

lightsout

Conference Edition



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ABSA
NATIONAL
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GOLD COAST

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ON THE COVER

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Boarding Standards for Australian Schools

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The Hon. Peter Garrett, Minister for School Education, Early Childhood and Youth, has recently dropped the Australian Boarding Schools Association (ABSA) a line to say:

I encourage you to continue with the development of your Boarding Standards for Australian Boarding Schools. This will be a valuable contribution to the education, health and wellbeing of Australia's students.

I wish you well in your endeavours and look forward to receiving a copy of your standards documents when they have been completed.

How nice.

In relation to the worrying matter of the National Association for Student Rural Accommodation (NARSA), now trading as 'Boarding Australia', winning Federal Government grants to put in place boarding standards for Australian schools, Peter Garrett wrote:

Following receipt of your letter, I asked my Department to clarify with Boarding Australia its mandate for this project. This clarity will be further reinforced at Boarding Australia's conference in Darwin, from 10 to 12

Boarding Standards for Australian Schools



July ... I expect that Boarding Australia will continue to establish its standards with clear reference to remote and regional students and boarding facilities, rather than boarding schools.

All this is good news. Essentially, the Federal Government:

- Likes what ABSA is doing in putting in place National Boarding Standards.
- Wants to limit NARSA's influence, in the matter of its boarding standards, to remote and regional students and their own members.

This clarification was good. Previous attempts at clarification were bad, with the Federal Government advising that, 'in the first instance' NARSA's standards were to be limited to its own members. 'In the first instance' was not comforting. What was going to happen in the second instance? Was NARSA going to be used by the Federal Government to determine boarding standards for all boarding schools?

NARSA did not think this a bad idea. Their Chairman opined that NARSA was:

... well placed to develop standards for ALL stakeholders in student accommodation.

Hmmm ... It was this sort of presumption that caused the Acting Executive Officer of AHISA to write to the Federal Government to express dismay at NARSA's claims to represent the school boarding industry in the task of deciding its national standards. Geoff Ryan asked:

1. *If the National Standards were meant to apply to boarding schools, why was the grant made to NARSA without any reference to peak bodies such as AHISA and ABSA?*
2. *Was there a tender process?*
3. *Was due diligence undertaken by the Government to determine whether NARSA was the appropriate organisation to develop National Boarding Standards?*
4. *What consultation process, if any, was put in place to ensure experience across the sector was fully canvassed during the development phase?*

The response from DEEWR did not include answers to these questions.

Nil desperandum. Some good has arisen from this brou ha ha. A very clear signal has been sent to the Federal Government that they must liaise with AHISA/ABSA on school boarding matters or risk alienating some 90% of the school boarding industry.

Thank goodness we formed ABSA a few years ago! Should ABSA not have been in existence, our boarding schools would have been more susceptible to the influence of organisations that may not have represented the best interests of our boarding schools. And thank goodness ABSA started work on its own National Boarding Standards. Should we not have done this then someone else would be writing our standards for us.

Talking of which, good progress has been made in having the ABSA Boarding Standards ratified by 'Standards Australia'. The draft standards have been submitted to 'Standards Australia' for adoption nationally. This is a process that is likely to take a few more months.

Running parallel with this application will be an opportunity for ABSA members to comment on the proposed boarding standards. It is hoped to distribute the proposed standards within the next few months, if not weeks.

The forthcoming ABSA Conference on the Gold Coast this September, (don't forget to register – it promises to be a wonderful conference), will afford ABSA members an opportunity to discuss the proposed National Boarding Standards in detail.

The process of putting in place National Boarding Standards for Australian Schools has been very worthwhile. It is my hope that the standards will achieve the goals of:

- Putting in place national standards with a view to raising boarding standards to a higher level.
- Harvesting best practice in boarding standards from all States and Territories, and from overseas.
- Improving the quality of care given to boarders of school age within Australia.

- Improving the professionalism of the school boarding industry in Australia.
- Improving the reputation and the competitiveness of Australian boarding schools relative to boarding schools in other countries.
- Matching recent improvements in the professional development of boarding staff with corporate implementation.
- Ensuring that the school boarding industry in Australia has a key role in determining its own standards.

Fortiter et fideliter



Have you ever used Twitter? Have you wondered why you would ever want to Tweet? What would ABSA ever use Twitter for? These are just some of the questions we face - but I can tell you now - without being a 'follower' of our Twitter account you are missing out on lots of interesting and useful pieces of information. Almost every day we trawl the education websites to find information and tweets which may relate to the important work you do. We either Tweet or Re-Tweet these through 'AustBoarding' so they come up on your Twitter feed, and on the feed running through the centre of our Homepage.

Further, we are hoping more people will use their Twitter account to make comments and ask questions during the upcoming National Conference. The Twitter feed of the hashtag #absa12 will be at the bottom of the screen in the main conference venue (similar to the tweets which showed during the TV shows 'The Voice' and 'Can of Worms'), and speakers will have access to view questions being sent to them through this new and exciting medium.

So - how about following 'AustBoarding' on Twitter and joining the 21st century way of sharing information.

Richard Stokes
Executive Director

Academic Buoyancy, Academic Resilience, and Adaptability: How Students Deal with Difficulty and Change

AUTHOR

Andrew J. Martin (University of Sydney)
Brad Papworth (ABSA)
Paul Ginns (University of Sydney)
Harry Nejad (University of Sydney)

The collaborative University of Sydney and Australian Boarding Schools Association research (funded by the Australian Research Council and ABSA) is providing much valuable information on boarding and day students' motivation, engagement, and learning. These are considered central and salient factors in all students' academic development. Importantly, the research has also shed light on a number of cutting-edge concepts that researchers are seeing as increasingly important for the 21st Century learner. In this article we examine three such concepts: *academic buoyancy*, *academic resilience*, and *adaptability*.

The Journey to Academic Buoyancy, Academic Resilience and Adaptability

To best understand these three concepts, it is informative to consider how they developed in the context of broader educational research (before the boarding school study). In the early 2000s, the research began in traditional 'motivation and engagement' territory. This involved research into well-established factors such as self-efficacy, goals, self-regulation, anxiety, and disengagement. Not surprisingly, we found that students were usually motivated and engaged when things were going their way. That is, they were generally interested and engaged when their results were reasonable, when the work was not too difficult, or when the deadlines were not too overwhelming. However, we also found that if things got more difficult or the results were not as good as expected, quite a number of students had trouble staying moti-

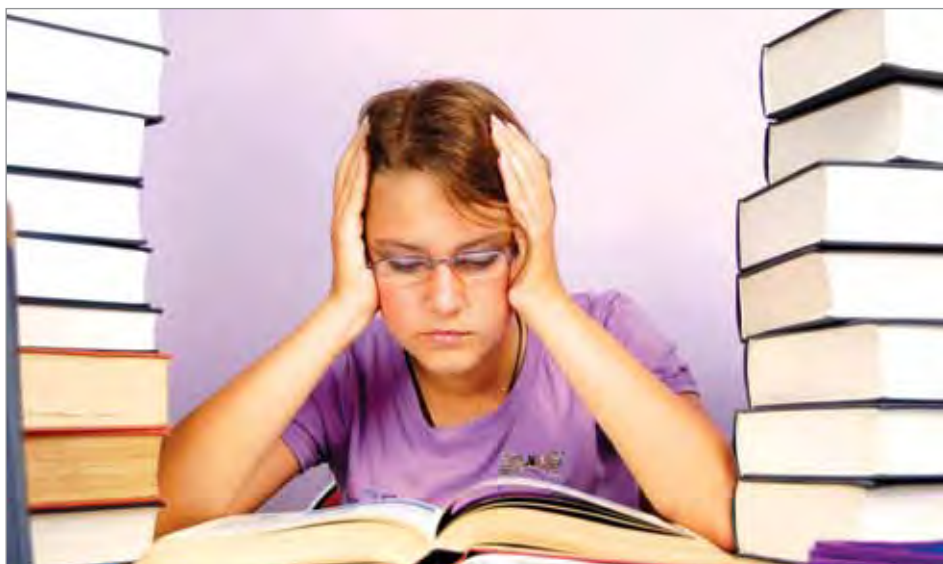
vated and engaged. This brought our attention to the issue of academic adversity and how students deal with it.

Researchers approached academic adversity via two factors: '*academic buoyancy*' (that addressed low-level academic adversity) and '*academic resilience*' (that addressed chronic and/or acute academic adversity). Thus, we suggested that the well-rounded student is one who is motivated and engaged when things are travelling well – and is also able to bounce back from minor (academic buoyancy) or major (academic resilience) adversity and setback when things are not so good.

As our understanding of academic buoyancy and resilience progressed, so too did our thinking about academic adversity. We observed that researchers often confused adversity-related factors with factors that related to change, uncertainty and variability. Whereas adversity was related to buoyancy and resilience, change, uncertainty and variability were proposed to relate to '*adaptability*'. Adaptability was defined as psycho-behavioural adjustment to successfully deal with change, uncertainty, variability, transition, and novelty. This article looks at each of these factors, summarises relevant research, and provides some direction for educational practice.

Academic Buoyancy and Academic Resilience

Academic buoyancy is defined as an ability to deal with everyday academic setback and challenge (i.e., minor adversity). Academic





Academic Buoyancy, Academic Resilience, and Adaptability:

How Students Deal with Difficulty and Change

resilience is defined as an ability to deal with chronic and/or acute academic adversity (i.e., major adversity). Following are some examples of how academic buoyancy and academic resilience can be distinguished in the educational setting:

- academic resilience is relevant to chronic underachievement, whereas academic buoyancy is relevant to patches of poor performance and isolated poor grades;
- academic resilience is relevant to helplessness in the face of chronic failure, whereas academic buoyancy is relevant to threats to self-confidence as a result of negative feedback;
- academic resilience is relevant to truancy and disaffection from school, whereas academic buoyancy is relevant to dips in motivation and engagement;
- academic resilience is relevant to opposition to teachers, whereas academic buoyancy is relevant to relatively minor negative interactions/feedback with teachers (Martin & Marsh, 2009).

Research has shown that academic buoyancy predicts students' persistence, class participation, and educational aspirations. In terms of at-risk students, the positive role of academic buoyancy applies to students with attention/hyperactivity-deficit disorder (ADHD). In fact, on factors such as class participation and enjoyment of school, the benefits of academic buoyancy seem to be greater for students with ADHD than those without. Interestingly, research has shown that buoyancy does not only apply to school students – it is also important for teachers as they deal with difficult tasks, classroom challenges, and demanding workloads. More recently (using data from boarding schools), academic resilience was found to be associated with lower self-sabotage (e.g., procrastination) and lower disengagement.

Research has also identified ways academic buoyancy and academic resilience might be developed and sustained in students. Two studies investigated the key factors underpinning students' ability to bounce back from academic setback. The first study identified the '5Cs' of academic buoyancy:

- confidence (self-efficacy)
- coordination (planning)
- commitment (persistence)
- control
- composure (low anxiety)

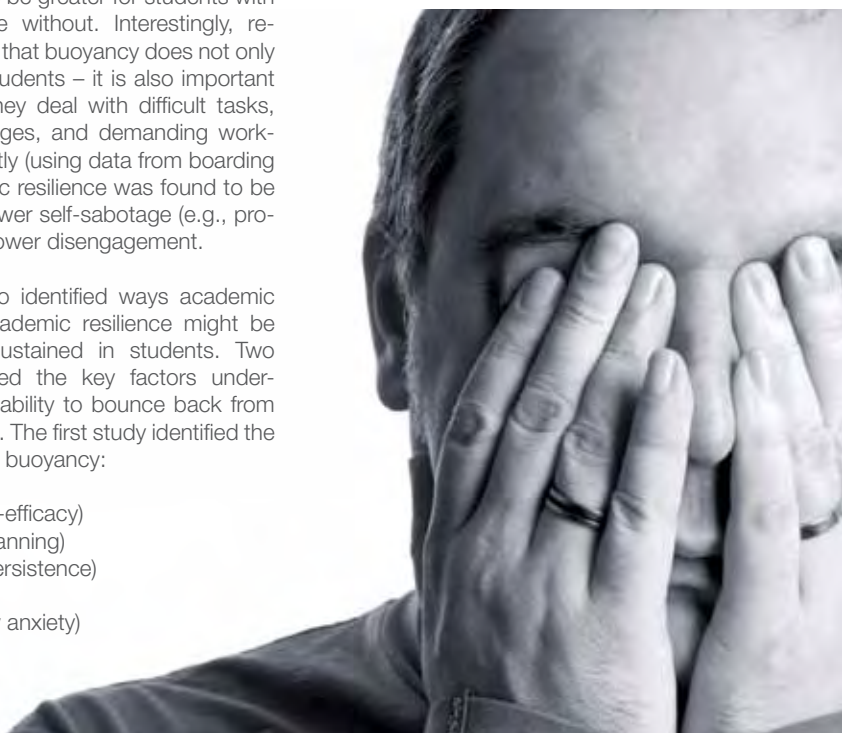
The researchers proposed that the 5Cs might be useful points for intervention. That is, we would seek to enhance students' self-efficacy, planning, persistence and control – whilst also reducing students' anxiety. Interestingly, of these 5Cs, anxiety was found to be the most significant factor. Thus, educators might want to prioritise reducing anxiety when seeking to address students' academic buoyancy. In a second study, researchers identified the interpersonal and contextual factors that predict academic buoyancy. They found two major factors:

- good teacher-student relationships
- involvement in the school (ranging from class participation through to co- and extra-curricular activity)

Both these were a buffer against stress and risk – and factors that can be successfully addressed through professional development and inclusive practices and policies in the classroom and beyond.

Adaptability

As we described earlier, it is important not to confuse adversity with factors such as uncertainty, change, variability, novelty, and transition. They are qualitatively different and involve different situations and conditions. Indeed, in a young person's life, the world will undergo



Academic Buoyancy, Academic Resilience, and Adaptability: How Students Deal with Difficulty and Change

substantial change on economic, geo-political, socio-cultural, technological, medical, and other fronts. Young people themselves will: begin school, adjust to new year groups and subjects at school, move out of home, start and change jobs, marry or partner, have or care for children, and retire from work. Such change, transition, variability and novelty disrupt routines and create conditions to which young people must adjust. Adaptability has been identified as an important factor helping young people deal with the change, uncertainty, variability and novelty in their lives.

The American Psychological Association (APA) defines adaptability as “the capacity to make appropriate responses to changed or changing situations; the ability to modify or adjust one’s behaviour in meeting different circumstances or different people”. Based on the boarding school data, this behavioural definition of adaptability was expanded to include cognitive (thinking) and affective (emotional) responses to change and variability. Cognitive adjustment involves modifications in thinking to deal with new, changing, and uncertain demands. Behavioural adjustment involves modifications in behaviour to successfully deal with changing and new conditions and situations. Affective adjustment involves modifications to one’s emotions to constructively respond to change and variability. Following are some examples of each:

- *Adjusting Thinking*
 - Think about a situation in a different way
 - Adjust your assumptions/expectations/attitude of the situation
- *Adjusting Behaviour*
 - Seek out new/more information, help, or resources
 - Take a different course of action or follow a new schedule
- *Adjusting Emotion*
 - Minimise frustration, disappointment, fear, or anger
 - Draw on/maximise enjoyment, fun, and curiosity

Research using boarding school data found that adaptability was positively correlated with achievement, enjoyment of school, life satisfac-

tion, and meaning and purpose. In longitudinal research using the same data, adaptability was found to significantly predict students’ academic (e.g., motivation, engagement) and non-academic (e.g., life satisfaction, self-esteem) outcomes. Thus, this early evidence for adaptability is very promising.

Researchers have also suggested a series of steps that students can be taught when faced with new, changing and uncertain situations:

1. Teach the student how to recognize change, uncertainty and novelty that require adaptability;
2. Teach the student how to adjust thought, behaviour and emotion – use concrete and real-life examples to illustrate;
3. Encourage the student to adjust his/her behaviour, cognition and/or emotion in appropriate situations;
4. Encourage the student to see the benefits of these adjustments in his/her life;
5. Talk about how to make appropriate behavioural, cognitive and/or emotional adjustments on an ongoing basis and in everyday life, as required.

Conclusion

This article has introduced three cutting-edge concepts in educational research, shared findings from the broad research program (and from the boarding school data), and provided some ideas on how to address these factors in academic life. Collectively, they are important factors for students as they seek to deal with academic adversity and manage the significant change, uncertainty and variability that characterises modern life. At the ABSA 2012 conference and in upcoming issues of *Lights Out*, further findings relevant to these issues will be shared.

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- Martin, A.J., & Marsh, H.W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates, and cognate constructs. *Oxford Review of Education*, 35, 353-370.
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Are You Up To the Standard?

Are You Up To the Standard?

AUTHOR

Richard Stokes, Executive Director
Australian Boarding Schools Association

regular Lights Out contributor Andrew Knott addressing some Legal Issues in Boarding. The conference will also see the presentation of the key findings from our three year research project as well as time spent looking at Positive Psychology in Action at Geelong Grammar School.

Day three of our conference will see a repeat of the presentation about Boarding Internationally given at the TABS USA Global Symposium on Boarding by Pete Upham, Executive Director of TABS, Hilary Moriarty, the National Director of the BSA and myself and our last day we are blessed with special presentations on Leadership, Guidance and Relationships by author Darryl Cross and minister Nick Hawkes.

Threaded between these presentations will be a series of Concurrent Sessions and workshops on wide and varied topics and opportunities for group discussions, as well as plenty of time for networking.

The Opening Cocktail Party will be in the clouds on the top of Q1, the tallest building on the Gold Coast and the Conference Dinner is being held at an equally spectacular location - a secret to all but a few - and will be a night not to miss.

Registrations close on September 10 and specific information can be found on our webpage at:

<http://www.boarding.org.au/1873/conference-and-events/national-conference/>

Our National Conference at the Gold Coast promises to be an exciting time, but also holds the key to having an impact upon the Boarding School Environment in Australia for many years to come.

The launch of our National Boarding School Standards, and subsequent discussions to shape this document, will provide all in attendance with a clear idea of where this project is heading, and will give everyone the chance to test their own school against the suggested standards.

We are also excited to have a number of keynote presenters addressing a wide range of topics, ranging from Dr Judith Slocombe, CEO Alannah & Madeline Foundation talking on Children's Well-being and Safety to our

SUITS AND SHIRTS

At the Conference the men from Harrison James will be available for taking measurements for tailor made suits and shirts orders. We also suggest you might think about inviting them to your school to help your senior students order suits and shirts for formals etc. All sales made involve a commission for our Association. Please support these young men in their new endeavour

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Gold Medal Gap Assistants - On a Silver Platter

AUTHOR
Simon Goodburn
Recruitment Coordinator, Letz Live

Everyday, Australian schools – both day and boarding – are challenged and stretched as they pour out time, wisdom, insights and hard work in order to maintain a dynamic and cultivating learning and living environment for their students.

Wouldn't it be nice to have an added pair (or a few) of capable hands to assist in the day-to-day running of a school and facilitate in after-hours activities in the boarding house? Hiring Gap assistants is perhaps the most cost-effective and engaging way to meet these needs as well as offering a burst of added enthusiasm and cultural diversity to the staff.

Unfortunately, one of the primary contributing factors in deterring boarding schools from considering the possibility of hiring Gap assistants is the perception that the cobwebs of logistics are too time consuming, inconvenient and can, ultimately, lead to a costly experience had by all.

Letz Live has been recruiting gap assistants of the highest quality, at no cost or obligation to schools, globally since 2005. *"Being involved with ABSA for a number of years prior to offering our service to Australian boarding schools has allowed us to direct our skills and expertise to prepare gap assistants for*

life in Australian schools." said company director, Nicholas Hare.

All applicants seeking a Letz Live placement in Australia are required to go through an extensive application process including multiple interviews and character assessments, a compulsory criminal background check as well as completing the ABSA accredited *Duty of Care Course* – all prior to their arrival at their Australian boarding school.

All Letz Live gap assistants arrive at their school fully prepared, trained and eager to join in with the staff – helping to enrich the learning experiences of students. Visas and entry clearances are pre-arranged by Letz Live and every applicant is conditioned to match the specifications of the schools' individual job description. We understand that no two schools have the same needs.

As past Gap assistants ourselves we have first-hand knowledge of both the rewards and challenges faced by Gap assistants whilst living abroad. Letz Live recruit only those who we believe are suitable for a position and those who we feel would thrive in their role living and working abroad.

Our Gold Coast office offers round-the-clock support to both Gap assistant and school,





Gold Medal Gap Assistants - On a Silver Platter

maintaining continual communication and conducting regular visits throughout the duration of the Gap assistant stay in Australia. Additionally, a security bond is held by Letz Live from each applicant, as remuneration – payable to the school – should any unforeseeable circumstance arise including (but not limited to) the dismissal of a Gap assistant for disciplinary reasons.

After all, we know that our business is based on reputation and naturally, we know that we are only as good as our last Gap assistant.

Benefits of using Letz Live:

- No-cost service for boarding schools;
- Only Gap provider to include the Duty of Care course;
- We recruit – you decide!
- 24 / 7 support from our Australian based HQ!
- Proudly supporting the Australian Boarding School Association.

Looking for additional information?

Visit www.letzlive.org/boarding-school or call our Gold Coast office on (07) 55271822 at your convenience.



(Why not visit our office and meet the team when attending the National Conference this year?)

"It gives me great pleasure to introduce Letz Live to you. Letz Live have been a supporting partner of ABSA for the last four years, and their Founder & Director, Nick Hare, is well known at our events."

*Letz Live assists young people to have a worthwhile Gap year experience, and have partnered with ABSA to ensure that they are properly trained for their work in boarding schools. They are the **only** Gap organisation which uses the Duty of Care Certificate Course in Residential Care to ensure those coming into your boarding school will have the required knowledge to be able to undertake this very important work.*

The work done by Nick and the Letz Live team is recognised by parents and schools alike as very valuable".

Richard Stokes
Executive Director,
Australian Boarding School Association

"Since arriving in Launceston I have felt so welcome. I think the time I spent with my fellow Letz Live Gaps placed both at LCGS and at boarding schools around Australia during our Sydney orientation was hugely beneficial. I am very much looking forward to all the opportunities that this year has to offer!"

Harvey Packham
Gap Assistant 2012,
Launceston Church Grammar School

"The process leading up to coming out to Australia was well assisted by Letz Live, especially concerning visa documents where we were fully updated on changes to the system which meant our visa's would still be processed as soon as possible. Setting up essentials was easy as well, with a SIM card pre-sent to us and guidance once arriving with setting up a bank account".

Nicola Dawes
Gap Assistant 2012,
Launceston Church Grammar School





C O M M E R C I A L

SLEEP HEALTH OUTREACH PROGRAM

The Importance of Sleep for school aged Children

A Joint Public Health Education Initiative From The International Chiropractors Association And A.H. Beard/King Koil Australia and New Zealand

Individual patterns vary of course, but we humans will spend upwards of one-third of our entire lives sleeping. For centuries, sleep was little understood and assumed to be simply downtime when the brain had shut off and the body was at rest. In recent decades, however, we have gained an important new understanding of the complexity of sleep and its vital importance to good health and optimal performance.

Sleep and School-aged Children (5-12 years)

Children aged five to 12 need 10-11 hours of sleep. At the same time, there is an increasing demand on their time from school (e.g., homework), sports and other extracurricular and social activities. In addition, school-aged children become more interested in TV, computers, the media and Internet as well as caffeine products – all of which can lead to difficulty falling asleep, nightmares and disruptions to their sleep. In particular, watching TV close to bedtime has been associated with bedtime resistance, difficulty falling asleep, anxiety around sleep and sleeping fewer hours.

Sleep and Teenagers (13-19 years)

Sleep is food for the brain. During sleep, important body functions and brain activity occur. Teens need about 9 ¼ hours of sleep each night to function best. Most teens do not get enough sleep. Skipping sleep can be harmful, sleepiness can make it tough to get along with family and friends as well as affect results on exams, impact on performance on the court or on the sporting field. Remember: A brain that is hungry for sleep will get it, even when you don't expect it (micro sleep)



Solutions:

- A bed that is comfortable, supportive, offers room to move and addresses healthy sleep needs such as Asthma and allergy sufferers.
- A perfect Sleep environment. Keep the room cool, quiet and dark. If you need to, get eyeshades or blackout curtains. Let in bright light in the morning to signal the body to wake up.
- Make sleep a priority to get enough sleep to stay healthy, happy, and smart!
- Establish a bed and wake-time and stick to it 7 days a week. A consistent sleep schedule will help you feel less tired since it allows your body to get in sync with its natural patterns. You will find it's easier to fall asleep at bedtime with a sleep routine.
- If you create a sleep routine and do the same things every night before you go to sleep, you teach your body the signals that it's time for bed. Try taking a bath, listening to music or reading a book or bedtime story for younger children.
- Naps can help pick you up and make you work more efficiently. Naps should be between 15-30 minutes as to not interfere with your regular sleep.
- No pills, vitamins or drinks can replace good sleep. Consuming caffeine close to bedtime can impact on the quality of your sleep, so avoid coffee, tea, soft drinks and chocolate late in the day so you can get to sleep at night.
- Try not to eat, drink, or exercise close to your bedtime. Don't leave homework until the last minute. Try to avoid the TV, computer and telephone in the hour before you go to bed. Stick to quiet, calm activities, and you'll fall asleep much more easily!
- Try keeping a diary or to-do lists. If you jot notes down before you go to sleep, you'll be less likely to stay awake worrying or stressing. Create calmness for young children prior to bedtime.

Is my child's mattress important for proper sleep?

Indeed, yes! The mattress is the basic foundation for healthy sleep. It is responsible for supporting their body for an average of eight hours a day. When it is worn out, or too soft, the critical support you need for healthy sleep may be lacking. This can lead to a more restless night's sleep and to backaches during sleep or upon arising.

You can test your mattress.

- Look at the mattress. Is it lumpy? Does it sag? Is the base worn or uneven?
- Lie down on your mattress. Does the mattress feel too hard or too soft? Does the mattress sink in certain areas?
- Do you roll into the middle of the mattress?
- Is the mattress so old that it may be contributing to dust and dust mite allergies?
- Lie down on a new mattress. Does the new mattress feel better?

If you answered "yes" to one or more of these questions, it may be time for a new mattress set.

What kind of mattress should I choose?

A quality mattress will support the spine and help it maintain the same shape as a person with good upright posture. Choose a mattress that offers both comfort and support for the sleeper and addresses the needs of a growing spine as well as addresses any additional sleep needs.

King Koil provides a range of mattresses designed for spinal alignment with zoned support areas and a range of comfort preferences that address individual sleep needs.

www.ahbeardcommercial.com
1300 654 000



What is a Residential Curriculum?

AUTHOR

Amie Mondragon
Assistant Dean of Residential Life
Wasatch Academy, Utah, USA

Residential curriculum is an important reality for boarding schools today. In terms of educating and preparing youth, it is vital that schools look outside the traditional classroom setting to determine what values and life skills are necessary to provide the foundation for our boarding communities.

Planning for an effective residential curriculum is an extensive and ongoing process. Some schools may simply articulate the programs and structures they already have in place, while others use this planning to assess and redefine their residential mission. Wasatch Academy believes the latter, and incorporates their mission statement in every determination of their programs.

Missions Statement for Wasatch Academy- Wasatch Academy boarding students develop self-reliance, independence, and accountability while learning to appreciate diverse perspectives in a safe environment.

There are a number of informal teaching opportunities in the dorm but Wasatch Academy residential faculty have found value and importance in formalizing a residential life curriculum. When a program is identified as important, then it needs to be formalized. Wasatch Academy feels a responsibility to our students, to prepare them for skills they will need to be successful while attending Wasatch Academy, and can use throughout life. The residential faculty takes on this great responsibility and teaches weekly within the dorms. Students are divided by dorms, and sometimes by age, to achieve the goal of reaching the students with pertinent topics needed for our modern day adolescent.

Preparation and structuring the residential life curriculum is crucial to its success. Before the school year begins the residential life faculty organizes a draft of the year's curriculum. The residential faculty prepares lesson plans, which are delivered once a week, Wednesday nights, before study hall, for 30 minutes. This plan





What is a Residential Curriculum?



includes a goal, activity, meaningful message, connection to our values, and a significant tool to test, ensuring the intended message was received.

Dorm parents have the responsibility to deliver a residential life curriculum, educating students about topics related to their mental and physical well-being.

Residential life values; safety, empowerment, community, diversity, responsibility, accountability and empathy come from our mission statement and have become the major focus for curriculum development. Students' non-academic and social skills are enriched by the curriculum, preparing them to navigate life during and after high school.

Appropriate topics are chosen through Residential Faculty brainstorming, as a rough draft for the year. Beginning with the basics for freshmen, such as study skills, the need for sleep, and importance of physical activity, advancing to healthy relationships, finance management, and college life questions and answers, which are more appropriate for seniors. Although there is a set structure and lesson plan, flexibility is essential in order to address everything from a small issue in the dorm, to an unforeseen global event.

Project based learning is a significant direction Wasatch Academy has taken. The residential faculty embraces the project based learning model. Recently, the students participated in

an enriching event, teaching elementary-aged girls about positive self-image. Throughout the school year, the residential life curriculum focused on teaching the boarding students about positive self-image, and how to practice achieving this. Some of the topics included self-respect, body image, and identifying the labels society places on women. There were many activities to prepare the girls for teaching what they had learned.

Self-reflection and evaluation are imperative aspects of the residential life curriculum. The residential faculty reflects on key questions after each lesson, evaluating the lesson plan, and assessing student learning and practice. Students are asked to reflect on what they learn. Questionnaires and fun quizzes are added at the end of lesson plans to help the adults understand how the information was received and what can be improved.

For more information regarding Wasatch Academy's Residential Life Curriculum, please contact:

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Beyond the Boarding House

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Head of School
The Toowoomba Preparatory School



At the conclusion of her first term in boarding a young primary aged student wrote a short letter to her House parents sincerely thanking them for the wonderful opportunities she had experienced during her short time at the school. Her thank you was not in response to the excellent facilities at the school, nor the comfortable beds and spacious common room, and it was not even for the delicious food received each day. Rather, her letter expressed her thanks for the time spent with members of the boarding community, going on outings, attending special events and enjoying new experiences.

The importance of relationships cannot be underestimated and can mean the difference between a successful boarding experience and one that is memorable for all the wrong reasons. The establishment of trusting and respectful relationships at the outset of a student's boarding experience can be enhanced by the inclusion of activities and outings which are shared between the students and boarding staff. These shared experiences become a topic of conversation and help to strengthen the relationships.

At The Toowoomba Preparatory School, shared experiences do not always mean an excursion off campus, although these are always welcomed by the students, but they do mean activities beyond the boarding house. Spending time beyond the boarding house,

gives students a change from the usual routines and adds interest to their lives.

One very popular spot at the Prep school is Queenie's Paddock, a piece of land behind the boarding houses that is considered the boarders' backyard. It is an area of sloping green grass, excellent for tobogganing down, large shady trees just right for building cubbies amongst the roots and quiet spaces where conversations can be held with others or with self.

At the top of Queenie's Paddock is a large concreted area perfect for skate-boarding and riding rip sticks. The boarders love their time in Queenie's and so weekend activities often include a session exploring the 'back paddock'. Not every boarding school will have the same type of 'backyard' but all schools should have their own 'Queenie's Paddock', somewhere special where the students can go to relax, converse with peers, share their thoughts with boarding staff and just have fun. No matter what age the boarder, he or she will greatly benefit from time beyond the boarding house.

So when reflecting on the programs offered at your school, ask yourself what opportunities are provided for your boarders to develop strong and meaningful relationships with the boarding staff and what shared experiences are provided beyond the boarding house that create positive memories that will last a lifetime.



QR Codes

OR Codes

AUTHOR
Craig Flett
Australian Digital Partners



ABSA QR Code... Scan to view!

CEREAL boxes are, by and large, poor works of literature. Yet many people sit at breakfast reading them over and over again. Last year Kellogg's realised it could make its packets more entertaining—and guessed that people also had their phones to hand (anything beats talking to the family). The cornflake-maker put 2D codes, better known as QR (for quick response) codes, on its Crunchy Nut boxes in America. When scanned, these took cereal-munchers to a video of dawn in, say, Washington State. The idea was to push cereal as an all-day snack: "It's morning somewhere."

QR codes—squares of black and white (or even red and white in ABSA's case) patterns—have much to recommend them. They store far more information than plain, old bar codes. For example, they can fit in web addresses and logos. And they are cheap. They have been popular in Japan for years, but elsewhere have for a while been touted as the next big thing.

Over the past year, QR codes have quietly slipped into the marketing mainstream. Three-quarters of American online retailers surveyed by Forrester, a research firm, use them. In April nearly 20% of smartphone users in America scanned one, up from 14% in May last year. According to comScore, another research company, more than two-thirds of Americans and Europeans who scan QR codes do so in order to obtain information about a product. Japanese smartphone-owners, by contrast, are most likely to download a discount coupon or a special offer.

Scanlife, a provider of QR code services, saw the number of unique users scanning codes through its system triple in the year to March. One reason for the rise is the proliferation of smartphones with high-quality cameras and the corresponding decline in data charges. It also took time for people to realise why advertisements contained mutant crosswords. And perhaps most important, marketers have only now worked out how best to use QR codes. Simply sending customers to the company website is not enough, says Melissa Parrish, an analyst at Forrester. In-store promotions are catching on. Coupons are always popu-

lar. Real-world treasure hunts have also been successful.

For marketers, QR codes bridge the gap between offline and online worlds. Customers who use them are, in effect, asking to be told more about the company. The success of a campaign is easy to measure by the number of scans. Expect to see a lot more of those funny little black-and-white patches.

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One size does not always fit all...

AUTHOR
Conrad Mathias
St Joseph's College, Sydney

Some schools overtly stream students in particular subjects. Others are more nuanced about it and provide for classes of mixed ability, but still tend to have a top class and a struggling class across a year group. These various approaches are more often than not part of a well thought out prosecution of learning and teaching. In a marketing sense, it tends to meet the needs of individual students and in a management sense, it tends to flatter the mixed abilities of departmental staff rooms.

After the final bell each day, boarders train for their sports, occupy themselves with errands and social pursuits, and then sit down

However, those in charge of boarding are now aware that some adjustment needs to take place within year groups in the management of evening study in the boarding community. With the best will in the world a proportion of any student body will have less homework, less study commitments, and less assessment tasks than their peers. This is not always so obvious in the earlier secondary years, but as students progress towards their final years, these differences come into sharper focus.

Whilst it is not difficult to describe the challenges to which this issue gives rise, their resolution is less obvious. The supervision of evening study is sometimes undertaken by staff members who are gifted in some pastoral sense, but may neither have the skills nor the background to make a contribution to the more contemporary aspirational aspects of evening study.

Continuous interface between the school's teaching and learning arm and the leadership of the boarding community is vital to ensuring that programs can be designed, and implemented, (not always a sequential certainty) to ensure that evening study remains a positive, fulfilling, and achievement oriented experience for scholar and non-scholar alike.

As boarding communities have opened up in the past twenty years insofar as students are more encouraged to be individuals with individual goals, and not so much part of the group hymn, this has provided for more demands on the management of such communities. Student staff ratios are a reflection of this.

It is inevitable that any boarding community which seeks to provide a tailored evening study program for the various component parts of the community will require a quantitative and qualitative variation in staffing presence. This may cost more.

But can we afford not to do it?

to dinner. Beyond dinner, there is invariably an evening of study. The length of this period of study is generally in line with the age group of the students. Those in post primary years have a short study period, and go to be bed earlier. Those at the pointy end of their secondary schooling are afforded longer hours of study, and lights out is later.

These two paradigms have been around for generations, and they have generally served us well.





5 “W’s” for happiness

AUTHOR
Tim Sharp
Institute of Happiness

I’ve spoken much and written lots about the first 3 “W’s” that go towards finding happiness and living a great life; here I bring you two more “W’s”. Before outlining the 4th and 5th, however, let’s review the first three...

- The first “W” is for WHAT - most of us are typically pretty good at focusing on and defining what we need to do. Many could be more specific but the “what” is, in many ways, the easiest of the W’s.
- The second “W” is for HOW (I didn’t say all the W’s were first letters!) - after working out what to do the next, probably the next easiest step is determining “how” to do it.
- And the third “W” is for WHY - now this is an area a lot of my clients need help with and this is something I often refer to as “The Big Why”. Answering “Why?” we do what we do is at the heart of motivation and it goes towards the meaning and purpose we need to live a thriving and flourishing life.

But as noted, I’ve written before about the WHAT, HOW and WHY...this is more about two other “W’s” which were highlighted to me just the other week. So let me give you a personal example and outline a situation I experienced in which I got the first three “W’s” right but neglected the last two.

I was recently invited to speak at an event (a relatively common experience for me these days) and after some discussion I clarified the What, How and Why of what I was going to present. I must admit, however, that I didn’t give enough thought to the latter two. Now my first presentation went extremely well. This was a presentation that was very similar to many that I give every week and every year and which, I’m pleased to say, are typically very well received. The second of my presentations, however, did not fare quite so well.

It was still well received and I still received some great feedback but I have to say that I didn’t feel quite as comfortable as I normally would; and this was because I was asked to deliver a closing keynote, after the closing



ceremony and just before two incredibly live musical performances! Although I did my best and although there were many there who appreciated my efforts the reality was that many at the conference were much more interested in drinking and partying (including me)!

It was this experience that caused me to reflect on two additional “W’s” which are not just relevant to me and my presentation but also, I argue, to creating happiness and a productive, fulfilling life. And these additional W’s are...

- WHERE - what is the context in which you do what you do, and
 - WHEN - timing is oh, so important!
- So when it comes to creating and designing a happy life, a life with happiness, meaning, purpose and connectedness...
- work out what to do
 - determine how to do it
 - ensure you’re doing it for the right reasons (why?), but also...
 - be careful of where you do what you need to do and
 - when you do it!

The way forward

The whole brain and your life

AUTHOR
John Hendry
Director of Student Welfare
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“Your brain lies to you a lot. I am sorry to have to break the news to you, but it’s true. Even when your brain is doing essential and difficult stuff, you’re not aware of most of what’s going on”. These lies are of course in your best interest however the lies and the subsequent understanding developed and even actions prompted can lead to misinterpretations, misunderstandings and subsequent mistakes. The brain essentially operates to make decisions and does so “on the run” most of the time. Rules are established and actioned by your brain and these rules are unique to you and are established through experiences of which the brain recognises as you and then applies such in an anticipatory way and predictable way to spare you the conscious effort to “having to decide on everything” all the time. The brain receives messages, and it receives a constant flow of important and life defining messages every moment. The overload of information presented for “brain consideration” saps energy and the brain tries the best it can to conserve your energy, to protect you from fatigue generated by you having to “decide on everything” moment to moment. Patterns are established and these patterns present as your predictable behaviour. Psychologist and Nobel Prize winner, Daniel Kahneman won the award for his (and Amos Tversky, who passed away before the award was made) research relating to this important process and “rules of thumb” and how such impact on real-life behaviour.

The brain has to decide whether to take short cuts or draw your attention to something you need to make a decision about. Most of the

time your brain favours speed of action against accuracy in a particular situation. It applies these “rules of thumb” to just get on with things and let you move forward. When your attention is drawn to having to “make up your mind” then a more intentional mental process is employed, something Daniel Kahneman called “System 2”, where the mind is focused on the issue and conscious consideration is given to the decision being made. This “logical” process thinking takes much effort. Most life decisions made do not specifically require the employment of System 2 however the decision or not to employ System 2 is important and perhaps should not be left to chance. Your brain does develop “habits of mind” and these take care of the majority of decisions we make. These decisions describe who we are to others and to ourselves. These habits reflect our values, attitudes and beliefs about all manner of life situations and circumstances. Our responses and reactions are tied to such. To actually act outside this template we have to decide to employ System 2. This is a critical decision. It is challenged by the common question asked “what were you thinking?” or “why did you not think?”. Your brain at times, perhaps too often when tired or impaired by other activities (or substances) or emotions, can discard too much information, or not collect information, and then make decisions that can be expensive in a life and relational sense. The brain also creates and establishes stories to explain actions and in the end these stories consolidate in an habitual sense which then becomes a guiding light for future brain decisions your brain makes.



The way forward

The whole brain and your life

The evolutionary structure development of the brain is fundamental to this process and to the operation of the brain decision making. The brain is a wonderful decision maker most of the time and does enable you to get through life well enough. It does however make mistakes. We all know this and all wish at times that we had “paid more attention” and engaged System 2 more often or in this case. Your brain “listens” to all information and must of course decide what to pay attention to and act upon and what to at this time just “let go through to the keeper” (sorry, I am a cricketer). Taking mental shortcuts is a fact of life and of living. We invent plausible stories to justify so acting and resurrect these when challenged. Memory, like the brain which really establishes memory, can be unreliable and can distort reality and create a security that is questionable. Perception can likewise be highly selective. This relates to how “we see things” and the filters for seeing things clearly are tied to beliefs established for such are the lens through which we see life. Often we imagine things to explain decisions and subsequent actions.

Learning is, of course, tied to brain activity. Brain activity is related to decision making under pressure in each moment. Priority setting is of course deliberately established initially through careful thought, employment of System 2 processes, and then priority setting is set and the brain follows such in a habit established sense. Success is registered and this generates a belief that you can handle a moment challenge and you will employ the habits that have proven to be effective in the past.

Such employment consolidates things further through neuroplasticity (Hebbes law, What fires together wires together) and substantial brain management pathways are established and all traffic associated with a challenge is directed to these pathways for decision making and action. Failure can dissuade and the brain recognises failure through particular brain functions and failure triggers a reluctance to direct traffic to these established habitual pathways. This is where we get the concept of Learned Helplessness coined by Martin Seligman. Emotions of course are dominant in decision making and in fact are pivotal to decision making. Antonia Demasio and many others have illustrated this. However, again, too much emotion can become an inhibiting factor that distorts the employment of System 2. Fear and anger in particular are powerful negative emotions that can also mean that the employment of System 2 is either delayed or arrested. The same applies to inhibiting the employment of System 2 when you are over excited, too enthusiastic or employ disengaging activities like “not paying attention”, being distracted by technological and/or psychological things that emote you. Too much of a good thing can distract and/or inhibit.

The state of “Flow” identified and explored by Mihaly Csikszentmihalyi relates to that brain state where decisions are made in the best and most efficient brain energy circumstance where energy is conserved and where the brain is alert, well schooled and operating without distraction. This state of mind is when System 1 and System 2 are integrated and operating in a



The way forward

The whole brain and your life

state of being directly and without interruption informed moment to moment by brain processes, habits of mind established through practice (which makes perfect) and which are not in any way interfered with by all those waiting inhibiting factors that interrupt attention to task and disturb performance. Flow is described as “a state of effortless concentration so deep that you lose the sense of time, of yourself, of your problems” It is an optimal integrated and energy conserving experience where we operate at our best. Flow neatly separates the two forms of effort: concentration on the task and the deliberate control of attention. The “being positive” aspect of attitude and then habit can become unrealistic and distracting so reality is a vital cog in allowing your brain to assist you in the moment. Mental attitude, of course, does extend to attention or not and also to the extent of attention and the effectiveness of attention. Life experiences impact upon on attitude and thinking is determined in this mix by all things discussed.

Of course the evolution of the senses and the direct purpose each has determined the contribution the senses have to the provision of information to the brain. Each sense is critical independently and of course the interdependence and the collaboration of the senses delivers more relevant information for consideration in the moment by the brain. The way we “feed”

the body with nutrition, exercise, and healthy beliefs determines our state of mind and therefore our brain operation in the employment of System 1 and System 2 and how we grow to develop who we are as defined by our “habits of mind”. Decision making and the understanding and management of choice in life is conditional upon all these elements of brain activity and of course on our learned capacity to have an “open mind”, one where habits of mind are not inhibiting understanding and decision making leading to action. Studies relating to choice and decision making have clearly defined some of the critical elements that determine decisions about choice. The attitudes we develop in relation to decisions we make from life possibilities are established as habits of mind and are hard to change. We establish as a habit of mind a particular approach to decision making that Kahneman and Tverski, Schwartz, Feynman, Lyengar, Siegel, Lehrer and many others have researched and explored that lead to rules of thumb responses that have been found to not be too good. John F. Kennedy said “The essence of ultimate decisions remains impenetrable to the observer—often, indeed to the decider himself”. We may not know why we have so decided and our explanation to having done so can be or is fanciful when really mined. John F. Kennedy was right, we really do not know even though we may attempt with confidence to explain why we so decided.



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

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Before he received the Nobel Peace Prize

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St Hilda's Students Celebrate 100 Years in Style

AUTHOR
Margie McGregor
St Hilda's School, Southport



Students will celebrate the 100th birthday of St Hilda's School in spectacular style by parading uniform fashions of past eras at the centenary history book launch to be held on Open Day, Friday 3 August at 9.30am.

A group of Year 9 students initiated the modelling of past uniforms as part of a Now And Then Focus Week to inspire the girls' curiosity about the past, to reflect on how far the student body has come and to celebrate their centenary year. The girls have been invited to make their presentation at the book launch before students and special guests including two past Principals who have written chapters, the Reverend Dr Helen Granowski (1965-1974) and Mrs Josie James (1989-2002).

The book launch is one of six significant events that have been planned by the Gold Coast school to celebrate its 100-year anniversary, including a ball for 750 current and past families held in March and the formation of a giant '1544' by students on the oval on International Women's Day, representing the number of women and girls who study, work and live on campus. Other events scheduled for Semester 2 include:

- Centenary Honour Wall, the unveiling of some 15,000 names of all past students and staff over 100 years on Tuesday 21 August by the Governor of Queensland Her Excellency Ms Penelope Wensley AC, daughter and niece of St Hilda's Old Girls
- Old Girls' Association 100 Years Dinner reunion for alumni members on Saturday 27 October
- The Most Reverend Dr Phillip Aspinall, Archbishop of Brisbane, will deliver the Speech Day address on Thursday 29 November

Head of School Mr Peter Crawley (2006-current) said the opportunity to celebrate 100

years stands as an achievement for the founders and the many generations of students and staff who have passed through the campus.

"St Hilda's School is remarkably different today compared to the small school established in Queensland in 1912 but the positive values the girls and staff lived by remain the same," said Mr Crawley.

"It is also an exciting time for the school which this year was named as Queensland's top performing school in OP1-15 results, a record of achievement which demonstrates that we care about every girl's aspirations and that the success of every girl is our primary goal."

St Hilda's School, located on the corner of High and Cougal Streets at Southport has its true origins at Ipswich where in 1880, Mrs Ann and Miss Helena Davenport opened their small and almost forgotten private school for girls, Goyte-Lea. By 1882, Ipswich had plans for a much bigger school - Ipswich Girls' Grammar - and thus the Davenports with students in tow, boarded the paddle steamer President and re-located Goyte-Lea to Southport.

In 1911, Helena Davenport's decision to sell Goyte-Lea proved timely for Archbishop Donaldson who was looking for a suitable place by the sea to start a Church of England School for Girls. He generously consented to advance the money out of his own pocket and the Diocesan Council approved the £1800 purchase.

Charged with Archbishop Donaldson's plea, 'I wish we could persuade you to take it on yourself,' Miss Catherine Bourne gave up her long-standing position as Headmistress of Maryborough Girls' Grammar to become St Hilda's first Headmistress. Challenged by what she described as 'a struggling private enterprise,' Miss Bourne opened St Hilda's doors in 1912. On that memorable first day, in a weatherboard house on the corner of Bay and Davenport Streets, 23 boarders sat at their desks.





100 Years in Style

To single out any one student is difficult but Amelia Lillian (Lily) Anderson, a boarder from Eureka near Lismore springs to mind. Born in 1899, Lily aged 12 years appears on the 1912 roll. Unaccompanied, her journey was no small undertaking. Before dawn she harnessed the horse and sulky and travelled to the nearest railway station at Nashua – eight miles away. On arrival by train at Murwillumbah, she engaged a horse cab which took her to South Tweed Heads and from the Tweed, she continued over the border by river boat to St Hilda's School at Southport.

For girls like Lily, St Hilda's opened up horizons to public examinations, sea bathing, boating, tennis, divinity, history, classical dance, dress-making, typewriting and bookkeeping, painting and wood carving, Latin, French, elocution, arithmetic, geometry and algebra, botany, geology and physiology.

By 1915, St Hilda's had grown to 56 boarders and it was clear that the existing premises could not cope with further increases. Spending £1000 of her own money, Catherine Bourne purchased 25 acres of bushland 'up on the hill' at High Street, Southport and petitioned the Church to erect a 'proper brick boarding school' upon the site. In 1917, the still impressive Whitby building was completed at a cost of £13,000 and Catherine Bourne generously gifted title to the High Street land to the Diocesan Council.

Instantly recognised as a Southport landmark, newspapers of the day boasted of St Hilda's wide verandas, lofty and airy dormitories for up to 80 boarders, electric lights, septic tank, overhead tanks, ground wells, a bore and tennis courts...



Notable school 'firsts' include Clarice Andrews who, for the administration fee of £2 passed the 1917 Queensland Public Senior Examination and Moira McCullough, who won an open scholarship to the University of Queensland achieving fifth place overall and highest pass from a girls' school in Queensland for the 1929 Senior Examination.

St Hilda's School grew resilient during World Wars and the Great Depression. When the 1919 flu epidemic came close to the school gate, a 10-week quarantine denied the girls visitors and home leave during term vacation. To overcome boredom, resourceful mistresses introduced the sport of Captain Ball. How could they foresee, that one day Ballgames would become an inter-school competition (withdrawn in 1996) and that today, St Hilda's is home to the Queensland Girls' Secondary Schools Sports Association (QGSSSA) trophy. During World War II, every student was instructed to knit socks for the soldiers, fetes raised money for the Red Cross and donations were made to the Wounded Soldiers' Fund. In 1940, the Queensland Government ordered the closure of all coastal schools and Headmistress Winifred Fittock re-located girls, belongings and willing staff first to The Glennie School in Toowoomba and later to the Rogerson family's Pikedale Homestead near Stanthorpe.

When the all clear was sounded for the return to Southport, Toowoomba Preparatory School had taken up residence at St Hilda's School and so, for a short period of time, St Hilda's lays claim to 'Old Boys'.

Some lesser known curiosities of St Hilda's School include raising cows, pigs, chickens, donkeys, kangaroo, wallabies and aviary birds, the long-gone nine-hole golf course, the innovative 1920 Kodak Club and hosting of the

100 Years in Style



British Olympic swim team in training for the 2000 Games.

Much has changed over the course of a near century. Eight principals and more than 13,000 students have passed through St Hilda's doors and much remains the same, including Catherine Bourne's 'proper brick school building.'

The 368-page hard cover book entitled Non Nobis Solum, compiled by past Head of Junior



School Miss Meg Sanders and School Archivist Mrs Catherine Mackintosh, includes chapters written by five out of the school's eight Principals and more than 75 personal reflections by past students, current and past staff members and members of School Council.

For further information: Margie McGregor 0433 370081

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New head of Boarding

New head of Boarding

AUTHOR

Mrs Celia Mara
Head of Boarding,
Toorak College, Mount Eliza



Having joined the Toorak College Community I have been overwhelmed by their sense of pride in their school and rightly so.

First of all I would like to take this opportunity to introduce myself to the Boarding Community. I am the new Head of Boarding at Toorak College but I have been teaching for over 20 years and for the past 10 years I have also been employed with the Victorian Curriculum Assessment Authority (VCAA) and have marked both Accounting and Business Management exams at State level. I was also heavily involved in the development of the new VCE Accounting study design and have presented at many professional development sessions to current teachers in the area of VCE Accounting. I have also held Curriculum and Pastoral leadership positions in my previous schools. I am the proud mother of 2 boys, aged 15 and 21 and I am a 'new' Australian, having emigrated here from Scotland in 1994. We love Australia and all that it has to offer and feel blessed to have been accepted into the 'Lucky Country'.

My role here at Toorak is a newly developed role, with the emphasis on the strategic de-

velopment of our Boarding House, Joan Ansett Hall. I have a fractional teaching allotment in the senior school, teaching Year 12 Accounting and Year 9 Financial Literacy. To have a Head of Boarding, who also teaches in the day school was a deliberate strategy to continue building the integration between the boarders, day girls and staff. This dual role allows me to fully understand the academic requirements, as well as develop and look after the pastoral care of our girls. I am ably supported by a Head of House, Deputy Head of House and a team of dedicated Boarding House Assistants. Currently, the majority of our girls are international, coming from the countries to the North and East of Australia – China, Hong Kong, Vietnam, Korea, Malaysia and Thailand. We are also delighted to have our Australian boarders from Victoria, Tasmania, country NSW and one girl who has joined us from Riyadh in the Republic of Saudi Arabia, where her parents are currently working.

2012 and the years to come will see big changes for our boarding house and I look forward to sharing our growth and development with the ABSA community.



Ideas for Success at work

AUTHOR
Unknown

The following attributes will help you succeed:

Be willing to ask for help, but be able to take charge. Employers like for employees to ask questions. It's better to admit you need help than to fumble blindly. But once you've been pointed in the right direction, take charge. And if you know what you're doing, be proactive. "One of the biggest mistakes new recruits can make...is to assume that when they have nothing to do that there is nothing to do."

Know the boss. Understand what she needs. If you can learn what your boss values, what will help her be successful, then your success will follow. Know how she operates and use this to guide your actions.

Cultivate good relationships. You can be the best at what you do, but if you're a jerk, you're not going to get the promotions. Be easy-going. Be respectful. Be well-groomed. Don't get involved in office politics.

Don't watch the clock. "If you have to stay a little late to meet a deadline or pull some

hours on a weekend without being asked, it shows your commitment." If you go the extra mile, you'll be noticed.

Know when to go. Most of the career advice I've read says the same thing: stay in a position until you've got as much from it as you can. Then make a shift to something new, either in the same company or with a new one. It's important to continue to grow. When that's no longer possible, it's time to move on. I think this is excellent advice. But as an employer, I think there are additional attributes that can help you get ahead.

Don't treat the job like a chore. Many young people in their first real jobs act as if they're in an adversarial relationship with their employer. This is counterproductive. An "us vs. them" mentality helps nobody. Think "win-win". If you're in a shitty job where the corporate culture fosters adversity, then get out. That's not a career. That's a life in purgatory.

Think like your employer. If you were in his place, what would you value in an employee? An excellent way to do this is to skim material he may be reading. You might, for example, read a list of seven characteristics of highly effective employees written for managers looking to make hires, instead of this list of nine skills for employees looking to get hired!

Behave professionally. Don't bad-mouth your company to clients. Don't tell off-color stories. Don't engage in behavior that's embarrassing to the company. This is common-sense stuff, but you'd be surprised at how many young people damage their careers by behaving in an unprofessional manner.

Be flexible — adapt to the demands of the job. There's nothing more frustrating than employee who grouches, "That's not my job." Especially in a small business, your job is whatever your boss asks you to do. Sometimes you'll need to do tasks that fall outside your job description. Adapt to the situation. Be willing to think outside the box. Employers love this. Your career is one of your most valuable assets — it's a regular, reliable source of money. Handle it with care.



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Face to face or online

AUTHOR
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I was recently a member of a group of educators from Canadian, American and Australian schools discussing the answer to a question about what independent schools would be like in ten years time.

Some answers that came immediately to mind were that schools would further develop service activities with local and global communities. It was agreed that students in our schools can learn invaluable life skills and experience by working with those less fortunate across the 'global village'.

Other answers to the question about the future of our schools focussed on the change in the curriculum, in particular the National Curriculum presently being designed for Australian students.

The increase in the role of specialist teachers in our schools and a closer relationship and sharing between schools and teacher training institutions was also discussed.

The answer that caused the most debate regarding the structure of our schools was the influence of online learning in the education of students.

It is now common place for a university student and students in other tertiary institutions to have ready access online for course work and

the delivery of lectures. In the same way it is expected that the future students at our school will maintain and likely increase their fascination with developing technology over the next ten years.

The educators present at the discussion from the United States reminded the group that there were now more home schooled students in the country than students attending independent schools! So the fact that students do not have to leave home for an education is indeed a reality.

Twenty years ago business men and women did not have the choice to restrict travel overseas as part of their professional communication by using the conveniences of mobile phones, fax machines, e-mail, video calls and Skype. Given these wonders of technology, the business world has not eliminated the need for face to face meetings globally. The need to meet and greet remains the favoured method of judging the integrity, personality and behaviour of another person or group of people.

For students of all ages, schools provide the perfect environment for social interaction and role modelling from other students and teachers. From Kindergarten through to Year 12, students learn from each other and their personality therefore develops from year to year. Unfortunately all interactions are not positive





Face to face or online



such as bullying, however the behaviour of large groups of children in a school becomes a microcosm of society and the appreciation of living in a community.

The conclusion of the debate focussed around the basic need for all humans to connect, share, work and play together. Sharing learning experiences in the classroom, a member of a band or orchestra or being a member of a sporting team provide life long memories and learning experiences. To support and encourage the education of boys they can benefit from and thrive in a single sex school as the social pressures can be gentler as they only compete with other boys. A boy can grow at his own pace in this environment. This is a positive thing for boys as they mature later than girls.

The growth in the life of a student is the result of following the behaviour of others and benefits arise for the child to receive recognition from their peers, teachers and parents as a result their own efforts and contributions at school.

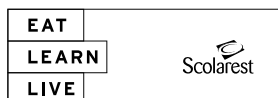
It is also imperative that the correction and criticism of the student's work, when found necessary, be positive and calculated to preserve self-respect. This means, for example, that the child's success and progress should be highlighted and receive favourable comment, whilst the pathway to improvement should be sug-

gested by a challenge from those helping every individual in the school environment to grow academically and socially.

A final purpose of a child depending for the majority of their learning at school and not online is that the school may serve both by catering for individual learning and group instruction. The technology assisting the teacher in the classroom today allows lessons to become more realistic and stimulating. Much of lesson presentation today is a sophisticated form of devices that are now common in the life of a student. More recently however, technology has been produced which serves a more ambitious purpose: it can actually support learning by itself after school hours. This is technology, so arranged that if the pupil performs the correct use of the equipment available, he will master learning process. The temptation today is that the entertainment capability of the same technology can easily become a distraction!

The growth and development of children, the way they learn, and the forces that direct their actions are cemented at school. It is an environment that suits a child or adolescent in a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks.

I think schools will not be unrecognisable in the next 10 years



Case Study

MELBOURNE GIRLS
GRAMMAR SCHOOL

LAPG Education, now operating as part of the Compass Education business, was awarded the contract at Melbourne Girls Grammar School and commenced our official partnership in January 2010.

The services we provide include catering for boarding, retail and functions across the year with a focus on “smart food” choices, innovation and flexibility.



AN OVERVIEW OF THE SERVICES PROVIDED

The operation and management of all aspects of the catering services, across the school

- Provision of an innovative catering service for the boarding community with an emphasis on “smart food” for girls
- Function and event catering for up to 600 people per event
- Operation of a busy retail Cafe facility, with a focus on providing a professional, high street retail service for the girls, underpinned by a focus on our “smart food” program
- Management and direction of all full time and casual catering staff of more than 30 on site permanent and casual staff
- Implementation and management of statutory and legislative OH&S and Food Safety Compliance
- Guaranteed budget setting and cost management with a focus on transparency and itemisation of costs

MAJOR ACHIEVEMENTS

- Implementation of the LAPG Education “smart food” program, designed to educate girls in making nutritionally sound food choices
- Re-merchandising and relaunch of the boarding catering services and the MGGST-Bar Café to create engaging and modern spaces, backed by contemporary and relevant menu design. This has resulted in both revenue and customer satisfaction improvement
- Complete overhaul of menu design and presentation with a focus on fresh, quality ingredients
- Introduction of minimum standards and detailed operating procedures
- Training and development of staff, both front and back of house
- Design and implementation of an on line function selector designed to be both user friendly and relevant, changing regularly to reflect the seasons

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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.



Thomas Kelly

AUTHOR

Dr T F Hawkes, Chairman
Australian Boarding Schools Association

An ex-boarder at The King's School, Thomas Andreae Kelly, was killed in an unprovoked attack in Kings Cross. A stranger ran up behind Thomas and hit him. People describe this sort of hit as a 'king hit'. They shouldn't. They should call it for what it is – a craven and cowardly hit – a hit you land on someone when they are not expecting it.

Thomas was knocked unconscious. His hand slipped out of that of his girlfriend and he fell to the ground. Thomas was now brain-dead. Two days later, his parents, Ralph and Kathy Kelly, took the horrendous decision to switch off the life-support system. Thomas died on 9 July 2012. The police were now looking for a murderer.

After graduating from King's in 2011, Thomas pursued a cadetship in an accounting firm. He also pursued a university degree and a romance. All these dreams were smashed, resulting in a father having to give a eulogy for a son.

What do you say to a School grieving the loss of one of their own? What do you say to Thomas' younger brother who is still a boarder at King's? What do you say to the parents of a boy in a coffin?

No words are adequate – but three thoughts came to mind as I informed the School of the tragedy. Sanctity. Fragility. Capacity.

Whenever an individual, organisation or nation loses sight of the sanctity of life, the scene is set for atrocity. When people lose sight of the preciousness of the individual, of the fact that we are all made in the image of God, we invite murder.

The imbecilic attack on Thomas was perpetrated by an oafish fool who lost sight of the value of a person. Thomas was not a person, he was a target. When people are seen as targets – we tend to kill them. Hitler's 'Final Solution', Rwanda's genocide, the Armenian Massacre, Yugoslavia, the removal of the Tasmanian Aboriginal – all done by people who did not recognise the humanness of the other.

We are fragile and the head is particularly fragile. I remember being at the bedside of



one of our past School Captains, Shanaka Jayasuriya, some years ago. He was in an intensive care unit with his life in the balance after hitting his head on the ground after playing a game of football. Fortunately, Shanaka survived the accident. However, with Thomas it was not an accident... and he didn't survive.

The trouble with many young men is that they haven't been to enough funerals. They think themselves bullet-proof. Our sons need to be persuaded of the virtues of a health-promoting lifestyle and develop an aversion to unnecessary risk. They must also develop a proper understanding of the fragility of the human condition. Otherwise, too many of them will end up on a slab in a morgue, or behind bars in a prison.

We have the capacity to learn from this tragedy. There is misery enough without it being compounded by a failure to reform our society. Some young men need to be taken off our streets and removed from society. They have lost the right to live with us. Some parents need to improve in their duties. They must mentor their sons. They must be role models in anger management, impulse control and in making good choices. Some schools need to do more than grind through mandated curriculum. They need to teach in a values-rich environment. The current moral vacuum in schools is yielding bitter fruit. Some common

sense needs to be introduced in the management of trouble spots like Kings Cross. Sensible opening hours and a clamp down on the seedy element will be opposed by vested interests. But – there is now an appetite for reform.

The sanctity of the individual, the fragility of the human form and the capacity to learn from tragedy are still an inadequate response to Thomas' death. But, it might be a start to the healing.





Mobile phones in boarding houses - Can they be confiscated?

AUTHOR

Andrew Knott
Special Counsel, Macrossans Lawyers

We see no difficulty as a matter of law with a rule that mobile phones are surrendered at a particular time in the evening, and returned the next day. The preparation and signature of appropriate documentation would eliminate any argument that this was in breach of the legal rights of the student. However, it is important that the rules of return are complied with, as to deprive the student of an asset of which they are the owner without appropriate legal authority is legally problematic. We turn in the next section to the question of deletion of material.

Deletion of electronic material stored/recorded on mobile phones

One question to be considered is whether a teacher or school administrator has the authority to delete electronic material (i.e. photos, video or audio) recorded and stored on mobile phones in class/on school grounds.

Again there is no express legislative provision, policy or guideline which authorises teachers or school administrators to delete electronic material recorded/stored on mobiles. However, unlike the authority to confiscate, our view is that there is no implicit authority for a teacher to personally delete (as distinct from requesting a student to do so) electronic material recorded/stored on a student's phone. We consider that a teacher or administrator who does so could not only find themselves liable for a civil claim (for example, for conversion), but could poten-

tially also be liable for a criminal offence such as stealing (which usually includes the act of taking another person's property with the intent to "deal with it in such a manner that it cannot be returned in the condition in which it was at the time of the taking").

Possible remedies

The most appropriate way for members to address the issue is to discuss with the administration of their school the option of implementing a policy on the appropriate use of mobile phones. Such a policy could, for example:

- prohibit the use of mobile phones except as authorised;
- prohibit the use of mobile phones to take photographs or make video and/or audio recordings in class or in other locations within the school (for example, change rooms or toilets); and
- state that the students detected using mobile phones (or other such devices) in breach of the policy may:
 - o have their phones temporarily confiscated until the conclusion of that school day;
 - o be requested to delete any material stored/recorded on the phone in breach of the policy;
 - and
 - o be liable for other disciplinary action.

We have been asked to comment on legal issues relating to confiscation of mobile phones in boarding houses.

Apart from explicit agreement or explicit legislation, the general principle which underlies this area of the law is that most lawyers would agree that confiscation of the property of students for legitimate purposes, and subject to proper preservation and return, is probably inherent in the authority of schools and their appropriate staff members.

We are not aware of the position in states other than Queensland. In Queensland, the only legislative provision relates to Government Schools, and is contained in the Education (General Provisions) Act. We are not aware of any legislative provision in relation to Independent Schools in Queensland. Readers in other states must obtain their own independent legal advice on this.

Clearly, subject to any legislative restrictions, it is important that schools should include in their boarding house documentation passages giving appropriate consents and permissions. It is also important to communicate the rules (preferably prior to enrolment) so that both parents and students are informed of these rules before acceptance as a resident in the boarding house. It is desirable that both parents and students sign appropriate documentation.



Why is SEO important for your school website?

AUTHOR

Simon Noakes

Managing Director of Interactive Schools

What is SEO?

SEO stands for Search Engine Optimisation. It is defined as 'the process of taking a page built by humans and making it easily consumable for both other humans and for search engines.'

For most, Google is the first, and sometimes only, place we go to find organisations, products, information etc. If your website is not available to search engines like Google, then how do you expect to be found online? We find that most schools that are well optimised receive between 70 – 80% traffic from search engines.

We categorise visitors into three types of people:

1. Those who want to **find your school** - "ABC Independent School"
2. Those who are **looking for a school but not one in particular** - "Independent School in Brisbane"
3. Those who are **looking for something on your website** - "term dates for ABC School"

[1] SEO to find your school name

Most search traffic are from 'branded searches' which are searches containing your specific brand name. These visitors may be existing parents/pupils or they may be prospects searching for more about your school.

[2] SEO to find a school

These visitors are high value traffic as they will most likely be prospect parents looking for a school but have not made a decision. By being high up on Google you will not only receive a high amount of traffic but you will also build reputation. Searchers innately trust Google's results and being #1 acts as an endorsement by Google.

[3] SEO to find specific pages in a website

Parents, pupils and prospects want the easiest route to information. To find out information about your school they will almost always use

Google to instantly seek that out. If they want your address or telephone number Google will tell them within a second.

Your website is an online building

Think of your website as the online version of your school building; it has a structure, a design, an address etc. Would you refuse to give someone looking for your school the name of the street you are on? No, you would most likely give detailed directions to the building. The same applies to your online building, your website. You want to give detailed instructions to search engines not just for the overall building but your rooms – the pages. The content needs to be visible, easily read and well optimised. This is not just good for search engines but for user experience – after all, search engines want users to receive the best experience possible.

Many schools do not invest in SEO, and those that do - not enough. SEO strategy has become a technical function. There are rules, guidelines and continual improvements to be made. Schools need to invest time in understanding how SEO can be improved on their site. The return on investment will far outweigh any printed ad spend.

For more information on this, please contact Simon Noakes, Managing Director of Interactive Schools. Working with ABSA schools on interactive websites, SEO, strategic marketing and social media.

// blog.interactive-schools.co.uk

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// www.interactive-schools.co.uk





Ignore at your own risk:

10 Time-Management principles to work by

AUTHOR
Carla Young

It's easy to get busy with the business of building a business and forget about the basics of just getting stuff done. That's why today I pulled together a list of my favorite time management principles. You probably know them all, but it's good to refresh your memory!

#1: Clear Space = Clear Mind – Don't let clutter drain you of your creativity. Now don't get me wrong, I am a fan of creative chaos, but creative clutter? That's a different thing altogether. Save yourself time, effort and huge frustration by keeping your work space – desk, filing cabinet and bookshelves – organized!

#2: Turn Off the Distractions – Stop being a slave to all the beeps and buzzers that vie for our attention! The reason your most productive time is at the cabin in the woods is because you can't get a cell signal and there's no Internet. Use the same principle to get more done on a daily basis by turning off the distractions during your focus time.

#3: Start the Day Strong – Start your day with focus and motivation! By starting your day strong, it's easier to use your momentum to overpower interruptions and distractions (and even if later in the day, things come up that absolutely require your attention, you at least have accomplished some of your core tasks before then).

#4: Avoid Interruptions – Put a bold sign on your door that reads, "Do NOT Disturb!" and mean it. That means no telephone calls get answered, no meetings get scheduled and no digital communication. If enforcing this rule means you need to leave your office and hide in a coffee shop, do that!

#5: Only Handle It ONCE – Stop doing double duty on everything you do! We don't even realize how many times we pick up a file, open an email, or start a project only to put it down without actually finishing it! Whatever it is, don't touch it, open it, read it, or anything it until you have the time and are prepared to handle it.

#6: Break Tasks Down – Take all your big picture ideas and enormous projects and

break them down into manageable tasks. The key to maintaining momentum on large-scale projects is to give yourself key milestones to achieve each week.

#7: Focus on Priority Tasks – Don't let Bright Shiny Objects tempt you away from your core priorities. For example, if your overall goal is to increase profitability, only tasks that increase sales, generate new leads, expand lines of business or reduce expenses count as priority tasks.

#8: Plan Your In-Between Time – Maximize the 5 minute 'in-between' times by keeping a running list of quick tasks to tackle during those times. For example, if you are waiting for a conference call to start, you may decide to sort, scan, and file all the email newsletters sitting in your inbox, or read through a blog post in your Read Later list.

#9: Compress Your Time – Challenge yourself to accomplish everything you do in 10% less time. That means wrapping up your hour meeting in 54 minutes, writing that blog post in 27 minutes, and you guessed it, spending 13 minutes on that check-in call. Remember, it all adds up, especially if you have a plan for using those extra minutes more effectively.

#10: Establish Clear Boundaries – Set up rules that work for you. If making Fridays a "No meeting, no call" day because it lets you get more focus time in, make it clear to others that Fridays are not negotiable. It's okay to require people to respect your time and play by your rules as long as you make them clear upfront (remember, people can't actually read minds).



Coming Events

AUS

30 September - 3 October 2012

National Boarding Conference - Gold Coast, Qld

USA

29 November - 1 December 2012

Annual Conference
Washington DC

UK

3 - 5 January 2013

Annual Conference For Housemasters' and Housemistresses'
Holiday Inn, Stratford-Upon-Avon

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