

lights out



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IN THIS ISSUE

- 02 Wrecktation
- 04 Digital Prospectus
- 07 Nutrition is Schools Policy
- 12 Leave Arrangements
- 18 Learn Earn Legend!
- 20 Indigenous student pave their own pathways at outdoor adventure
- 26 Chairman's Annual Report 2011



AUSTRALIAN
BOARDING
SCHOOLS
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CONTENTS

- 02 Wreckutation
- 04 Digital Prospectus
- 05 Are we in danger of raising a marshmallow generation?
- 07 Nutrition is schools policy
- 10 "There just isn't enough time!"
- 12 Leave arrangements
- 15 Are our kids too busy to be happy?
- 16 State Chat: Queensland
Good relationships make good boarding schools
- 18 Learn Earn Legend!
- 19 The welfare of adolescent international students
- 20 Indigenous students pave their own pathways at outdoor adventure
- 22 Scolarest innovation
- 23 State Chat: South Australia
SA division report October 2011
- 24 Too busy for a friend?
- 25 Did you know we have a ABSA Facebook and Twitter account?
- 26 Chairman's Annual Report 2011
- 28 Audit report

ON THE COVER

Nahdia from the AIEF Outdoor Adventure week.

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Wreckutation

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

Boarding schools are hugely reliant on good reputation.

The matter of reputation is featuring in the media of late and providing delicious material for many "tut tutters". *Ju-liar* Gillard is unable to shed a reputation for poor credibility. *To-knee jerk* Abbott is unable to shed a reputation for negativity. Boarding schools are not immune from the danger of reputational loss. Moral failure and breaches in duty of care are leapt upon by a media desperate to spread bad news about good schools.

Rep-u-ta-tion (noun). Repute, standing, estimation of worth. In a good state, reputation is fragile. In a bad state, reputation can endure for a very long time. James Collins, in his book *Good to Great*, suggests it takes an organisation seven years to go from good to great. The word comes from the Latin, *reputatio*, meaning consideration and computation.

Why is it that people consider and compute some people as being good and others bad? The answer probably lies in the habit of society judging behaviour socially desirable or not. However, this is an imprecise science and subject to distortion by prejudice and self-interest.

Reputation has vital commercial and political worth. Joachim Klewes and Robert Wreschniok, in their book *Reputation Capital – Building and Maintaining Trust in the 21st Century*, stress the competitive advantage in having a positive reputation and good corporate credibility. It is also a vital political commodity. Honest John Howard looked less honest after the children overboard controversy and *Tampa* episode. Julia Gillard has presided over a decline in Labor's primary vote despite probably having the better solution to reducing Australia's carbon emissions. Herein lies another important truth about reputation. It is relative. Tony Abbott's rise, as preferred Prime Minister, was at the expense of Julia Gillard's decline. One boarding school's reputation will go up at the expense of another's going down.

Our Prime Minister might also be suffering from what has been termed the "halo effect". This term describes a bias – either positive or negative – based on a single observation. Essentially, it describes a propensity to generalise. *She knifed Kevin Rudd, she'll knife anyone. She lied about the Carbon Tax, she'll lie about anything.* It's not fair, but it happens and not just with politicians. Just



think of the reputation most mother-in-laws have to contend with!

Reputational ruination is increasing these days. Most of our leading schools have had to deal with reputational threat in recent years. This probably accounts for some organisations now appointing "Reputation Officers" and engaging in countless communication audits. In many ways, every colleague working with a boarding school needs to see themselves as a Reputation Officer.

A growing percentage of market value is residing in reputation. Stock price depends on it. So does enrolments in boarding schools, voter support and a myriad of other things. Sensitivity to reputation is acute in particular industries and professions. Angry letters in newspapers saying that they won't be voting Labor/Liberal exploit the sensitivity of politicians to reputation. So does the "unless – you – do – what – I – want, – I – will – go – to – the – press" sort of letter school heads sometimes receive.

Boarding schools are hugely reliant on good reputation. Adverse publicity translates to a loss of enrolments, which results in reduced income and a reduction in services to students. This exacerbates a further loss of reputation then a spiral into oblivion and a "for sale" sign.

Australian boarding schools are generally blessed with an excellent reputation, but it is something we can never take for granted. Reputation is ephemeral, capricious and delicate. We can be easily harmed by:

- A failure by staff in relation to duty of care.
- Poor student behaviour.
- Indifferent management and governance.

Places of excellence can become targets for the jealous, stupid and malicious. We need to do all we can to protect the reputation of our boarding schools and never believe our standing to be immutable. This is all the more true in a nation whose media outlets harbour antipathy toward independent education in general and high-fee boarding schools in particular.

Then there is the issue of our own reputation, a commodity that is increasingly shaped by our presentation on the Net. We cosset our electronic image by updating our representation on social networking sites. Our real self is defined by our virtual self. Or is it the other way around? Perhaps our digital footprint is but a clue to the weight of our virtue. Perhaps we are defined by countless clicks.

In the computer game, *World of Warcraft*, you can gain favour by completing tasks that forge a reputation that rests at one of 8 levels between being hated and being exulted. Maybe this is what we should all do. We should all engage in the completion of daily tasks that are reputationally conscious. Maybe the challenge is to develop those habits of behaviour, that nobleness of mind and appropriateness of judgment that are sensitive to the fragility of our reputation. The challenge is for all of us to be curators of our standing and not just commentators on the wrecktutation of others.

ABSA
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30 SEPT - 3 OCT 2012

GOLD COAST



APOLOGY

Daniel Kuhn, the author of 'An Open Ear' on page 18 of the last edition of Lights Out (Issue 03, September 2011) is a Boarding Housemaster of Toowoomba Grammar School and not a Boarding Headmaster as stated in the publication. The Headmaster of Toowoomba Grammar School is Mr Peter Hauser, and he has been Headmaster since 2003. Our apologies to Mr Hauser for this error.

Digital Prospectus



AUTHOR
Simon Noakes
Managing Director of Interactive Schools

Has the Digital School Prospectus finally taken the lead over its printed counterpart?

Technology advances and shifts in user behaviour mean independent schools cannot wait when considering moving their prospectus to a digital format.

More information is being 'consumed' via digital channels than any other medium – as it is easily and immediately available. Receiving a school's prospectus should elicit a positive reaction and generate excitement and interest from all prospective parents and pupils.

Current printed school prospectuses are often left to gather dust in a pile of 'will read later' paper alongside other brochures and magazines - that usually end up in the bin. This is very costly, and limits the reach of a school.

The commonly referred to 'coffee table' kudos is no longer appropriate – as the 'coffee

table' has moved into social channels where a parent is connected virtually to all their friends. This is where they share information about their lives – including schools they are looking at.

Interactive School Prospectuses provide truly modern school prospectuses for those schools wanting to capture the spirit and vision of their school using rich media and interactive digital content - as well as reduce the cost and environmental impact that printing a paper-based prospectus has.

An Interactive School Prospectus can come in a variety of shapes and sizes – the most common of which are: Digital Page-Flip Prospectuses; CD Prospectuses; USB Prospectuses; and iPhone/iPad Prospectuses. All these Interactive School Prospectuses can contain interactive content, photo gallery slideshows, videos, forms, integrated maps and social feeds (e.g. Twitter).

One school 'leading the digital charge' is Godstowe School in the UK. They have moved their Prospectus online via an iPhone App (www.godstowe.org/iphone-prospectus/), and also a fully interactive 'page-flip' style prospectus (www.godstowe.org/interactive-prospectus/). This is the future.

David Gainer, Headmaster at Godstowe Preparatory School, says "Modern parents

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

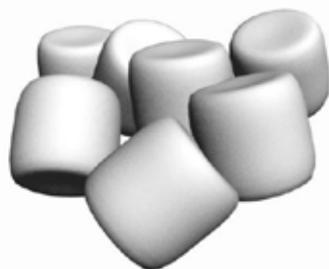
The creation of a Digital School Prospectus will help engage with the digital generation. Couple this with the viral nature of Social Media, and a school can now reach more people [globally] at a fraction of the cost of their normal prospectus expenditure.

Engaging with your audience is the key to any successful communication. **Fail to engage, fail to convince.**

There is no limit to what can be achieved through creating rich interactive content. Every user is different, so let them access this information in a non-linear (dynamic) way. Only digital can offer this.



Are we in danger of raising a marshmallow generation?



AUTHOR
Dr Michael Carr-Gregg
Chairman National Centre Against Bullying

You bet. First, large number of Australian parents were hesitant to set limits or boundaries, use moral language or enforce consequences when their progeny make bad choices. Now, this permissive parenting is being compounded by a segment of the parenting population who have an almost pathological desire to protect their children from disappointment and failure – presumably because they are frightened of challenging them or placing too much pressure on them to succeed.

Working hand in hand with some schools, in their zeal to shield these young people from discomfort, disappointment and distress, there is a tendency to overcompensate by swathing them in metaphorical cotton wool.

Whether it is not allowing actual scoring at football - because we can't have a losing team, or awarding participation ribbons rather than first, second and third prizes to 'minimise' competition, or giving every child a 'satisfactory grade' at school – they are lulling their offspring into the mistaken belief that life is all sweetness and light. This 'bowl of cherries', rose coloured glasses view of life is not just wrong but ultimately unhelpful.

The truth is that all of life's important lessons are usually accompanied by a degree of grief, pain and suffering. Do these 'Pollyanna' parents ever think about how their children will cope with the rude awakening that firstly, life is not always fair, secondly, bad things happen to good people and lastly that random and chaos abounds in our universe?

When you take away the ability to win and lose, where is the incentive to achieve and get better? We remove the capacity for them to develop resilience and the ability to face, overcome and be strengthened by adversity. How will these children learn to associate effort with outcome?

The result will be a generation of young people incapable of assuming adult responsibility with no idea how to handle the routine challenges of life, making them risk-averse, psychologically anaemic, and riddled with fragility and anxiety.

Last time I looked, failure and experimentation were the true architects of success. Parents and schools seem to be trying to remove failure from the equation. With record levels of anxiety and depression, such 'looney tunes' parenting practices could be the hidden psychological fault lines for the next generation.

Surely, it is now time to question this sub-standard and ill conceived strategy for raising kids? In lieu of any definitive research, there will be those who disagree, which is their right, but what sort of a civilisation will we have if our young continue to progress down this path?

As a school child, if I or my fellow students complained about something - we had a teacher - ironically called - Mr Cherry who would say - "You'll live. If not, you'll die. Either way, problem solved."

Sometimes children need to feel badly...we learn through experience and both good and bad. It is through failure we learn how to cope.

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Girlfriend Magazine, Pacific Publications
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Seven Network.



A FRESH APPROACH

We know it's not just the food on the plate that is important but a real understanding of health, nutrition and tailored food and service solutions!

Compass Group offers to the Education market
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Our unique approach is underpinned by common corporate governance and operating platform that can only be achieved by being a member of the leading catering and support services company Compass Group.



Our team will be happy to discuss how we can fulfill our commitment to Eat, Learn, Live, in everything we do whilst focusing on what is most important – You!

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Nutrition in Schools Policy

Healthy Eating in the School Community

AUTHOR
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Once upon a time it was a treat to have a piece of cake to celebrate a birthday or to have a pie from the canteen on a cold winter's day. But in recent years, these 'treats' have become a daily norm, which can be seen in the expanding waistlines of Australian children and adults.

There are many strategies and organisations aiming to curb the increase of obesity via nutritional education to prevent long term health issues. For schools, the strategy you need to know about is the Fresh Tastes @ School NSW Healthy School Canteen Strategy.

The Fresh Tastes @ School NSW Healthy School Canteen Strategy came into effect in 2005. It is mandatory for all NSW Government schools (from Term 1, 2005) and strongly supported and endorsed by the Catholic and Independent Education Sectors. The strategy is all about giving students across NSW a taste for healthy foods. It heralds a move beyond nutrition guidelines for school canteens to a government-endorsed approach that helps schools determine the healthier types and frequency of foods that are available for sale in their canteens.

There are a number of Fresh Tastes resources

developed for school canteens including the Canteen Menu Planning Guide, Fresh Tastes Tool Kit and Fresh Ideas Folder, to name just a few. They can all be either downloaded or ordered via the Healthy Kids website.

As of Monday 18th July 2011, the Department of Education and Communities (Public Schools) have introduced the Nutrition in Schools Policy. This policy takes the Fresh Tastes @ School Healthy Canteen Strategy and applies it to all facets of the school community, including school camps, sports days, fundraisers excursions and any other school events.

For some schools this has been a standard practice for years and no changes are required, but for others, Fresh Tastes has been ignored and the entire school canteen and community need a healthy eating overhaul.

What about Catholic, Independent, Boarding Schools and Before and After School Care?

The Nutrition in Schools Policy is a government school policy, however the Fresh Tastes @ School Healthy Canteen Strategy that is embedded into this policy is strongly en-

Nutrition in Schools Policy

Healthy Eating in the School Community

dorsed by the other educational sectors. It is in the very best interest of the students and the school community to enforce this policy, or something similar, regardless of it being mandatory. If you are unsure about implementing the Fresh Tastes policy within your school you should contact your governing body for clarity and direction.

Why Is Healthy Eating So Important?

The earlier children are encouraged to eat healthy foods, the more likely they are to continue healthy eating habits in adulthood. Healthy eating positively affects the way our bodies look, feel and function. It also helps to prevent childhood obesity and diet-related diseases such as diabetes and heart disease.

What Does Eating Healthy Look Like?

- Eat a variety of foods of all different colours

- Drink plenty of water
- Choose a variety of foods from different food groups, including
 - Vegetables and legumes (such as lentils, chick peas, and beans)
 - Fruit
 - Reduced-fat dairy food (such as milk, cheese and yoghurt).
 - Lean protein from meat, poultry, fish, eggs, and nuts
 - Wholegrains from breads, cereals, rice and pasta

Does Your School Need Help?

The Healthy Kids Association is a non-government, non-profit, health promotion organisation, promoting and influencing healthy food choices for children since 1991.

According to the Schools Physical Activity and Nutrition Survey (SPANS) 2010, 22.8% of children in Australia are either overweight or obese, that is 250 000 children. In light of this,



we aim to increase our role in the health promoting community to be the leading nutrition organisation working to improve the nutritional health of children.

To support parents, teachers, canteen staff and students to make healthier choices when it comes to eating, Healthy Kids Association develops and distributes a range of nutrition-related resources:

- School Canteens: We support canteens to implement the Government's Fresh Tastes @ School strategy. We send school canteens a Buyers' Guide with food products that have met our nutrient criteria, we provide nutrition information and assist with canteen management advice. To our member canteens, we also offer a business advisory service, menu assessments, a quarterly magazine and a healthy food expo.
- Teachers: We coordinate the Crunch&Sip@ program and develop other classroom resources for nutrition education. We coordinate



Nutrition in Schools Policy

Healthy Eating in the School Community

and develop the Fruit 'n' Veg month resources and are currently piloting a school kitchen garden program. Healthy Kids also publishes a quarterly teachers magazine for member schools.

- Parents: We provide nutrition information through our website, an e-newsletter and the Triple P parenting program.
- Food Industry: We assess food products and if they meet our criteria they will be featured in our Canteen Buyers' Guide, which is distributed nationally, twice per year. Canteens can order directly from the Buyers' Guide.

If your school needs assistance implementing the Fresh Tastes @ School NSW Healthy School Canteen Strategy or the new Nutrition in Schools Policy, you can access our helpline via phone (02 9876 1300) or email (info@healthy-kids.com.au).

If you are having difficulties understanding or implementing the Nutrition in Schools Policy, a FAQ page has been developed by the Department of Education and Communities to assist you. Visit <http://www.schools.nsw.edu.au/student-support/student-health/nutrition/faqs.php>

To access our membership benefits, such as quarterly magazine, healthy food exhibition, business advisory service, recipes, factsheets and more, visit our website to become a member.

How Else Can You Be Involved?

If you would like to join or support the Healthy Kids Association, there are several avenues available to you:

- Visit our website at www.healthy-kids.com.au to learn more about us and access resources on nutrition and health promotion for children.
- Read our blog located on our website and leave a comment. Learn about what is happening with school canteens and the world of

nutrition.

- "Like" Healthy Kids Association on Facebook to learn more about what we do and connect with other people interested in nutrition for children.
- Subscribe to our e-newsletter to stay up-to-date with us. Visit our website to sign-up.
- Donate. You can now donate online through our website to help advance the cause of Healthy Kids!
- Become a member of Healthy Kids Association and receive members-only benefits

such as our Member's Magazine and an invitation to our Healthy Kids Expo. Visit our website to learn more.

- OOSH Members receive discounts on menu assessments. Contact Healthy Kids for more information.

For more information, contact us:
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F: 02 9876 1471
E: info@healthy-kids.com.au
W: www.healthy-kids.com.au
A: Level 1 Midson Court, 123 Midson Road Epping 2121



“There just isn’t enough time!”

AUTHOR

David Pyman
St. Peter’s College, Adelaide

It’s the catch cry of teachers all over the country as the reality of a heavy workload overrides our natural desire to provide more assistance for the students who need it most.

In an environment in which we are increasingly asked to complete a range of complex roles, finding the time to actually ‘teach’ is becoming increasingly rare.

Before everyone shouts me down, I’m talking about the original meaning of ‘teacher’, the guiding influence that taught skills that could be transferred throughout ones life. Not the modern version of teacher, whose time is taken up with providing the skills to complete examinations on a narrow focus driven by a syllabus.

So where has this time gone? There wouldn’t be a teacher in Australia who would argue that they have more time than in the past, so what has happened?

The reality is that a teacher’s time is now taken up by a vast range of activities that leave little time for exploration of the big ideas. On any given day a teacher will be asked to teach several different strict syllabi, take yard duty focussing on safe play behaviour and keeping an eye out for Occupational & Safety issues, play the part of a parent to a large number of young people, be a counsellor, review homework and maintain accurate rolls, facilitate the spreading of important information, read and accurately respond to an ever increasing number of email enquiries, play the role of mediator between separated parents, return phone calls, coach a team, arrange umpires, mark papers, write reports, plan the next day, co-ordinate Old Scholars, eat lunch and drink copious amounts of coffee!

Whew! Is it any wonder we find it near impossible to find time to sit quietly with a student and discuss the World?

So how does a teacher, a person who has entered a profession where they are expecting to be providing assistance to students in both curriculum material and life skills find satisfaction in the modern teaching environment?

For me, and I suspect for many of you, the answer lies in the time spent in and around your Boarding House facility.

Whilst a Boarding Duty has it’s own demands; leave forms, parent contacts, supervision etc... there is also time to really talk with the boys and girls who share our lives.

For me, this is the essence of Boarding Duties and the part of the role that makes the time spent away from families, the tired and grumpy next mornings all worth it.

It is in this seemingly idle time, the time accountants may look at as being unproductive, that real connections are made, that real issues can be discussed and that we may have a real impact on our students.

I have many Old Scholars who have kept in contact over the last few years and they never discuss the leave forms signed, the meals, the strict stipulations as to what clothes can be worn where or even the weekly chapel services.

Instead they reflect on the times I joined them playing FIFA on the playstation, table tennis, basketball or football. My rare wins are mentioned often (mostly by me) and we laugh about those times we sat and talked about a wide range of topics. Whilst not explicitly mentioned, the consistent referencing back to these times is a clear indication to me of the importance they placed upon them.

I can vividly recall an occasion where one of these young men wandered past on a Saturday afternoon, gave a little nod of the head and simply said “FIFA”.

At the time I was in the middle of report writing and really wasn’t that keen to interrupt the flow of work. Still, it was unusual for him to be looking for a game on his own so I took the opportunity.

Within minutes of the ‘kick-off’ he raised a discussion relating to his family and in particular some trouble his sister was having. It was clearly worrying him and the FIFA session continued through many, many games. Others came and went joining the games and then heading off for other activities. The



“There just isn’t enough time!”

conversation always stopped as others joined and was initiated again as soon as we were alone.

In the end he thanked me for the games and left in a clearly more positive frame of mind (and not just because I let him win all of those games!) I returned to my report writing with severe thumb cramp (only FIFA players will understand this!) and a warmth in my soul that I had not experienced for some time.

Earlier this year, I was saddened to hear of the tragic loss of one of our young Old Scholars. It was a loss that shocked everyone who knew him and is felt in the community still. He was an outgoing young man, popular, funny and would be commonly described as the life of the party.

As I began writing this article, I couldn’t help but reflect on his journey as a Day student and wonder if anyone ever found the time to really sit and talk with him? How many of the staff who interacted with him on a daily basis really knew him? How many could honestly say he would have felt comfortable discussing his inner most thoughts with them?

I don’t know the answers to these questions,

but knowing the colleagues closest to him I am sure they will be comfortable that they did everything they possibly could. Regardless, I’m not certain it would have made any difference in this particular case.

In many other cases however, I have no doubt that time spent idly chatting with a respected adult could do wonders.

Allowing this time, whilst still having teachers gainfully employed is a challenge of all school administrators.

For the administrators of a Boarding House, this time is perhaps the most important part of a Boarding staff members’ duty. It is the time that will allow the students to gain the most from the adults in their lives and not-coincidentally, is also the time good Boarding House staff will value most highly.

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary material, but warmth is the vital element for the growing plant and for the soul of the child.” -- Carl Jung



Leave Arrangements

Leave Arrangements

AUTHOR
David L Anderson
Senior Boarding Housemaster
Shore School

At the International Boys' School Coalition in Philadelphia I attended a workshop demonstrating an advanced computer based 'leave' program for boarders taking exeat from the school, developed and designed by the boarding house staff.

The program was very sophisticated including touch pads, computer terminals and large screens displaying 'leave' arrangements in all dormitories and common areas in the boarding houses.

The boarders were monitored and tracked by the 'leave' program within and outside the boundaries of the school. In addition an intricate mobile telephone protocol was developed for two way communication between the boarders and the campus staff for surveillance when the boarders were off site.

The same program had the ability to record and graph demerit points that were in place to punish the recalcitrant boarder if 'leave' arrangements were broken.

The program was also accessible by parents of boarders who could endorse their son's 'leave' arrangements and track their child's movements. The information contained in the system was comprehensive and it clearly provided an enormous array of information about the movement of boarders. In a year a population of 45 boarders recorded 34000 movements in and out of the boarding houses.

My reservation about the computer based 'leave' program was the aspect of trust that needs to be established between boarders and staff member. The bond of trust is an important development phase in the growing maturity of the boarder and in their relationship with staff. Trust will be reciprocated if the boarder feels the boarding housemaster is demonstrating respect and confidence in the students as the boarder grows older. This becomes the foundation of many life skills in building up reliability and honesty in the adolescent.

The 'leave' program introduced in the school in the United States could be construed as acting as 'big brother' over the boarders. Naturally staff are fully responsible for the overall safety of the boarders but to what detail supervisors go in tracking students and at the same time developing trust is a management/relationship skill of high order.

The association of demerit points closely related with 'leave' arrangements also raises some question with the long term management of boys. Imposing demerit points resulting from 'leave' misdemeanours can diminish a good deal of faith between staff and boarders.

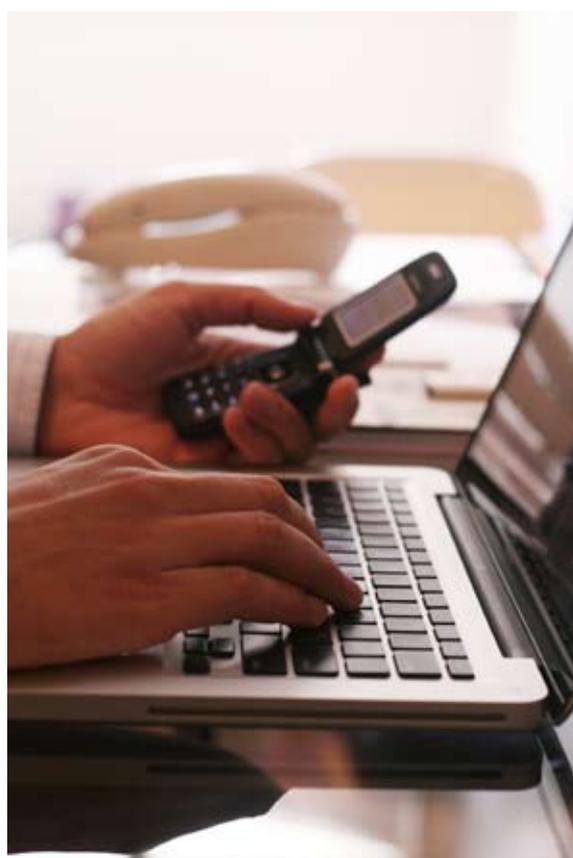
At Shore School a boarder's request for 'leave' can be designed for both short and extended leave. Short term 'leave' to local shops is granted by the Master On Duty early on the same day and recorded. Departure and return times are noted in a 'leave' book and leave is restricted to 40 minutes. It is extremely unusual to have any problems with this long standing short term leave arrangement to the shops in North Sydney.

Boarders who request 'leave' over a weekend





Leave Arrangements



5-00pm.

The 'leave' system in USA was designed to be active 24/7. Therefore a supervisor was assigned to monitor the computer and mobile phone communications throughout the waking hours of all students. Something that surprised me is that surveillance continued until 2-00am late on Saturday night. A boarding program is fundamentally flawed if campus staff are still monitoring the movement in the early hours of the following morning. Boarders should be fast asleep at School or at the host's address!

The question to be asked is how the duty of care is performed in line with the confidence, convenience and attitude of the students and staff. Everything must be done to ensure the safety of boarders but systems must resemble, where possible, some of the rules of a 'family' where communication and understanding are part of exeat arrangements. Do we in the future place GPS bracelets on all boarders to track their movements in the same way as prisoners?

Parents have an important role to play by fully understanding the 'leave' arrangements of their son or daughter and communicating with the campus staff. Both the campus staff and parent also make checks about the arrangements for social occasions in respect to adult supervision. Special leave is also granted to boarders during the week on compassionate grounds and the majority of parents keep this to a minimum preserving the boarding routine and at the same time understanding the need for consistency between 200 boarders and their families.

We must make sure modern technology does not replace trust, faith and communication between campus staff and boarders. Care must also be taken not to add unnecessary workload to staff who may be more gainfully employed having a high level of presence and understanding of the boarder's activities and not restricted to following their movements on a screen.

period do so on Thursday evenings. The request must be accompanied by a matching request for the boarder's parents or guardian by e-mail. All arrangements are noted and the boarder must return with a card completed by the host parent or friend.

The 'leave' system takes very little time and the personal arrangements between staff, boarders and parent can lead to important times of communication and cooperation between all parties. The boarders demonstrate respect for the Shore School 'leave' arrangement by their reliable movements and punctuality when granted 'leave'. Unlike the American model a record of the boarder's movements within the boundaries of the School is not recorded unless the boarder is attending an evening activity on campus after

Your School Website

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School Websites

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- Mobile/Tablet Prospectuses
- Fully Interactive Prospectus

Digital Displays



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

Social Applications



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

Mobile Applications



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

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www.interactive-schools.co.uk





Are our kids too busy to be happy?

AUTHOR
Tim Sharp
The Happiness Institute

I recently read this article in the *NY Times* which supports what I've been saying for many years now...

Family Happiness and the Overbooked Child
By ALINA TUGEND

I LIVE in an area where most parents would rather cut back on indulgences for themselves than stop paying for their children's activities.

Music lessons, gymnastics, horseback riding, tutoring, summer-long residential camps, sports teams — the list goes on and on. Often, so do the costs.

And even if the money is not there, some parents find a way. I know people who have borrowed from family, used home equity accounts and run up their credit cards to pay for all the stuff they believe their children just cannot miss.

"The experiences we thought kids had to have before high school has moved down to junior high and now elementary," said William Doherty, a professor of family studies and director of the marriage and family therapy program at the University of Minnesota. "Soon, we'll be talking about leadership opportunities for toddlers."

To come clean, my children through the years have taken ice skating, tennis, violin and yes, even tae kwon do (of which the only residue now seems to be lots of colored belts around the house). Some lessons lasted a few months, some for years.

And what is wrong with that? Maybe we know that some parents go overboard on extracurricular activities, but aren't these important for their children's future success?

Somehow, not offering our children every possible opportunity "feels like bad parenting," said Wendy Mogel, a clinical psychologist and author of "The Blessing of a B Minus," (Scribner, 2010).

But in an effort to give their children everything, some parents end up not just depleting financial resources, but also their own emotional energy...

Are we all too busy to be happy?

Following on from the article above, and as already noted, I think this is a problem that extends beyond parenting and beyond raising happy children.

I think this is a problem in these two domains but I also believe that it's something that's relevant to each and every one of us. That is, I think that many of us have become too obsessed with productivity at the expense of happiness.

Now that's not to say that productivity is unimportant; I love achieving things and I, personally, gain great satisfaction from accomplishment which as referred to a few weeks ago is central to Seligman's PERMA model of well-being.

But everything has a dark side; and if we become too focused on producing and achieving so that we feel we need to spend as many minutes and hours and days as possible doing "work" that produces "stuff" and "outcomes" then I'm concerned we're missing out on something.

And that something is, in part, happiness. Should we not value reflection and contemplation and meditation just as much as productivity and constructivity? What are we losing if we do not?

Here's to your happiness :)





Good Relationships make Good Boarding Schools



AUTHOR
Mrs Linda Evans
Principle, Fairholme College

On Monday, October 17 nearly one hundred boarding supervisors, Heads of Boarding and Boarding School administrators gathered together for a day of professional learning at Fairholme College, Toowoomba. The common thread that emerged during the day was thus: good relationships make good boarding houses – it is as simple and as complex as that.

Whilst the day comprised of four separate sections ranging from a panel of past boarding students, a minister and grief counsellor, an expert in restorative practices and a lawyer who spoke about legalities of the workplace there was an underpinning focus upon relationships as the platform upon which communities are built. Local youth minister Ross Savill (OAM) emphasised too, that communities need to draw from one another to sustain strength. He urged boarding school personnel to support one another in their shared journey of growing young people's character and hence their futures.

Savill and Ian Nutley (educator in grief counselling) explored the intricacies and diverse layers that constitute loss and reminded us that each student who enters our boarding house for the first time experiences grief – grieving for the things they leave behind. They spoke of the tangibles like home, family, friends, pets and space and contrasted them with the intangibles of stability, certainty and rituals that have, until that point filled the lives of our boarders. Marg Thorsborne, a world expert in restorative practices, reminded us that in a world where parents try to remove all obstacles from their children's lives we must develop a strong sense of community where responsibility, consequence and shared understandings are fundamental. The final speaker, local lawyer Adair Donaldson emphasised the importance of the workplace as a mirror to the values and beliefs we promulgate for our students.

Interestingly, the words of the ex-boarder panel reflected the thoughts of each keynote presenter. As the three young women and young man reflected on their boarding life they spoke of the fundamental importance of being understood, being connected and belonging. There was nothing new in the structures that



Good Relationships make Good Boarding Schools



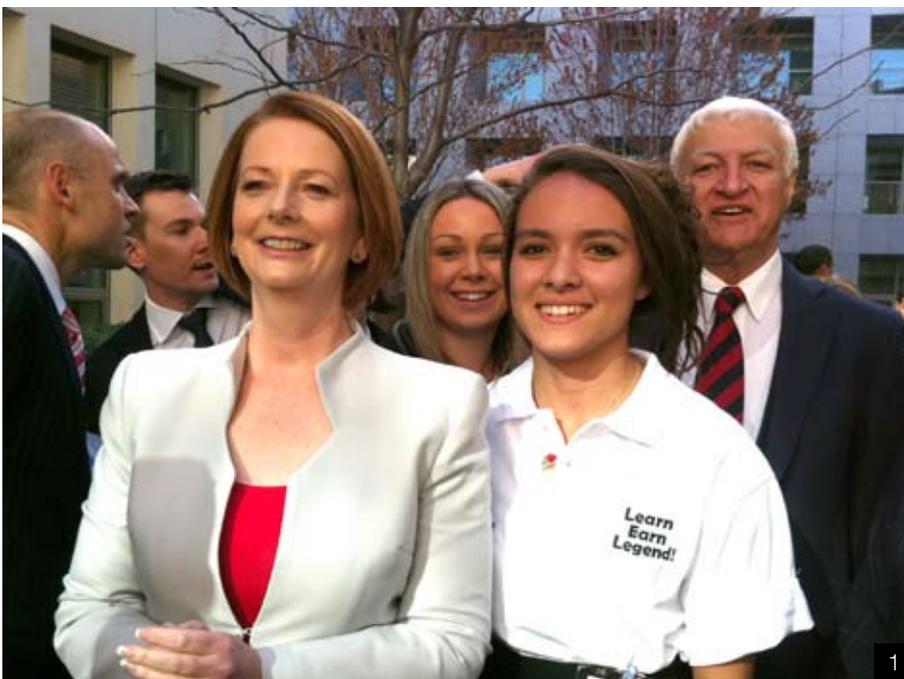
as mentors, friends and buddies, structuring boarding houses to develop a sense of family and the provision of activities outside of school that allow boarders to become part of their broader community.

At many times throughout the day I took pause and enjoyed watching the development of relationships across and within schools, as participants shared conversations, experiences and the challenges as well as the pleasures of their roles. Boarding life is specific, special and human-centred. To do our job well it is contingent upon us to reflect upon the wisdom of experts and to support our colleagues, by drawing from their expertise and offering our own. Specialists in the field of human relationships: Ross Savill, Ian Nutley, Marg Thorsborne and Adair Donaldson reminded us of that, as did our panel of ex-boarders as they entrusted their stories and insights. It is as simple and as complex as the adage – *good relationships make good boarding houses*.

they identified as of value, things to 'keep on doing' included: employing and encouraging boarding supervisors to take an active interest in the lives of young people, supporting Year 12 students to work with new students



Learn Earn Legend!



1. Prime Minister Julia Gillard with Latiesha Dunbar



2. Latiesha Dunbar (centre) with several other Indigenous Work Experience students, with 'Learn Earn Legend' ambassadors Mr Scott Prince of the Gold Coast Titans and former tennis great Evonne Goolagong Cawley

AUTHOR
Murray Paterson
St Peters Lutheran College

The "Learn Earn Legend!" work experience program conducted for the second time in Canberra recently is a partnership between, Dare to Lead, a branch of the Australian Principals Association focussed on Indigenous Education and The Australian Indigenous Education foundation. These two bodies in co-operation with the Dept of Indigenous Affairs and the Dept Employment and Workplace Relations give 100 Indigenous year 10–12 students from across Australia the opportunity to be a part of a unique government program aimed to encourage young Aboriginal and Torres Strait Islander people to stay in school and provide them with the opportunity to taste a wide variety of government careers. Students conduct work experience in parliamentarian's offices and get to see the machinations of the Australian Government in a very close manner. In addition students attend workshops in government departments showcasing all the career opportunities for Indigenous year 12 graduates.

Latiesha Dunbar from the Tiwi Islands in the Northern Territory was one of the lucky students to be selected to attend the program. The year 11 student has been a boarder at St Peters Lutheran College, Brisbane since 2009. Latiesha is on a scholarship supported by the Australian Indigenous Education Foundation. Latiesha had a memorable experience and was inspired by the enthusiasm and opportunities presented. Latiesha commented, "that she never thought she would ever go to Canberra and meet the Prime Minister and that the whole experience was over whelming and made her excited about her future opportunities" This years program was especially exciting for the St Peters students as former St Peters old scholar and a participate of last years work experience program, Mr Frank Lowah of Cairns was one of the key Canberra based organisers. Frank works as a junior staffer for Senator Mark Arbib.



The Welfare of Adolescent International Students

AUTHOR

Kathryn Richardson
The University of Melbourne

Young international students have been attending Australian secondary schools for decades. I remember my own adolescence back in the 1980s when the school that I attended established one of the first international student programs. As a young blonde girl from Melbourne's suburbs, I had led a fairly sheltered mono-cultural life, but this was rapidly about to change.

At the time, my fellow classmates and I were not quite sure what to think about the "Asians" (as we called them, although if I remember correctly, many of the students came from Indonesia and Hong Kong). They tended to stick together, huddling around the heater and chatting unintelligibly. Strangely, it never really occurred to me that we 'Aussies' were also very cliquey. While we tried to be cautiously friendly, we were rarely friends. In fact we were often heard complaining, "Why can't they just talk English!"

Unbeknownst to me at the time, my early experiences would ultimately dictate the course of my academic life. I went on to become an ESL teacher, and as I watched the overseas students struggle to fit in, it seemed that little had changed. Overseas students still commented that they felt isolated and the local kids still complained that the internationals wouldn't speak English. This observation (albeit limited and somewhat subjective) propelled me on to undertake my PhD research into the non-academic welfare of adolescent international students.

These days, despite the fact that schools and universities have educated overseas students for decades, there is still paucity in terms of research into the welfare of international students. What we do know is that these adolescents are in a unique situation. On one hand, some of the challenges for adolescent overseas students are the same as for university-aged international students (such as the need to function in a foreign language within new educational and cultural environments).

However, for adolescent overseas students, life in Australia is considerably more difficult than for those in tertiary institutions. While the they need to adjust to an unfamiliar language and culture, school aged students are also

navigating puberty, developing their sense of self, and trying to understand the ways in which social relationships work. In addition to this, for many of these youngsters, they face the transition into adulthood without the support of their parents or other important adults in their lives.

Interestingly, boarding schools have been caring for young students in similar circumstances for a very long time. By definition, boarding schools care for young students (whether they are international or not) whose parents live elsewhere. Despite the long history of boarding, there is little empirical research into adjustment patterns and welfare needs of adolescent boarders. Nevertheless, boarding schools are in a unique position as they hold within their histories a wealth of knowledge about the social and cultural development of their young charges.

Over the coming publications of *Lights Out*, I will endeavour to unpack some of the issues that have arisen in my research into international student welfare. Some of these matters will include: student socialisation; culture shock; and student wellbeing. I hope to also write about some of the concerns that arose through my studies that specifically relate to boarding schools, such as program structures, institutional care and managing diverse student bodies within the confines of a boarding house.

On a final note, although I have spent many years researching international student welfare, I would consider those of you who work on the ground - in boarding houses and with international students - to be the 'experts'. As such, I hope to hear from you about your experiences and ideas.

So, if you wish to contact me, please feel free to email me at k.richardson@ieca.com.au.

Indigenous Students pave their own pathways at outdoor adventure

AUTHOR
Alexandra Pitzing
Australian Indigenous Education Foundation

2,500km might seem a long way to travel to attend a camp, but the twenty-seven Indigenous students who have returned from a seven day personal development course in the Australian wilderness will tell you that their journey with Outward Bound was much more than your regular school camping trip.

challenges that align with AIEF's goals to empower Indigenous children to realise their potential, take responsibility for their own future and develop leadership skills.

Robbie from Marist College Ashgrove said his favourite activity was exploring the ancient boulders that make up 'Legoland'.

"I really liked climbing into the small spaces and seeing the big view of the valley," Robbie said. "Experiencing something different like that really took me out of my comfort zone."

The best part for Tamina from St Catherine's College, Waverley, was climbing Mount Tenant and making new friends. "I learnt that it's important to work in a team; having people supporting and working with you is good," Tamina said.

A 'Celebration of Achievement' dinner was held on the final night of the course at the Outward Bound National Base to acknowledge the challenges the students had overcome.

The dinner was attended by AIEF Founder and CEO Andrew Penfold, who said he is impressed by the adventure the students have taken on and hopes they can take home



Students travelled from as far north as the Torres Strait for the challenging, week-long adventure, held in ACT's Namadji National Park. The course put the students' limits to the test and potential on show as part of the Australian Indigenous Education Foundation's (AIEF) Post-School Pathways Program. This program assists Indigenous students to develop clear career goals and offers career pathways and work-readiness programs to achieve them.

The two groups, made up of Year 9, 10 and 11 students from AIEF Partner Schools in New South Wales and Queensland, participated in a Welcome to Country ceremony on their first night on course and completed





3

some valuable lessons about team work, leadership and also about themselves.

“At AIEF, we believe that Indigenous children in financial need should have access to some of the leading educational opportunities, companies and providers to pursue productive and fulfilling careers,” said Mr Penfold.

“We identified the Outward Bound program as an opportunity for personal development that helps the students develop the skills needed to define their goals, take on challenges and realise they are capable of much more than they may think.”

Outward Bound CEO Darren Black said Outward Bound’s outdoor adventures align with the education goals of AIEF and are crucial for the development of all young Australians so they can discover, develop and achieve their potential.

“The course stretches students mentally and physically, but the challenge helps them grow,” Mr Black said.

“They learn to work together and draw strength from each other to succeed, developing the most positive elements of the human character consistent with our core values of integrity, responsibility, resilience, compassion, service and human potential.

“With the addition of the Outward Bound course to the AIEF Post-School Pathways Program, we are determined to work hard with them to provide important personal development opportunities for marginalised Indigenous children around Australia.”

Back home in the last week of their school holidays, the students had time to reflect on their adventure and relax after a challenging week. One mother of a Sydney student

commented: “My daughter just came back from the AIEF Outward Bound camp. She had an amazing experience and has not stopped talking about it. I see a different girl, a stronger one with passion, strength and confidence, and with 19 or so more friends.”

1. Tyla from Queensland is proud of her achievement after her abseiling challenge.
2. Hiking through Namadgi National Park
3. Legoland is a formation of ancient boulders and makes an impressive scenery for the students’ adventure.
4. Nahdia is happy to have mastered the difficult squeeze through the crevices of Legoland.



4

Australian Indigenous Education Foundation

AIEF is a not-for-profit organisation that provides boarding school and residential university college scholarships and offers career pathways to empower marginalised Indigenous children to build a future through quality education and careers.

For more information about the work of the Australian Indigenous Education Foundation, visit www.aief.com.au.



Outward Bound

As the leading provider of outdoor experiential learning programs, Outward Bound Australia has been helping Australian’s realise their potential and leadership abilities for over 50 years and delivers outdoor learning programs to thousands of students every year.

For more information about Outward Bound and their courses, visit www.outwardbound.org.au.



Scolarest Innovation

AUTHOR

Michael Ryan
Manager for Compass Group

At Scolarest we believe that the dining experience within any school should help reinforce the culture of the school and add value to the overall educational offer to students. We have identified specific programs which are currently part and parcel of the Scolarest food service contract within some schools and colleges throughout Australia today. They have helped us impart our own “passion for food” amongst students and staff as well as engage the entire community in a continuous improvement process for food content and delivery. Some of these programs are ‘What’s Cooking’, ‘Garden to Plate’ and ‘Design a Dish’

‘What’s Cooking’

Scolarest regard our role within schools and colleges as an education resource, therefore seeking to improve student’s understanding of good nutrition and to develop the skills which will in turn help students make positive health decisions. A healthy diet can improve behaviours critical to educational success and performance at school and also may encourage students to try new foods. With this in mind Scolarest have created a program called ‘What’s Cooking’ designed to put the fun back into food. The program comprises a series of fun-filled interactive events to encourage pupils to try something new, whilst promoting healthy food. The program’s purpose is to help raise the importance and benefits of healthy eating to students across the country.

Students get a hands-on chance to improve their culinary skills at these entertaining workshops. In addition to learning basic cooking techniques, pupils find out about the origins of the dishes they prepare, as well as their nutritional value. Scolarest is taking the nation’s young people on a Journey to Good Health by providing them with the necessary knowledge, skills and opportunities to experience the many benefits of healthy eating. Our ‘What’s Cooking’ program is an excellent way to demonstrate to students that healthy eating is not only good for you... it’s fun!

‘Garden to Plate’

For many children there is no way they can relate the food they see in bottles, packets and jars with the process of how fruit and vegetables get from the garden to the plate. To combat this, Scolarest’s ‘Garden to Plate’ year long activity gives students the opportunity to create and care for an extensive vegetable garden and then prepare and cook the harvested produce in the ‘What’s Cooking’ workshops. Students are able to develop a greater enjoyment of flavour and texture and gain a better understanding of the relationship between growing produce and caring for the environment. It’s also another step towards a healthier planet.

‘Design a Dish’

Each term students compete to create the most innovative healthy dish. The student that creates the most tantalising dish for the term will be rewarded via a presentation and prize. The winning dishes will feature on our cycle menu for all to enjoy and these recipes alongside a picture of the creative artists could appear in the following edition of the school newsletter or annual.

Curious for more? Contact Michael Ryan, Manager – Business Development on 0417 702 955 or email michaelryan@compass-group.com.au





State Chat

South Australia

South Australia Division Report

October 2011

AUTHOR
Tim Agnew
SA State Chairman

Our Term Three meeting was held at Westminster School on 10 August and being a lunchtime meeting the attendance was a little disappointing yet understandable. Nevertheless, fruitful discussion in response to Tim Hawkes' presentation at the ABSA 'Leaders in Residential Communities' Conference, in Adelaide, ensued.

Information concerning a timeframe with regards to consultation in order for a draft to be completed by the middle of next year was outlined. This was with a view to ABSA's Executive being in a position to launch this at the 2012 National Conference on the Gold Coast in October.

It was also emphasized by Gary Davison that the National Standards draft document was a fluid document and that the naming of the document as "standards" was to be discussed.

It was evident that a number of members felt there had not been sufficient time for consultation, when the first draft document was originally released. As a division we strongly support the need for appropriate time to be provided for consultation and discussion, prior to feedback being given. This important topic will be the focus of our meetings early in 2012, in order to present a strong and universal response from SA to the executive of the National Board, who will be the authors of the document. We are pleased that legal and other relevant consultation will be sought as part of the process, in addition to opportunities for the divisions and individuals to provide feedback.

Our **Big Picture Topic** was: **Examples of innovative practices in SA Boarding schools**

General discussion ensued, which was interesting and collegial; issues raised included:

- Development of citizenship and working on community service projects – the development of "selflessness"

- Daily notices or weekly updates emailed to home – which has seen boarder parents' encourage their children to take part in activities being offered

- New online leave system (PAC) - a web-based system that boarders can access via their laptop and/or smartphone. It is a 'live' database. Students and parents can access this to arrange Overnight weekend, Exeat and end of term leave arrangements. All leave is then electronically recorded on the schools' system. Taxis and cab charges can be managed through the system. Boarder's activities can be accessed and students can sign up for activities. Software uses the TASS system. Google documents through the school's registered domain house the documents within a secure site. The system was developed both in-house and through an external consultant/programmer. Confirmation of leave still needs to be made via telephone or can occur via email. A 'trial period' is still underway.

- 'Princes' points' – Jeremy Browne spoke about how he has established an 'economy' so that students can accumulate points/credits based on their focus and application during Middle School homework. Points can be combined/accumulated to be spent on items and/or activities. Each student has an internet-based 'bank account' showing the status of their points and they earn weekly interest on the points.

Approximately 55-60 boarding house staff from across Adelaide will be participating in a **Duty of Care workshop** to be conducted by Richard Stokes, at Prince Alfred College on Tuesday 8 November. It is terrific to see such a positive response to this valuable PD opportunity. This is a clear sign of ABSA coming of age in South Australia, in terms of being recognized as the boarding industry's principal PD provider.

TOO Busy for a Friend?

AUTHOR
Anonymous

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

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

It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed in the papers. That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual.

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

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

Several years later, one of the students was killed in Viet Nam and his teacher attended the funeral of that special student. She had never seen a serviceman in a military coffin before. He looked so handsome, so mature. The church was packed with his friends. One by one those who loved him took a last walk by the coffin. The teacher was the last one to bless the coffin.

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

After the funeral, most of Mark's former classmates went together to a luncheon. Mark's mother and father were there, obviously wait-

ing to speak with his teacher.

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

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

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

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

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

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

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

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

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

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



Did you know we have an ABSA Facebook and Twitter account?

AUTHOR
Richard Stokes
ABSA Executive Director

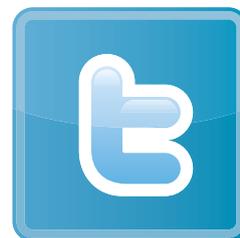
research work and learn more about the current trends across the world.

Facebook page:
Australian Boarding Schools Association
Twitter:
#ausboarding

One of the wonderful positive outcomes of the Social Media platforms Twitter and Facebook is the opportunity to investigate best practices in education throughout the world and easily share ideas and thoughts quickly to so many people. Almost every day new ideas are posted on many websites throughout the world, and we are making the effort to 're-tweet' anything we feel will be relevant to our Australian Boarding Schools, and these 'tweets' are also posted onto our Facebook page.



By 'following' our Twitter account, and/or 'liking' our Facebook page you will easily and quickly keep yourselves up to date with resources and ideas from all over the world. At present we have only 20 followers on Twitter and 90 Facebook likes; our hope is to get every boarding staff member who is a part of one of these social networks to gain from our



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Chairman's Report

to the Australian Boarding Schools Association 2011

AUTHOR
Dr Tim Hawkes
ABSA Chairman

Throughout 2010/11, the Australian Boarding Schools Association (ABSA) has continued to flourish. ABSA now enjoys a membership that includes all but a very few Australian boarding schools and has become one of the most significant boarding school organisations in the world.

One of the most important developments in 2010/11, has been the appointment of a full-time Executive Director for ABSA. In this, the Association has been served enormously well with Richard Stokes proving to be an invaluable resource in the professional development of boarding staff throughout Australia and as an advocate for boarding generally. ABSA is very fortunate to have a colleague of this quality at the helm.

One of the most encouraging developments throughout the year has been the maturing of our various state divisions. Some excellent initiatives have been entered into at a state level. A number of regional workshops have provided invaluable professional development to boarding staff within the respective states and territories. I thank the various Chairs of the state divisions and their Executive teams for their leadership and initiative throughout the year.

The principal instruments used by ABSA to train boarding staff are the two books that make up the Duty of Care course. Duty of Care is the major training course for boarding staff used in Australia. The first print run of 1000 copies of the new version of Duty of Care have already sold out and supplies of the second print run are selling fast. This is enormously encouraging. The majority of these courses have been marked and assessed by our Executive Director, who has augmented

his service in this area by running a number of training courses throughout Australia to assist boarding staff to complete their Duty of Care course.

One of the challenges facing ABSA, is to evaluate its relationship with the Australian Catholic University (ACU). ABSA has just learnt that the ACU will not run its associate degree course in Social Science (Residential Care). This is an unfortunate development and one that may require ABSA trustees to look for an alternative tertiary institution to partner with at diploma, degree and post-graduate level. A number of promising leads are currently being pursued.

A further challenge is to partner effectively with the National Association for Rural Student Accommodation Inc (NARSA). NARSA has changed its name to Boarding Australia and, by implication, suggests that it sees itself as the major voice in relation to school boarding in Australia. It is not. Boarding Australia only represent one boarder in thirteen, with ABSA representing most of the balance. This has not prevented Boarding Australia announcing that it intends to copy ABSA's initiative and write boarding standards for boarding institutions in Australia. This is the proverbial tail wagging the proverbial dog. Boarding Australia's expertise lies in boarding hostels. ABSA's expertise lies in boarding schools. There is room for both organisations, but not room for needless duplication caused by Boarding Australia seeking to expand its role into boarding schools. This will require ABSA to meet with Boarding Australia to determine the roles and responsibilities for both organisation and to prevent the growth of sectarian thinking within the boarding industry.

The boarding research project being undertaken by Mr Brad Papworth continues to enjoy the patronage of ABSA. This research project, which is the most significant research project into the boarding industry in the world at the moment, is yielding some interesting findings on the impact that boarding has on academic attainment and on the development of student values. It is anticipated that the research



Chairman's Report

project will be concluded towards the end of 2013.

ABSA has been involved in lobbying the Australian Tax Office and the Federal Government for greater equity in relation to the Fringe Benefits Tax burden on metropolitan boarding schools. An ATO ruling has confirmed that Fringe Benefits Tax is still payable on the residences of boarding staff who are brought into a boarding school for a number of years in order to undertake boarding duties. This is an unfair impost upon metropolitan boarding schools and will remain an issue that ABSA will lobby on. Having noted the above, a number of small concessions were given to ABSA by the ATO which have resulted in some savings by metropolitan boarding schools.

The publication of the quarterly magazine Lights Out continues with the magazine now regarded as one of the most professional boarding magazines in the world. The quality of the articles, their breadth and relevance have ensured that Lights Out continues to be well received by boarding schools throughout the land. Our website has also been upgraded and extended and has proved a useful enrolment agency for many of our boarding schools.

An important task for ABSA is to encourage collegiality and professional development through the running of conferences and

workshops. The 2010 National Conference in Canberra was a huge success. In 2011, this Conference was followed up by our Leaders in Residential Communities Conference in Adelaide, midway through the year. Again, this conference proved to be very useful in reminding boarding staff of their legal and professional obligations as boarding staff.

One of the most significant decisions taken in 2010/11 was to begin the process of writing National Boarding Standards for Australian boarding schools. This is a significant undertaking but one that has progressed well in recent months. It is hoped that a first draft of the standards will be available in the New Year. I would like to take this opportunity of thanking all colleagues who have contributed to the shaping of these standards so far.

In closing, I would like to thank the trustees of ABSA for their faithful and effective stewardship and support throughout the year. In particular, I acknowledge the wonderful assistance given by Pauline Turner as Deputy Chair of ABSA, Madonna Hennessy as Treasurer and of course, the outstanding work undertaken by our Executive Director, Richard Stokes. Their combined energies have ensured that ABSA continues to grow in prominence and influence throughout Australia.



Audit Report

For Year Ended 31/07/2011

Australian Boarding Schools Association Ltd
(A Company Limited By Guarantee)
ACN 127 807 489

AUDITORS
P.Stokes & Co
Brendale, Brisbane, Qld

*NOTES FROM THE TREASURER
TO ACCOMPANY THE AUDIT
REPORT FOR THE YEAR
ENDED 31/07/11*

Income

Sponsorship for 2011 is very low, as all payments have been received since the audit.
Expenses Conference Expenses are high due to the 2010 National Conference and the 2011 Heads of Boarding Conference both having their major expenditure during the one financial year.

Duty of Care expenses are high as we have purchased an additional print run of 1500 of Book 1 and 1000 of Book 2. At this stage we still have books valued at around \$120,000 in storage ready to be sold.

Miscellaneous Expenses are high due to our final payment to the University of Sydney for our research project falling during this financial year.

The Management Fees listed includes the wage of the Executive Director.

Madonna Hennessy - Treasurer
Richard Stokes - Executive Director

Income Statement
For the year ended 31 July 2011

	2011 \$	2010 \$
Income		
Membership Fees	140,796.22	163,630.00
Sponsorship	25.00	7,670.46
Conference - Delegate fee	106,989.71	97,500.14
Conference - Accommodation	70,376.30	76,637.59
Conference - Dinners	1,836.36	3,345.45
Conference - Miscellaneous	272.73	45.45
Duty of Care	57,779.72	22,486.73
Miscellaneous Income	1,257.49	450.00
ED Income	929.95	
Interest received	7,885.74	5,461.71
State Divisions Income	46,008.16	16,477.23
Total income	434,157.38	393,704.76
Expenses		
Accountancy	1,927.27	1,590.91
Bank charges	43.50	41.25
Board Expenses	2,207.80	3,249.92
Conference expenses	311,031.62	121,875.36
Duty of Care	90,970.02	
Depreciation - office equipments	905.00	910.00
Duty of care expenses		35,610.00
Executive Director's Expenses	26,886.70	3,112.47
Insurance	2,600.05	649.20
Internet/website expenses	691.92	697.23
Lodgement fees	318.41	36.36
Management fees	9,000.00	23,400.00
Miscellaneous Expenses	23,144.65	1,609.59
Office supplies	4,913.04	2,566.40
Postage	9,468.91	4,628.83
Printing & stationery	36,188.18	24,430.54
Research fees		13,636.36
State Divisions Expenses	18,913.37	41,583.95
Superannuation	5,000.19	
Telephone	2,071.52	546.90
Management fees	55,581.63	
Total expenses	601,863.78	280,175.27
Profit (Loss) from Ordinary Activities before income tax	(167,706.40)	113,529.49



AUSTRALIAN BOARDING SCHOOLS ASSOCIATION LTD

ABN 41 127 807 489

Detailed Balance Sheet As At 31 July 2011

	2011 \$	2010 \$
Current Assets		
Cash Assets		
Westpac Banking Corporation - AC132359	22,380.78	62,922.12
ING Bank (AUST) Limited - AC 60237144	130,321.46	189,610.35
	<u>152,702.24</u>	<u>252,532.47</u>
Receivables		
Sundry debtors	12,541.19	79,541.25
	<u>12,541.19</u>	<u>79,541.25</u>
Total Current Assets	<u>165,243.43</u>	<u>332,073.72</u>
Non-Current Assets		
Property, Plant and Equipment		
Office equipments - at cost	3,751.82	3,751.82
Less: Accumulated depreciation	(3,101.00)	(2,196.00)
	<u>650.82</u>	<u>1,555.82</u>
Total Non-Current Assets	<u>650.82</u>	<u>1,555.82</u>
Total Assets	<u>165,894.25</u>	<u>333,629.54</u>

Audit Report

Detailed Balance Sheet As At 31 July 2011

	2011 \$	2010 \$
Current Liabilities		
Payables		
Unsecured:		
- Sundry creditors	1,800.00	
	<u>1,800.00</u>	
Current Tax Liabilities		
GST on sales	9,131.33	12,289.11
GST on purchase	(6,236.20)	(4,541.86)
Amounts withheld from salary and wages	2,282.46	
	<u>5,177.59</u>	<u>7,747.25</u>
Provisions		
Superannuation Payable	740.77	
	<u>740.77</u>	
Total Current Liabilities	<u>7,718.36</u>	<u>7,747.25</u>
Total Liabilities	<u>7,718.36</u>	<u>7,747.25</u>
Net Assets	<u>158,175.89</u>	<u>325,882.29</u>
Equity		
Retained profits / (accumulated losses)	158,175.89	325,882.29
Total Equity	<u>158,175.89</u>	<u>325,882.29</u>

P.STOKES & CO

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 Brendale QLD 4500
 Fax: 61 7 3881 2795
 www.pstokesco.com.au

Licensed Company Auditors

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30 SEPT - 3 OCT 2012

GOLD COAST



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YOU
UP TO THE
STANDARD?

**Boarding guidelines -
how important are they?**

**Restorative Justice or punishment -
what is the answer?**

**Boarding house design -
what do the best facilities look like?**

These and many more questions will be posed during the 2012 National Conference to be held at the Crowne Plaza Surfers Paradise

Coming Events

AUS

NSW

29 November 2011

Duty of Care Workshop - PLC Armidale

SA

8 November 2011

Duty of Care Workshop - Prince Alfred College, Adelaide

VIC

18 November 2011

Duty of Care Workshop - Melbourne Girls Grammar

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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by 1st February 2012.