

lights out



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ON THE COVER

Hard at work at the Duty of Care Workshop, Kincoppal Rose Bay School, March 2011

CONTACT US

Australian Boarding Schools Association Ltd.
Po Box 279 Virginia Qld 4014
P + 61 4 2555 7672
F + 61 7 3863 2881
E absa@boarding.org.au
www.boarding.org.au

EDITOR

Richard Stokes, Executive Director,
Australian Boarding Schools Association

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Political Shenanigans

AUTHOR

Dr T F Hawkes, Chairman
Australian Boarding Schools Association



Many of those involved with boarding schools are members of the Independent Education Union (IEU). In recent weeks, the IEU Board voted unanimously to sever its association with the Australian Council of Trade Unions (ACTU). This event was significant and results in over \$200,000 of membership dues now no longer paid by the IEU to the ACTU.

The rift between the ACTU and the IEU was always going to happen. The only surprise is that it didn't happen earlier.

Unions are 'client-based' organisations that render a service to members. It is in the obvious interests of the IEU that independent schools thrive. However, the ACTU and its main education union, the Australian Education Union (AEU), don't want the independent sector of education to flourish.

There are political reasons and there are pragmatic reasons for ACTU/AEU antipathy toward independent schools. Politically, the ACTU/AEU is left wing, it favours centralised control, equality of resources and common standards. Pragmatically, they also know that independent schools rob the AEU of membership and offer it significant competition.

On the other hand, the IEU values its autonomy, is suspicious of centralised control and supports the right of parents to choose the type of school they want for their children. Diversity and independence in education is valued by the IEU as is the perception, real or imagined, that the IEU promotes greater professionalism than the AEU.

The favoured area of AEU attack on independent schools is usually funding. The AEU fulminates over the Federal funding of independent schools. They do not generally quote the State funding figures which must be used to give the full funding picture, a picture that sees independent school students getting about half the funding of a state school student. The AEU also likes to describe the splendid resources enjoyed by some of the wealthier independent schools. The implication is that tax payers have paid for these facilities rather than the fund-raising initiatives undertaken by the school.

These attacks by the ACTU/AEU distress many IEU members who are concerned for employment security and aghast at the thought of having to come under AEU control.

Another source of attack on many of Australia's boarding schools comes from the Greens, and this hostility is getting stronger. Perhaps it is because the Greens are now holding the balance of power in the Senate, or because the Gonski review on the funding of non-government schools draws closer to publishing its results, that several Green politicians have increased their attack on non-government schools. A recent outburst was against the National Australia Bank's submission to the review of school funding. Dr. Kaye, the leader of the NSW Greens, believed the Bank was being too supportive of non-government schools.

With each educational pronouncement, the Greens confirm their opposition towards non-government schools. This includes the Catholic School sector. The Melbourne Director of Catholic Education, Stephen Elder



wrote last year saying that, "...the Greens funding policy would cut \$427 million from Catholic schools" and that this would, "force school closures, increase fees and change the ability of Catholic schools to be genuinely Catholic".

The NSW Association of Independent schools has described the Green's education policy as being "lost in a time warp" This is because the Greens want to reinstate Mark Latham's disastrous school 'hit-list' and take away public funding to 150 of the wealthiest private schools, many of them boarding schools. The well-off schools are the favoured target of the Greens, because it saves them from the ire of the rest of the independent school sector. However, not many are fooled for most are aware that the Greens want to wind back the funding of ALL independent schools to 2003-2004 levels.

Some of the Greens are waking up to the fact that this may not be clever politics. Senator Bob Brown's senior advisor, Prue Cameron, wrote in an internal Greens email last year that she feared their anti independent school stance would cost them votes. She has every right to be concerned. Nearly 50% of secondary students in Australia's major cities go to non-government schools.

The NSW Greens education policy was attacked by the NSW/ACT IEU in a media release earlier this year, saying that it would shut down schools and threaten the job security of thousands of employees. Dr. Kaye appears unmoved by such criticism and likes to call his stance "unique and principled". It might also be stupid.

The Greens' argument makes little sense economically in that, independent schools save the Government over \$3 billion p.a. as they only get half the funding of state schools. It makes no sense educationally in that the money needed to repair poorly resourced schools is much more than that he is able to claw back from private schools. It makes no sense politically because the Greens' anti-independent school stance alienates them from all voters who have links with non-government schools.

It is sad to see the imagination of the Greens limited to taking money from one school sector and giving it to another. This divisive thinking does nothing to further the educational debate and merely pits one sector of

education against another. The Greens need to look at ways of multiplying the size of the funding 'pie' rather than limiting their thinking to re-dividing the existing pie. To suggest that wealth is limited to a few well-known independent schools is a distortion of the truth. 61 of the 100 wealthiest school communities in Australia, as measured by the 2009 Index of Community Socio-Educational Advantage, were state schools.

We need fresh thinking on educational funding. This is not the time for a regurgitation of tired policies that are destitute of reason and divisive in character. The current educational policies of the Greens and the AEU can only be described as toxic.

Dr. Tim Hawkes
ABSA Chairman

THANK YOU

As Chairman of ABSA, I extend my warm appreciation to those colleagues who have given me feedback about the proposed National Boarding Standards. All feedback has been carefully digested and will shape the next iteration of proposed standards. It is hoped that draft standards might be available for comment by ABSA members by the end of the year.

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

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Happiness, technology and...boredom!

AUTHOR
Dr Tim Sharp
The Happiness Institute

Happiness, technology and...boredom!
In my professional (and, for that matter, my personal) life it's not hard to accept (given my job title and the name of the organisation I founded) that pretty much everyone knows I'm fascinated by happiness and by what makes for a happy life. Most people also know that I have a very strong interest in technology and social media, not just for the sake of it, but mostly as it relates to happiness and wellbeing.

Accordingly, I'm frequently asked about my thoughts regarding technology and specifically, social media, particularly in terms of their influence on happiness. One question I was asked recently touched upon this, but taking a slightly different angle enquired as to whether or not the increasing use of mobile devices, and the always available information and connectedness, made us more easily and often sated or more hungry and never satisfied. Further, how did this impact on our levels of boredom and what, if any, is the relationship between boredom and happiness?

Good questions I thought!

First, let's recap some findings upon which I briefly wrote in a previous piece; and that is that although there may well be a "dark side" to the internet and specifically, to social media (that is, not everyone's entirely honest online and some people may well use their computers to hide behind so as not to have to venture out into the "real world") for most people in the majority of instances computers and the internet and more recently, mobile devices such as smartphones, provide opportunities to connect and access information that otherwise would be impossible or extremely difficult to access or collect. And in the majority of cases this improves quality of life and enhances existing, "real world" relationships and activities.

At the same time, however, this does not address the second part of the question which

asks whether or not the speed with which we can now access information has negatively impacted upon our levels of happiness and satisfaction via a constant hunger or thirst that can never be satiated.

There may well be some validity to this argument as there's no doubt that expectations have changed in recent years. Where a letter might have taken a week to arrive at its international destination some years ago, and hence taken 2-3 weeks for a response to arrive back at the original sender (once read and considered and then responded to, etcetera) now emails and other forms of messages can be and are sent and responded to literally within seconds. Where as a visit to the library might have taken hours (or maybe even days), in the pursuit of a vital piece of information now, an online search will find thousands of times more information again, within seconds. So what happens when we don't have our needs met or questions answered within these incredibly short time-frames? There is, undoubtedly, a risk that boredom or dissatisfaction may well result.

But is this the fault of the internet or the mobile devices or of any of these forms of media? Surely we should be careful not to shoot the messenger!

Rather, I'd recommend we appreciate the incredible wonders of information technology and use all the various devices and programs, hardware and software, to achieve the incredible things they can help us achieve. But, and there's always a "but" isn't there, let's make sure we take the best out of this and avoid the worst. How? Well, read on to the next section for a few thoughts...



Some practical thoughts...

- Beware of unrealistic and/or unhelpful expectations; ask yourself whether you really do need a response in milli-seconds or whether, in fact, you can wait a bit longer for that other person to get back to you
- Be discerning when it comes to the digestion of information gathered online and ensure that the sources are credible and reliable
- Don't allow online time to totally replace or overwhelm "real world" time; turn your devices off every now and then (even if it's just for a day or a few hours on a weekend)
- And don't allow any parts of your lives to become boring. Set yourself new challenges on a regular basis and ensure that you try new experiences that keep you and your life interesting and fresh.

There are risks and potential negatives associated with almost anything, including mobile technology and computers, but that doesn't mean we should throw out the baby with the bathwater! Use and enjoy your mobiles and apps but remember that at the end of the day they should only be tools to help you find more happiness and to live a better life!

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Compass Group Education Portfolio

T: 0417 702 955

E: MichaelRyan@compass-group.com.au



Effects of Personality on Student Outcomes

AUTHOR

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

As we reported in an earlier article, The Role of Personality in a Successful Boarding Experience (Issue 2, 2009), there are many factors which may contribute to a student's experience of boarding school and hence their academic and non-academic outcomes. While there are a whole range of contextual factors, e.g. peers, activities, school climate, we also predicted that personality (a student factor) may also play a part. Since writing this earlier article the first year of data has been analysed and early findings on the effects of boarding school were published in Issue 1 (2011). The big question of the ABSA research is, are any differences in outcomes due to whether students are boarders or day students, or do other factors influence these outcomes.

To recap, the ABSA study has measured academic (e.g. motivation, engagement, achievement, academic buoyancy, student approaches to learning) and non-academic outcomes (e.g. life satisfaction, self-concept, interpersonal relationships) as well as measuring a range of background characteristics including personality to test its contribution. The five dimensions of personality measured include agreeableness (e.g., friendliness vs. unkindness), conscientiousness (e.g., self-discipline vs. spontaneous behaviour), extraversion/introversion (e.g., outgoing vs. reserved nature), emotional stability/neuroticism (e.g., sense of security vs. nervousness), and openness to experience (e.g., curious vs. cautious approach).

After analysing the first year of data, and controlling for other factors, early findings indicate (at $p < .001$) that there were no significant differences between boarders and day students on 16 out of 19 academic and non-academic outcomes. This, we believe, is a major finding in that we demonstrated predominant educational parity and equity between boarding and day students – a finding that should bring important comfort to educators and parents alike. On 2 of the 7 non-academic measures – meaning and purpose in life and relationship with parents – boarding students are significantly more positive than day students. On one academic outcome – impeding motivation (comprising anxiety and academic uncertainty) – boarders are higher than day students.

Interestingly, drilling deeper into the results from Year 1, we find there are other significant differences between students, but these are not due to their day or boarding status, but due to the influence of personality (see Table 1; only significant results reported). For example, higher achieving students tend to be more agreeable, conscientious, and open to new experiences. Or, students who are more agreeable and conscientious tend to have higher adaptive motivation, educational aspirations, participation in class, completion of homework, satisfaction with life, meaning and purpose, more likely to set personal best goals, and have more positive relationships with parents and teachers.

The results in Table 1 illustrate the complex nature of factors which influence people to achieve a range of outcomes, in this instance, related to academic and non-academic outcomes. Care must always be taken when using simple statistics to explain complex phenomena. For example, it is not valid to ask boarders (or day students) a question about enjoyment of school, then analyse the results by taking the average scores between these groups, without considering the interrelated nature of other factors. For example, the research did not find a statistically significant difference between day and boarding students' enjoyment of school, but did find that students whose personality was more agreeable and conscientious were higher on measures of enjoyment of school.

Thus, before we draw conclusions about the effects of boarding school, it is vital to take into account other factors which may also influence or contribute to a student's behav-

iour or outcomes of schooling. In the case of the above example regarding enjoyment of school, we saw it is students' personality (rather than their boarding status) that is the major factor. It is the robustness of the ABSA study, due to the large-scale nature of the design – 5,198 students from across 13 boarding schools in Australia – and the broad range of influences (35 factors) and their interrelations, that allow us to take into account the many contributing factors to substantiate boarding school findings.

It therefore appears that given the realities of the need or desirability of boarding school for many families and students, parents can take comfort in the knowledge that (after accounting for differences on other factors such as the child's personality) there is broad parity in opportunity and outcomes between boarding and day students. Further analysis will take place to examine the role that boarding house or school factors may have on these outcomes and to further examine the influence of various other factors. This then provides an opportunity for boarding schools and staff to tailor the boarding experience, whether it be support in certain areas (e.g., organisation, boarding house) and pastoral programs to support particular personality types (e.g., shy students) so that each student in our care can optimally enjoy their boarding experience and achieve to their potential.

For further information about this study, contact **Brad Papworth:**
b.papworth@edfac.usyd.edu.au or
(02) 9683 8490.

Table 1 – Effects of personality domains on academic and non-academic outcomes

	Agreeableness	Conscientious	Extraversion	Neuroticism	Openness
Academic Outcomes					
Adaptive Motivation	+	+		+	+
Impeding Motivation		–		+	
Buoyancy		+		–	+
Cooperation	+		+		
Competition		+	+	+	
Personal Bests	+	+			
Enjoyment of School	+	+			
Educational Aspirations	+	+		+	
Class Participation	+	+	+		
Absence from School					
Homework	+	+			
Non-Academic Outcomes					
Satisfaction with Life	+	+	+	–	
Stability	+		–	+	
Meaning and Purpose	+	+	+		+
Extracurricular Activities		+	+		+
Peer Relationships	+		+	–	–
Parent Relationships	+	+		–	
Teacher Relationships	+	+			

+ indicates a positive effect of personality factor
– indicates negative effect of personality factor

Duty of Care in the Boarding House

- Planning, Proactivity, Reporting, Reviewing & Modifying

AUTHOR

Andrew Knott, Partner
Macrossan Lawyers

Introduction

Discharging the duty of care involves much more than reacting to particular situations. It is an ongoing duty requiring the school as a collectivity and individuals (the precise obligation depending on their particular role) to plan, be proactive rather than reactive, report, review and modify. Reporting and reviewing necessarily lead on to modification.

Planning

At the level of school boarding houses as a whole, discharging the duty of care requires the persons in managerial positions to think ahead, identify risks, consider carefully what can be done to minimise those risks and then, having decided upon a course of action, to ensure that that is communicated, that appropriate training takes place and that all relevant staff are clearly informed as to what is expected of them.

The requirements imposed on individual staff member should, collectively, constitute a fulfilment of all of the steps revealed by the planning to be necessary to minimise risk and one of the obligations of the managers or supervisors is to ensure that there are no gaps in the implementation of the plan.

Proactivity

Both at the level of managers, and at the level of individual staff, there is a need to be proactive. At the level of the planners, proactivity requires following up on new ideas about managing risk in particular situations, making enquiries as the information available to the school boarding house from external organisations so as to modify plans before there is an accident rather than as a response to one.

At the level of staff charged with the duty of supervision, for example supervising students whether they are in their rooms or moving around the boarding house, or in organised

study periods, staff given such duties should actively “patrol” the relevant area for which they are responsible. They should do so in a way which draws upon their knowledge or suspicions as to what risks are inappropriate and potentially dangerous conduct might occur. This might involve taking into account the characteristics of particular groups, or individuals, being aware of behaviour patterns of students of particular ages, or at particular times of day, or particular times of the year (eg. shortly before holidays). The obligation, based on both knowledge and experience, is to consider what the risks might be and to actively be “out and about” with a view to minimising the risk of the possible dangerous events in fact occurring.

Reporting

Those charged with planning, review and modification of duty of care arrangements, are dependent upon the individuals who are implementing their plans, to report back to them information which should be taken into account by them in reviewing and modifying plans (which will then flow through to instructions and training to those “at the coal face” implementing the plan.

In the boarding house context, this might involve reporting back, for example, that a particular new intake appears to be less mature than normal and that there are levels of misconduct (potentially dangerous) greater than is normally the case with such an intake.

Similarly, it might be important to report back to the supervisors some new activity (coming in from a broader culture), for example “planking”. Construction projects or new facilities in or near the boarding house may also create dangers not previously considered. A failure to report such matters to the managers/supervisors could amount in itself to negligence.

It is important to appreciate that the “cost” of reporting is relatively low in relation to the potential dangers and accordingly, courts will take into account, when determining whether a failure to report is unreasonable and thus

potentially negligence, the limited investment of time and resources necessary to do the report.

Review

At the level of managers it is appropriate to review in the light of new information whether obtained internally or externally and as a good management practice the systems which are in place. It may be appropriate to include all staff charged with implementation in a review meeting so that the group can together hear all the information and consider its importance. The ultimate responsibility for decision-making will of course remain with the managers.

At the individual level, boarding house staff should themselves turn their minds from time to time to their experience and consider whether improvements can be made to their conduct.

Modification

The duty to modify existing systems falls of course to the managers who must, in the light of experience and information reported to them and their own review, give careful consideration to the need for modification to the arrangements in place at the relevant time. Any modification raises again of course all the issues of communication and planning.

Conclusion

Minimising risks is a dynamic obligation, as community attitudes and expectations change and as further information comes to light on a range of issues, managers and boarding house staff have an obligation to turn their minds to what is necessary to maintain and enhance the level of risk minimisation in the boarding house in which they have duties.



Scolarest Philosophy

AUTHOR
Michael Ryan
Scolarest

Eat

Today, students are hungry for healthy, satisfying meals. They eat fast and they work hard. To keep them happy and safe, Scolarest partners closely with you to create a unique dining environment. From kindergarten to senior school, our nutrition specialists and chefs are passionate about preparing the balanced choices your students need to succeed. From our customised menus and meal plans to the range of our beverages, we take feeding your students very seriously.

Learn

We also feed hungry minds, because without a well-balanced diet, students simply don't learn as well. We do realise, however, that in an academic environment, learning transcends meal time. In order to make good decisions about the foods they eat, students need two things: healthy options and the insight to choose wisely. The ongoing nutrition education of our staff helps ensure that the food they prepare is as good as it tastes. Through a wide array of classroom and dining initiatives, we are able to encourage a sound foundation of good eating habits that will help your students live healthier lives.

Live

A full life may begin with a balanced meal, but it doesn't end there. From worthy humanitarian causes to responsible environmental stewardship, we work earnestly to build a tighter relationship with the world around us. We've found the easiest way to teach responsibility, is to take it.

Compliance with Scolarest Nutrition and Menu Planning Standards

The Scolarest Nutrition and Menu Planning Standards assess the nutritional adequacy of the menu as well as menu variety. The standards have been developed to ensure they reflect best practice and research, by incorporating current recommendations and standards from a number of reputable sources, including:

- The Australian Dietary Guidelines for Adolescents
- The National Heart Foundation Catering Guidelines for Adolescents
- The Scolarest Taste Life Health and Wellness Programme Menu Planning Guidelines

Menu Analysis Report

The Scolarest four week cycle menus for Boarding Schools provide a good variety of nutritious and appealing meals. The menus have been tailored to meet the nutritional needs of students while providing a mix of both traditional and modern cuisines. The menus are compliant with the Scolarest Nutrition and Menu Planning Standards for Boarding Schools, which assesses nutritional adequacy and menu variety. The Scolarest Nutrition Standards incorporate relevant recommendations from the National Health and Medical Research Council (NHMRC) Dietary Guidelines and the National Heart Foundation Catering Guidelines. The standards also incorporate guidelines relating to vegetarian diets, meal preparation, and menu planning.

The lunch and dinner grading system of "Eat Most", "Eat Moderately" and "Eat Less" relates to Scolarest's Taste Life Health and Wellness Programme, which provides nutrition education to students and ensures that healthy food choices are readily available. The menu also meets the required criteria for the Taste Life programme.

Compliance with Scolarest Nutrition and Menu Planning Standards

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If you would like to know more, please do not hesitate to contact Michael Ryan, manager – Business Development on 0417 702 955 or michaelryan@compass-group.com.au



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Natural Leaders

AUTHOR

Alexandra Pitzing

Australian Indigenous Education Foundation

Indigenous students at some of Australia's leading boarding schools are not just taking advantage of what a good education offers, many of them are now empowered by that education to take on leadership roles within their schools and communities.

These students are boarding at schools that partner with the Australian Indigenous Education Foundation (AIEF), a non-profit organisation that provides boarding school and residential university college scholarships and career pathways to empower Indigenous children in financial need to build a future through quality education and meaningful careers.

"Whilst at school, these students learn the importance of taking on leadership on important issues, and are becoming active role models within their own schools," says AIEF CEO Andrew Penfold.

"Young, powerful and enthusiastic Indigenous leaders are needed to give their voice to those who are disadvantaged and our scholarships enable these students to find that voice and give back and support their families and communities."

"These natural leaders are engaged in school life and beyond and will achieve their goals through the quality education they receive," says Andrew Penfold.

"Through providing access to quality education and post-school pathways to transition them into fulfilling careers and lives, AIEF plays a crucial role in empowering young Indigenous students to exhaust their full potential and equips them with leadership skills."

Here are some examples of such natural leaders:

Year 12 Indigenous student, Kygim of Kempsey set a new leadership milestone

when she was elected as Head of the Boarding Student Council by her student peers and the teaching staff at Kincoppal-Rose Bay School in NSW.

Kygim's appointment as one of nine student leaders for 2011 marks the first time that an Indigenous student has been elected to lead the School's Student Council. In her role as Head of the Boarding Council, Kygim will represent the interests of over 150 boarders in the boarding school.

In 2010 Kygim was also one of 100 students from across the country who participated in the Learn Earn Legend! Work Experience with Government program in Canberra being placed in Opposition Leader Tony Abbott's office.

Kygim is also Captain of Athletics and represents her school in Touch Football, Basketball, Netball and Indoor Soccer. Outside of school, Kygim is a member of the NSW Indigenous Netball Team. Kygim would like to study Law when she completes her Higher School Certificate in 2011.

Nioka was elected as School Captain at St Scholastica's College, Glebe for 2011 by popular vote of students and teachers. She

is second Indigenous student at the school to do this - Barbara McCarthy was the first in early 1980s and is now in the NT Legislative Council.

Nioka comes from Dubbo and has been at St Scholastica's since Year 8. She is a natural leader and a most impressive young woman. Nioka has received many awards throughout her school years including the Principal's and the converted Silver Dove award.

Nioka is studying a range of subjects with a view to a career in the Defence Force coupled with university qualifications. Her family have set for her the mantra of 'never give up' and Nioka believes her goals will be achieved as she is well-supported not only by her family but also her teachers.

A key focus within the St Peters Lutheran College, QLD (SPLC) Indigenous Program is based on the responsibility of leadership. Program ambassador, Noel Pearson, asks the students to respond positively to leadership challenges and embrace all educational opportunities offered. This culminated last year with both the Head Boarder boy and girl, democratically elected by the college staff and students, being Indigenous. Both Frank and



Kygim with Principal Hilary Johnston-Croke and other members of the KRB Leadership Team.



Milly are to be commended for their service to St Peters and congratulated on gaining such important leadership positions within the college community.

Frank is from Cairns and completed Year 12 at SPLC in 2010. He is a proud Torres Strait Islander who had a very positive impact in his senior years at school. Frank was awarded the most prestigious boarding award on graduation night – the annual Boarder Spirit award.

In 2011, Frank achieved entry to his preferred course at university and was offered a position which he has accepted on the personal staff in the office of Senator the Hon Mark Arbib, Minister for Sport, Minister for Indigenous Employment and Economic Development and Minister for Social Housing and Homelessness, based in Sydney. In this role, Frank travels to Canberra as part of the Ministerial support staff during parliamentary sittings.



Frank with Senator The Hon Mark Arbib in his new job at the Senator's office.

Libby from Bungalow, QLD is currently in Year 12 at Pymble Ladies' College, NSW. Libby has boundless energy and enthusiasm and has made a significant impact on her year group as well as the wider school community at Pymble. She was recently voted House Captain for Thomas House at Pymble for 2011.

During her time at school, Libby has done much to raise awareness and understanding of issues pertaining to Aboriginal and Torres Strait Islander people. She has also played netball as part of the Under 19 Indigenous Netball team at the Nationals in Adelaide. Libby also participated in the Learn Earn Legend! Work Experience with Government program in Canberra in 2010 being placed in Indigenous Affairs Minister Jenny Macklin's office, an experience she thoroughly enjoyed.

In March 2011, Libby spoke at a Rotary conference in Canberra about her experiences as a boarder at Pymble on an AIEF scholarship

and the opportunities this has opened up for her.



Libby as Guest Speaker at the 2011 Rotary District 9680 Conference in Canberra.



Hard heads, soft hearts & capable hands

AIEF's network of partner and relationship schools and universities include:

Aquinas College, Perth
Clayfield College, Brisbane
Columba Catholic College, Charters Towers
Kincoppal-Rose Bay School
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You can contact AIEF at:

Australian Indigenous Education Foundation

Suite 312 | Level 3 | Edgecliff Centre
203-233 New South Head Road
Edgecliff NSW 2027

Phone: 02 8373 8000

info@aief.com.au

www.aief.com.au

McToys...



AUTHOR

Dr Michael Carr-Gregg
Consultant Psychologist

I have never met Monet Parham-Lee, which is just as well for both of us. She is a mother of two, and a regional program manager working for the state of California on child nutrition matters. Specifically, she works on a federally funded program that campaigns to exhort people to eat their vegetables. No problem with that.

However, in December last year, together with an outfit called the Centre for Science in the Public Interest she has filed a class action against McDonald's, the Fast Food giant, on behalf of her six-year-old daughter Maya to try to force them to stop offering toys with Happy Meals, because:

"I can tell them 'No' all day long, but then they see commercials that convince them you've really got to have this. What kids see as a fun toy, I now realise is a sophisticated, hi-tech marketing scheme that's designed to put McDonald's between me and my daughters. For the sake of other parents and their children, I want McDonald's to stop interfering with my family.

According to Ms Parham-Lee, Maya especially likes the toys that come with McDonald's Happy Meals. With a smile, the first grader says opening a Happy Meal is like "a birthday present." Substitute headline for this story? "Parent waves white flag in Battle of Wills." In my charitable moments I have a suspicion of sympathy for parents who own six year olds – because when they want something, they can be really annoying and their persistence is as limitless as the universe. Six year old girls can be cunning, sneaky beings who are ever vigilant for a crack in the parenting veneer. Theirs is a stratagem of attrition, and it's often very tough to withstand without wilting. Tough, however, does not necessarily equate with impossible.

Let us put aside for a moment, that McDonald's has been offering Happy Meals for over three decades, or the fact that Ms. Parham-

Lee is not suing to change the contents of the food in the Happy Meal (McDonalds already offers plain or chocolate milk in lieu of a Coke, and apple slices in lieu of chips - how much more healthy can a meal be, than milk, an apple, and all white meat chicken?) but simply to halt the inclusion of a toy with the meal. No, the problem is that she doesn't want to say "no" to Maya when she shrieks for Happy Meals.

'This litany of requests [to eat at McDonald's] is draining and very frustrating for children. I would like this practice to stop.' Can you spot the blatant weakness in the argument presented by this parent, and others looking for a quick buck off their children's poor health, to excuse their own miserable parenting?

At the age of six, this child isn't going to be buying this convenience food themselves. They're going to their parent(s) and demanding it. The problem is an anaemic parent saying yes, allowing their child to make demands of them outside of the very basic hierarchy of needs.

"I want " should never be gratified by a parent. If the parent is willing to give the child what it wants, the parent should be correcting the child's method of asking. I was certainly taught not to say "I want" and to say, instead, "Please may I have" or "I would like". Sure, I usually got what I asked for (within reason) anyway, but the way of asking made for a much more rounded request. In fact, I'd bet that most of what I got, I only got because I asked correctly, instead of making a demand. Due to my own battle with the bulge I'm rarely found in the corner of the Fast Food giants, but in this case – I struggle to see that they are entirely to blame. Their job as a business is to sell fast food, in exchange for cash.

At the end of the day, though Monet is the parent and even if it makes her the most unpopular person in the house she has a defence against the six year old's war of attrition. It can be uncomfortable, but is often necessary, to drop the atomic bomb of parental armaments.

"No."

If Ms. Parham could deploy "No!" to little Maya she would be acting like a parent instead of a chump, and her daughter would soon stop

whining and be constantly out of control. But of all her statements the one that rankles most is this:

"I object to the fact that McDonald's is getting into my kids' heads without my permission and actually changing what my kids want to eat."

Surely, common sense dictates that what goes into the head of Maya Monet is as much in her mother's control as what goes into her stomach. What your kids want to eat is completely separate from what you allow them to eat.

I am not a big fan of McDonalds marketing strategies, and clearly the toys are part of that, but I hope the class action suit is tossed out, simply on the basis that the parents, and the parents alone, should be responsible for their children's food intake and, their children's health. It is not the responsibility of McDonald's, nor is it the responsibility of the Government. Ms Monet should stop using her kid as a scapegoat, otherwise, one more child is going to be learning how to blame others and take no self-responsibility.

As for Monet: A free parenting tip from a father, psychologist and social commentator -

TURN OFF THE DAMN T.V.!



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Earthquake

A BOARDING SCHOOL PERSPECTIVE ON TWO EARTHQUAKE DISASTERS CHRISTCHURCH NEW ZEALAND 2010/2011

AUTHOR
Richard Taylor
Adams House Manager
Christchurch Boy's High School



On September 4th 2010 at 04.35am Christchurch was awoken with the first of a series of ongoing earthquakes that have changed our lives, our city and our understanding of emergencies forever. The Richter scale informed us that it was a 7.2, all we knew was that we were being thrown out of our beds, into walls and onto the floor. Standing upright was near impossible. Like most terrorising events the real fear took time to register. Getting to my own children was an evolutionary response; once they were outside with my wife and the 42 second nightmare had stopped I made for the hostel. Getting dressed, finding keys and a torch have been erased from my memory; I simply can't remember doing it. The first recollection is seeing, via dim emergency lighting, the shocked faces on the Year 9 boys huddled around a Housemaster. I screamed at them to get outside, no gentle persuasion this time. Running outside, the Housemasters were given a similar message. The often relaxed approach to practice evacuations was gone and in less than 4 minutes our entire hostel of 133 very compliant boys, 12 staff and 3 children were seated on our tennis courts. It was dark, very cold (approximately 2c) and the sound of alarms and sirens dominated the early morning. Thankfully the hardcopy of the previous nights roll was on my desk, with no power for computers, the roll check was completed 'old school' tick style.

After attempting to reassure the boys I decided on the following plan for the next few hours.

1. Everyone was to text or phone parents by sharing the mobiles available.
2. The radio was informing us of the magnitude of the disaster so I made an immediate decision to allow parents to collect their sons and close the hostel that day.
3. There was to be no running around or playing as it was clear that medical help was unlikely to be available for anything but emergencies.
4. No student was allowed inside the buildings until they were cleared.
5. Housemasters were to get mattresses and duvets from our single storey building and put them on the tennis courts for the students to get warm and comfortable.
6. An area in the trees was designated for toilets. We had no water so considered the swimming pool until we discovered that it had been emptied and the water thrown 50m by the huge ground force. Suddenly everyone was thirsty. We eventually drained some hot water cylinders.

Our experience of earthquakes was nil, so not surprisingly we didn't consider the possibility of aftershocks. The night before we had loaded the vans for skiing, 7 hours later we watched in horror as they bounced across the parking area toward the buildings as the first huge aftershock hit. Just before 5am a Housemaster and I retrieved food from the kitchen and two BBQ's were put to work. By 5.05am comfort food of bacon, eggs and Milo was being prepared. Via the radio we learned of the quake's severity and that Christchurch is in a state of civil emergency. Despite this,



some parents are most irate when they collect their son's a few hours later because of the inconvenience! The majority however, are supportive and hugely grateful their children were safe and well cared for. A visual check of the buildings by maintenance staff shows little damage to the structure, the inside however is a mass of broken lights, computers and crockery etc as well as dishevelled furniture and clothing everywhere.

By 11.00am we decided to cautiously move back into our main block for shelter but not allow access to the two storey bedrooms. Power is restored at 11.30am and while watching news of the earthquake on the television we learn of another disaster on the West Coast. A sky diving plane has crashed at Fox Glacier killing all on board. The father of two of our students is the jump master, the older son watches the news unfold. The September earthquake did serious structural damage but killed no one; this breaking news blackened our day considerably more.

We had a plan for an emergency evacuation, what we didn't have was quality planning for what to do the hours, days and weeks after, particularly when the aftershocks were ongoing.

- Water and shelter are your number 1 requirements.
- Set up a command post in an obvious area.
- Have one person make decisions. You!
- Draconian rules apply.
- Essential equipment is a radio, batteries, torches, tarpaulins, gas bottles and rings, Blackberry/iPhone, a major first aid box and a hard copy of the roll.
- Aftershocks can be worse than the first quake.
- Focus on people not things, work, school or buildings.
- Let people tell their story and don't interrupt by trumping it with yours.
- Don't expect staff to be alright, some are more traumatised than the students
- Communicate with parents and the community as soon as possible.
- Use group email and text for efficiency in

both information and your time.

- Practice evacuations in the middle of a cold, wet, dark night.

With what we had learned we planned and prepared. As the weeks rolled by however, the shaking slowly reduced and our confidence returned. Despite a nasty reminder on Boxing Day many had moved on. The worst was behind us, there couldn't be another major earthquake, could there?

February 22 2011. 12.51pm

It was a warm afternoon; thankfully many of the schools in Christchurch had shut 31 minutes earlier for a paid teacher's union meeting. That familiar noise was followed by what has been described by experts as the most violent ground acceleration under a city of all time. While the Richter scale registered 6.3, the depth of 10km and proximity (within 5km) was enough to destroy a large percentage of the central city and end the lives of 181 people. With the school closed the boarding house had 125 boys, 10 staff, 25 day boys and 20 days girls on our site. All our planning had not envisaged this. Three huge aftershocks were visually very disturbing, massive liquefaction, burst pipes, alarms, sirens and traffic jams on the roads surrounding us made our community resemble a war zone. Once again it was obvious the Hostel had to be closed. Rumours of death and destruction in the city centre started to filter through. Parents started arriving, some having taken 3 to 4 hours to drive less than 15 km. There was considerable tension and stress. Some friends and relations arrived and tried to take boys home without permission, others tried sneaking through windows into various blocks to get clothing and equipment despite being clearly told not to. Anarchy can arrive swiftly if decisive and clear leadership is not in place. Our previous planning involved the storage of water and dry food. This was handed out, more for comfort than for sustenance. Mattresses and duvets were again pulled outside. Probably due to the initial adrenaline surge many of the juniors fell asleep, cuddled into one another in small groups.

More raw emotion was evident than in September. It was obvious to all that this quake was worse as death, damage and despair combined to make our city front page news around the world. Three days later Japan was hit with a tsunami that removed us from world news, yet the destruction and devastation remained. Along with all Christchurch schools we were shut for a minimum of 18 days, some were longer, others now site share as they are still unable to return to their campus. The damage to property was very random with totally destroyed buildings neighbouring others that were still structurally sound. During this enforced closure, our mostly undamaged boarding facility, was host to over 100 police, army personnel, engineers, surgeons, emergency physicians and nurses.

Our students have displayed considerable resilience. Despite the terror of two major earthquakes and 7400 aftershocks they have returned to boarding and school life with very few signs of distress or emotional suffering. This has changed somewhat since our most recent 5.4 tremor on June 13 at 10.40pm. It seems there is a tipping point for how many you can withstand. There are now more questions about building stability, what severity constitutes an evacuation, how long should we remain outside, what is the likelihood of an aftershock, will school be closed, will structural engineers recheck our buildings, will those sitting examinations be disadvantaged and when will this stop? Unfortunately at this stage aftershocks continue and originate from a number of different locations around Christchurch City. The most recent, a 5.1 magnitude quake that rumbled for 30 seconds on July 20 caused no major physical damage, but extended our mental anguish.



Earthquake

As a consequence of these 'real life' evacuations an earthquake emergency check list has been developed. While this is specific to what we experienced and not designed to be definitive it contains many aspects that need to be considered in an emergency when you don't have the luxury of time or surety.

Earthquake Emergency Check List

- Evacuate students
- Complete roll and cross check
- Have some roll Hardcopies outside in a water proof container with pens or pencil.
- Check staff
- Give instructions to students. Q & A
- Have students attempt to text parents
- Do not allow movement or running around
- Set up a command area
- Contact the Headmaster / Chair BoT
- Give staff roles. Assign each a year group or jobs as they arise.
- Power off if possible to prevent power surges
- Ensure consistent messages
- Do not allow students back into the building
- Provide comfort food / water if possible
- If possible prevent students getting cold
- Make a list of day students
- Attempt to prevent rumours
- Get emergency kit out and have available
- Do you close the Hostel?
- Don't let people leave without permission. Have someone at the entrance.
- Consider the staff reactions and concern for their own families.
- Don't forget your own family
- Personal belongings are not important.
- What are the expectations of the domestic staff?
- Install power surge device on computers.
- Keep everyone away from drop zones.
- Discuss toilets and hygiene. Provide hand sanitiser from emergency kit.
- Explain what you know and no more!
- Explain the reason why they cannot play or run around
- Explain they must pass everything past you
- Discuss toilets / hygiene
- Shelter / warmth / water / food
- Explain command centre
- Explain no one can leave without your permission. They MUST be signed out
- Make staff your top priority
- Building security. Structural engineers and EQC. Who is your schools provider?

- Information to the parents via emails
- Information to the school. Cc everything.
- Water quality. This may need checking.
- Damaged equipment. Photograph everything!
- Insurance. Check your Hostel policy. Add, if not there, cover for emergency accommodation in case of Hostel closure and swimming pool if appropriate.
- Email parents. See my letters from September and February as examples.
- Encourage texting not calling.
- Stay in contact with the school, Headmaster and BoT Chairperson.
- Mark cracks building with pencil.
- Get a plan of the facility and record damage visually onto it.
- Meet with your staff. Housemasters & Domestic at different times because of different roles.
- Who is able to work? Is it appropriate to ask staff to work?
- Check power. Consider turning off mains.
- Check computers for damage and start up issues. Check server.
- Check swimming pool pump and water levels.
- Check for liquefaction
- What is the evacuation plan for further shakes?
- Check animals on site if appropriate.

Check list a few days later.....

- Have a function for staff. Drinks and nibbles.
- Place EQC stickers on doors for reassurance.
- Offer facility to Police / Health Board / Council. Ensure you or your delegated individual remains in control of your facility.
- Have a full assembly. All Housemasters to attend.
- Reassure about building or explain any issues.
- Reassure about lost time at school.
- Explain all information relating to school.
- Reiterate (on power point) the updated evacuation procedure.
- Offer any support or guidance necessary.
- How will they know to evacuate? 5.0+
- Clothing next to bed. Hat and Jacket.





Shaped by his own experience

The Ken Lord Family Boarding Scholarship

AUTHOR

David Cornish
Executive Officer
Prince Alfred College Foundation Inc

Ken Lord Family

Ken Lord grew up on Balcanoona Station, 400 miles north of Adelaide near Arkaroola. His early schooling took the form of correspondence lessons supervised by his Mother, as these were the days before School of the Air, and Ken explains with a laugh 'Mother struggled with me as a pupil and lessons only took place when she could find me'.

Station life taught Ken independence and his tasks included responsibility for bundling the station mail each Sunday. He had heard that his parents were considering sending him as a boarder to Prince Alfred College, Adelaide, and he removed from the mail his Mother's letter to the Headmaster. This temporarily delayed the inevitable, and Ken was delivered by his parents to the Preparatory School boarding dormitory on a hot February day in 1940, still vivid in Ken's mind as he was not allowed to take his waterbag which was mounted on the side of his Father's old Buick.

Without the freedom and independence he had known at Balcanoona, Ken recalls the resentment he felt at PAC where he was once again treated like a boy. Exeats were spent in Adelaide, but for holidays he returned home by train via Terowie where, in 1942 he heard General Macarthur announce 'I came out of Bataan and I shall return'. The train arrived

at Copley in the early hours of the morning, and with his luggage and swag Ken would go into the pub, sneak a couple of slices of bread from the glass containers on the tables, and settle on the floor to await a ride home on the mail truck.

Ken has maintained strong links with remote areas. He understands the complexities isolation presents, and admires the people who live and bring up children in these conditions. This interest, coupled with his own experiences, led Ken to discuss with me his vision of a scholarship which would reflect his bush origins, and provide an opportunity to a student for whom isolation has been a factor in their education to attend PAC. This desire was supported by Ken's children John and Heather, thus the Ken Lord Family Boarding Scholarship was launched.

The Scholarship was established through the PAC Foundation Scholarship Fund, which is the College's vehicle to work with philanthropic members of its community who wish to help a student, whilst also conferring tax deductibility once ATO requirements have been met. Ken had given careful consideration to the type of student he wished to support and their personal situation, and his wishes were balanced with the ATO compliance requirements and included in a memorandum of understanding between the Fund and Ken Lord.

The Ken Lord Family Boarding Scholarship is awarded every two years and offers significant assistance with boarding and tuition. Whilst advertised nationally, preference is given to applicants from remote South Australia and the Tibooburra, Wentworth and Broken Hill areas, with distance from a secondary school and access to school bus services also considered. Reference is also made to the applicant most likely to benefit from being offered the opportunity, financial considerations, and academic and other achievements. The scholarship is promoted through media and organisations such as the Isolated Parents Association and School of the Air in South Australia and Western NSW.

The inaugural scholarship was advertised in 2009 and Lachlan Pye commenced as a Year

8 boarder in 2010. From time to time Ken meets with Lachlan and learns of his achievements, hears about life in the boarding house, and compares war time boarding house food with today's fare. Once a boarder always a boarder! Recently, Ken has met the recipient of the 2012 scholarship, Charlie Treloar from Strathearn Station, via Cockburn, whose education has been through the School of the Air.

In discussing his scholarship thoughts with the Headmaster, Ken commented 'that though I did not enjoy my school days, I have realised with hindsight the benefits. This has inspired me to establish this scholarship for the benefit of those boys from a similar background to mine'. For Ken Lord being a part of the development of Lachlan and Charlie has brought immense pleasure, and these country lads are a special part of his life. For Prince Alfred College it is a privilege to offer a scholarship which has been made possible through his generosity.



an Open Ear an Open Ear

AUTHOR

Daniel Kuhn
Boarding Headmaster
Toowoomba Grammar School



"Delusional Dave", the dorm-despot, is so good at his job he need listen to nobody. Easily the most experienced (in this context read "experience" as years occupying a post) staff member in his house, Dave complies with every regulatory act in the land. To cure his insomnia and survive lonely weekends he reads all the fine print in every boarding manual on Earth. Dave doesn't care about his Year 12s' post-school plans, nor does he bother learning parents' names; so long as he has everything "under control" his job is done. "Deadbeat Dave", as he is known by his students, is the master of his universe; unfortunately, he inhabits another planet with a population of one. He does not realise that each of his colleagues has their own story and each child, their dreams. Poor Dave; for one day he will retire and realise the error of his ways. Strict compliance with rules and regulations, at the expense of listening to and building relationships with his students, their parents and his staff, will, ultimately, turn "Dictator Dave" into "Desolate, Destitute and Deserted Dave".

In his article, "Seven Hallmarks of a Leader" John C Maxwell states: "Humble leaders... recognize that their vision cannot be accomplished in isolation, so they invite others to join them in pursuing it. They cherish relationships and intentionally cultivate friendships." An open ear is paramount to lasting relationships. We simply cannot invite others to join us, or inspire others to follow if we do not listen. Each of us in boarding appreciates the wisdom in

Maxwell's words as listening leads to connections and, ultimately creates houses of learning. Having already attended far too many body corporate and officious meetings, I have watched that cavernous entity known as "the minutes" gorge itself on my dreams and ideas, theretofore banished by one well-trained in the art of self-promotion but defunct in the artistry of listening. Rather than repeat this process with our boarders, what depth of character is ours as we listen intently to a child's (or staff member's) concerns and dreams? What a shallow wallowing is "Deadbeat Dave's" as he minces through his superficial extravaganza, his charming charade and wondrous world of self-import with scant regard for others? Listening strengthens relationships and those relationships are the soul of boarding.

Once upon a time, an extravagantly wealthy CEO took the time during an intimate dinner to speak to a young, twenty-something waiter... me. As we chatted at the bar we discussed my dreams. Mention of a teaching degree caused him to linger longer, obviously intent on leaving his mark. In short, he encouraged me to listen and learn from students, for we all, he remarked, must learn from each other. We crossed paths every few months for the next four years and this wonderful example of a listening leader always took the time to ask about my dreams. Having felt the power of listening at play in my own life, I feel a sense of anguish every time I encounter a "Dave", so consumed by piousness and self-promotion, that listening does not even register in their vernacular. As educators of tomorrow's leaders, our voices must not crush the incubating dreams of those in our care.

Rale Rasic, former Australian football coach, teaches that nobody is bigger than their organisation. In his own, deliberate way, Rale explains that "we can all learn from each other. Coaching is the easy part. The hardest thing is knowing what each individual needs. It is all about building strong relationships." Over the Easter break I watched Rale practice what he preaches. Each time he spoke, players lifted. They wanted to be better and they responded to him because he took the time to listen to them and he remembered positives about each player. Expounding on Rale's insights: if we feel as though we are the sole provider of answers, leadership and direction within our boarding communities, we are surely overlooking a vast array of talent, wisdom and experience. I can state publicly that I value all in the boarding house, yet do I sit with my

students and am I interested in... genuinely interested in, his or her story? Do I wish to engage with students and staff and learn from their experiences? Or do I, as Dave does, feel that they are beneath me?

More listening and building relationships would be my vision for improving boarding houses throughout this land. Might we remember: everyone dreams and all who dream deserve our attention. Might we follow the example of my CEO mentor and listen, for inspiration and motivation is fuelled by the open ear.

An advertisement for LetzLive Assistant Recruitment. The top half has a dark blue background with the text "GAP ASSISTANT RECRUITMENT" in large, bold, white and green letters. Below this is a photograph of a group of students sitting at a table, looking at a map. A white silhouette of a person is overlaid on the photo with the text "FILL THE GAP" inside it. The bottom half of the ad has a dark blue background with the "LetzLive" logo in green and white, and the website "www.letzlive.org" in orange text.



School Apps & Social Media

Fads or here to stay?



AUTHOR
Simon Noakes
Director
Interactive Schools

Ask your school parents and pupils if they have heard of Facebook or Twitter, YouTube or Flickr - and what is the latest 'cool' app they have downloaded to their iPhone or BlackBerry. Are you met with blanks look and confusion? No, because it is now commonplace amongst today's modern parents and pupils.

The news is constantly carrying stories about 'Apps' and 'Social Media' growth. Why? Because by 2020, Apps are predicted 'to be as big as the internet' peaking at 10 million apps.

These technology advances and shifts in user behaviour mean your school cannot stand still. Independent Schools have always been at the forefront of innovation in schools marketing - and this needs to continue, otherwise the rest of the world will close the gap.

The creation of an iPhone School Prospectus will help engage with the digital generation. Couple this with the viral nature of Social Media, and a school can now reach more people [globally] at a fraction of the cost of their normal prospectus expenditure.

For some schools Social Media has already excited and connected them. For other

schools it feels like a spot on the horizon, far from today's reality. Either way, schools need to be able to navigate their way successfully through the web of social platforms, channels and technologies - so that both marketing and communications are effective and worthwhile.

One company that is leading both Social Media and Apps adoption in the schools sector is Interactive Schools.

"Too many schools 'jump onto the bandwagon' of new trends without fully understanding how best to leverage their power and usefulness. Just because most social channels are free, doesn't mean that the schools are using them correctly and effectively. In fact many I have seen done internally will fail to grow successfully with the school, costing them more in the longer term", says Simon Noakes, Managing Director of Interactive Schools. Developing Social Media channels and Apps should be part of a multi-channel, multi-platform, integrated communications strategy - and not just done to follow the crowd. Maximising the benefits and value of Apps, as well as choosing the right channel to deliver your message, needs careful planning and expertise.

Noakes continues, "Social Media usage has exploded over the past 2 years into the world's favourite online past-time. Why? Because people are inherently social, like to share, and want to do it all quickly and conveniently. There is no better sector to leverage the huge benefits that social and mobile media bring, allowing schools to connect with all their key communities through the entire lifecycle of the relationship - whether prospects, current or alumni."

Ironically, in today's world 'our time' appears more finite - yet we are more available [24/7 in fact] due to technology advances! Don't forget, this is the same world your busy parents live in too.

Twitter: @schoolwebsites

Annesley College fighting closure

AUTHOR
Linda Vining
Director
Centre for Marketing Schools



When Annesley College, an historic girls' boarding school in Adelaide, announced in 2010 that it could no longer continue to operate because of declining enrolments, shock waves travelled throughout Australia.

Everyone was asking how this could happen to a school with a fine reputation, magnificent buildings, extensive grounds and a proud 108-year history.

To understand the reasons for the closure of metropolitan day and boarding schools one has to consider both internal and external threats.

Changing demographics, an increase in low fee-paying schools and an oversupply of metropolitan boarding schools has impacted on the school.

In 2010 in South Australia there were 14 boarding schools and only a small population of 1.6 million to fill them.

Alternative school offerings are opening up for parents in regional areas and in expanding suburbs where parents do not want their children to travel to the city for an education.

Alternatives rapidly gaining market share are the wide-ranging, low-fee-paying Christian Schools that are becoming increasingly proactive in their marketing. This was evident at the School Education Expo SA this year where principals representing 15 Christian schools across South Australia talked non-stop to parents considering school choice.

Executive Director of Christian Schools Australia SA, Lindsay Francis, said his schools are becoming more engaged and confident in selling their services and building community awareness. "We took hundreds of genuine enquiries at this year's School Education Expo from parents who were attracted by our affordable fees and strong values," he said.

When Annesley dropped the closure bombshell, families questioned why it was so sudden. But it wasn't sudden; the signs had been there for quite a while. The demise of a school is a slow process.

Enrolments at Annesley began to decline about eight years ago, but it wasn't until the enrolment figures for 2010 dropped to 344 that the school's population was too low to

continue. Tell tale signs included a principal who came and went within a week, merger discussions and management change, and too many scholarships that artificially inflated enrolments but delivered little or no financial benefit.

A former staff member said she saw the writing on the wall back in 2007. "Most students were not paying full fees, they were either on a bursary or scholarship in order to keep numbers up. Classes were not full, and not even breaking even on some accounts. How can you make money when it takes 15 students to break even on costs and there are only 12 in a class, and many of these are not paying full fees? Resources were also poor and staff morale was the worst I have seen. As teachers we did the best we could with very little support and out-of-date resources."

Annesley parents became nervous and critical of the lack of quality information about the situation. When asked by the media to comment on the Uniting Church's role in the closure of the school, the Uniting Church moderator Rob Williams said he couldn't comment. "I have not been part of the history," he said.





fighting closure



By January 2011, only 108 students remained enrolled, and the School Council Chairman said that the school could not sustain full reception to Year 12 enrolment.

It is against this backdrop that Annesley announced a rescue plan in June this year.

A rescue plan

Council Chairman Bruce Spangler said that Annesley College would be rebranded as the "Annesley Learning Community" with two separate parts - a co-educational IB school from Reception to Year 6 that would commence in 2012, and a Women's College for Years 10 to 12 that would commence in 2013.

The new business model indicated that the school will operate on lower fees than are presently charged and staffing numbers would consequently drop from 29 to 13 in 2012.

This decision came as quite a shock to the school community, leaving about 15 teachers without jobs and 30 students without a school, and a lot of very unhappy parents.

Annesley's repositioning strategy is a final bid for survival but the school is operating in a very competitive marketplace with many other schools vying for the same families.

This year Christian Brothers College in Adelaide is opening an \$11 million junior campus. Last year, Prince Alfred College opened a state of the art early learning centre linked to its modern junior school. Then there is St Andrews Junior School at Walkerville and St Peter's Woodlands, all within easy distance of Annesley.

Will there be another chapter for Annesley? Only time will tell.

About the author

Dr Linda Vining, FACE, is director of the Centre for Marketing Schools and convenor of the School Education Expo.

www.marketingschools.net

So what is the history of the school that led to this sorry situation?

Proud history unravels

Annesley College was founded in 1902 as Methodist Ladies' College (MLC). Following the union of the Methodist, Congregational and Presbyterian Churches in 1977 to become the Uniting Church of Australia, MLC changed its name to Annesley College.

In October 2010, due to declining enrolments over the previous decade, Annesley College announced it was considering merging with another school. Later that month the Uniting Church stated it would guarantee the continuity of the school for the next two years and that no merger would proceed.

The school then appointed former Melbourne Girls Grammar School principal Christine Briggs as its new principal. However, Ms Briggs withdrew from the appointment days later, and in the face of growing uncertainty, the school then stated it was seeking formal discussion with Pulteney Grammar School regarding amalgamation.

The Uniting Church then changed tack again on 12 November, withdrawing from merger talks with Pulteney in favour of "the co-operation of another Uniting Church School".

On 16 November, the Uniting Church stated Scotch College would take over the management of Annesley. The existing school council resigned en masse as part of an ongoing dispute with the Church over the school's future.

1. Annesley College is repositioning itself as a co-education learning community.
2. The gates are closed at Annesley College, which was founded in 1907 as Methodist Ladies' College. The school changed its name in 1977. In 2011 with only 108 students it announced it could not continue.



Christ's Hospital

Christ's Hospital

AUTHOR
Richard Stokes
Executive Director
ABSA



HISTORY

Christ's Hospital, sometimes called The Bluecoat School, is located in the Sussex countryside just south of Horsham, West Sussex, England. It is a charity school, giving children from poorer backgrounds the chance to have a better education. The school was originally founded in the 16th century in Greyfriars, London and Hertford. Christ's Hospital is almost unique for a British independent school in that it educates a proportion of its students free, and most at a reduced rate. This stems from its founding charter as a charitable school. School fees are paid on a means-tested basis, with substantial subsidies paid by the school, so that pupils from all walks of life are able to have a high quality, independent school education that would otherwise be beyond the means of their parents.

The school was the result of the vision of King Edward VI, assisted by Nicholas Ridley, Bishop of London, and Sir Richard Dobbs, Lord Mayor of the City of London. It originated because of the earlier dissolution of the monasteries and the resultant overflow onto the streets of the poor and destitute.

The first boys and girls entered the school in Newgate in 1552. The Royal Charter was granted and signed by its Founder, Edward VI,

the following year. The school occupied Newgate as its major site for 350 years, but from time to time children were housed in other parts of the country. 32 children perished during the Great Plague of 1665. In the following year the Great Fire of London destroyed much of the Hospital except four cloisters and three wards, but there were no casualties among the children.

The girls settled at Hertford from 1707. In 1761, 200 boys under the age of 10 along with the boys from Ware were relocated to Hertford. In 1778 the last girls were moved out of London to join the others at Hertford, where the school was rebuilt 1795–1798 to provide accommodation for the new numbers.

In 1877 a new site was proposed for the school, where all the boys would be taught. This proposal was questioned by some of the Governors including the Duke of Cambridge. However, the proposal was carried out. Five square kilometres of land outside Horsham in Sussex was purchased and the foundation stone for the new school was laid by Edward, Prince of Wales on 23 October 1897. Architectural features from the old school buildings (the Grecians' Arch and the Wren Arch) were salvaged and incorporated in the new buildings.

The boys were relocated from Newgate and Hertford to the new site in 1902. The Hertford School for Girls merged with the boys at Horsham in 1985 and hence Christ's Hospital returned to its original co-educational roots.

Christ's Hospital is the most philanthropic of all independent schools, with assets of £261 million and an income from its investments in property and securities of £9 million. A substantial proportion of this income goes towards subsidising school fees. It has said it is in a sound enough position to "withstand the vagaries of the markets". However recent expenses (such as a gas leak which required the complete replacement of the gas pipes, and ongoing refurbishments which have incurred spiralling costs) have dented this happy situation, and Christ's Hospital is now in a somewhat poorer financial situation. Mostly due to this, in early 2010, the Council of Almoners decided that the school would take on a small number of day pupils. It was to be limited to one day pupil, per boarding house, per school year. This was taken with mixed thoughts from pupils and old blues.

Christ's Hospital remains true to its founder's principles of supporting disadvantaged children and by remaining a school for the public.

UNIFORM

The school's Tudor uniform: belted, long blue coats, knee-breeches, yellow socks, and bands at the neck. The uniform has been in place since 1552. The nickname "Blue-coat School" comes from the blue coats worn by the students – however, the nickname used within the school community itself is "Housey" and the long coat is called a "housey coat". Second and third form pupils wear a simple leather belt with a buckle. When pupils reach their "Little Erasmus" (year 9), they are presented with more elaborate hallmarked sterling silver 'broadie' buckles and belts, which the pupils keep after leaving the school.

A complementary uniform was introduced for girls on re-unification of the schools in 1985–



knee length pleated skirt, summer jacket, yellow socks (for the boys and junior girls), and grey socks or grey/black tights for senior girls, as well as the long coat in winter, and the bands.

By 2011 students and alumni stated that they see the uniform as important way of giving the school a unique identity and unifying the school. Around that time the administrators had discussed the idea of updating the uniform. The school's 800 students voted; over 95% voted in favor of keeping the original uniform.

BOARDING

The school houses are named after notable Old Blues, primarily writers. Each house has an "A" and "B" side, each housing roughly 45. The sixteen original main boarding houses stretch from along The Avenue, built as four H-blocks on either side of the main Quad. The sixteen original houses provided two dormitories (Upper Dorm and Lower Dorm) sleeping up to about 30 boys each. As the merger of the boys and girls approached, some dormitories were divided into cubicles, and subsequent developments created dormi-

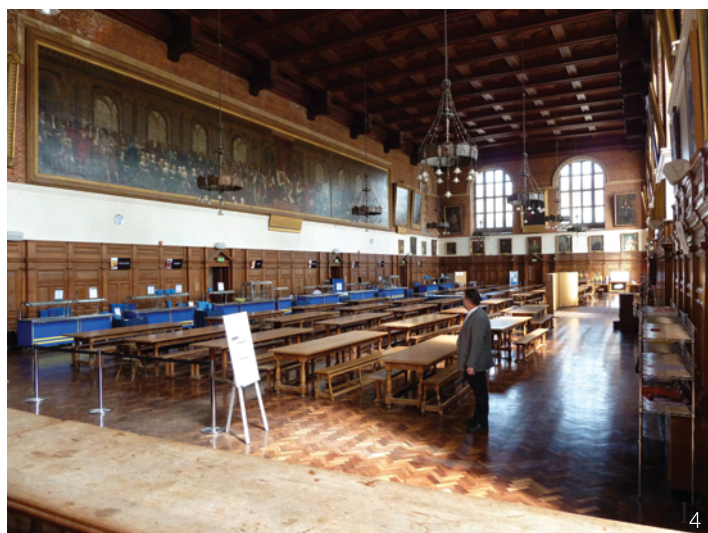
tories accommodating about twelve pupils each. Since 2001 there has been a rolling refurbishment programme, with the refurbished houses providing a range of accommodation: four-bed rooms for the junior pupils to one-bed rooms for the more senior pupils.

Grecians West and Grecians East were completed early in 2001 and provide individual study bedrooms plus several general common rooms and kitchenettes shared by a group of seven to ten pupils in the final year (Grecians) living a transitional style of life in preparation for university or life beyond school.

Information taken from en.wikipedia.org/wiki/Christ's_Hospital

Photos taken by Richard Stokes

1. Inside the Chapel
2. The Avenue of Boarding Houses
3. Students marching into lunch - a daily tradition



Tradition

Tradition

AUTHOR
Jude Bartram
Waikato Diocesan School
New Zealand

The benefit of boarding school life for students is often the subject of discussion. It is slowly becoming a focus for research too. This article is from an essay written as part of my Post-Grad study in Educational Leadership.

We know the best way to manage relationships with our own children, yet in many boarding institutions we utilise traditional, punitive systems of student discipline that are at odds with what works best with young people and often at odds with what happens in the day school. These methods for maintaining standards with students no longer have a legitimate place in education; student discipline needs to be relationship based and restorative in its methods and its philosophy.

Research shows that young people function best when the place they live- their boarding school- operates as a community. In 'Caring School Communities' a community is described as a place where "...members care about and support each other and feel a sense of belonging..."

This is part of what meets the basic human need to belong and a boarding house should provide a solid foundation on which to build social connectedness between people because students live in boarding more than they live at home.

Young people who feel that they belong are more closely bonded to their school and researchers have identified a huge range of positive outcomes for students who consider themselves attached to their school. These include more enjoyment of school, more academic motivation, less absenteeism, less involvement in disruptive behaviour and higher academic achievement.

Punishment model

Blame, threat of punishment and punishment itself are ways that people seek to control the behaviour and actions of others and all of these are evident in classical systems of boarding school discipline. These traditional methods of student management contribute to the dis-affection some students feel from their school community.

Boarding schools have historically operated as a hierarchy, where power and authority sits with the students and staff who are at the top. Prefect systems, with arbitrary rules and physical punishments for transgression, 'fagging', where younger, weaker students perform tasks for older students and staff and humiliating initiation rituals all reinforce power through shame and sanctions for difference or weakness.

Schools in Australasia would assert that systems such as this are no longer evident in their boarding houses, but without a **documented, articulated and embedded alternative**, many of these systems still exist within the culture of some boarding schools.

Many boarding schools still utilise leadership models where the default mechanism for discipline revolves around punishment, threat and rewards. Rites of passage and 'loyalty to the house' are versions of these practices which work from a base of shame and punishment.

I do not believe that modern boarding schools condone institutional bullying or that they are staffed by adults who sanction violence. What I suggest is that without practices, systems and policies that philosophically differ from a shame based culture a boarding house will perpetuate versions of practices that have been proven to be detrimental to young people.

Boarding houses that operate cumulative 'de-merit' systems for non-compliance rather than conversation and natural consequences, adults who demand respect from the authority of their role rather than the quality of their relationships, systems of 'gating' or using contact with home as a reward rather than a natural right are still common in many boarding schools.

Practices still exist within the student population which demand obedience from younger, weaker or less influential students, occasions of institutional bullying still occur and systems where respect and security are earned through age or size are common place in many of our boarding schools. While they may appear to be simply systems that regulate life in a communal context, these practices



Kindness

activate feelings of shame in young people, thereby dis-affecting them from their community. For this reason alone they are in direct conflict with best practice for schools.

Impact of punishment

External punishments isolate wrong-doers, appropriate blame and hand down punishment from a higher authority, they externalise behaviour, focus on public suffering to teach a lesson, and most powerfully trigger shame in the individual. Of all of these consequences the most detrimental is that of activating shame. Because of our ability to re-live shameful experiences, especially when they are repeated or able to be repeated, shame has been described as a “toxic” emotion. Shame isolates people, diminishes their sense of self and alienates them from their peers or community.

Sanction based discipline teaches young people about retribution rather than restoration of relationships. **Students do not build community when they fear their peers and expect to suffer in some way when they transgress.**

A truly restorative and relationship based boarding house should be seen in all aspects of its systems. Policies around behaviour management should be founded in a philosophy of engagement and personal responsibility. Staff and students alike should be immersed in a culture that supports the building of relationships and development of this culture should be an essential component of both student leadership roles and the formal appraisal of staff performance.

In all areas of boarding school life the pre-eminent question should be ‘to what extent does this action, process or tradition honour the dignity of individuals and strengthen the bonds of community?’. When this is the focus and when that focus permeates all of the boarding experience, only then I believe that a boarding school can be the community that forms the connected, empathetic young people that we strive to grow.

AUTHOR
John Hendry
Geelong Grammar School

Kindness describes the person. It describes all aspects of purpose, action and intention. It is love. The power of kindness needs to be discovered. Kindness must transcend belief systems, allegiances, ideologies, cliques, and tribes. Kindness is the trait that can transform lives (ours and others).

Dalai Lama said: “My true religion is kindness”.

Alice Walker said: ... “The thing I value most is good heartedness”.

Kindness points to the core of what it means to be alive, to be connected, to be human. Kindness enables (positive) self-efficacy (a faith in self) which promotes confidence.

Kindness from others endears worth, it affirms. Kindness has real power, it is the positive force. Kindness underpins, and permeates through, meditation, all quality relationships and ‘the meaningful life’. It is the essential in ‘the meaningful life’. Kindness is at the root of empathy. Kindness offers a chance to make a real difference.

Kindness must be thought about. Kindness must be intended. It must be unconditional and given without seeking reward. A commitment to kindness must be made. Forgiveness is possible only if kindness exists.

John Hendry
Geelong Grammar School



Study Vibe

AUTHOR
Leonie McIlvenny
Director StudyVibe



Studyvibe is a new website for high school students designed to help you with your study and research needs. So what makes Studyvibe different to other study websites? Well first of all it is Australian (many of the study sites out there are American so much of the content is not relevant to Aussie kids). Secondly it has a focus for high school students so the resources have been selected to support secondary subject content. Thirdly it is free and 'ad free'. There is no advertising on the site to distract you so you can get down to the task at hand...that is study!!

Studyvibe is broken down into modules so you can choose those things that you need help with. . It has carefully selected weblinks, planning guides, videos, podcasts and much more in each module. The Home page has a virtual desktop that links to a range of online reference and study tools such as maps, calculators, dictionaries, encyclopedias, reference generators and much more. Just roll your mouse over the desktop to see what is available. It is designed to be a one-stop-shop for your general reference needs.

If you join the Studyvibe community you will receive a free e-book on effective research and a regular newsletter telling you about all of the new things on the website.

Countdown to Crunchtime

The major focus of Studyvibe at the moment is supporting those students who are sitting for their final exams. This is being done through a module called Countdown to Crunchtime. Follow the link on the Studyvibe home page to get there. There are a range of resources, links, vidoes and podcasts that have been

selected and created to focus specifically on supporting you in this very important and intensive last few months before major exams. You can register to become part of the Discussion Forums that are like a virtual study group for major subject areas.

So if you are serious about study and achieving academic success then Studyvibe might be a useful resource for you. Check out the website at www.studyvibe.com.au. Think of it as another resource in your toolkit that you can access to help you with your study and research needs.

Descriptions for Links Pages:

Studyvibe

Studyvibe is a new website for high school students designed to help you with your study and research needs. It has a virtual desktop with links to all your general reference needs, videos, planning templates and carefully chosen resource links in a range of modules. www.studyvibe.com.au

Countdown to Crunchtime

Countdown to Crunchtime is a module of Studyvibe that has been designed specifically to support students studying for their final Yr 12 exams. Discussion Forums, videos, weblinks, past exam papers and much more are provided to help you get through the next few months in the countdown to crunchtime.... Just follow the link from the Studyvibe Home page at www.studyvibe.com.au



Expanding the Gap in Australia!

AUTHOR
Nick Hare
Director of Letz Live



Having attended the ABSA 'Be the Ripple Effect' Conference in Adelaide earlier this month, it was apparent that there is some uncertainty and insecurity towards the employment of foreign Gap assistants in Australian boarding schools.

While most concerns are based on schools' previous negative experiences with Gaps – largely disciplinary issues or breaches of contractual durations – other concerns revolve around the regulatory bodies and appropriate remuneration and immigration formalities.

Fortunately, schools wishing to utilise our services will have all of these uncertainties addressed. Letz Live is a Queensland-based organisation that specialises in the recruitment of mature, reliable and independent Gap assistants for boarding schools around the world. Not only do we arrange all visa and

entry clearances, but boarding schools can be rest-assured that all Letz Live Gap assistants have completed the ABSA Duty of Care Course (exclusive to Letz Live) prior to their arrival at your school. Furthermore, our Gap assistants are bound by a security bond which is payable to the school should a contract be deliberately breached.

Immigration

From the advice we have received from the Department of Immigration and Citizenship, there are two visas that are applicable to foreign Gap assistants seeking employment in Australian boarding schools. The first (and easiest to obtain) is the standard Working Holiday Visa, which is ideal for those schools seeking to engage the services of a Gap assistant for up to, and including, six months in duration.

Alternatively, schools may wish to acquire sponsorship status under the Specialist Entry Visa, which is designed to promote international relations and enhance the opportunity to promote international experiences. This visa allows Australian boarding schools to recruit Gap assistants and offer employment up to 12 months in duration. Letz Live can provide assistance to your school when applying for the necessary paperwork with the Department of Immigration and Citizenship.

Please note, all standard Australian employment regulations and policies apply to both visa options.

Remuneration

Upon discussions at the ABSA Conference in Adelaide, it is apparent that Australian boarding schools differ in the level of remuneration offered to their respective Gap assistants. Whilst all schools offer free food and lodgings, financial remuneration varies between AUD\$50 per week and AUD\$200 per week.

Whilst the level of remuneration is at the discretion of each individual boarding school, our experience overseas suggests that the level of remuneration is largely reflected on the

schools' geographic location (and of course working hours etc).

Letz Live can offer assistance and advice for participating Australian boarding schools on appropriate levels of remuneration.

Why Letz Live?

By appointing your Gap assistants from Letz Live, you will benefit from the following:

- All participants have completed the ABSA Duty of Care Training prior to their arrival at your school (exclusive to Letz Live & at no cost to your school);
- All participants are required to provide credit card authority for the duration of placement – these funds are deducted should the Gap assistant be dismissed from your school or not complete their contractual obligations;
- We conduct two rigorous screening and interview processes for all prospective participants prior to their referral to your school – however there is no obligation to appoint our recommendations;
- We work to your job description and tender the most suitable candidates to your school for your selection (you are most welcome to interview them yourself also);
- Letz Live arrange all visa and entry clearances in accordance with the Department of Immigration;
- We consult with relevant state and federal departments regarding Gap assistant employment and remuneration rates;
- We arrange discounted travel & tours for our participants to ensure they have 'holiday' arrangements during school breaks;
- We provide continual 24 / 7 support from our Queensland office for both boarding school and Gap assistant.

You can contact our Queensland office on (07) 56770735 should you have any questions, queries or wish to obtain a prospectus.

Educational Opportunities for remote Indigenous students

AUTHOR
FaHCSIA



The Indigenous Boarding Hostels Partnership program is making it easier for Indigenous secondary school students from remote areas to access educational opportunities.

Through the program, students are able to live at boarding facilities in major regional towns so they can continue their education in a safe and supportive environment.

The program was announced in the 2007-08 Budget as part of the Better Future for Indigenous Australians - opportunities for education funding package and builds on the Council of Australian Governments (COAG) commitment to providing quality education opportunities and closing the gap in education outcomes between Indigenous and non-Indigenous students.

A new supported accommodation facility, the Western Cape Residential Campus (WCRC), is being established in Weipa, Far North Queensland and the Wiltja facility in Northgate, South Australia has been expanded to increase student capacity.

Aboriginal and Torres Strait Islander students from remote and isolated parts of Far North Queensland will be able to access the Western Cape College and the WCRC accommodation facilities from the start of the 2012 school year. The campus will cater for up to 120 students from Years 7 to 12 and information on the new facility is already being provided to students and their families in target communities.

The Australian Government, through the Department of Families, Housing, Community

Services and Indigenous Affairs (FaHCSIA), will select a service provider to manage the student accommodation.

With funding of \$30 million provided by FaHCSIA, the WCRC facility is being built and owned by the Indigenous Land Corporation. The Corporation will then lease the facility to the FaHCSIA selected service provider to manage the day-to-day operations of the accommodation facility.

When completed, the facility will provide two-storey dormitory style accommodation (with sets of two and four bed sub-rooms) and separate wings for male and female students including breakout areas, small kitchens and a multi-purpose supervision room.

The safety and well being of students has been considered in both the building design and fit-out. Each wing will have secure, controlled entry and exit points, flowing to a central entry and administration area. The campus will also contain medical facilities.

To support the educational needs of students living at the campus, the Queensland Department of Education and Training has provided a senior staff member and three full-time equivalent staff to be based at the school to work with the campus' students. The senior officer has an important role in maintaining strong links between the WCRC operator and the school. Planning for next year's intake of students is already underway. Students at an existing small hostel in Weipa will be supported with the transition to the new facility when it is opened.



GIRLS DORM

Staff accommodation will also be provided on-site, with up to twelve two bedroom townhouse-style units, and a three bedroom manager's residence, and recreational area.

Construction of the manager's residence is close to completion and the girl's wings are well advanced.

The Campus will open in three planned stages

Stage one: (end of September 2011)
prototype dorm room

Stage two: (end of December 2011)
30 beds girl's dorm
30 beds boy's dorm
common rooms in both boy's and girl's dorms
administration area including purpose-built medical centre
manager's residence

Stage three: (end of March 2012)
30 beds girl's dorm
30 beds boy's dorm
Multi-purpose area
12 staff accommodation units

The Australian Government has also provided funding of \$3 million for an expansion of the Wiltja facility in Northgate, South Australia.

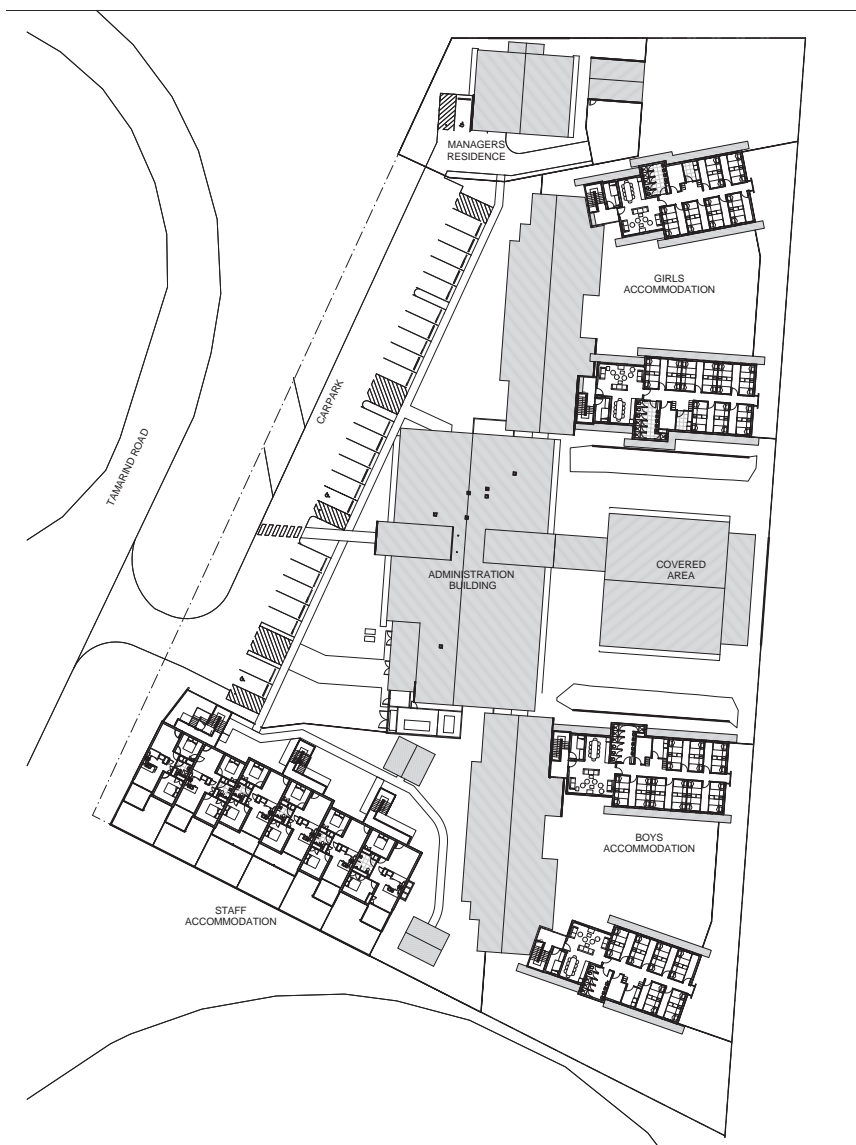
The Wiltja facility provides boarding for secondary students from the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands who are studying at Woodville High School. The expansion of the Wiltja Residential Program was opened in June 2010 and increased safe student accommodation to 105 places in total.

For more information about the Indigenous Boarding Hostels Partnership program and to find out more about the selection of the Western Cape Residential Campus operator, visit the FaHCSIA website:

<http://www.fahcsia.gov.au/sa/indigenous/progserv/housing/Pages/IndigenousBoarding-HostelsPartnerships.aspx>



ADMIN BUILDING



Educational

unities

Meeting the nutritional needs of adolescents at boarding schools?

AUTHOR
Kellie Hogan



Adolescence is a time of tremendous physical and psychological change. For teenagers living at home, this is usually a time that parental control over dietary intake is greatly reduced and social pressures play a greater role in food choices. In the boarding school setting, students are usually autonomous in their food decisions, so the quality of the food supply is important.

Some of the specific nutrition issues common to this age group include:

1. Growth and development

The growth spurt occurs in adolescence over approximately 2 years. A height increase 20cm and weight increase of 20kg for males while females add about 16cm in height and 16kg in weight can be expected. Boys gain greater amounts of lean tissue (muscle and bone) and less fat than females during this time. As a result of this growth, nutritional requirements naturally increase. The key nutrients of importance for this age group include;

- **Energy** – particularly important for males due to the large increase in lean body mass. Females need to be aware of their activity levels and dietary intake after completion of the

growth spurt to prevent excess weight gain.

- **Calcium** – calcium requirements are at their peak during adolescence. 45% of total bone growth occurs during this time. It is thought that increased calcium intake during childhood, adolescence and early adulthood increases peak bone mass (attained by about 25-30yrs) thereby reducing the amount of bone loss associated with ageing and menopause.

- **Iron** – deficiencies occur due to increased requirements for growth, menstrual losses and if a high level of exercise is undertaken. Vegetarian/dieting adolescents are most at risk.

2. Food choices and meal plans

Adolescents tend to eat more snacks both between meals and instead of meals. On average, snacks may provide about a quarter of the energy intake of adolescents. Although adolescents energy requirements may be higher than many adults, over-consumption of the wrong foods can still create weight and other health problems. As such, it is important for boarding schools to consider the nutritional quality of the snacks made available to students.

Some of the snacks that are most popular in the boarding school menus we have recently reviewed include;

- Cheese and crackers
- Yoghurt
- Jacket potatoes with chopped capsicum, shallots and grated cheese
- Fruit smoothies – reduced fat milk and yoghurt + fruit
- Crumpets
- English muffins – made into mini pizzas – tomato paste, onion, ham, shallots, pine apple and grated cheese
- Scones, Pikelets, Fruit buns
- Dried fruit and nuts
- Fresh fruit salad and yoghurt
- Fresh fruit
- Baked beans on toast
- Creamed rice, rice puddings
- Custard and chopped fruit
- Crackers, carrot sticks, celery sticks and



nutrition

- hommus
- ° Rice cakes with spreads (eg peanut butter, vegemite)
- ° Fruit kebabs with yoghurt dip

Nutrition Australia is non-government, not for profit community based Nutrition Education organisation. Nutrition Australia Qld offers boarding school menu reviews to Qld schools as part of our “Food Smart Schools” nutrition program. A menu review is a great way to determine the nutritional value and adequacy of the provided meals, but also can act as a great marketing tool to parents at the school.



Nutrition Australia is non-government, not for profit community based Nutrition Education organisation. Nutrition Australia Qld offers boarding school menu reviews to Qld schools as part of our “Food Smart Schools” nutrition program. A menu review is a great way to determine the nutritional value and adequacy of the provided meals, but also can act as a great marketing tool to parents at the school.

In response to feedback from boarding schools, Nutrition Australia can also provide nutrition education sessions for students to promote the foods that are most important to them at this stage of their life. This has helped many boarding schools who have noticed that despite their best efforts to provide nutritious foods, students are not always choosing these from the menu or regularly skip meals.

For more information about Nutrition Australia boarding school menu assessment program, or our nutrition education sessions, please contact us on 07 3257 4393 or info@foodsmartschools.org.au

When conducting our menu reviews in boarding schools we assess menus based on the following;

Expected outcome	Objectives
Boarders receive adequate nourishment and hydration	Boarders receive sufficient food and fluid to meet their nutritional requirements Boarders are offered a varied, healthy and well-balanced diet that takes individual preferences into account
The menu reflects a diet that is associated with a reduction in diet related health problems and chronic disease	The menu is reflective of recommendations made as part of the Dietary Guidelines for Children and Adolescents. The menu caters for special nutrition issues such as Diabetes, allergies & intolerances, vegetarianism, religious beliefs etc. Nutrition Australia Qld also uses the intent of the Smart Choices Strategy and as the basis for the assessment of pre-packaged foods.

Coming Events

AUS

NSW

9 October 2011

Duty of Care Workshop - St Vincent's College, Sydney

30 October 2011

Duty of Care Workshop - Pymble Ladies College, Sydney

29 November 2011

Duty of Care Workshop - PLC Armidale

QLD

September 2011

GAP Duty of Care Workshop

17 October 2011

Queensland State Conference - Fairholme College, Toowoomba

SA

8 November 2011

Duty of Care Workshop - Prince Alfred College, Adelaide

VIC

18 November 2011

Duty of Care Workshop - Melbourne Girls Grammar

WA

12 September 2011

Brain Ambulance - St Mary's Anglican Girls School, Perth

26 September 2011

Eating Disorder Workshop - St Mary's Anglican Girls School, Perth

NZ

May 2012

Annual Conference, Hawkes Bay

USA

1-3 December 2011

TABS Annual Conference 2011

Boston, Massachusetts, USA

11-13 March 2012

Global Boarding Symposium

Georgetown University, Washington DC

UK

27-28 November 2011

State Boarding Schools Association Conference

Old Swinford Hospital, Stourbridge

2-4 January 2012

Annual Conference For Housemasters' and Housemistresses'

The Oxford Belfry, Nr Thame

26-28 January 2012

Annual Conference For Deputy Heads

Mercure Holland House Hotel, Cardiff

1-3 May 2012

Annual Conference For Heads

Bristol Marriott Royal Hotel, Bristol

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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 1st November 2011.