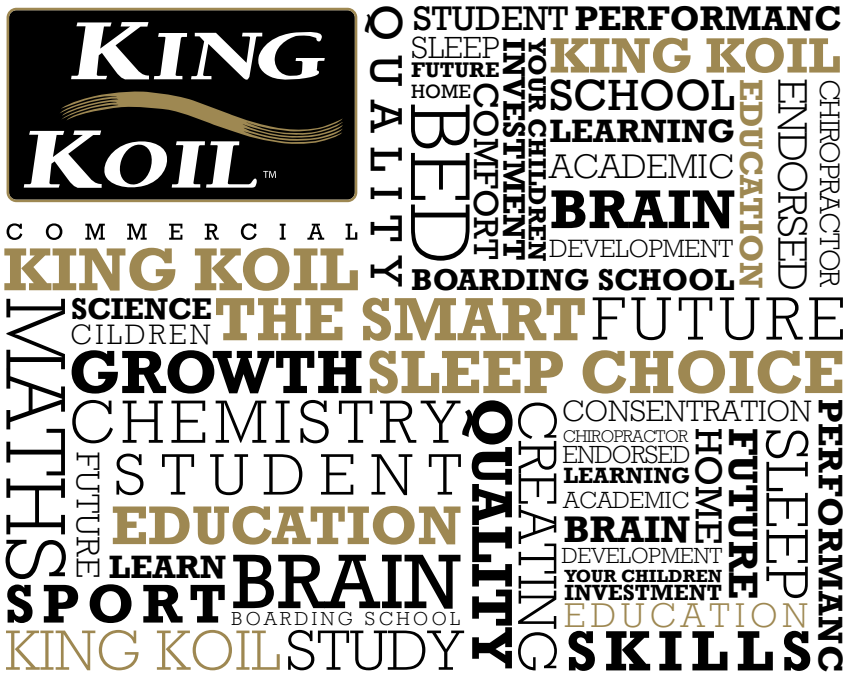
Whatever your reason for sleeping away from home it is important to remember that functioning at your best requires QUALITY SLEEP. Lack of sleep will negatively impact on performance so whether at school or competing at sport or contributing at work poor quality of sleep does impact on performance.

About Sleep from AHBeard.

At AH Beard there is a tradition of quality: The best bed is a bed from King Koil Commercial, manufactured by Australian owned and operated *AHBeard,* Australia's premier family owned bedding company for over 110 years.

Chances are someone you know is already sleeping in a KING KOIL bed from AH Beard.

For more than a century KING KOIL has been perfecting the art of creating quality sleep systems manufactured across 45 countries and 6 continents. King Koil sets the standard in providing ultimate comfort and support. Innovation and quality is our specialty and our beds are endorsed by the International Chiropractors Association, manufactured without compromise using 3 Zone postur-



Student performance is directly affected by the quality of their sleep, an investment in a King Koil sleep set is an investment in their future.
Chances are your children are already sleeping on a King Koil bed at home; give them that same reassuring comfort away from home with a quality sleep set from King Koil Commercial.

King Koil's International Approved Chiropractor sleep sets are now available to boarding school students through King Koil Commercial a division of Australia's leading bedding supplier, A.H. Beard.

www.ahbeardcommercial.com
1300 654 000

ized support and superior integrated edge support they come with a choice of comfort levels to strike a mix between value, comfort and durability to provide practical cost effective sleep solutions from budget to boutique.

King Koil beds from AHBeard are available as a selection of products to meet any specific requirement and in addition we work to exceed your expectation.

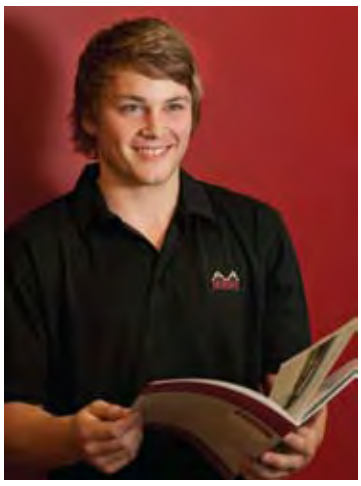
Our products are slept in night after night in premium hotels, resorts and university housing across the country where we specialise in providing sleep to suit every body.

Our knowhow and expertise in sleep technology means we can provide a range of sleep solutions to have you thinking about sleep long before ***'Lights Out' 'AH Beard Guarantee it'***

ABSA's New Office

New Contact Details

Australian Boarding Schools Association Ltd.
Postal: PO Box 279 Virginia, Qld 4014
Office: Unit 6, 3 Hinkler Court, Brendale, Qld 4500
P + 61 7 3205 4940
M + 61 4 2555 7672
F + 61 7 3205 6567
E absa@boarding.org.au
W www.boarding.org.au

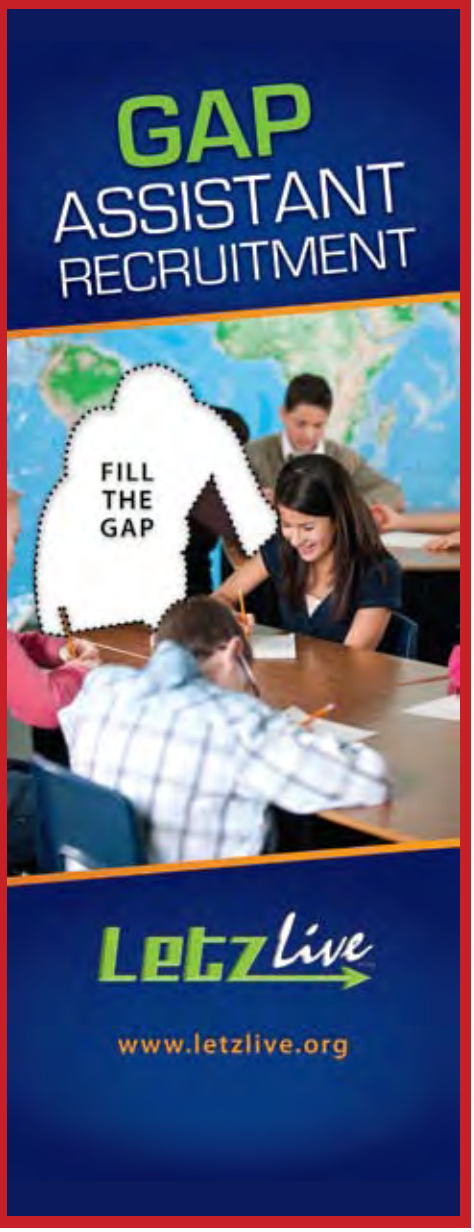


Introducing:

Thanks to the support of the Queensland and Australian Governments we have been able to employ a full-time Trainee in Business.

Tom Dunsmore completed Year 12 at St Joseph's Nudgee College in 2011 and is now studying a Certificate 3 in Business whilst employed by ABSA. He commenced his twelve month appointment on 30 April. His interests include being a keen basketballer, traveling and experiencing new things. He brings to ABSA skills in office management including inventory management, customer liaison, ordering, filing and mailing systems.

Tom will be the cheerful voice you will hear when calling our office - please make him feel welcome.



Coming Events

AUS

30 September - 3 October 2012
National Boarding Conference - Gold Coast, Qld

USA

20 June - 22 June 2012
Managing Risk for Boarding Schools
Wilmington, DE

14 July - 16 July 2012
This is the Life! Boot Camp
Boston, MA

17 July - 19 July 2012
New Teacher Institute TABS Lab:
Admission & Marketing Strategy
Admission Academy
Residential Life Academy
Boston, MA

29 November - 1 December 2012
Annual Conference
Washington DC

UK

9 - 11 July 2012
Annual Conference For Matrons and Medical Staff
Barcelo Cheltenham Park Hotel, Cheltenham

3 - 5 January 2013
Annual Conference For Housemasters' and Housemistresses'
Holiday Inn, Stratford-Upon-Avon

FIND US ON FACEBOOK AND TWITTER!

http://www.facebook.com/pages/Australian-Boarding-Schools-Association/239321523975

Twitter @austboarding

Download this issue from the website
www.boarding.org.au

Would You Like Your Boarding School Featured in Lights Out?

We plan to feature two schools each edition. All you need to do, is write a brief article (400 to 500 words) and send us some high resolution photos.

Send all files to:
lightsout@boarding.org.au
by 15th August 2012.

Australian Boarding Schools Association Ltd.
Postal: PO Box 279 Virginia, Qld 4014
Office: Unit 6, 3 Hinkler Court, Brendale, Qld 4500
P + 61 7 3205 4940 M + 61 4 2555 7672 F + 61 7 3205 6567
E absa@boarding.org.au W www.boarding.org.au