

Lights Out

Vol. 15 | Issue 1 | March 2022

Boarders who are MIA
*at the Start of the
School Year*

Helping Teens
Tackle Social Media
with confidence

8 Ways to Improve
*Your Child's
Reading Level*

Culture Thermostat
or Thermometer
You Decide



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St John's Catholic College, Darwin - boarders enjoying a swim

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How Important Can this Be?

One of the challenges in all our busy lives is the huge amounts of information we receive daily - in fact at times it can be quite overwhelming.

However, the risk in dealing with this overload is to ignore it, think it won't be important, or think that you'll get to it later. One of the great skills I learnt from our Leaders Conference in Adelaide in 2019 (doesn't that feel so long ago) was how to manage my email inbox. Interestingly, at the time this was the second time I had undergone the 'Email ninja' course, but it was the one that made the difference. Tim and Daniel taught all those in the room just how to overcome that swamping of information, and how not to miss the stuff that is important. (Interestingly they are offering the Email Ninja course to all ABSA members for free at present - send us an email if you are interested). However, it is not the course that I am promoting here, it is the fact that so many people just don't read things properly any more, if at all.

As many of you know we produce a weekly eNEWS which highlights a few critical bits of information relevant to that week - and in tracking the opening rates we are continually distressed that our average 'open' rate is just over 30%, and the open rate by Heads of Boarding is still under 50%. It makes us wonder how people know what is going on if the emails aren't even opened.

Another observation is the number of people who call to ask a simple question - one which was actually answered in the email we had sent them which prompted the call, but they hadn't read the whole email.

Anyway - enough whinging - we are keen to hear more about how we can make our communications better - don't be frightened - let us know! ■

AUTHOR:

Richard Stokes

Chief Executive Officer

Australian Boarding Schools Association

Letter to the Editor

the Hon Bridget McKenzie

As we start the 2022 school year, we reflect on the many challenges we have faced in recent years as a result of the global pandemic and the work we have achieved to support boarding school students and their families through this demanding time.

The impacts of COVID-19 and the ever-changing situation have taken a toll on us all and this will likely continue for some time as we face the challenges of the Omicron variant. For many boarding families the last two years has been a time of great uncertainty, with ongoing and wide-ranging disruptions and the resultant setbacks, as you've navigated the impacts of border closures and testing and quarantine requirements. Students have been separated from their families and communities creating stress and anxiety.

However, progress has been made since the development of the Boarding School Code, agreed by National Cabinet in September last year, to support the needs of boarders who travel for their education.

This code was delivered to assist with the considerable issues and complexities facing students returning to school. It is a credit to students, their families and the boarding school community who have made the code a reality.

I continue to liaise with parents, boarding school staff, the Australian Boarding Schools Association and the Isolated Children's Parents' Association to assist families who are faced with situations of particular concern.

The safety and wellbeing of students remains my utmost priority, and I continue to call on all jurisdictions to adopt a safe-but proportionate and compassionate approach to support students

and their families throughout the coming school year.

I care deeply about young people in regional Australia and their educational needs and the opportunities available to them, as I was once in their position as a student in Benalla in rural Victoria.

The Government has not wavered in its efforts to reduce the disparity between city and country students, particularly in relation to education participation and attainment. We will always believe that all students should have the opportunity to receive an excellent education, regardless of where they live.

The National Regional, Rural and Remote Tertiary Education Strategy (Naphthine Review) found country Australians are less than half as likely to obtain a university degree by the age of 35, compared to those in our cities.

This statistic is unacceptable and is why we have made significant strides toward implementing the recommendations of the Naphthine Review.

The new role of the Regional Education Commissioner is critical in driving these efforts.

As our first Commissioner, the experienced and capable Fiona Nash will work across education sectors, jurisdictions and communities to champion regional, rural and remote education and work towards eliminating this disparity by 2030.



Ms Nash will also oversee an evaluation of the success of the Naphthine measures over the next two years. This is an opportunity to consider the next phase of regional education policy and I hope the boarding community will take the opportunity to engage in this process.

As we commence 2022, the easing of lockdowns and closed borders has strengthened my optimism for a future with many wonderful options and opportunities for our young people; however the battle isn't over yet. Although we may continue to experience disruption in our lives for some time to come, as a nation we will continue to support our students to excel and celebrate their success.

The courage, persistence, and resilience you have shown in responding to this pandemic will certainly help you in the months and years ahead.

I will continue to advocate on behalf of families and students in regional areas and for boarding school students in particular.

I wish you all the best for 2022. ■

AUTHOR:
Senator the Hon Bridget McKenzie
Minister for Regional Education

Negative Word of Mouth: *What to do When it Starts to go Wrong*

We all know that positive word of mouth is critical to the success of schools. When our families are happy, engaged and satisfied with the school, they are our biggest advocates. This, in turn, leads to more enrolments as the word spreads through conversations with family and friends.

Sometimes things go wrong

Occasionally something big happens that rocks the school. These issues will generally come from nowhere and will have an instant impact on the community.

More often, however, small things happen over time that gradually erode the positivity and confidence levels of the parent body.

Stop for a moment and think: are there things happening at your school right now – little niggles here and there – that could be making your parents frustrated, bewildered or apathetic towards the school?

I've said it before but it's worth saying again – securing enrolments is only half the job. We always need to be thinking about how we are keeping enrolments in the long term if we want to be successful.

Mud Sticks

Here's a scary thought: What are families who withdraw from your school saying when they leave?

It's a sad reality that the people who leave disgruntled are often more vocal than the ones who are happy with their experience.

What's worse is mud sticks. How many potential enrolments have been lost

because someone heard something negative about your school?

Did you hear that? It's the sound of a thousand school marketers' hearts collectively breaking.

When you say nothing at all

Hopefully unhappy families aren't leaving your school...yet. But even if they do stay, it's unlikely that they will be sharing positive word of mouth like they would be if they were happy with the way things are going.

They may not be saying negative things, but the absence of an opinion can be just as alarming. It means they're checking out. Apathy does not equal enrolments.

Make retention a key part of your strategy

The cost of keeping an enrolment is far less than it is to win an enrolment. It is, therefore, vital that retention forms a key part in any school's marketing strategy.

That's why retention is one of the four phases of the Parent Experience Map in the Strategic School Marketing Framework.

In the Retention phase, we focus on optimising the following three areas to

increase parent satisfaction and boost positive word of mouth:

1. Communication
2. Culture
3. Convenience

Let's take a closer look at each stage of the Retention phase:

Communication

It always comes back to communication.

Parents want, and need, to feel informed about what's happening at school. Poor communication, or a lack of communication in general, can make your school look disorganised and inept.

This leads to frustration from parents as they don't know what's happening and develop a lack of confidence in the leadership of the school.

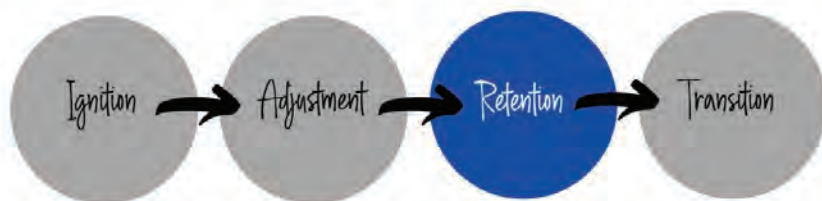
Schools are busy places. We all know this. Plus, there are numerous stakeholders to be managed effectively. There are plenty of opportunities for things to slip through the cracks.

Mapping out how to communicate effectively with the community across all the different modes of communication is an important step to consider as part of your school's marketing strategy.

Culture

A school's culture is not static. It will change and evolve over time as staff members, cohorts and families enter and move on. Shifts in culture can be slow or relatively quick, depending on what's shaping it.

The four phases of the Parent Experience Map



School Marketing Manifesto

When a school's culture is good, it's an indication that the organisation is performing well with highly engaged staff, happy students and satisfied parents.

Identifying ways to enhance your school's culture provides the opportunity to enhance the school's reputation and boost positive word of mouth from your parents.

Convenience

It's a fact – people are busy. Many families who send their child to an independent school have two parents working full time to be able to afford it. Over time, schools can begin to focus on what works best internally without considering the impact of operational decisions on families.

It's our job as school marketers to think about the parent experience and mapping out ways to provide more convenience to our families.

If your school's leadership is focusing too much on what's easiest internally without taking into consideration the needs of parents, then you have a problem on your hands.

Final thoughts

There's no use investing good money into getting enrolments in the door if you're not also investing time and effort into keeping them. It doesn't matter how well you're doing securing enrolments, if you're losing them before graduation, then your retention strategy (or lack of it) warrants attention.

Taking the parent experience into consideration is one of the most powerful things your school can do to help engender positive word of mouth in the school community.

Use communication, culture and convenience as your roadmap to improving this critical stage in the parent journey. ■



AUTHOR

Bianca Coleburn
Founder and Director -
School Marketing Manifesto.

Bianca Coleburn is the Director of Marketing and Enrolments at Concordia Lutheran College in Toowoomba, Queensland. She is also the Founder and Director of School Marketing Manifesto, home of the Strategic School Marketing Framework that is designed to help time-poor school marketers create dynamic marketing strategies that drive enrolments through optimising the parent experience.



Sometimes *It's Not All Bad News.*

In my work with schools and other educational institutions, I am often asked about the best way to manage difficult matters that have the potential to become larger issues in the public domain and potentially 'bad news' in the media.

THERE IS NEVER A SIMPLE ANSWER

Yet as challenging as many of these matters might be, and the justified concerns of schools about the consequential impact on their communities and the wider community of such matters, it can often be the case that the way you decide to handle the matter from the very beginning will determine the outcome.

Nowhere is this more the case than when you have 'bad news' looming.

If it's your bad news, think about telling it yourself.

From my perspective, owning your bad news provides one of the best ways to manage an issue and frame communications to your community and the wider public in the way that you want to. That doesn't mean it is always the best option in every circumstance, but certainly giving this option long and careful consideration as part of your communications' tool kit is well worth it.

What do I mean by 'owning your bad news'? In broad terms it's about taking a proactive approach to negative issues and considering all your options as to how to communicate that bad news to your school community, your stakeholders and the broader public, including proactively releasing it yourself.

In framing the management of negative issues in this way, you simply have many more options available to you to choose from, as opposed to sitting back, doing nothing and hoping for the best.

The 'fingers-crossed' approach has never proven itself to me as an effective communication strategy, particularly in the context of those negative issues that almost inevitably end up in the public domain anyway.

Think of the example of video footage of students misbehaving in public in uniforms or the upcoming annual report that points to a reduction in profitability or the staff member stood down for fraud.

It seems a matter of physics that negative issues like the above always seem to blow late in the afternoon with a comment required for the newspaper within an hour and of course, the opportunity of a proactive approach is long gone by then.

ANTICIPATE BAD NEWS

Can you predict bad news? In a funny way you certainly can. I have reflected often on the nature of so called crisis events and whether they are unexpected or not.

Whilst it is hard to generalise, I would say that the majority of matters that end up in 'bad news' within a stakeholder

community or indeed even in the media are likely to be already known in some form by the institution involved.

Knowing about potential contentious matters = time to prepare for them entering the public domain. It is that simple.

So yes, you can anticipate bad news but you need to look for it. One of the tools we recommend is an 'Issues Audit' where on a regular basis you look across your entire school operation and identify any potential 'bad news'.

For example, are you raising boarding fees in the next six months, are you changing your school's operations in some way, are your financial reports going to be published with a reduction in profits, are you facing a loss of funding, selling school assets, the list is endless.

Once you have your issues listed, then you can start thinking about them in a communications and stakeholder context, how you might communicate these issues more broadly and if there is bad news, how you manage that including potentially releasing it yourself.

Perhaps the matter will inevitably enter the public domain – by planning ahead you can develop and consider the best options for proactively informing your school community of what is happening.

The beauty in this approach is that it puts the timing in your hands alone – not that of a third party including the media.

NOT EVERYTHING CAN BE PREDICTED – SO WHAT THEN?

That's true. No world of preparation can prepare for those things that truly come



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out of left field, for example an accident involving a student or staff member.

But the principle remains the same – look for the opportunities to own the issue. Why? One obvious reason is to ensure the ongoing trust and confidence of your school community by being open with them during difficult times.

If there is bad news coming for your community, wherever possible you should be the one to share it with your community, rather than it leaking out through another party, particularly

when you know that the matter is going to be made public anyway.

Often by an institution being proactive and sharing a difficult issue with its community and stakeholders proactively, that can significantly enhance its reputation simply as a result of being upfront, open and transparent.

In general terms, it is advisable to be proactive in communications and important your organisation frames the public debate, not your critics. This is a critical part of communications planning

including when and how to take a proactive approach and when to adopt a different strategy.

With time on your side, anything is possible. ■

AUTHOR:
Julian Brophy,
Perception Partners

Sleep and technology *in boarding houses*

Technology is increasingly relied on by modern society. Parents, students and teachers alike all use technology for work and during leisure time. Researchers from the US estimated that the average young person spends 7.7 hours on handheld screens each day (Nagata et al., 2020). With these technologies only relatively new, research is looking to better understand how these behaviours impact our lives.

Studies have linked technology-use with poorer diet, fitness and mood. Furthermore, technology has been hypothesised to have an impact on young people's sleep in particular. Recent studies have shown that students who use technology achieve less total sleep time than students with stricter lights out policies (Bartel et al., 2019). As such, technology is increasingly a topic of discussion for all—adolescents, educators, parents, and researchers.

While technology is often portrayed negatively by the media, there are many ways that technology is being used to maximise positive wellbeing! These can be especially so in a boarding context: texts and phone calls with parents, video calls with grandparents, and social media to stay up-to date with friends from home. These activities are all valuable ways to improve student's ongoing and important connections with home communities. These technologies are also being adopted

by researchers and clinicians seeking to improve student wellbeing. Apps such as Smiling Mind are widely used for mindfulness, while new research has used apps to improve both the sleep and wellbeing of young people.

Technology may impact young people's sleep in three ways:

MELATONIN PRODUCTION

Each evening, as the daylight ends, our body produces melatonin. This hormone allows us to feel drowsy, assisting us to fall asleep. While not conclusive, some research suggests that the light emitted by technology may suppress the secretion of melatonin, making it more difficult to head to sleep when we finally do put our phone down. Quiet, dark bedrooms, free from light and technology are ideal sleeping spaces.

EXCITEMENT AND EMOTION

Using technology at night may include scrolling through social media, playing video games, or texting friends. All of these have the potential to be really interesting, exciting, or highly emotional experiences. Unfortunately, it can be very difficult to quieten our mind and drift off to sleep after putting the phone down. Try to develop a relaxing routine before bed, allowing you to 'switch off'.

TIME AND DISPLACEMENT

Finally, and most simply, it is possible that time on technology at night simply steals the time previously spent sleeping, meaning, if we didn't achieve the 8-9 hours required by adolescents, we are more tired upon awakening the next day.

As such, a key task for all young people is to balance the benefits of usefulness of technology with its potential consequences. Boarders may be at a real advantage here: They can use technology in really beneficial ways: connecting with home; while they also are in an environment which is highly structured. This structure, routine and clear expectations has emerged as possible keys to promoting healthy boundaries with technology. It's important to make sure students understand the rationale behind any technology policies or routines, and that these guidelines are followed consistently amongst different staff!

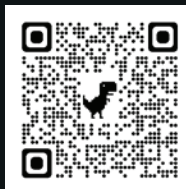
TAKE HOME MESSAGES:

While technology is essential for modern life, excessive use is linked to poor outcomes.

Students, parents, and boarding houses should look for ways to maximise the benefits of technology, while taking steps to reduce negative impacts on sleep.

Routine and structure are important, and boarding houses are uniquely placed to benefit from these.

RESOURCES



Researchers from Macquarie University's Centre for Emotional Health have produced an amazing fact-sheet about the use of technology, while Headspace have designated resources assisting young people manage their sleep and gaming habits. ■

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What insight will you gain to improve your school-wide wellbeing?



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Mount St Bernards College

How and Why Did the School Organise Bernie?

Mount St Bernard College has high proportion of students who have had significant trauma in their lives. Students come from remote Indigenous communities where dogs play a large part in their childhood. Most of our boarding students have left behind family pets they have grown up with when they come to boarding school. Studies show that pets play a major role in shaping the growth of individuals to learn responsibility, respect, care, and commitment.

The MSB Leadership Team approved the proposal to purchase a therapy dog based on significant findings from other educational institutions that staff and student wellbeing was positively affected.

The aim of our therapy dog was to improve the physical, social, emotional and cognitive wellbeing of students and staff. A high proportion of our cohort suffer from



anxiety. It is well documented that the effective use of dogs in school can significantly lower anxiety levels in students aged 13 – 18. Dogs can positively influence the mood of students and trigger the release of cortisol in their brains which allows them to move from a negative headspace to a more positive one.

Research has proven that therapy dogs have a calming effect on students and reduce stress levels, along with providing unconditional love and affection to students with disabilities and learning needs. Researchers have found that children with autism are more social when playing with a dog as opposed to toys and other children. New research offers further proof that animals can also have a therapeutic effect. The kindness and gentleness of a therapy dog assists students by simply being there. The students may not want to speak or engage with a teacher or adult, however, can feel safe and calm with a dog by their side.

MSB felt that by offering pet therapy to our students we could provide an alternative way for students to become grounded and feel love, which would in turn allow them to be open to learning and develop more resilience in a school environment. Our therapy dog will be used to support students who have experienced tragedy in



their lives and in particular those who are experiencing grief and loss. Students from Indigenous communities often experience the loss of a loved one when they are far from home. Our therapy dog program will aim to support those students who are grieving a loved one.

The DP Residential recognised the value in a therapy dog many years ago and began the journey of investigation to find the perfect pet for MSB. Recently, the opportunity to obtain a Labradoodle from breeders who specialise in therapy dogs for schools and other organisations became available. The puppy was temperament tested to ensure the personal traits and characteristic met the needs of the MSB school community. Finally, the stars aligned, and Bernard was acquired.

Bernard (aka Bernie) arrived in week three of Term Four aged 11 weeks. He resides with the DP Residential and Head of Diversity who are his guardians and trainers. Both staff members have a background in dog

training, animal husbandry and working with high needs students.

Bernie is currently undergoing an acclimatisation program which enables him to have periodic access to staff and students whilst undergoing his basic puppy training. We are incredibly pleased with his current progress. Bernie has a very relaxed and calm disposition. He is confident in all situations and is keen to interact with everyone he meets.

WHAT IS THE DIFFERENCE BETWEEN A SERVICE DOG AND A THERAPY DOG?

Service dogs are trained to perform specific tasks and to do work that eases their handlers' disabilities. They are predominantly used as seeing or hearing dogs and also used for sufferers of epilepsy or other diseases that render a person immobile. Service dogs are not for petting as it can impede on their ability to perform their role effectively.

Therapy dogs also receive training; however, it differs significantly from service dogs. The role of the therapy dog is to provide psychological or physiological therapy to individuals other than their handlers. Therapy dogs have stable temperaments and easy-going personalities. Typically, therapy dogs are used to support individuals and groups of people in hospitals, schools, hospices, nursing homes and child-care centres. Therapy dogs, unlike service dogs, are encouraged to interact with a variety of people while they are on duty including petting.

WHAT WAS THE RESPONSE FROM THE STAFF?

The response from staff has been overwhelming. The staff are so grateful to have an opportunity to interact with such a lovely animal each day and always feel positively charged after any interaction with Bernie. Just watching Bernie play or interact with students brings a smile to the face of all staff.

Bernie is sought out when staff are having a challenging day or just need to laugh and increase the endorphins in their body. Not all staff have had the opportunity to spend time with Bernie yet, however, this opportunity will arise in the near future.

WHAT HAS THE RESPONSE BEEN LIKE FROM THE STUDENTS?

Screams of excitement and joy have been common this week. Students beam with excitement and enthusiasm at the sight of Bernie. They can't wait to see him each day and get a chance for a cuddle or some playtime. All students have been briefed on the protocols for interacting with Bernie and what role they need to play in his looking after his health and wellbeing.

ARE THERE ANY PARTICULAR STUDENTS WHO HAVE BEEN MOST EXCITED/BENEFITED FROM BERNIE SO FAR? Eg boarding students missing their family pet, students who may be feeling anxious etc

So far, all students, no matter what their background or personal circumstance have enjoyed interacting with Bernie. We have ensured that Bernie has been exposed to students who have been identified with either a verification or diagnosis of the following, autism spectrum disorder, FASD, ADHD, intellectual disability, speech language disorder and Social Emotional disorder.

Students who have recently experienced the loss of a family member have spent time with Bernie. He has made them feel loved and distracted from their grief.

WHAT'S A DAY IN THE LIFE LIKE FOR BERNIE? WHAT ARE HIS DUTIES?

Currently Bernie is on limited duties due to his age and early stage of training and familiarisation. He spends the morning exploring the College grounds, getting to experience sights, smells, and sounds and learning to feel safe and secure in his new home. Bernie walks the entire boundary of the College prior to entering all the buildings. It is essential that Bernie exhibits confidence and assertiveness in all areas of the College. He is required to reach a high level of soundness and stability prior to being allowed free access within the College.

He does not yet have a list of current duties, this will come early in 2022. For now, Bernie will continue with his familiarisation program and puppy training in



attempt to ensure he has good manners and behaves appropriately in all situations.

WHAT ARE THE BENEFITS FOR THE SCHOOL AND THE STUDENTS?

The benefits are too numerous to mention. Bernie is primarily a member of the Wellbeing Team. He is likened to our staff who provide unconditional love to all. The main objective behind introducing a therapy dog is to improve the quality of wellbeing for staff and students at MSB. The opportunity to interact with a pet in a tactile way and feel the sensation of positive endorphins being released in the body is sure to have long lasting health benefits for all those who meet Bernie.

IS THERE ANYTHING ELSE YOU'D LIKE TO INCLUDE?

MSB have spent an enormous amount of time and energy to ensure that the benefits of a therapy dog will value add to the wellbeing of our staff and students. Bernie is not a toy, he is an animal that requires significant effort to ensure his needs are being met. It is important that Bernie has downtime, away from staff and students, to socialise with other puppies and enjoy his time off duty. We take our responsibility for Bernie very seriously and have teamed up with other boarding schools around the country to ensure we are adhering to best practice techniques in this space. We are indeed most blessed to have Bernie as an integral part of our College community. ■

AUTHOR:

Scott Whitters
Deputy Principal – Residential
Mount St Bernard College

Mood Food is helping schools to *focus on prevention for mental health*



Mood Food Nutrition for Mental Health is an innovative and exciting new program designed to prevent, treat and beat depression. It's a perfect fit for boarding schools that want to focus on prevention for mental health.

MENTAL HEALTH CHALLENGES

As a nation, we have seen a tsunami of mental health problems in the last few years which only continues to grow. COVID-19 restrictions are partly to blame, as they are responsible for an ever-changing landscape which has delivered uncertainty and change, especially in schools. However, the pandemic is not the only major factor contributing to mental health problems – diet too has a big impact.

Mental health statistics are looking grim. Anti-depressant prescriptions have doubled in the last ten years, and increased another 20% again since the start of the COVID-19 pandemic¹. Despite our best efforts, money, and time, the rates of poor mental health continue to rise. As we emerge into a new 'COVID-19 normal', we desperately need options to address our nation's increasing mental health problems.

LET'S SHIFT OUR ATTENTION TO PREVENTION

Thankfully, in 2022 we are starting to realise that prevention is just as important, if not more important than a cure. Research is showing that paying attention to what we eat is an effective tool for preventing and treating common mental health disorders such as depression².

Our experts in mental health, the Royal Australian and New Zealand College of Psychiatrists, support the importance of

diet in treatment of mental health disorders in their recently updated clinical guidelines that state, "diet and other lifestyle factors should be non-negotiable in the treatment of mental health disorders such as depression."³

THE IMPACT OF FOOD ON MOOD

Mood Food offers a 12 week online program which translates the scientific evidence, into practical strategies to help you improve your gut and mental health.

There is now a very clear and consistent evidence base which shows that diets high in sugary and fatty foods are consistently linked to an increased risk of depression while diets high in whole fibre rich foods are consistently linked to a reduced risk of depression².

It is worth taking a moment to reflect on the food that is provided by your school boarding house, and wonder; does it support strong mental health? Our responsibility to those in our care, is to reconsider serving foods like pies, chips and sugary discretionary foods on a regular basis, as we now know the damage food like these cause to mental health.

Mood Food creators, dietitians Amanda and Holly, are available to educate and empower your boarding school staff to eat in a way that builds and supports strong mental health, and wellbeing.

WHY IS MOOD FOOD IMPORTANT FOR STAFF?

Mood Food can provide your staff with lifelong skills that will benefit them, their families, their loved ones, and of course, your students.

Investing in staff wellbeing makes sense. Research shows that when we invest in staff wellbeing, the flow on effects are wide ranging and include⁴:

- decreased stress, fatigue and burnout
- happier, more productive staff and students
- decreased sick days

Mood Food programs are tailored to suit your boarding house. Individual and team programs offer contextualised education and kitchen consults, weekly meal plans, 100s of recipes, direct contact with dietitians, and more!

We encourage you to be proactive about the health and wellbeing of your students and staff and reach out to Mood Food to show you how. There has never been a more important time to prioritise your mental health, than now.

To celebrate our 2022 collaboration with ABSA, Mood Food is offering 30% discount for all ABSA members during Semester 1. ■

Mood Food:

<http://www.moodfoodnutrition.com.au>
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AUTHOR:

Amanda Smyth
CEO and Co-Founder
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for Mental Health

The Potato of Performance

You may remember the idea of the Management Potato, where if you criticise people their 'Potato of Performance' just gets smaller until it becomes a prune, but if you build them up you can get a pumpkin...

Well, even if you know about the theory, it still happens, and I can feel it happening to me in the band - and there's not much I can do about it.

It started when I made some posters for us to give to pubs, and our guitarist and band leader, who is a very talented artist but too busy to make any posters, said "Oh well, I suppose they'll do until we get some proper ones". So I don't think I'll bother with making a version 2...

Our previous bass player used to bring song ideas along, but they were nearly always rejected out of hand by the leader, and although I think I've got some really good ones I don't think I'll risk it.

I had been planning to get a back-drop printed, and I've got a good idea for a design, but I know what he'll say, so I think I won't do it.

So basically I don't really do anything now, apart from the minimum, which is to turn up and play. Don't get me wrong, I love the music, and the band is great, but it needs people to do more than play, and that's just not happening any more. I guess everyone else feels the same as I do!

CONCLUSION:

- A) Am I too sensitive? Should I persevere for the good of the band? Maybe, but it wears you down after

a while (the above were shortened for clarity, it's been a long relentless process), so however tough you are your potato gets diminished eventually. Mine has taken about 5 years to reach a prune...

- B) What should the leader have done, given that maybe my posters weren't very professional and the gig I got was a bad one? The answer is to think "Posters - At least he's done this much, which is more than anyone else, and much better than nothing" and say "Brilliant, thanks Chris!". Gig - "Don't worry about the gig not working out, there's no way to tell until you get there on the night, and your next one will probably be a great one". And yes, he should have agreed to play one of the bass player's songs, even if it wasn't our best number. I expect John Lennon's first song wasn't as good as Imagine!

- C) Parallels with work - anyone who suggests ideas or does work beyond the minimum needs to be noticed and encouraged, however small their efforts appear and however tough and experienced you might think they are. The oak tree has to start as an acorn, at which point it is easily trampled! ■

AUTHOR

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The Power of *One Trusted Adult*

A growing body of research shows that young people who can identify a trusted adult outside of their home are more likely to stay calm in the face of challenges, show interest in learning new things, volunteer in the community, engage in physical activities, participate in out-of-school events, and be available for and engaged in learning.

My mission began one afternoon as I sat in an auditorium filled with students and educators and listened to the third prevention program in a month—suicide prevention, substance abuse prevention, and sexual assault prevention—and noted that each session ended with the sound advice that students seek out a trusted adult if they had a worry, concern, or question. Hearing the same

message for the third time gave me pause. Did the students in that auditorium see me and my fellow educators as the trusted adults these programs advertised? And did the adults in the room, me included, embrace this role and do all we could to build relationships of trust with our students?

Throughout ten years of working in independent schools and serving in many

roles—dean of students, dorm parent, advisor, hockey coach, teacher—I had begun to notice a profound difference in young people based on the number of trusted adults they could name in and outside of school. Those who had several adults they could turn to had higher levels of confidence, self-esteem, academic achievement, and overall wellness, and were better able to manage risk-seeking behavior. I saw firsthand that students who were not able to name a trusted adult in their lives reported higher rates of loneliness and feelings of being misunderstood or left out, and they were more quickly stressed and overwhelmed. The greater the number of adults young people could name as sources of support, the less they reported these isolating and troubling feelings.

And so my mission was born. I learned that my firsthand observations of young people who lacked trusted adults were backed by multiple research studies. And as I began to interview more and more people—of all ages, from many countries, and with varied backgrounds and experiences—I heard stories about how many of them had grown up without a trusted adult, did not feel supported by adults, or, even worse, had been neglected or abused by adults. At the same time, I heard moving stories from people who were positively influenced by their soccer coaches, bus drivers, grandparents, dance instructors, babysitters, foster parents, and those in every other adult role you can imagine. These trusted adults changed and constructively shaped the lives of young people—and the beneficial impact remained long into adulthood.

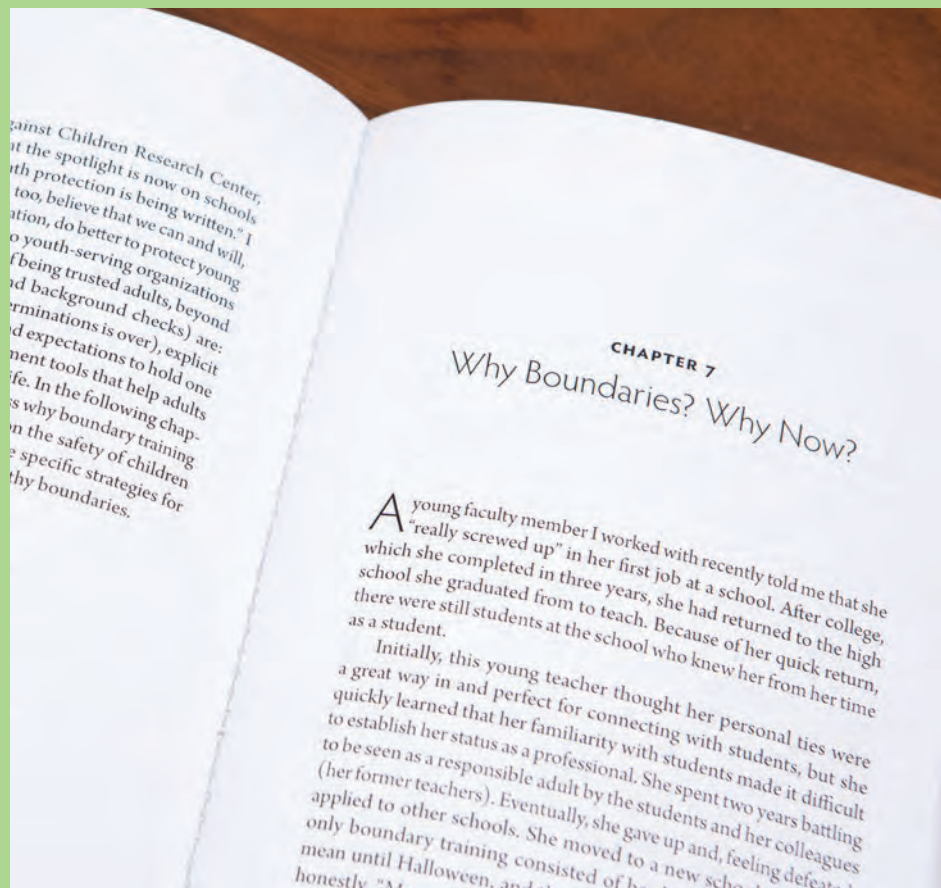
The power of one trusted adult in a child's life is great—and the combined power of many trusted adults is even greater. The good news is that every educator and school staff member can build the competence and capacity to show up as a trusted adult for young people by applying the ABCs. Trusted adults are:

- Accessible—approachable, present, and able to be reached
- Boundaried—committed to the health and safety of the young person and themselves
- Caring—concerned for and invested in the well-being of the young person

But not all trusted adults play the same role for youth; in fact, trusted adults show up in many forms and for different durations. Our interviews and research tell us that, no matter the form or the length of time trusted adults are active in a young person's life, young people need four different modes from the adults who surround them at any given time.

HERE ARE THE FOUR ESSENTIAL MODES OF TRUSTED ADULTING:

Cheerleading Sometimes a trusted adult meets the needs of a young person by serving as a cheerleader. Being cut from a team, losing an election, failing a quiz, and experiencing embarrassing moments are regular school setbacks that can be accompanied by shame and doubt. In these moments, a trusted adult in cheerleading mode can remind a young person



of their unique gifts, strengths, and talents, and encourage them to keep going.

Comforting. When hurdles are big and obstacles are everywhere, a trusted adult can fill a comforting need. Most often, the comforting mode is effective when the trusted adult spends 90 percent of their time just listening to the young person. A comforter provides a young person with an opportunity to be heard, to be themselves, and to be reminded that someone is invested in their well-being and success.

Challenging. When a young person complains about not getting the sneakers they want for their birthday or behaves in an inappropriate or disruptive way, a trusted adult may need to challenge them. Such trusted adults hold up a mirror, provide a reality check, and express compassion through their commitment to questioning behaviour that will not serve the young person well in the future.

Coaching. When a young person asks for advice and guidance, a trusted adult needs to shift into coaching mode. Young people have interests, ideas, passions, and gifts, but not always the direction or knowledge to know what to do with them.

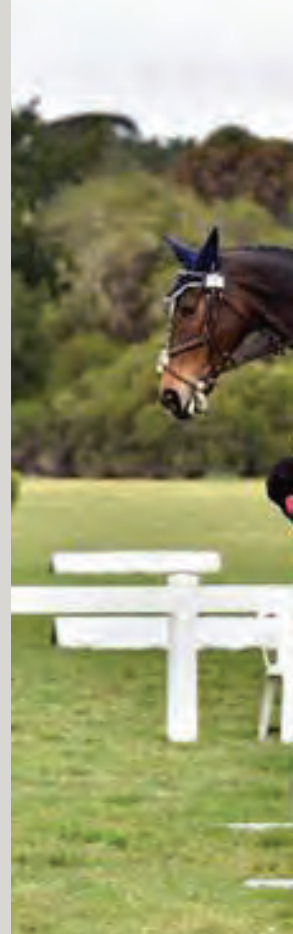
Trusted adults who lean into their coaching role assist young people in dreaming big, setting goals, and planning for action while giving them a reason to steer clear of avoidable risks.

At different times, different types of trusted adults are necessary. Can you categorize the people who showed up for you? Who were your cheerleaders? Comforters? Challengers? Coaches?

Sometimes one adult can play all four roles, shifting to show up in the way the moment demands. At other times, we rely on a team of trusted adults to meet the varying youth needs in the moment. What we know for sure is that the work of a trusted adult, in all forms, is the most meaningful, impactful, and life-changing work we can do.

www.onetrustedadult.com
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AUTHOR:
Brooklyn Raney
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Developer
One Trusted Adult



Marginal Gains - *Gaining a Performance Edge*

Sir Dave Brailsford talks about marginal gains; the one percent that makes all the difference. As Programs Director of British Cycling, in 12 months, he took an English Cycling Team from struggling to even qualify, to winning cycling gold medals at the 2004 Olympic Games. He looked at everything from the mattresses they slept on to the paint on the floor of the van in which they travelled. His team went on to win multiple World Championships, and leading the cycling medal tally at both the 2008 and 2012 Olympic Games.

Our performance squads work with this principle to gain a performance edge through the small daily practices that make a difference. Both horse and rider are looked at individually, then as a combination.

In squad sessions, we use heart rate monitors to study and improve the horse's

fitness. We look at the technique of a horse's movement and jump or their way of going to see how we can adapt the training regime to increase suppleness, strength, proprioception and coordination. Feeding and daily health routines are assessed and adapted to suit each horse's needs alongside thorough veterinary assessments.

For our students, a performance mindset is nurtured. Values and beliefs are challenged, then kept or re-written. Goals are set, then chunked down into daily achievable practices. Students are supported and guided in understanding how our own minds and how our subconscious can play havoc if not recognised and developed. Personal fitness plans are designed. Visualisations are created. Accountability is key.

The combination is ready; ready to be the very best they can be, without the fear of failure. Each NEGS girl knows that whether they come home with a blue ribbon, or a bruised shoulder, we have each other's back. They are valued, they are worthy, and they are willing to give it their best shot.

During a normal pre and hopefully post COVID setting, our girls have the opportunity to be out competing nearly every weekend. The girls' favourite events are Agricultural Shows as Show Riders,



NEGS
MORE THAN
A SCHOOL

Eventers, Show Jumpers, Campdrafter and Sporters can all compete alongside students who are also there with the Cattle Club. We camp, eat, sleep and prepare horses together. We all speak the same language in preparation for our events. The evenings are spent around a campfire, or helping each other out to bed horses down for the night. Laughter is loud and many stories are recalled into the night.

No one is disparaged for the type of saddle in which they sit or the breed of horse they ride.

We're all in this together and we're all in it for the long haul. Horses facilitate the building of character and courage. NEGS offers the map and the tools to get our girls and young women to wherever they want to go. ■

AUTHOR:

Annyka Overton –
Equestrian Coordinator
NEGS Armidale

Boarding fees increase *below inflation despite rising cost pressures*

The majority of boarding schools across Australia kept fee increases below inflation in 2022 despite rising cost pressures on school budgets.

The latest annual Edstart School Fees Report analysed fees at 100 boarding schools across the country and found they had risen by an average of 2.56%, up from 1.83% last year. The average increase has been below the Consumer Price Index (CPI) over the past two years with more schools conscious of

the pandemic's financial impact on families. (See Figure 1).

We also found a year-on-year growth in the percentage of boarding schools that have kept fee increases below inflation. (See Figure 2).

Average change in boarding fees

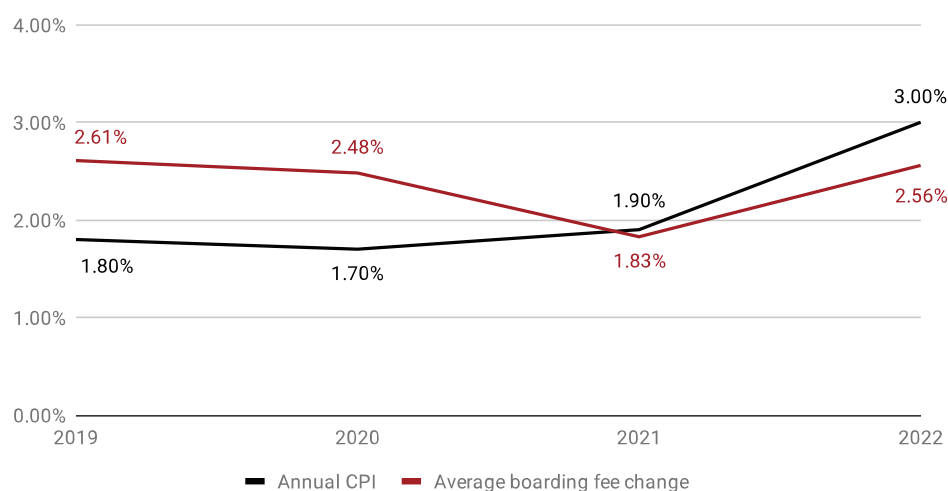


FIGURE 1:
Average change in boarding fees

Boarding schools with fee increases below inflation

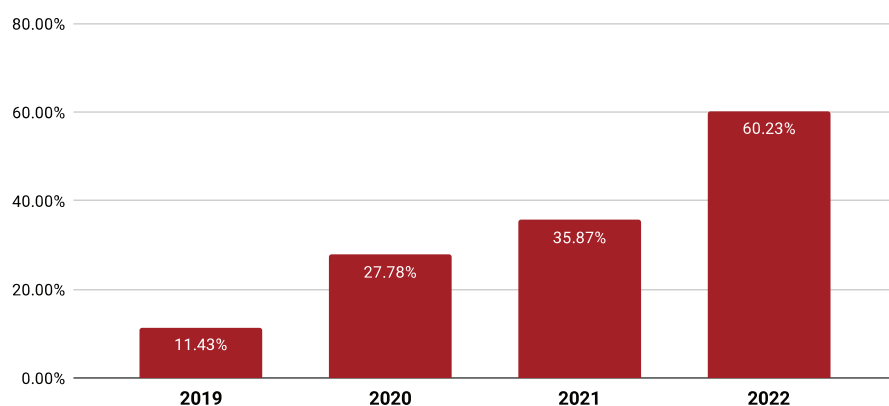


FIGURE 2:
Boarding schools with fee increases below inflation

PANDEMIC POSES CHALLENGES FOR BOARDING SCHOOLS

Boarding schools have faced a number of factors impacting their budgets over the past couple of years. More than half of our Edstart partner schools have indicated to us that the costs of future-proofing for COVID-19 such as extra cleaning requirements, procurement of rapid antigen tests, and building alterations to improve air quality, have had the most substantial impact on their finances. In addition, the ever-changing isolation rules have been challenging for some boarding schools who have had to implement safety measures and on-site quarantine facilities.

Border restrictions have significantly impacted boarding schools creating a barrier affecting overseas and interstate student enrolments. Many schools also minimised fee increases to provide fee relief to families during lockdowns which has further impacted revenue.

BOARDING FEE TRENDS BY STATE

The Eastern States experienced a higher rate of fee increase compared to Western Australia and South Australia. After its extensive lockdowns in 2021, Victoria has had the largest percentage growth this year as students return to campus. (See Figure 3).

Average boarding fee increase by state

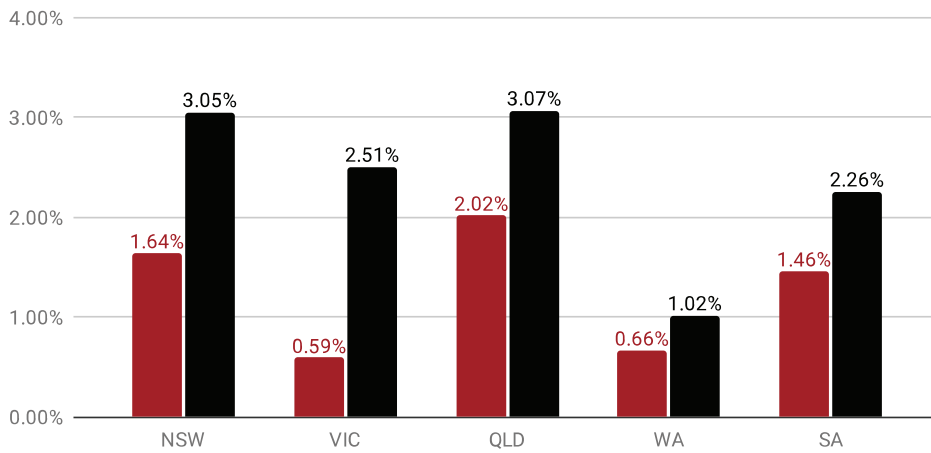


FIGURE 3: Average boarding fee increase by state

AVERAGE TUITION FEES ALSO ON THE RISE

As well as boarding fees, our report analysed school fees at 538 non-government schools and found a similar trend with tuition and compulsory fees increasing by an average of 2.90%, up from 1.05% last year. With each state and territory having different experiences over the past two years, trends in fee changes also varied

between jurisdictions. (See Figure 4).

HELPING SCHOOLS AND FAMILIES MANAGE SCHOOL FEES

The economic impact of the pandemic has forced many schools to balance larger pressures on their budget, while keeping fees as affordable as possible for families. We've seen an uplift in schools working

Average school fee increase	
National	2.90%
NSW	3.04%
VIC	2.90%
QLD	3.56%
WA	2.79%
SA	0.91%

FIGURE 4: Average school fee increase per state

with Edstart to make fees easier to manage for both the school and their families. With Edstart, schools are able to receive upfront payments while families have flexibility with their fee payments.

AUTHOR:
Jack Stevens
CEO, Edstart

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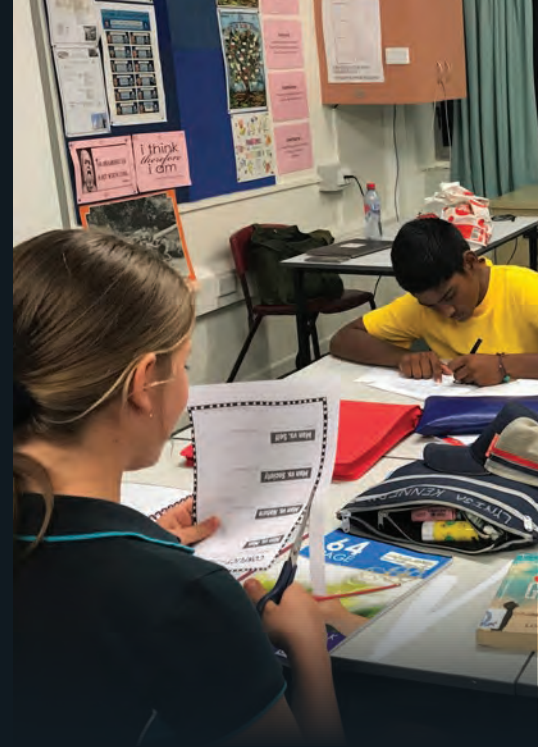


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Townsville Grammar - Surpassing Academic Goals *by Targeting Student Diligence!*

Set on six and a half seaside hectares at the base of Castle Hill, Townsville Grammar School is the oldest boarding school in North Queensland. Since 1888, they have provided an experience that helps boarders to develop into young people of character by focusing on structure, routines, expectations of personal behaviour and building resilience.

While working with the Director of Boarding, Jaye Beutel, over the past few years, we have been able to see the true benefits of developing student diligence and mindset. TGS recognises that developing skills and strategies to be successful are crucial when helping students meet their academic goals. This happens over the course of the student's journey, not just in school, but in the boarding house and during prep time.

Jaye and the boarding staff at Townsville Grammar School saw the opportunity to improve grades and diligence of lower to

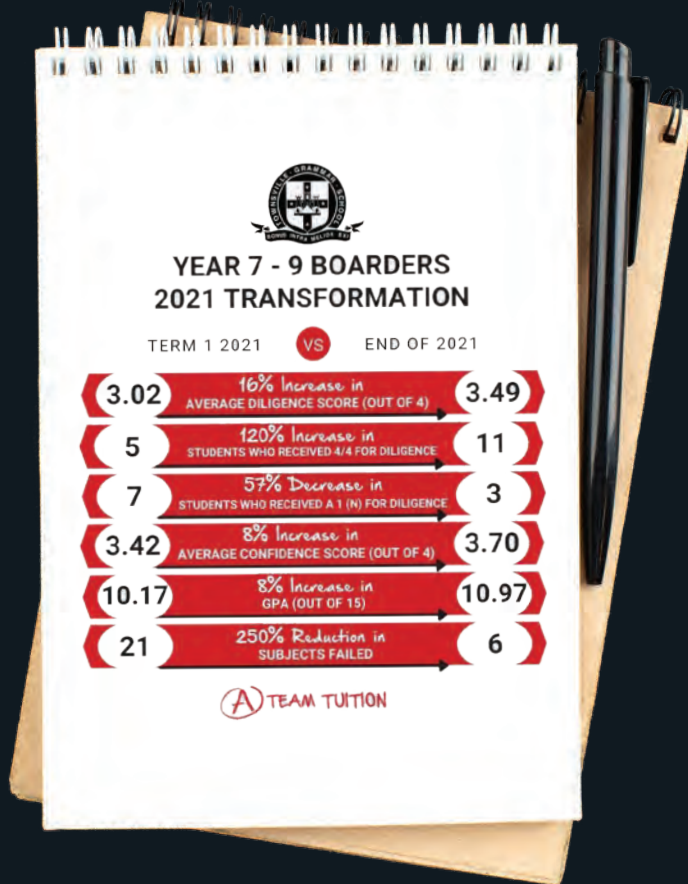
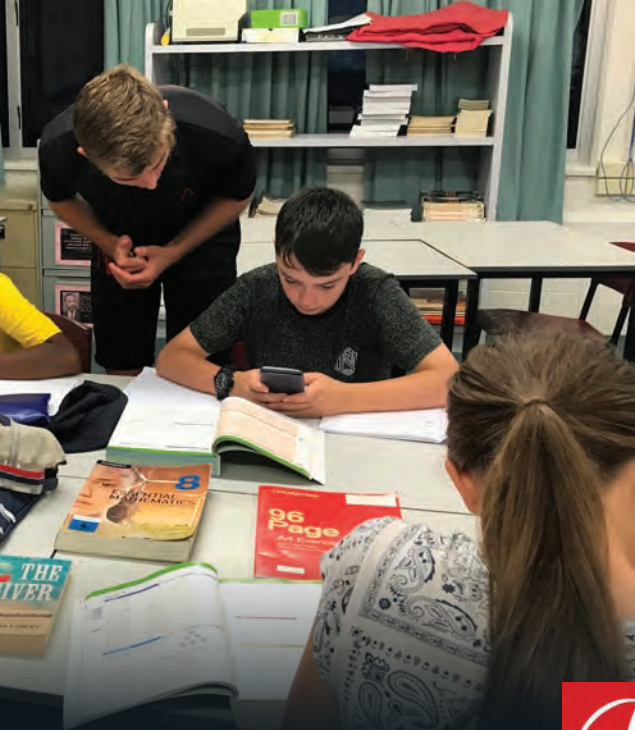
middle level students, and made that one of their priorities in 2021. Jaye explains that TGS "prides themselves on academic achievement, and to give our students every opportunity to meet their academic potential, we need to align themselves with programs that set our students up for success."

The staff analysed their current situation, recognising one challenge was working students who come to the school with such a wide variety of educational experiences. Jaye explains that "many of these students are young learners that have not been in a traditional classroom. They have

not had to apply themselves to the rigorous standards of an academic environment and be successful". This transition into boarding life is crucial to success.

One way to ease this transition and develop boarding students' diligence and grades was by providing all TGS Boarders in Years 7-9 with an Academic Framework and Strategy. Jaye had previously worked with A Team Tuition and our Academic Personal Trainers on the Boarder Advantage Program at The Southport School and he realised that "if it worked for regional students at TSS, it could have a huge impact at Townsville Grammar School". Along with working at other schools, A Team Tuition is the only academic tutoring provider for ABSA, meaning that the advantage program is built for boarders.

We met with Jaye and tailored the A Team Tuition Boarder Advantage Program to the School's goals and curriculum. For TGS, the plan included providing academic strategy and tutoring sessions to Year 7



- 9 boarders during prep time. We target the Year 7 to 9 students because this is the period they need to learn to manage their schooling. It is the perfect opportunity to develop the habits required for the rest of their schooling before the work load increases. Jaye requested the program be delivered in a way that is formalised but also highly relational so that “the tutor can be focused on academic encouragement, while our staff can be focused on the emotional setting of the boarders. It becomes personal and highly relational. Everyone has their own specific roles in the boarding house, which helps with the student-boarding relationship”.

Jaye iterates that “the program has a clear purpose that is defined by TGS and it’s not just sitting down and helping students with homework”. The sessions give boarders the opportunity to build and apply skills that help in the classroom. Not only are the Academic Personal Trainers experts on the curriculum, they employ a teachable moments program to coach and mentor students. Teachable moments are times when the student shows signs that they are needing or ready to learn crucial skills. This can be anything, including study strategies, organisation or personal development. By identifying and acting on teachable moments, Academic Personal Trainers are able to transfer their skills to students and help them become better equipped learners.

In order to ensure we were meeting the School’s goals, student results and data was heavily tracked throughout the year. While working with the TGS students, our Academic Personal Trainers keep track of key data points including their attendance, session focus, and rating each student’s engagement and confidence level. These data points are aligned to the Taxonomy of Educational Objectives by Robert Marzano, off which our model is based, and the same education model used in schools Australia-wide. The first layer of getting a student to succeed is giving them the tools and motivation to want to succeed and feel they need to succeed. These data points are the first indicators that we are on track to high academic performance.

TGS has a very similar outlook on student performance. Jaye explains that “the focus has now been shifted from student’s levels of achievement to who is working hard, and recognising them for their work”. Students are scored in class on their diligence, and many boarding activities use diligence as a source of encouragement. This includes special awards and the Diligence Cup, which is awarded each term to the leading house for their average diligence score from in classes.

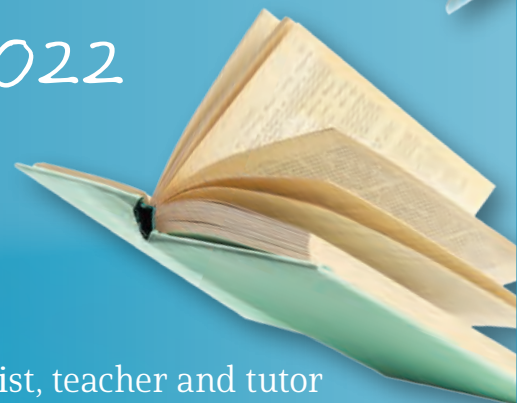
To coincide with TGS tracking student diligence and grades, Jaye was able to compare his results to the quarterly report we

provide that demonstrates evidence of consistent mindset, strategy and support progress. The data and tracking allowed Jaye to see the clear transformation across the Year 7 - 9 boarding students, as you can see below:

While working to improve the grades and diligence for Year 7 - 9 boarders, Jaye found that giving students an academic framework and strategy gave them the motivation and tools to succeed in school. With the commitment and dedication of both A Team Academic Personal Trainers and the TGS staff, we were able to develop and evolve a strategy and be reactive to students’ needs. For example, if a student seemed to be trending downhill with confidence or engagement, there was an opportunity to jump in before it was too late. Jaye’s dedication to the program and keeping track of students performance outside of sessions made it apparent that when a student’s confidence and engagement increase through the program, so does their motivation to apply the strategies they are learning in the classroom and, in turn, get better academic results. ■

AUTHOR:
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A Team Tuition

8 Ways to Improve Your Child's Reading Level in 2022



Reading specialist, teacher and tutor reveals her top practices to get readers back on track in 2022, after Covid interruptions

Every parent knows that academic success is anchored around literacy. School disruptions have meant that millions of children have fallen behind in their reading skills. Bringing them up to speed is incredibly important ~ for ALL learners, not just those who are struggling.

These eight tips reveal the best practices teachers use themselves – derived from Tanya's two decades of teaching and tutoring English.

While each child is unique, Tanya says these teacher-approved tips generally help give a child's reading level a boost. For even more information, check out Literacy for Boys (www.literacyforboys.com.au) and Literacy for Kids (www.literacyforkids.com.au).

FROM PREP TO GRADE 3

These early years are really important as a lot of learning takes place! Students will gain the ability to identify letters, decode letter sounds, blend sounds in a word, build on their spelling skills and establish a large bank of sight words.

Try these teacher strategies to boost your child's reading skills.

1) Decode mystery words

Read part of a book out loud to your child, leaving out one "mystery word" that is frequently used (like 'because' or 'about'). Introduce clues about the mystery word, including the number of letters it has, a letter that it contains or even a certain sound in the word. Ask your child to guess the word! Celebrate solving the mystery by a final reading, and clap if that word is read. I have used



post it notes to cover words and kids LOVE this! Uncovering the word with a flourish adds terrific fun to the reading process.

2) Personalise a story

Ask your child to narrate a short personal story to you and write it down for them. Work together to read it aloud. This is a great technique to help your child learn to put their thoughts in order.

FROM GRADE 3 AND UP

Reading comprehension skills are key at this time! Kids are now moving on from learning to read, to reading to learn. Children will have to collect information from several sources and summarize it. They need to be able to focus on both reading and writing skills and show the ability to edit and revise their work. So if your child is struggling, it's important to address it.

For all readers in this range, try these three teacher tips to improve their literacy skills.

3) Context is important

"I just don't get it!"

This is a repeated frustration by many students (even for the proficient readers who are unpacking a tricky text!). If your child is starting on a new text, provide a bit of background knowledge and context about the book's topic if you can. This will support your child in the reading ahead. I urge parents to read their child's class novel as you can add context and information if they are struggling. Visit the link for Tanya's article on helping students to comprehend new texts. (<https://bit.ly/3J8Ammv>)

4) Discuss essential words

If you're providing background knowledge for a book/text, talk about any essential words that they will come across. Give your child an example of the word or an illustration/photo to clarify. For example, if the topic was 'deserts', you could discuss words such as 'survival', 'arid' or 'camouflage'. If your child can volunteer an answer or share knowledge with the class, this boosts their reading confidence. Equipping your child with topic vocabulary is a win win!

5) Ask questions to clarify

Asking your child questions at the end of a story (without making it an interrogation or 'check up') is important. Approach this more like a conversation. Ask them about the characters and story in a way to encourage them to build on their ideas eg Why do you think character X chose to do that? Would you have changed where the story took place?

FOR ALL AGES

6) Maximise time spent reading

You can visit the link for six Strategies to Get Kids reading <https://bit.ly/3I6evf6>. Most parents are struggling to get actual books in their children's hand rather than a device. Encourage your child to take a book with them into bed, on a car trip or any opportunity to get a little extra time to read. Think of this fact: even just reading 20 minutes a day equates to 3 600 minutes per school year – which is nearly 2 million words a year! (TIP: Allow your kids to 'catch' you reading ~ modelling reading is a huge motivator.)

7) Let your kids choose

Give your children (and especially teens) the chance to choose the books they read. If they aren't engaged, reading becomes a chore. Great movies have sprung from books, so watching the film after the book is a great reward. Visit the link for great children's books that have been made into films <https://bit.ly/3qzxT7h>

Don't forget magazines as an option or audiobooks.

8) Have reading material available

"Research supports that children who grow up with books around tend to read more," says Ms Grambower. "This can be time consuming finding a book that your child enjoys but persevere. There is no better reward than when a child finds a book that they really enjoy."

Leave texts around the house. Include comic books, graphic novels, first books in a popular YA series, magazines.

For more tips on improving your child's literacy, visit the websites <https://www.literacyforkids.com.au/> and <https://www.literacyforboys.com.au/>

You'll find helpful advice and insights plus content that is kid-centric. Schools and parents are seeing huge results in student literacy. Read about us in The Educator magazine (<https://bit.ly/3rr7M9Z>) ■

AUTHOR:
Tanya Grambower
Founder
Literacy for Kids

Advice for emerging leaders

Show the real you

I've been interviewing CEOs for my book over the last few weeks, and one of the questions I have asked is "what advice do you have for emerging leaders?"

Almost all of them have said don't be afraid to show the real you, your human side, your authentic self.

Why is being human so important? Mainly because people do business with people they know, love and trust, and a great way to earn trust is to show your human side.

So many people have one image at home and one at work.

I have two girlfriends who had very senior leadership roles in the corporate sector. Both also have incredibly curly hair, but for years wore it straight, spending thousands of dollars and hours of time on treatments and blow-drys to remove the curls. When they realised they could be their true curly-haired selves at work, both said they felt a weight lift.

This may seem superficial but denying a simple fact about yourself is how inauthenticity can start.

Erica Keswin, in her book *Bring Your Human to Work*, reminds us that for a company to flourish, it needs to be "genuine, aligned and true to itself". More and more customers and employees are flocking to authenticity.

But what exactly does this mean?

For me, it comes down to values. Know your values. Know what you are prepared to accept and what you won't. Be prepared to take a stand when you feel your values are being compromised.

Unfortunately, many people don't believe they can be authentic at work. They fear what the outcomes might be. Women, in particular, can find it difficult to be truly honest because they worry they might alienate or anger their colleagues, be demoted or lose their jobs.

As a leader, how do you show your real self at work and, importantly, how do you role model positive authentic behaviours so others follow your lead?

If your employees feel they can be authentic at work, they have greater job satisfaction, are more engaged and happier at work, have a stronger sense of community, are more inspired and experience lower job stress. And the more they share their real selves at work, the better their workplace experience. This flows through to stronger and better relationships with clients and co-workers because there is a greater understanding of one another, leading to higher levels of trust.

How can you show up more at work and show your real self?

How do you "bring your human to work"? ■



AUTHOR:

Mel Kettle
Strategic Communication Expert
Speaker, Author, Mentor,
Facilitator, Trainer



Green Options

Our Partnership with Eco Educate

Green Options began operations over 30 years ago providing grounds maintenance and landscape construction services for educational campuses. Being the background of our business, our team knows the importance of being at the forefront of the industry with innovations and being connected with the school communities in which we work.

For many years, Green Options' horticulturists, greenkeepers and landscapers have provided ideas and various works using sustainable materials. This includes greenhouses, composting facilities, water-wise irrigation systems and building landscapes using recycled soils and recycled hardscape products. Our qualified tradespeople also provide training for the students in growing vegetables, propagating plants and the importance of sustainability in our lives.

We believe that children can become some of the most effective environmental champions in our community, and that quality education about the environment and sustainability is key to this.

We are thrilled to announce we have partnered with Eco Educate through their School Membership offering! This program is designed to help Australian schools deliver curriculum aligned environmental education in a format that is both simple and effective.

THE MOST INNOVATIVE ENVIRONMENTAL PROGRAM IN SCHOOLS!

The Eco Educate Annual School Membership is a structured sequential program available to primary and secondary schools looking to develop their sustainability commitment and practice in environmental excellence.

This is a program designed by teachers for teachers – as such it is strongly aligned with the academic calendar and the Australian Curriculum. It is intentionally labour-light for teachers and student-centred, full of engaging lesson plans and leaning experiences.

The program connects your school community with industry partners (like us!) who are leading the way in sustainable practice to deliver engaging, innovative and real-world educational resources.

To learn more about how Green Options can bring sustainability practices to your school get in touch through our website at <https://greenoptions.com.au> ■



AUTHOR:

Justin Morton
National Customer Support Manager
Green Options Pty Ltd



Boarders who are MIA *at the Start of the School Year*

Boarders who fail to attend school at the commencement of the academic year because they have been withdrawn without notice is, unfortunately, becoming a more common occurrence in non-government boarding schools.

Budgets have been set and approved, staffing is in place and the boarding facilities are ready. There is an air of excitement right across the whole boarding school. The grounds look fantastic, the rooms and facilities are bright, and the boarding staff are welcoming and greeting boarders and parents (sometimes one week before school begins). The boarders are unpacking bags and setting up their rooms, friendships are rekindled, and everything is ready for the commencement of the year.

However, when the first day of the academic year rolls around, there are some rooms in the boarding house that remain empty. Maybe these missing boarders are still on vacation, unable to return to the country or they are in lockdown at home due to COVID-19 issues. The boarding supervisors always hope for the best. Sometimes, this is the case.

Richard Stokes, CEO of ABSA, recently shared this anecdote with me:

"I must admit there were times I was a bit relieved when one of our boarders did not turn up, as we invariably had someone turn up we didn't know was coming - I remember having to cover over a name tag to put a new boarder into a bed whilst someone came behind me to put a correct name in place!"

THE REALITY BITES DEEP

In what is a sad truth, in most cases, the parents of a boarder MIA (missing in attendance) have usually chosen to enrol their child in a new school over the holiday break or keep them 'at home' and they have not given notice to the current school. This painful truth is sometimes discovered only when the school receives a transfer note from the boarder's new

school, often one or two weeks later.

Generally speaking, non-notified withdrawals (boarders or day students) from any school are a financial impost. However, it is the smaller boarding schools with very tight budgets and little scope for losses who truly feel the financial pain when a boarder fails to return.

In addition, this is also felt quite keenly from a social perspective by staff and boarders alike. There is a sense of the genuine loss of the individual boarder. Boarding schools invest countless hours into boarders to inculcate them into the culture and the fabric of the school. Yes, it sometimes can be relatively easy to replace one or two boarders, especially if there is a waiting list for the boarding house, however, the loss of any boarder where time and effort has been put into their socialisation within the boarding house cannot be immediately filled by a new boarder.

There may be many reasons as to why the parents have chosen to withdraw their child over the long holiday break, ranging from family separation to financial pressures, COVID-19 issues, changes in

address or simply dissatisfaction with the school. In a School Governance article*, CompliSpace gave suggestions regarding how schools may wish to deal with parents who do not pay their fees.

A PENALTY OR LIQUIDATED DAMAGES?

What does a school do if a parent breaches their enrolment contract and fails to give the obligatory amount of notice? The withdrawal of any student without notice can place a financial imposition on a school. Some schools say that they will charge one term's fees (including boarding fees) if the school has a notice clause in its enrolment policy and contract. This is not an uncommon practice.

Although some schools may argue that having a fee imposition can encourage families to give the required period of notice, there are times, especially with an unexpected loss of income, compassionate grounds, or a relocation due to work, where families may not be able to give the required period of notice. Schools will often take this into account when determining whether or not to waive the notice period. However, this does not assist with the bottom line when the student numbers do not meet the set budget for the year.

As stated in this School Governance article*: "on the matter of the imposition of a 'penalty'... according to David Ford of Emil Ford & Co in The Enrolment Contract**, on the question of 'Is this enforceable? The law says "No" if it is a penalty but "Yes" if it is for "liquidated damages". "

A school could possibly argue that the employment of boarding staff for the expected numbers of boarders could be a valid reason to claim liquidated damages. However, schools that have a contractual statement for fees in lieu of notice should seek legal advice before imposing any form of 'penalty' on any family that withdraws their children without the required notice.

So, how can schools manage what seems to be a growing problem in some boarding schools?

IS THERE A SOLUTION?

Anecdotal conversations with school business managers and registration officers indicate that some schools, where this is seen a common occurrence, often budget for a loss of five to ten day students at the commencement of each year. There are rarely budget considerations made for losses of boarders.

Some schools maintain waiting lists for their boarding facilities. However, with the downturn in the economy (mostly due to COVID-19 issues) over the last two years, and having closed international borders, having a waiting list is not as common as it used to be. If there is a late withdrawal or a withdrawal without notice, an offer is immediately made to the family of the next child on the waiting list. If the family chooses to move the child, then they place another school in the same situation.

However, a proactive stance would generally be perceived as the best solution for lack of notice withdrawals. If the school is assured that it has a firm enrolment contract, it has several options that it can explore regarding families who choose to withdraw children without notice at the commencement of the academic year.

These include:

- publishing an article or sending a reminder to families at the end of third term (or at other similar times) that they need to give notice as per the contract of enrolment if their child will not be returning to the boarding house for the following year. Notices can be sent out in a variety of ways including by personal email or online newsletters but should always be in writing
- ensuring that the budget has some provisions for families who do not give sufficient notice if their child moves from the boarding to the day school only, or perhaps to another school
- sending emails or letters to all families in early January, welcoming all boarders back for the new school year and advising of the return date to the boarding houses
- a personal follow up telephone call (followed by letters, emails and interviews if no response) to the families of any child who is not in attendance on the final date set for boarders to return

- imposition of 'liquidated damages' claims for lack of notice
- using the services of a debt collection agency
- seeking damages through the courts – including judgment debts, property seizure or garnishee orders.

Legal advice should always be sought if any imposition for liquidated damages is to be levied against a family who withdraws their child without notice.

Basically, there is no hard and fast rule that can be applied to a situation that seems to be becoming more common in many boarding schools. However, by being proactive and by ensuring that budgets have been planned to allow for predicted possible losses, schools can at least seek to mitigate for the financial loss that they will experience from the loss of boarding fees.

It does not, however, remove the bitter taste in the mouth of the Principal, the Head of Boarding or the boarding staff that a valued boarder has left and that an empty room will now remain as a reminder until the place can be filled. ■

With nearly 40 years of educational experience, Craig D'cruz is the Principal Consultant and Sector Lead - Education at CompliSpace. Craig provides direction on education matters including new products, program/module content and training. Previously Craig held the roles of Industrial Officer at the Association of Independent Schools of WA, he was the Principal of a K-12 non-government school, Deputy Principal of a systemic non-government school and he has had teaching and leadership experience in both the independent and Catholic school sectors. Craig currently sits on the board of a large non-government school and is a regular presenter on behalf of CompliSpace and other educational bodies on issues relating to school governance, school culture and leadership.

* <https://www.schoolgovernance.net.au/news/2017/07/20/how-do-you-deal-with-parents-who-will-not-pay-school-fees>

** <https://www.emilford.com.au/imagesDB/wysiwyg/TheEnrolmentContract.pdf>

AUTHOR:

Craig D'cruz -
Principal Consultant and
Sector Lead, Education
CompliSpace

Nurturing a Boarder's Financial Future

Launched in Global Money Week

The first stage of the online course partnership between ABSA and The Wealth Academy is now launched. The launch will coincide with Global Money Week (21-27 March).

Global Money Week is an annual global awareness-raising campaign on the importance of ensuring that young people, from an early age, are financially aware, and are gradually acquiring the knowledge, skills, attitudes, and behaviours necessary to make sound financial decisions and ultimately achieve financial well-being and financial resilience.

Our shared launch brings many benefits to boarding houses and the parents of boarders. The Wealth Academy is providing a bundle of courses for the boarding community at a significantly reduced price. Collectively, these courses will give boarding houses the flexibility to either facilitate the courses as they are or move between courses to create their own tailored programs.

LAUNCH SPECIAL

Five courses, 100 plus topics for 40% off the normal annual price. Orders must be received by 30 April 2022 to access the discount. Access to the courses in this launch special will end 15th December 2022.

While the above-mentioned courses are not designed for boarders to self-educate, boarding staff may choose to direct boarders towards specific courses or topics within courses and then follow up with them at a later date. In this situation, each boarder would need their own login to access the coupon. (The Wealth Academy does not share login details with any external agency, and we do not market or promote to student email addresses.)



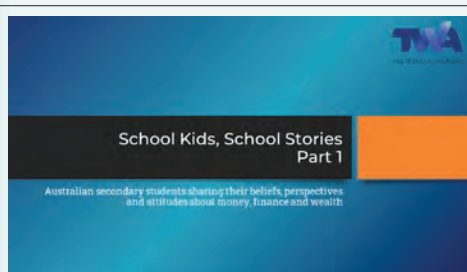
This course provides articles, interviews and opinion pieces by and for boarders. All topics within focus upon boarder financial education, wellbeing and capability.

I love the fact that this course gives boarders the perspectives of fellow boarders, ex-boarders, parents and ABSA. It is a 360-degree view. This course explains the 'why' of financial education. Our boarders need to know the 'why'. (Sara)



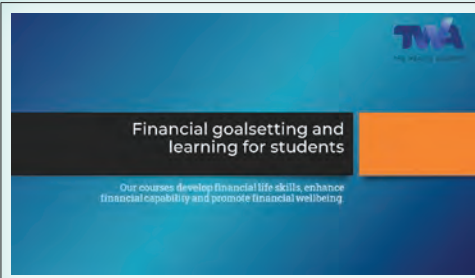
This course provides boarding facilitators and parents with conversation starters related to a variety of youth-oriented financial life skill and capability topics. It sets the scene for conversations to follow. We provide the facilitator with notes and supplementary resources to make the lesson simple but effective.

There are many ways to use this resource, but we will use it in our pastoral care program. I will ask students in my group to choose a topic each fortnight and that will get us talking financial concepts throughout the year. (Tim)



This course shares the opinions, beliefs, views and perspectives of secondary students from 15 schools around Australia. All stories focus on financial learning and their financial concerns for the future. It includes the perspectives of boarders.

Our students mostly have quite privileged backgrounds. Access to money is not a huge issue for most. The beauty of this course is that it re-orientes our students to the real world. This is an important lesson. The other important lesson for our kids is that just because they have access to money, doesn't mean they know how to use money responsibly. This course helps build their capability, something their parents will appreciate. (Tom)



This course encourages discussion about financial goal setting. While many students will have had many goal setting lessons, very few will have considered goal setting in a financial context.

The days of the piggy bank are long gone unfortunately. It is hard to find coins around the house anymore, so teaching kids to save visually is very difficult. Goals, especially saving goals, are one way of making this work. This course helps us to continue the saving conversation at home. (Jill)

COURSES FOR BOARDING STAFF AND PARENTS

Two courses are directed toward boarding staff and parents, giving them some background knowledge to support boarder financial capability development in the boarding house or at home.



This course is for parents of boarders and boarding staff. It shares specific boarder research and articles that supports a commitment to financial life skills education for boarders.

I am aware of the pressure my child is under to spend money and use cards for online purchases which we don't allow. But because so many other boarders have access to these cards there is a lot of peer pressure. Boarding staff must provide lessons for our children about this. They should not allow this pressure to build. This needs to be managed. (Nina, parent)



This course provides boarding parents, staff and leaders with information and activities focusing on youth debt, specifically unmanageable and unplanned debt. It includes research, video links as well as hints and tips to ensure boarders leave school with an awareness of youth debt concepts.

SPECIAL

- Normal annual price** \$1400+ (for all 5 courses)
- ABSA Discount 40%** \$560
- Boarding House Price** \$840
- Boarding Parent Price** \$700 (50% discount)

All other courses 30% discount if orders received before 1 May 2022

PROCESS

1. Create an account by signing up. <https://courses.thewealthacademy.com.au/>
2. Send us an email indicating you are either a boarding house member or a boarding parent. (If you are a boarding parent, we will need some evidence.)
3. We will then send you a coupon that gives you the appropriate discount.
4. Note: If your boarding house wants to give boarders access, please indicate that request in an email. Ensure you have school permission for that request to be actioned! Processing this request will involve an administration fee of \$300. ■

AUTHOR
Ken Swan
founder
The Welath Academy





VAPING

Research varies, but figures of one in five teenagers engaging in vaping are not uncommon. What is not in doubt is that vaping has overtaken the smoking of cigarettes in terms of popularity among adolescents. Therefore, it needs to be added to the list of issues boarding staff need to deal with.

Vaping is often marketed to look attractive, 'on trend' and cool. Much of this marketing is towards young people who are providing huge profits to vape manufacturers. The marketing usually promotes vaping as innocent, pleasurable and fun and fails to warn of the very real health risks associated with vaping.

WHAT IS VAPING?

Vaping is different to smoking because it doesn't involve the burning of tobacco. It involves the inhaling of a vapor. This aerosol is produced by heating an e-liquid containing a variety of chemicals such as nicotine and flavourings. The heating is usually achieved by means of a small battery. These electronic vaping devices are collectively called 'e-cigarettes'. However, this term covers a wide range of vape devices ranging from small, disposable electronic cigarettes to larger, re-usable vape devices.

Vape devices all need charging, but come in different shapes and sizes. Some devices have larger 'tanks' of e-liquid. These tanks are usually refillable. Other vape devices are smaller and can even resemble normal cigarettes. These are called 'cig-a-likes'. Other smaller versions look like memory sticks, pens or cigars. Generally, the smaller the device, the more likely it is to have disposable elements such as e-liquid cartridges.

Smaller vapes are usually mouth-to-lung

(MTL) devices, meaning the vapour is drawn into the mouth and from there, it is held and then drawn into the lungs. The experience is similar to smoking a cigarette. Larger vapes are usually direct-to-lung (DL or DTL) devices. Smoking DL devices is like taking a deep breath of air. Vapor is drawn directly into the lungs. To stop the vapor burning the throat, extra air is added to cool the vapor. This has the effect of creating large clouds of vapor when breathed out. Some vapes are a mixture between the two. These are called 'Restricted Direct-Lung' or RDL devices.

There are usually four components to vapes:

- a cartridge or 'tank' that holds the e-juice
- a power source – often a lithium-ion battery
- a heating element and wick that vaporises the e-juice
- a mouthpiece.

ELEMENTS OF A VAPE

Different levels of power are used in vapes.

- low power is usually found in All-In-One (AIO) devices, e-cigarettes and smaller vape pens
- large power is usually found in bigger vapes. Some of these require careful training in such things as battery and temperature settings.

The reference to batteries is important because the batteries in the larger vapes can be quite powerful and therefore,

dangerous. If not managed properly, batteries can explode and burn. Some batteries can be charged from a power source such as a USB port.

The vapor in e-cigarettes is made in an atomising chamber that houses a metal heating coil and a wick saturated with e-liquid (sometimes known as e-juice). When sucking or activating the vape in the approved manner, a battery heats the coil, which heats the wick, which mixes with air and e-juice, to create a vapor.

Vaping equipment varies greatly in quality. Many vapes are imported from countries with little or no safety standards.

WHAT DO VAPERS BREATHE?

Vaping liquids are often sold as being relatively harmless. When related to smoking cigarettes, this may be true. The e-liquid is heated rather than burned. This results in fewer poisons being released. However, there is still a lot that is not good about e-liquids. Nicotine is a common component, and nicotine is highly addictive. Other chemicals are found in e-liquids such as vegetable glycerine (which helps produce the vapour) and propylene glycol (designed to create a sensation in the throat not dissimilar to smoking).

Many vapes can be adjusted to deliver attractive flavours such as apple pie and strawberry. This can create a sense of innocence about the habit that is not matched by reality.

THE LAW

In Australia, laws about vaping have been state and territory based, but are transitioning to become more uniform. It is generally illegal to engage in any vape-related activities until you are 18 years of age. If caught vaping while under age, authorities have the right to seize and confiscate the vaping equipment.

Under the Public Health (Tobacco) Act 2008, it is illegal to sell e-cigarettes and accessories to anyone under the age of 18 years. It is also illegal to buy such products on behalf of anyone under 18 years. Non-nicotine e-cigarettes and vapes that do not contain any illegal ingredients, are generally legal to vape if over 18 years.

However, it can be illegal to vape at any age if the e-liquid contains nicotine or any illegal substance.

e-liquids containing nicotine are classified as schedule 7 – Dangerous Poisons under the National Poisons Standard.

Under certain circumstances, such as alleviation of smoking withdrawal symptoms, doctors may prescribe an e-liquid that has nicotine, but only as a schedule 4 prescription which means it has to be carefully monitored and controlled.

State and Territory laws about using e-cigarettes that contain nicotine can vary, as can laws about importing vapes containing nicotine from overseas. Not only can the law vary from State to State, it can vary over time. Therefore, it is important to check what the current laws are that relate to vaping.

VAPING'S IMPACT ON HEALTH

Vaping is often promoted as a healthier alternative to smoking. This may well be true in relative terms, but this does not make vaping a healthy activity.

Just how unhealthy is vaping? The answer is that we don't really know.

Vaping as an activity is still rather new. Therefore, there is still a lot more research

that needs to be done on vaping's impact on health.

Furthermore, generalisations can be complicated because there are many different forms of vaping and a great difference in what is used as an e-liquid.

That said, it is possible to share a number of known facts:

- Several vaping related deaths have occurred.
- Chronic Obstructive Pulmonary Disease (COPD) and lung damage has been linked to vaping.
- Nicotine is a common ingredient in e-juice and nicotine is highly addictive. It is also a poison.
- The ability to perform well at work or at school can be reduced because of vaping. Memory problems, concentration issues and slow brain development are not unknown among regular vapers.
- Vapers can end up using more and more dangerous substances to vape. Some have started using relatively innocent e-juices but have ended up using dangerous cocktails containing

Mouthpiece

Tanks

Tanks holding the e-liquid (also known as e-juice).

Atomizer

Heating element that heats the 'juice' to make vapor

Base/Battery compartment





Vape and E-liquid Pods

prohibited substances such as tetrahydrocannabinol (THC).

- Behavioural and mood changes have been associated with vaping, including problems with anger and impulse control.
- Cardiovascular problems can occur among regular vapers and an increased risk of heart attack and stroke.
- Those that vape are at a greater risk of developing cancer.
- Regular vapers can suffer from ‘vaper’s tongue’ – a condition that prevents them from tasting.
- Many other ‘nasties’ can be found in vape aerosols including acetaldehyde, formaldehyde and acrolein.

ACROLEIN

Acrolein is a herbicide usually used to kill weeds.

POPCORN LUNG

A number of e-liquids have a buttery flavoured substance called diacetyl which can scar the lung and narrow the airways causing a COPD called ‘popcorn lung’.

EVALI

A general term to describe an **E**-cigarette, or **V**aping, **A**ssociated **L**ung **I**njury. Typically, it presents as coughing, fatigue and shortness of breath.

THE FINANCIAL COST OF VAPING

One of the attractions of vaping is that it is generally a cheaper way of enjoying nicotine than smoking. Vape pens vary in price, but at the time of writing, could be bought from between AUD\$50 to \$200.

An average packet of cigarettes will provide the smoker with 400 puffs (20 puffs per cigarette). A ten-millilitre bottle of e-liquid will provide about 1,600 puffs (the equivalent of four packets of cigarettes).

A packet-a-day smoker would probably buy a 30 millilitre bottle every ten days, or

35 bottles a year. This would cost a little over \$1,000 pa. To obtain a similar number of puffs by smoking, the cost would nearly be double. It is worth remembering that the real cost of vaping may be your life.

SOME OF THE THINGS SAID TO SUPPORT VAPING

Some of the pro-vaping statements heard about vaping include the following:

- A variety of medical organisations such as the British Royal College of Physicians have stated that vaping is safer than smoking. Breathing in vapour rather than smoke means less tar and carbon monoxide are inhaled.
- Those that vape retain a better sense of smell and ability to taste, compared with those that smoke.
- Vapers do not smell like ashtrays. Neither does their car or house.
- The experience of vaping can be pleasant and the vapors are usually more aromatic than tobacco smoke.
- E-juices are sold ranging from nicotine free to those with high nicotine levels. Therefore, gradually lowering the nicotine in the ‘juices’ used can help wean off nicotine addiction.
- Vapor output can be adjusted to suit individual needs. Some like a lot of vapor, particularly if they want to engage in ‘cloud chasing’ (producing large clouds of vapor).
- There are a large range of attractive flavours to choose from.
- Vaping is cheaper than smoking.

SOME OF THE THINGS SAID THAT ARE CRITICAL OF VAPING

- Vaping is addictive. Many e-juices have nicotine in them, and nicotine can trap a person into life-long addiction.
- The long-term effects of vaping are still being investigated, but the signs are not good. A number of vaping related deaths have been recorded.
- The vapor is not just made up of water. Many other harmful chemicals can be found in vape aerosols.
- Brain development can be adversely affected and the capacity to learn reduced. Concentration can also become a problem.
- Vaping can sometimes lead to

addiction to other substances such as tetrahydrocannabinol (THC).

- Rather than being a safe alternative to smoking, some studies have found vaping can increase smoking behaviour.
- Vaping is often associated with behavioural issues such as poor impulse control and an anti-authority mindset.
- The financial cost of supporting a vaping habit is not insignificant.
- The batteries in vapes have been known to explode and cause serious burns.
- ‘Off-the-street’ e-juices can contain unknown and dangerous substances.
- Vaping plays into the hands of vape manufacturers that want to maximise financial returns from the activity.

CONCLUSION

It is dangerous to talk to boarders about vaping. Exploring the topic can stimulate curiosity and a desire to try it out. On the other hand, if schools and parents do not talk honestly and openly about vaping, they may be described as being delinquent in the care of their children, and all the more so given the growing prevalence of vaping among young people.

It is hoped that the information provided might equip boarding staff with the background knowledge needed to understand what vaping entails and why it is an activity that should not be encouraged within any school boarding community. ■



AUTHOR:

Dr Tim Hawkes OAM
Author of Duty of Care – A Certificate Course in Student Residential Care

Dr Tim Hawkes OAM
Co-Founder and Founding Chair of ABSA
Author of Duty of Care – A Certificate Course in Student Residential Care
Director of Truwell – a wellbeing program for schools
Go to: www.truwell.org for more details.

A PARTNERSHIP APPROACH

Throughout 2021 Chartwells worked with our partners to provide quality, creative and tailored catering solutions during challenging and changing times. We worked to support our boarding communities with an often-tailored service that was designed to reflect the COVID-19 requirements while maintaining a community and quality focus.

We have, and will continue to, work closely with our partners to navigate and safely operate through the ever-changing COVID-19 landscape. With supply chain and labour shortages impacting the industry, Chartwells continue to work tirelessly to understand, manage and mitigate this impact on our partners and your boarding communities. We have implemented a range of measures to ensure the continued production of high quality, wellbeing-focused meals delivered in a safe environment.

With the commencement of a new year and new demands Chartwells are also supporting our teams with a redesigned and newly strengthened state operational structure that includes the appointment of a dedicated Chartwells State Manager in addition to our operations teams, in each state. Our objective is always to support our partnerships with a tailored and personal approach that encourages transparent and honest communication underpinned by a shared commitment to quality and community engagement.

We look forward to working together, and to a successful 2022, and let's hope that this is a more "normal" year and that we see each other in person at the next ABSA Conference!

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quality, creative and tailored catering solutions.





Cultivating an Attitude of Gratitude *in Grade Seven Boarding*

Gratitude is a state of mind, a habit that needs to be formed and a skill that needs to be practiced to be enhanced. Our Year Seven Housemothers work exceptionally hard to create opportunities for our youngest boarders to get to know each other, display empathy, practice gratitude and realise the incredible advantage they have been given by coming to the 'big smoke' and being a boarder.

Our emphasis on gratitude, empathy and celebrating each other's achievements is undertaken with the hope that we are laying firm foundations for flourishing at the beginning of the girls' boarding school journey and cultivating a community that truly epitomises the sisterhood of the St. Margaret's Boarding House.

A few of the activities that our Year Seven Boarders do to create an attitude of gratitude:

GRATITUDE PICNICS AND SHOUT OUTS

If you've visited St. Margaret's before, you will have no doubt stopped to marvel at our magnificent view from Circular Drive of the Brisbane River and the city. It truly epitomises a 'priceless' view and our school is blessed with such an outlook. One night, during the first couple of weeks of Term One, the girls and myself bundled up pillows and blankets and ventured to Circular Drive for a picnic. By this point, the novelty of arriving to Boarding had worn off and many girls were homesick.

I shared with them how when I first arrived at St. Margaret's (as a graduate teacher in 2018), I too was incredibly homesick. I missed my family, I missed the open space I'd experienced growing up in the Gold Coast Hinterland and even at 21, I found myself struggling to adapt to this new environment. I explained how for me, the skyline became a tangible reminder of the opportunities I was afforded by being here, in this city and employed at this school. Sure, it wasn't home – but it was still an environment I could be grateful for. With that, I encouraged the girls to adopt this point of view. How, despite this view being so different from what they'd see at home, it was a beautiful reminder to be grateful for what they have and where they were.

Every few weeks, we'd take our supper outside and have a picnic. One night, in the hope of building some empathy for those around them, I challenged them to share something not many people would know about them. Another time, we did 'shout outs', where one student would thank another student for something kind they had done throughout the week.

GRATITUDE WALL AND RANDOM ACTS OF KINDNESS

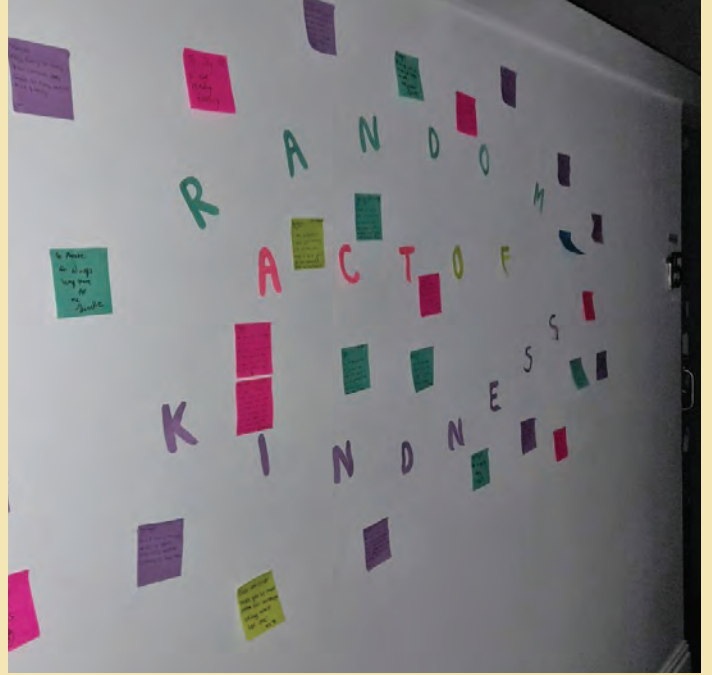
There's hardly a spare space on the walls in the Year Seven dorm. From family photos to the heights of the girls scrawled on the wall, the hallway of the dorm is somewhat representative of a museum. One section of wall is our 'Gratitude Wall' where girls are encouraged to write down what they're grateful for and stick it to the wall. We also have the 'Random Acts of Kindness Wall'. The girls use post-it notes to write a note to a friend, highlighting something kind or special they've done recently. Our Year Sevens spend plenty of time standing in the hall, reading the notes or gratitudes, and beaming with pride when they spot their name on the wall.



KINDNESS CHALLENGE

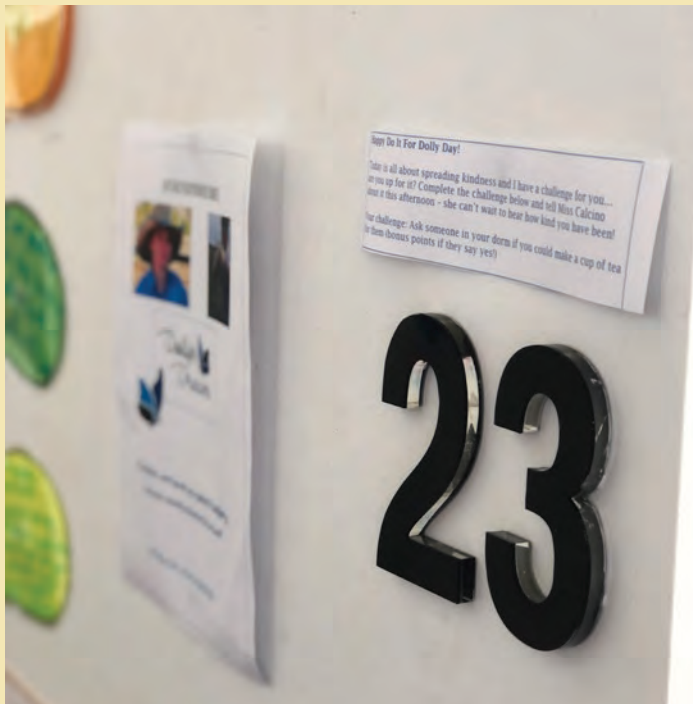
On May 14th – Do It For Dolly Day - all Year Sevens awoke to a note stuck to their door. This note wished them a happy Do It For Dolly Day and challenged them to complete the Kindness Challenge selected for them. From making their roommate a cup of tea to sending a kind email to a teacher thanking them for all they do, the girls were challenged to spread the good vibes and experience firsthand the positive feeling of both giving and receiving kindness.

I think that these activities have been so successful because we have been able to embed them into our day-to-day operations in the boarding house. These activities don't require much preparation or planning but have made all the difference in the wellbeing and overall attitude of the cohort. ■



AUTHOR:

Hannah Calcino
Wellbeing Coordinator - Boarding
St. Margaret's Anglican Girls School





PART OF SARAH'S HOME GROWN DRIED HERB COLLECTION. THEY ALSO MAKE BEAUTIFUL TEAS AS WELL AS TINCTURES.
ALL IMAGES BY ISABELLA MOORE & STYLED BY JESSICA JOHNSON

Hone in on *herbal medicine for the home*

There's a mural not far from my hometown that depicts the busy street it's on – only it's been overrun by wild animals. Elephants, monkeys, rhinos and a roaring lion all appear to be charging towards us as we pass by. Above the scene are the words: *It's a jungle sometimes.*

This beloved mural first appeared more than 20 years ago and has become a Sydney landmark. When an advertising company painted over the original last year, outraged locals demanded they restore it.

The message was clear – don't mess with our mural. But why do we love it so much? Why does that image speak to us? What is it about these fierce animals battling it out for survival that reminds us of our own hectic existence big cities? Traffic, work,

cost of living, childcare, pollution... as a herbalist I help people manage their physical and mental reactions to the world we live in today. I see it every day. Surviving in today's world can really feel like living in a jungle.

But it doesn't need to feel this way. Instead of succumbing to our most primal instincts and fears in the urban jungle, we need to have a relationship with nature in its most nurturing forms. I often find myself giving frazzled clients the same

advice – wake up without looking at a screen and simply go outside and look into nature, to the sky. It's one small change in our routine that can reset our stress response system. It can calm the rush of adrenalin that may be pumping our veins, and the "to-do" lists racing through our minds, and let us just be – even for a moment.

Plants too have always been our allies. The medicinal properties of plants have been used by humankind for centuries. The power and influence of herbal medicine is to heal, ground and support. It's time we reconnected to this ancient knowledge. There are some herbs that I turn to time and time again when I am blending medicines in my clinic.

The healing, nurturing properties of these

plants have been known for centuries, but their applications are as relevant today as ever.”

The first one is Chamomile (*Matricaria chamomilla*), which comes from the Greek word *khami* meaning on the ground. Used as a “cure all”, it was known as one of the nine sacred herbs of the early Saxons.

To me Chamomile is still the most important of all herbal medicine to help us adapt, survive, remain vital and thrive in the jungle we call Sydney. Chamomile relieves insomnia, nervous tension, headaches and hyperactivity. Traditionally it was used for colic in babies, and it is still used today for the same gentle, soothing and calming effect on the gastrointestinal tract of not only babies, but adults too. It’s important for menopausal tension as well as morning sickness in pregnancy, and can be used as a poultice for inflammation of wounds, nappy rash, eczema, acne, cracked nipples from breastfeeding, as well as mastitis.

Chamomile can be easily grown in your backyard. It loves warm weather and will grow in abundance. It also works well as a neighbouring plant to cabbage and onion increasing their growth and vitality. If you’re not into growing your own, it can also easily be found in most health food stores in loose leaf or tea bags and even in an oil form. Chamomile is versatile too. It can be served warm or cold and consumed at any part of the day.

Passionflower (*Passiflora incarnata*) is another really useful herb. Native to the Americas, this delicate purple flower is beautiful and worth growing for its looks alone. It’s a fast-growing vine that will need a trellis or fence to support it.

The Houma, Cherokee and other Native American tribes used the plant for both food and medicine, including as a sedative as well as to treat inflammation and burns. Passionflower can be used for sleep maintenance and insomnia, anxiety, irritability and tension headache. Make a tea from the dried leaves to release tension and get a better night’s sleep. Take care with passionflower though, it shouldn’t be used if you’re pregnant or if you’re on other sedatives.

Another herb I like to use is Ziziphus (*Ziziphus Jujuba*), which is found in subtropical regions around the world from Africa to India and even Brazil. Its modern use comes from its ability to help us stay calm, and centre the nervous system. Ziziphus can be used to treat emotional stress, irritability, anxiety that causes sweating and insomnia. It can be really good for night sweats in menopause in particular.

The part we use of this plant is the seed. Which makes sense, as the seed is grounded, connected to the earth, whole – and we mix this plant tincture for humans to feel centred, grounded, even tempered and whole. This synergy between humans and botanicals is what helps makes herbal medicine so powerful.

There are many botanicals out there that have been used by cultures all over the world to promote calm, wellbeing and groundedness. These are just three of them. But it gives us a glimpse of how the natural world can provide an antidote to the stresses and strains of living in a huge, sprawling city. The next



SARAH AT HOME



POURING HERBS.



SARAH'S HOME MADE HERBAL REMEDIES. CHAMOMILE IS HER FAVOURITE.

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Hills International College – *A Place to Belong*

Located in the heart of Jimboomba in South-East Queensland, Hills College is the right choice when considering a boarding school for your child. With an amazing 32% increase in enrolments since the start of 2020, why not visit us and find out what makes Hills College ‘A Place To Belong’.

The happy memories of boarding at Hills College will last a lifetime. Your child will establish relationships which span decades and continents, and the shared learning and growth experienced by those who board with us is one of the highlights of each year.

Your child will develop relationships with students of diverse nationalities, cultures, ages, and interests. The on-site boarding team will care for your child and with the guidance of the Hills College Wellbeing team, will assist your child with their education, development, daily living, emergencies, or personal matters that arise.

Your child is required to complete regular study sessions during the school week; staff work with them to ensure each student is able to manage their learning in a timely manner. Our staff will work with your child to develop their sense of personal integrity and diligence; your

child will be encouraged to maintain their personal living space and to achieve a high standard of personal presentation.

THE DORMITORY LIFESTYLE

The Boarding environment allows groups of students a degree of privacy, but with the advantages of communal living. Two single-gender boarding houses accommodate our students in safe and supervised environment, with dormitory staff located in each house. Activities and excursions allow students the chance to socialise and relax outside of school hours. Furthermore, Brisbane and the beaches of the Gold Coast are both less than one hour’s drive away.

There are a number of sporting opportunities located in Jimboomba, while students who are enrolled in our golf program can access the driving range and other facilities with a short walk across the campus.

COLLEGE PROGRAMS

The ‘small school’ community at Hills means that there is a far greater chance of your child gaining individual attention, with the College’s Wellbeing Team and the Support and Enrichment staff on hand to assist and extend the learning for each and every student.

The College offers a great diversity of offerings in the Secondary school, with elective subjects including Digital Technology, Design Technology, Japanese, Chinese, Dance, Drama, Visual Art and Music in the Junior Secondary College. Additionally, there is a wide range of School-based Apprenticeships, Traineeships, and Vocational Education and Training options for students, as well as pathways to tertiary institutions.

Our Senior subjects reflect the needs and future pathways of our students. The rigorous SET planning process is undertaken with our Year 10 students every August, and these choices influence the subject offerings in Senior. This way, the learning becomes very personalised and relevant to each student. The College has a proud history of student placement at universities in Queensland, other Australian states, and overseas – particularly to United States’ universities and colleges.



SPORTING EXCELLENCE

Hills College is developing a reputation as a school with a Volleyball Excellence program to add to world-renowned Golf Program. The College has strong ties to the Hills Golf Academy to establish a unique golf education opportunity for young golfers. The concept of providing a championship golf course, state of the art golf coaching training program and academic program all on the same campus is quite unique. The program provides a comprehensive golf training package, in tandem with a respected secondary school academic education. Striking the right balance between the golf and academic components of the program is vital.

The Hills Golf Academy Program takes a holistic approach to golf education, combining extensive physical and psychological training, biomechanics and technical development. The program aims to maximize the strengths and minimize the weaknesses of students by closely monitoring and carefully refining their development. There are plans to further develop the Volleyball Excellence program to incorporate a Volleyball Academy, in a similar manner to the Golf Academy.

To understand the breadth, depth, and quality of the education on offer at Hills College requires a visit to our campus. Please call the College on 07 5546 0667 to organise your campus or virtual tour at a time that suits you. A member of the College Executive Leadership team will be more than happy to be your guide and to answer any specific questions you have about this wonderful College. ■



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Aboriginal and Torres Strait Islander Girls

STEM Mining and the Lands Camp

Research and government reports clearly demonstrate that girls are much less likely to take up science, technology, engineering, and mathematics (STEM) subjects and careers, especially Aboriginal and Torres Strait Islander girls.

A 2021 report by the Australian Council of Educational Research (ACER) has found that while one in four university students enrol in a STEM field, only one in eight females commence a STEM degree. Furthermore, while female STEM students have a high degree completion rate, fewer than one in three are employed in a STEM-related field the year following graduation (ACER, 2021, p.1).

Even fewer are working in a STEM occupation five years after graduation. For example, the Department of Industry, Science, Energy and Resources's online 'STEM Equity Monitor' (2021a) calculates that of 25,502 university graduates in 2011, the majority (65 per cent) obtained a non-STEM qualification. The remainder obtained a health degree (19 per cent) or STEM degree (16 per cent). Of those with a STEM qualification, 62 per cent were male and 38 per cent were female. For female STEM graduates, only 26 per cent were employed in a STEM occupation by 2016. This translates to approximately 403 women out of 25,502 graduates working in STEM five years after graduation.

The figures are even more concerning for Indigenous Australians. Of the 25,502 university graduates in 2011, only one per cent identified as Aboriginal and/or Torres Strait Islander. The vast majority (90 per cent) received a non-STEM

qualification. Of those with a STEM degree, 42 per cent were female and, of these, only 45 per cent were working in STEM jobs by 2016 (STEM Equity Monitor, 2021a). Putting this into figures, there were approximately 255 Aboriginal and Torres Strait Islander graduates in 2011 of whom 26 gained a STEM degree and approximately 11 were female. By 2016, eight women were working in non-STEM fields and only three were employed in a STEM occupation.

YouthInsight was recently commissioned by the Department of Industry, Science, Energy and Resources to seek the views of educators who regularly work with Indigenous students regarding their experiences of engaging Aboriginal and Torres Strait Islander girls in STEM. Findings published on the Department's website (STEM Equity Monitor, 2021b) include:

- Aboriginal and Torres Strait Islander girls, particularly those in secondary school, were identified by teachers as having lower confidence levels than non-Indigenous students, leading to self-doubt.
- There is a need for more relatable role models in STEM, including from Aboriginal and Torres Strait Islander backgrounds, and particularly role models from these backgrounds who are female, local and/or within students' communities and schools.

- It is important to show the real-world connections and impact of STEM to make STEM learning more tangible to Indigenous students.

Educators involved in the survey identified making STEM education more relatable to female Indigenous students, along with helping them to identify educational and career pathways in STEM, as priority areas of engagement for Aboriginal and Torres Strait Islander girls (STEM Equity Monitor, 2021b).

The Indigenous Girls' STEM Academy launched by the National Indigenous Australians Agency (NIAA) is a ten-year, \$25 million program to mentor high-achieving Aboriginal and Torres Strait Islander girls and women who aspire to education and careers in STEM. The Academy operates across Australia, offering a variety of opportunities, including the CSIRO Student Initiative which will support up to 1,000 Indigenous girls in Years 9 to 12, through tailored support, internships, and work experience. In addition, the Stronger Smarter Institute is offering a 'Teachers of STEM Initiative' which will support the training of up to 100 new, STEM-specialist, female Aboriginal and/or Torres Strait Islander teachers (NIAA, 2020).

Drawing inspiration from the NIAA's efforts to support Aboriginal and Torres Strait Islander women and girls to explore education and careers in STEM professions over the next ten years — and in partnership with AngloGold Ashanti and hosted by Curtin University — the Association of Independent Schools of Western Australia (AISWA) Future Footprints Program piloted an immersive five-day



'Indigenous Girls STEM Mining and the Lands Camp'. Specifically designed for students in Years 9 – 12, the camp sought to explore post-school pathways into future study and career opportunities in STEM.

A total of 25 young women from Australian Independent Schools Western Australia (AISWA), Catholic Education Western Australia and Department of Education schools applied to attend the camp held during the second week of Term 1 holidays. Eleven girls, from Years 9 – 12 and drawn from ten schools located across Perth, were successful. The 11 girls undertook an extensive schedule of immersive activities, that included visiting several mine sites (with all safety equipment supplied), participating in robotics and geology workshops, and networking with representatives from AngloGold Ashanti and BHP. The girls spent time with mine-site rehabilitation expert and botanist Professor Kingsley Dixon and met with Curtin University Indigenous Chair of Biodiversity and Environmental Science Professor Steven van Leeuwen. They also attended the Western Australian Museum Boola Bardip, the South Metropolitan TAFE underground mine simulation centre, and toured St Catherine's College student accommodation at the University of Western Australia (UWA).

The camp concept was originally championed by legendary WA mining educator Odwyn Jones, former principal of the

WA School of Mines in Kalgoorlie for fifteen years, and a long-time advocate of increased Aboriginal involvement in the state's mining and resources sectors. AISWA Aboriginal Education Consultant and Future Footprints Lead, Lisa Fieldhouse, said that the camp provided, "a fantastic opportunity for the girls to gain insight into the full breadth of possibilities that STEM can offer and the importance of conservation". She acknowledged the significant efforts Andrew Hannah and Tim Keely at Curtin University, and especially those of Josie McCafferty of AngloGold Ashanti, Keith Ross of TPG, and Odwyn Jones for making this opportunity possible. AISWA Future Footprints is now excitedly looking forward to planning the next Indigenous Girls STEM Mining and the Lands Camp in 2022.

SELECTED STUDENT REFLECTIONS FROM THE POST-CAMP STUDENT SURVEY

"My favourite part was going to the Talison mine, specifically the plant because I thought it was really cool and informative."

"My favourite part about the camp was going to see the open pit mine and going to the Perth Museum. This was my favourite because I hadn't seen an open pit mine before neither have I gone to a museum."

"I want to be able to look after the land and explore more plants and animals."

"It has made me more passionate about why I want to do what I want within the industry."

"I think we really need more indigenous women in STEM to make a change to the way companies mine places without consulting the Indigenous people the land belongs [to]. [We need] to help form a bridge between the two and listen to what the Aboriginal elders of each mining area want to do."

With great pleasure, and much appreciation, that AISWA Future Footprints offers these concluding reflections on the camp by Hayleigh Duck, a Year 11 boarding student at Penhros College.

STUDENT CAMP REFLECTION

Hi, I'm Hayleigh. I recently attended the first Girls STEM Mining and the Lands camp hosted by Curtin University and Future Footprints. The camp was held during the second week of Term Two school holidays. Participants got the opportunity to tour Curtin's facilities and gain information on mining offers. It was an amazing opportunity which I was glad that I was able to be part of. It

gave me a better insight into mining life and the massive range of jobs available in the mining industry. I went into the camp not knowing anyone and being the only Penrhos girl attending, but soon after arriving I made some amazing friends.

Throughout the five days we completed a few activities and made it to two mine sites. Some of the activities we did were robot programming, a tour around the campus, and many talks from those in the mining areas. We also had a networking night where we could discuss our life after high school and meet the sponsors of the camp. On the Friday we took a trip down to the ALCOA mine in Pinjarra and Talison mine. Talison Mine in Greenbushes was one of my favourites, as we got to see the super pit and tour the processing plant, seeing the way they process materials in every detail. The trips to each mine site were especially fun as we got to chat and get to know one another even more. We met biologists and environmental scientists, but a real stand out for me was meeting Professor Kingsley Dixon who is a profound biologist. He visited us when we stayed in Waroona campgrounds for a night. He spoke about his studies, and his aspirations and goals for the environment, especially the restoration of the jarrah forests.

Waroona had a beautiful view of the lake and on our way back to Perth we stopped in Mandurah for a delicious meal on our last night.

Overall, the camp was one of the best opportunities I could have been given. At first, I was unsure about whether I really wanted to go but I am extremely glad I went. I made some amazing friends and got to tour some impressive mine sites. If anybody ever has this opportunity, you will not regret it. I now know my opportunities if working on a mine is something I want to do in the future. Future Footprints is amazing for their promotion of camps run by universities and I strongly suggest attending them, not just to learn, but make friendships. ■


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Understanding the *Primary to Secondary School Transition*

The transition to secondary school is signposted as one of the most significant events to occur in an adolescent's life. Couple the change in routine, school format and academic expectations with major physiological, cognitive, and emotional changes and it is easy to see why children perceive the transition from primary school to secondary school as daunting.

In a study titled: Transition to secondary school: Expectation versus experience, statistics showed that only 50% of Year 7 students* anticipated a positive transition to secondary school. However, post transition, almost 70% of students reported a positive transitional experience (Waters, Lester & Cross, 2014). This means that there is a pre-transition perception that the change from primary school to secondary school is going to be more difficult than it actually is and is often clouded with more worry and trepidation than necessary. Typically, the success of the primary to secondary schooling transition is founded on positive peer relationships, positive perceptions towards schooling and change and a stable state of mental health (Hall & DiPerna, 2017).

While the transition to secondary school is described as a normative change - meaning the timing and planning of such an event is predictable and something most children experience, the relocation to attend boarding school is described as non-normative and is considered a potentially stressful life event (Downs,

2001). This means that students entering boarding school at the beginning of their secondary schooling are experiencing two major life events at the same time.

The fear of bullies, being lost, not making friends and not coping with an increased workload are all typical fears for any student moving to secondary school (Zeedyk, et. al., 2003). Additionally, students who are simultaneously transitioning to secondary school and boarding school must grapple with the fears mentioned above plus, potentially: homesickness; decreased self-concept; disrupted place identity and; negative and inappropriate behaviour as a result of living in a group setting (Boylan & Whyte, 2008).

With this legion of worries, plus the physical, psychological and hormonal changes prudent in early adolescence, it is easy to see why the transition to secondary and boarding school can be so daunting.

What can Boarding Schools do to help the Primary to Secondary school Transition?

CAREFULLY CURATE YOUR ORIENTATION PROGRAMS

In the same way that each boarding school is different in size, demographics and geographic location, your orientation program should reflect the individuality of your boarding house. Orientation days, pre-transition academic work, new student testing, sleepovers and parent information sessions are all worthwhile transition activities. But the effectiveness of these activities will be based on how they are tailored to provide incoming students with the tools to successfully transition into your school.

CULTIVATE COMMUNITY

Helping students create a community in their new environment is crucial to aiding a smooth transition as a sense of community helps provide a personal identity and social cohesion (Downs, 2001). Formalised activities such as buddy programs or big sister/brother programs are always beneficial, but never underestimate the nuanced cultivation of community that occurs through a dining hall seating plan that includes a mix of grades at each table, or the friendships built by having shared common room spaces. >

INVOLVE PARENTS IN THE PROCESS

The transition journey is daunting, but studies show that parental support may buffer children from the emotional effects of the transition. The process is typically harder for children who express negative

- > views towards their transition to secondary school (Evans, Borriello and Field, 2018). Encouraging parents to speak positively to their child about the benefits of both secondary school and boarding school will be mutually beneficial. Working alongside parents in both a formalised (programs, handbooks, etc) and casual manner (phone calls, emails, a quick chat when they come to the boarding house to take their child on leave), to ensure that they understand the typical reactions to transition and equipping them with knowledge and tools in how they can best support their child is vital. ■

*Data collected while Year 7 was still the final year of primary school.

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Culture Thermostat or Thermometer, You Decide!

Being a mind reader would most definitely have its pros and cons and you would want the ability to turn it off, unless your sense of self-worth is unbreakable. Yet sometimes, we just want to know the truth as we all have the ability to mask our true feelings and thoughts behind smiles, forced behaviours and or blatant lies. The students that are in our care, displaced from their own homes and forming part of our boarding house family, what do they really think and how do they really feel about their time under your care? How many are purely loving life, or are dealing with unthinkable thoughts of despair and where does everyone sit on that spectrum? Despite any outward bravado, how many truly feel safe and that they belong?

Without the superpower (or curse) of being able to mind read, we need to rely on an authentic culture of family. What is your culture truly like and what role do you play in it? For the purpose of this piece, the cliched use of the analogy of 'thermostats and thermometers' will be once again used, just be mindful not to underestimate the significance of the differences.

THERMOMETERS

If you want to know the exact "temperature" of the culture you just need to read the thermometer, or in the case of the boarding house it's the observing the behaviours of students and staff. We all reflect the culture we are in, in some form or another. The trouble with thermometers is just that, they only reflect what is happening and ebb and flow with no stabilising authority. If you are blessed with a positive culture,

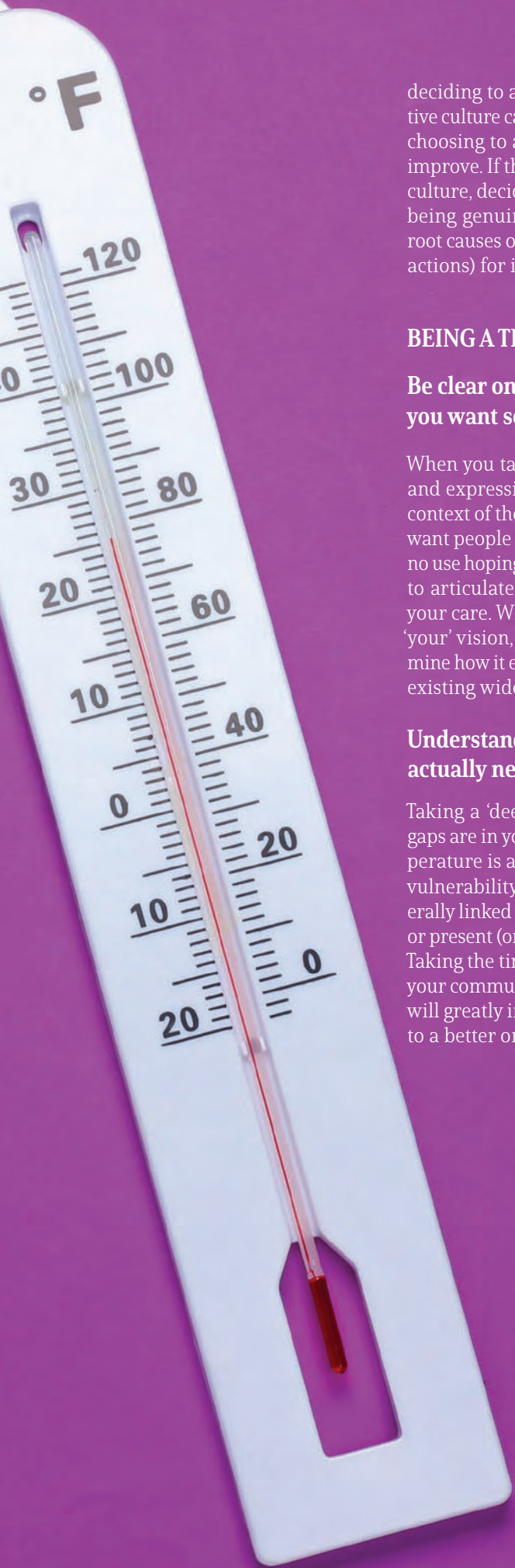
the question of how this is maintained or strengthened must be asked. How invested is your boarding community in protecting your culture or are they just enjoying the spoils of something that was set by others? On the flip-side, is there an under-tone of negativity brewing amongst boarders or staff that if left, will only fester to a toxic state, because there is no ownership, just thermometers doing what thermometers do?

THERMOSTATS

Thermometers reflect whatever thermostats set themselves at. This device controls what is experienced by others, it has the power to literally change the atmosphere the room. Who are the ones the playing the role of thermostats in your community and what temperature are they setting? Do all the individuals on your team and in your boarding house understand how they can play a part in setting the cultural tone and that it takes intentionality and unity? As a leader, what role are you playing, what are you role-modelling and expecting of those around you?

DECISION TIME

The biggest difference between having a house of thermometers or thermostats is 'choice'. As leaders, masters, supervisors, you have the most influential power in determining the trajectory of your community's culture. We can't sit by and just reflect the culture that our boarders (or our staff) are emanating. If the culture is positive, the decision to be a thermostat means



deciding to actively seek out how the positive culture can be protected, celebrated and choosing to always be looking for ways to improve. If there are concerns around your culture, deciding to be a thermostat means being genuinely intentional in exploring root causes of issues and setting sights (and actions) for improvement.

BEING A THERMOSTAT

Be clear on the temperature you want set

When you take in the human experiences and expressions that make up your social context of the boarding house, what do you want people to say about your culture? It is no use hoping for change without being able to articulate what you desire for those in your care. What is your vision, and I mean 'your' vision, the strength of this will determine how it either melds or clashes with the existing wider or collective vision.

Understand where the temperature actually needs to be changed

Taking a 'deep dive' to explore where the gaps are in your vision and the current temperature is always worth doing. This takes vulnerability to do, as a poor culture is generally linked to 'hurt or hurting people' past or present (or you could be the one hurting). Taking the time to understand the needs of your community in feeling like they belong will greatly inform your roadmap forward, to a better or improved future.

What does 'turning up (or down) the heat' look like?

We know when it's stinking hot because people are physically showing signs of it, just as we can tell when it's cold. We can also tell by people's behaviours. The beach is generally quiet during winter. So whichever direction you need to adjust the temperature of your environment, you should be able to describe the actions and behaviours that should be evident. If the temperature is set at 'Respect for all', then people should feel generally calm, safe to express their feelings and no one should be made to feel left out.

From Season to Climate

This is the longitudinal one. It is normal for there to be seasons in our communities; we hear it a lot e.g 'remember the 2015 cohort? Wow what a bunch', or 'Term Two last year, what a disaster'. Yet it's the climate we want to be remembered for over time. When you mention to someone where you work and they ask you 'what's it like?', what do you say? And what's more, what do you actually think? It's generally here that we describe the climate. This is what we want to be known for, what we want your boarders, families and staff to genuinely say about us and their time with us. We should look for ways of celebrating and revisiting this regularly.

CONCLUSION

The boarding house is a unique and special community, which should be one of a true culture of belonging, safety and growth. What you do affects this enormously, thermostats or thermometers, you decide! Thank you for all you do, especially during this pandemic, look after yourselves. ■

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Adjusting the Boarding Model; *Recognising Possibilities*

The traditional boarding school model is shifting to meet a demand for flexible boarding options for families who live in closer proximity to boarding schools; whether it is due to Fly-In-Fly-Out (FIFO) commitments, increased work and study demands, or the need to provide a more stable basis for study and access to academic support.

There will always be a strong demand for an excellent boarding school education from Western Australian farming heartlands in the Wheatbelt, the Goldfields and the Great Southern, as well as our Northern regions in the Pilbara and the Kimberly. In addition to these traditional catchments, the shift in the needs of the local parent body has necessitated a broadening of the options available from the boarding sector.

Bunbury Cathedral Grammar School (BCGS) is one such boarding school offering flexible boarding options; ranging from nightly stopovers to FIFO boarding. Situated on 38 hectares of

natural bushland in Wardandi Country, the School is located South of Bunbury and draws substantial student enrolment from the world-renowned Margaret River Wine Region. BCGS is a co-educational boarding school established in 1972, making it the oldest co-educational boarding school in Western Australia. The school has a unique style of boarding with 14 cottage-style houses that accommodate between four to eight boarders across Year 7 to 12.

Responding to the needs of the local community, the Bunbury Cathedral Grammar School offers stopovers for students who have academic, sporting, or other

co-curricular commitments, where the prospect of travel at the end of a long school day is either not feasible or just too demanding. The School provides transport to and from the off-campus activity, meals, accommodation, and supervised prep, along with the same wellbeing oversight that it provides to long term boarders. This flexible boarding program has expanded from a couple of students each week to the School currently catering for several students who regularly do two or three nights in boarding per week and several FIFO boarders who board while parents are away on site.

Baylee started flexible boarding in 2021. "FIFO boarding allows me to train more and makes study much easier, I'm not wasting time travelling in the evenings." Baylee's mother is a professional in Busseton, her father works a FIFO roster, and her younger brother is in primary school; the flexibility of FIFO boarding works extremely well for their family. Baylee boards at BCGS while her father works away and returns home after his swing.



‘The transition has been really good for me. I have a single room and the ability to leave a few belongings behind and make the room my own has really helped.’

Diversity is beneficial in boarding schools; learning to live with, accept and grow with others is a key characteristic to a healthy and happy life. That said, flexible boarding does come with the challenge to ensure that these boarders are integrated effectively into the boarding community and that they understand and embrace the culture of the boarding house. At the heart of successfully including flexible boarders is in communicating the benefits to the boarding students and broader boarding community; benefits of greater student diversity and increased revenue. An increase in boarding enrolments translates to increased revenue which should improve services, broaden the range of recreational offerings and, as at BCGS, be used to improve the facilities and the experience of all in our boarding community.

Developing the boarding model to cater for flexible or part time boarders does not compromise the usual processes and

procedures of a boarding school. The same affirmative and welcoming culture, individual pastoral care and skilled supervision which have been staples of our boarding schools for generations remain fundamental to the smooth and effective running of the house. Communication between boarding leadership and their staff becomes paramount as the need to know who is on site and when they are onsite becomes essential to boarder safety and duty of care. Additionally, having a clear and accessible process for inducting new boarders into the systems and culture of the boarding house is crucial.

The introduction of flexible boarding has the potential to enhance the dynamics of a boarding house; bringing an energy, enthusiasm, and zest to the boarding environment. Flexible boarding provides the opportunity to add positively to the culture of any boarding community. ■

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Helping teens tackle social media *with confidence*

Social media and teens

We know our teens are using social and digital media for, well, just about everything. As a millennial, it's difficult to get my head around having social and digital media permeate every part of teenage years – the magazines and peer pressure was already enough!



How can we support teens around us as they encounter a bombardment of social media in their every day? Understand how and why they use it, where the risks are and how we can help them critically appraise what they see.

HOW PREVALENT IS SOCIAL MEDIA USE IN TEENS?

According to the 2020 eSafety survey, 95% of teens use digital media with four top platforms for social media: YouTube, Instagram, Facebook and Snap-Chat. Teens cite a variety of reasons for using social media – staying connected, entertainment and researching information. When it comes to researching information, the majority of teens seek information on health.

HOW OFTEN DO TEENS USE SOCIAL MEDIA FOR THEIR HEALTH DECISIONS?

Social media is an enticing place to seek health information – it’s visually appealing and highly influential. In research from the US, teens were found to frequently access health related information on fitness, sexual health and nutrition.

Picture it in your mind - a fit athlete sharing tips on bulking up while in sponsored kit, or the local Gold Coast influencer sharing their favourite healthy smoothie recipe. Innocent on the outside, social media is a breeding ground for misinformation, bullying and eating disorders.

The effects of cyberbullying are well-documented. The links between social media and eating disorders are well established, with filters and media internalisation (“maladaptive” usage of social media) known to be associated with increased risk of eating disorders. As are the links between other types of eating disorders that contribute to body dysmorphia in teens – like orthorexia, the obsession with eating healthy food.

While these are negative aspects of social media, there are positives to social media, too. The ability to communicate in creative ways to large numbers and strategically promote awareness of health is a huge opportunity.

HEREIN LIES THE CHALLENGE – BALANCING THE RISKS AND KNOWN INACCURACIES OF SOCIAL MEDIA WITH THE BENEFITS.

There are plenty of examples of inaccurate information online. For example, in a study on influencers and nutrition information, 90% of the influencers included in the study did not provide evidence-based information in their posts about food. Throughout the pandemic we have also seen a proliferation of inaccurate health information online in regard to immune boosting and nutrition.

SO HOW DO TEENS FARE WHEN ASSESSING ACCURACY OF INFORMATION?

A recent study found that more than 80% of adolescents were unable to identify two reliable sources of health information when presented with reliable sources and unreliable sources (e.g. the World Health Organisation and unidentified blogs). Teens clearly identify preferred ways for accessing information about online safety – the majority said they wanted information on online safety from their schools.

This provides us, as educators, an opportunity to offer accessible critical appraisal tools for assessing the quality of health information online.

When assessing the accuracy and credibility of content online, it’s helpful to systematically consider the information at hand, and what educator wouldn’t love an acronym?! The essence of critical appraisal of health information is “Think Fast, Share Slow” in an effort to help teens and others consider the credibility of information at hand.

And with that, I leave you with a handy framework that you might like to use – **CRABS**.

C - Conflict of Interest

Conflicts of interest occur when an individual stands to benefit from a certain message or decision, making the information less reliable, e.g. telling you a problem and delivering a solution (that benefits them). Conflicts include financial benefits or even political ones.

R - References

References are important as they indicate two things: One - whether there is evidence to back a claim; and Two - whether the author is across the body of evidence and key work. In addition, they should be recent (science changes fast) and from reputable scientific sources.

A - Author

Anyone can write on anything. The internet provides more opportunities for everyone to have a voice. Their expertise/qualifications (or lack of) relative to the topic is important when determining how much weight to give the content.

B - Buzz words

Designed to draw you in with marketing speak, buzz words are great for science washing and misleading you with jazzy claims.

S - Scope of practice

Scope of practice is a complex combination of an individual’s qualifications and expertise, the setting of practice and the needs of the client. Most people don’t ever set out to overreach their scope of practice; it’s a slippery slope of rule bending. A nurse providing specific nutrition advice or an engineer talking about infection control is likely overreaching scope of practice.

Helping teens spot discredited or misleading information doesn’t have to be hard. A memorable strategy, such as a mnemonic or slogan, can be useful to guide teens through systematic appraisal. Being aware of the challenges our teens face is crucial to helping them tackle social media with confidence. ■

AUTHOR:

Dr Jessica Stokes-Parish,
PhD (Medicine), M Nurs (Adv Prac),
GCCC (ICU), BN, RN
Assistant Professor Medicine,
Clinical Practice, Bond University

Sleep and Immunity



“You will feel better after getting some sleep.” Surely you have heard many times these reassuring words from family or friends when they see you feeling sick. Of course, having some sleep will not always solve the problem, but why do people keep telling me this? Is there any truth behind it?

With the current COVID-19 pandemic, the debate has come back for “will having better sleep allow me to have better protection against illness?”

The medical researchers have answered these questions with a resounding “yes”. So how does it work? At Avante, we have always been interested in ways to solve people’s sleeping problems. So with that in mind, we did a little investigation about sleep and immunity through the biological perspective ourselves.

UNDERSTAND YOUR IMMUNE SYSTEM

Before talking about what impact sleep has on an individual, let’s investigate our intricate immune system. The immune system is our defensive system against illness and two of its important components are white blood cells and cytokines. The white blood cell is a generalization of a group of specialized defence cells including T cell, B cell, etc. It targets, attacks, and destroys foreign substances such as bacteria and viruses. Cytokines are like messengers that signal the immune cells to the scene of invasion, telling them there is an attack underway and allowing the different immune cells to respond and communicate with each other.

Our body has two levels of immunity called innate and adaptive immunity. Think of innate immunity as the first line of defence: it will allow those immune

cells that have been mentioned above to use non-specific defensive measures to try to eliminate the foreign pathogens. While our adaptive immunity is more specific in recognizing and targeting the invading foreign pathogen for destruction. So each time there is a new bacteria/virus that has breached your body, the adaptive immune system will record it and also memorize the best way to eliminate the invader. This is also known as “immunological memory”.

SLEEP PROVIDES THE FOUNDATION FOR HEALTH

Rather than a normal daily routine of closing your eyes and drifting away, sleep is also an effective physiological process that keeps your immune system and body in check: it can stimulate both the innate and adaptive immune systems. Remember Cytokines? As one of the key components in the defence of your body, Cytokine is being released during your sleep process. Therefore, trying to have a regular sleep schedule and avoid distracting activities such as mobile phones and TV will be a good practice to maintain our immunity. On the other hand, when our immune system is activated and fighting pathogens, it will also encourage our body to rest so it can help recover. Next time when you are feeling under the weather, it is crucial to get some sleep and even better if you can find a comfy mattress that can help release any pressure and promote deep sleep, letting you get restored while the immune system

is fighting hard. So how much sleep do we need to boost our immune system? The recommended sleep amount for adults is between 7-8 hours and teenagers will need 9-10 hours of sleep.

INFECTION, VACCINATION, AND SLEEP

Remember how difficult it was to catch some rest while you are feeling sick? The pain, the fatigue and sometimes the fevers kept us awake. It is common for infections (through viruses, bacteria, or parasites) to cause poor sleep qualities and decreased sleep time. This is one of the ways that pathogens try to weaken our immune system.

Also, the quality of our sleep can be linked to how our immune responds to vaccination. After receiving the same dosage of influenza vaccine, the medical researcher has tested the amount of antibodies generated by people who have sleep deprivation and showed that it is only half level compared to the peers who are well-rested.

Now you have an initial understanding of how our immunity system and sleep are connected, we hope you will be able to use this information and take a proactive approach to improving your sleep. Keep in mind that your sleeping arrangement, lifestyle, diet, and stress can all be contributing factors to your sleep quality. As a mattress supplier, no matter how much Avante believe our mattresses can help provide a more comfortable night’s sleep, be sure to talk to medical professionals if you are concerned about your sleep quality. ■

AUTHOR
Susan He
Avante

Welcome: New Principals



Mr Shannon Lee
Headmaster
All Souls St Gabriels School
Charters Towers, QLD

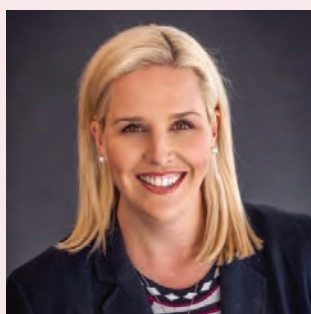
ALL SOULS ST GABRIELS SCHOOL - QLD

All Souls St Gabriels School is delighted to welcome Mr Shannon Lee as the School's Headmaster in 2022.

Mr Lee is well known to our school community, having served as Dean of Students from 2014 – 2017. During his time at All Souls St Gabriels School, Shannon built many strong relationships with staff, students and parents and was well regarded for his work in Pastoral Care. He comes to us with a deep knowledge of our community, our history and ethos, and understands the challenges of rural and remote boarding.

Since leaving All Souls St Gabriels School at the conclusion of 2017, Shannon has broadened his leadership experience in the roles of Assistant Principal Students and Acting Deputy Principal at St Edmund's College, Ipswich. He has a deep belief in lifelong learning and holds a Master of Educational Leadership, Bachelor of Education and Bachelor of Human Movement Studies.

Shannon, his wife Rebecca, and children Annabelle and George are excited to re-join our school community. ■



Ms Julie Jorritsma
Acting Principal
Canberra Girls Grammar School
ACT

CANBERRA GIRLS GRAMMAR SCHOOL - ACT

A passionate advocate for girls' education and a Grammarian, Ms Julie Jorritsma has been appointed the Acting Principal at Canberra Girls Grammar School in 2022.

Ms Jorritsma, who graduated from CGGS in 1996, returned to her alma mater as the Head of Senior School in January 2020, later being appointed Deputy Principal (Head of Senior School).

After working in all girls, all boys and co-educational schools, Ms Jorritsma joined CGGS from Meriden School in Sydney, where she was a senior leader. She has worked internationally in Hong Kong and in schools in Sydney and Canberra. Her passion in education is in curriculum design and development, in building curriculum that is relevant, engaging and future focused. She also has strong interests in staff welfare, student welfare and is known for her practical, common sense approach to leading.

Having hosted many boarders on exeat weekends and for home-cooked meals during her schooling years, Ms Jorritsma appreciates the significance of boarding for the students who board and for the school. "Boarding brings a unique aspect to the life of a school and our boarders are so blessed to be part of a boarding family and the larger CGGS family. Boarding provides our girls with the opportunity to strengthen their independence, show authentic leadership and learn the intricacies of living in a community during their teenage years, setting them up for a smooth transition to young adult life. I admire the way the boarding community comes together to support one another and importantly, have fun! The Boarding House at CGGS is a special part of our school's 96-year history and a gorgeous heritage building," Ms Jorritsma said. ■



Mr Anton Prinsloo
Head of College
Concordia Lutheran College
Toowoomba, QLD

CONCORDIA LUTHERAN COLLEGE - QLD

Mr Anton Prinsloo has been officially installed as the Head of College of Concordia Lutheran College in Toowoomba. Mr Prinsloo commenced in the role at the beginning of Semester 2, 2021.

A veteran educator who has worked in schools across Australia, New Zealand and South Africa, Mr Prinsloo brings a contemporary learning philosophy to Concordia with an emphasis on exploring different learning styles and utilising flexible and innovative learning spaces for students.

Mr Prinsloo has extensive experience as an educator, previously holding roles as a Head of English, Middle School Leader, Head of Junior School and Principal of St Paul's Lutheran Primary School in Caboolture. Under his leadership, St Paul's earned

national recognition as a finalist in the Australian Education Awards in 2018, 2019 and 2021.

As a highly relational leader, Mr Prinsloo sees quality relationships as the foundation on which he bases his daily interactions with the students, staff and parent community. He propagates a strong open-door policy underpinned by transparent conversations and a strong working relationship with all stakeholders.

Mr Prinsloo is a strong advocate for coeducational learning and schooling. He said he was drawn to the Head of College role at Concordia due to the College's rich history as one of the pioneering Lutheran schools in Australia. ■

Welcome: New Principals



Mr Jamie Pukallus
Director of Campus
Concordia Lutheran College
Toowoomba, QLD

CONCORDIA LUTHERAN COLLEGE - QLD

Concordia Lutheran College has welcomed Mr Jamie Pukallus to the role of Director of Campus at the College's Stephen Street Campus for Years 7 to 12 boarding and day students.

Mr Pukallus has spent the past 17 years in the public education system, most recently as the Deputy Principal of Highfields State Secondary College.

He commenced his career in remote and rural communities which has provided him with a strong understanding of the boarding students who travel from these areas for their education at Concordia.

Mr Pukallus has a Bachelor of Education in Senior and Middle School specialising in Health and

Physical Education and Mathematics. He is looking forward to developing Concordia's sporting program to foster a culture of teamwork and resilience.

"I'm honoured to join Concordia, which is on an exciting journey of developing an innovative approach to curriculum and pedagogy that will benefit students as lifelong learners and provide real world opportunities for learning," he said. ■



Lucas Felstead
Principal
Holy Spirit College
Cooktown, QLD

HOLY SPIRIT COLLEGE - QLD

Lucas Felstead has over 25 years of experience in Catholic and State education in Victoria, Northern Territory and Queensland.

As the new Principal of Holy Spirit College Cairns and Cooktown, this is his first experience in leading a school with boarding facilities.

Holy Spirit College provides boarding facilities for up to 32 young people who come from as far as Hope Vale, Wujal Wujal, Pormpuraaw, Aurukun, Kowanyama and Groote Eylandt.

Lucas is very excited to be working in this space and can't wait to get out and visit the communities from which the students come, to listen, make connections and to learn about culture. ■



Kara Krehlik
Principal
Rockhampton Girls
Grammar School
Rockhampton, QLD

ROCKHAMPTON GIRLS GRAMMAR SCHOOL - QLD

Rockhampton Girls Grammar School welcomed Kara Krehlik to the role of Deputy Principal - Students at the commencement of 2021. Kara took on the Acting Principal role in August and was announced as permanent Principal in November of 2021.

Kara joined Girls Grammar after 15 years in the Public sector with leadership experience as a Deputy Principal and Head of Special Education Services across Prep to 12 settings in North West Queensland, Wide Bay and Central Queensland. She began her teaching career in the small mining town of Cloncurry followed by Bundaberg. It was during her time in Longreach that she pursued further studies completing her Masters in Special Education.

After returning to Bundaberg and the birth of both her sons, Kara, her husband who is also a Principal and children moved to Rockhampton in 2015. Kara and her family proudly call Rockhampton and the Capricorn Coast home where they enjoy the close-knit community feel with the benefits and resources available in a city centre. Her passion is providing quality education and a nurturing environment to girls in a regional setting and is committed to honouring the heritage and traditions of Rockhampton Girls Grammar School as she leads the School in its 130th year of educating young women in 2022. ■

Welcome: New Principals



Mrs Shana Bennett
Principal
Rostrevor College
Woodforde, SA

ROSTREVOR COLLEGE - SA

Rostrevor College is delighted to welcome Mrs Shana Bennett, who makes history as the first female principal of an all-boys school in South Australia.

Mrs Bennett comes to the College with 27 years' experience in Catholic Education having taught and led in both primary and secondary settings within diocesan and non-diocesan schools.

She complements her leadership experience with a sound academic record having a Master of Catholic Education, a Bachelor of Education and a Bachelor of Teaching from the University of South Australia.

As the recent Deputy Principal of Sacred Heart College, which includes a boarding community, Mrs Bennett says she is thrilled to join Rostrevor College, which will celebrate its Centenary in 2023.

"When the opportunity to lead at Rostrevor College presented itself, I knew that this was the place I wanted to be - having both primary and secondary students as well as a boarding community," Mrs Bennett says.

The recent completion of a multimillion-dollar upgrade of Rostrevor's Boarding House (Duggan House) has delivered modern, comfortable and secure boarding facilities to its students from regional SA, NT and NSW.

"I feel very privileged to lead the College into its next century of boys' education and will work to ensure Rostrevor College continues to be a place where boys thrive, achieve their personal best and make a positive difference in the world," Mrs Bennett says. ■



Adam Larby
Head of School
The King's School, Tudor House
Moss Vale, NSW

THE KING'S SCHOOL, TUDOR HOUSE - NSW

Mr Larby joined Tudor House as the 16th Head of School in January 2022. Mr Larby, prior to Tudor House, was the Deputy Head of the Preparatory School at Shore, a role he held for almost seven years. As Deputy Head, Adam was responsible for the management of the North Sydney campus, a vibrant community of 240 boys and 30 staff.

Prior to Shore, Adam was employed at Claremont College for over seven years. During his time there he undertook a number of roles starting as a Music teacher, then classroom teacher and later joining the Senior Executive team within the School.

In addition to Adam's professional experience, he has also completed a Masters in Educational


Leadership (University of NSW); a Masters in Teaching (University of Sydney); and a Bachelor of Arts (University of Sydney). More recently, Adam has completed a Certificate in School Management and Leadership (Harvard University) and is completing a Diploma of Biblical Theology (Moore Theological College).

Adam is committed to developing a strong sense of belonging for all members of the Tudor House community and he believes wholeheartedly in the infinite value and worth of each child.

Adam is married to Lyndel and they have four young children Stella, Alexis, Florence and James. The three girls attend Tudor House. ■

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Welcome: New Heads of Boarding



Maria Buster
Acting Head of Boarding
Calrossy Anglican School
Tamworth, NSW

CALROSSY ANGLICAN SCHOOL - NSW

For the first time in 16 years Calrossy Anglican School has a new Head of Boarding following the appointment of Courtney Coe to Head of Enrolments and Community.

Fortunately, a ready-made replacement was close on hand. Maria Buster has been an integral part of the Calrossy Boarding community for twelve years, having served as a Housemistress, in School Chaplaincy and as leader of Boarder Wellbeing over that time.

Maria has had four boys educated at Calrossy and played a vital role in the original establishment of Boys Boarding.

Maria is committed to rural and regional education, having previously lived in Western NSW. Her

wellbeing role has seen a close connection with students and parents, supporting the transition of generations of boarders in the residential setting.

She has innovatively promoted a strong focus on gratitude and service to others, something that is exemplified in Calrossy Boarding. Principal David Smith said that he is delighted to have someone with Maria's passion for the wellbeing of young people to lead Boarding at Calrossy. She has been appointed in an acting capacity until a full-time appointment is made. ■



Ms Elizabeth (Liz) Birrell
Head of Boarding
Canberra Girls Grammar School
Canberra, ACT

CANBERRA GIRLS GRAMMAR SCHOOL - ACT

Ms Elizabeth Birrell joined Canberra Girls Grammar School as Head of Boarding in July 2021, and along with puppy George, has already brought great enthusiasm and energy to the BoHo.

Liz has embraced her key role in providing a caring, warm and welcoming environment for our boarding students, and ensuring their experience is happy and fulfilling in their 'home away from home'. Liz, who previously worked at The King's School, Tudor House, brings a wealth of boarding and teaching experience to the School, and has a particular interest in supporting the academic success of young women who live in a boarding environment.

Prior to her role at The King's School, Liz was Boarding Coordinator and Music teacher at The Emanuel School, Wenona, and at Presbyterian Ladies College, Sydney. Before this, she led choirs at SCECGS Redlands. Liz holds a Masters of Teaching and is currently completing a Master's in Education (School Counselling). ■



Trent Gorrie
Head of Boarding
Holy Spirit College
Cooktown, QLD

HOLY SPIRIT COLLEGE - QLD

Trent Gorrie was welcomed as the new Head of Boarding at Holy Spirit College, Cooktown during 2021.

Trent has worked in boarding at a variety of boarding schools: St Teresa's College, Abergowrie; St John's Catholic College, Darwin; St Brendan's College, Yeppoon and Tiwi College before coming to Cooktown. Trent has also worked for the NRL. Part of his boarding experience has been as Recreation Officer.

Although he is not totally new to Holy Spirit, we welcome him to 2022 and look forward to all that he can offer. ■

Welcome: New Heads of Boarding



Jim Noble
Head of Boarding
Marist College Ashgrove
Ashgrove, QLD

MARIST COLLEGE ASHGROVE - QLD

Marist College Ashgrove is delighted to welcome back Old Boy (1989) Jim Noble, who has returned to his alma mater to take up the position of Head of Boarding.

Eager to experience all aspects of the Marist College Ashgrove boarding program this year, he is also looking forward to building on this program with positive new initiatives with the support of the entire boarding team.

Jim is committed to fostering an environment in boarding at Marist College Ashgrove where every boy has a strong sense of belonging and where they can develop as young men of good character, humility and faith.

He looks forward to meeting all past, present and future Ashgrove families through the course of the year. ■



Mrs Annamaria Cream
Director of Boarding
Mazenod College
Lesmurdie, WA

MAZENOD COLLEGE - WA

2022 has brought change of an exciting nature to Mazenod College, including a new Director of Boarding. Mrs Annamaria Cream has joined the residential community after 16 years in a similar role at St Brigid's College. Annamaria is also a teacher and is looking forward to being very much involved in the day-to-day life of students in the day school too.

Annamaria is keen to create a student-centred environment where the uniqueness of each boarding student is celebrated and where his pastoral, spiritual, academic, physical and emotional wellbeing care underpins all residential practices. A keen advocate of Positive Education, she hopes to implement residential pastoral programs that will build wellbeing capabilities among the boys. Staff too will benefit from Annamaria's desire to ensure that Boarding Supervisors are supported with meaningful and relevant professional

learning opportunities and experiences.

Annamaria believes that boarding should be a life changing experience for each boy. Something that they look back on fondly as their stepping stone to life after school, that prepared them to deal with the challenges of a rapidly ever-changing world. To this end, she is exploring several age specific, "beyond the walls" life skills programs to offer the Mazenod Cebula Residential Community.

A keen stand up paddleboarder, Annamaria is looking forward to sharing her passion for the activity with the boys. As part of a vibrant and innovative, weekly in-house activity program she intends implementing to provide opportunities for all boarding staff to share their hobbies, interests and skills with the boarders. This will help to develop positive and productive relationships and 'value add' to each boys boarding experience. ■



Amy-Louise Munro
Head of Boarding.
Presbyterian Ladies' College
Burwood, VIC

PRESBYTERIAN LADIES' COLLEGE - VIC

Presbyterian Ladies' College is excited to welcome Amy-Louise Munro as our new Head of Boarding. Amy is a highly qualified educator who has many years of experience working with young people within the field of education and beyond.

She comes to us from Auburn High School where she has held a variety of roles including Year Level Leader, Learning Area Leader, City Project Coordinator and Health and Physical Education teacher. Before becoming a teacher, Amy spent time in America working as a camp leader providing support and leading activities for children with special needs.

Amy is passionate about encouraging and supporting the development of young people so that they can thrive and fulfil their potential. She is looking forward to fostering a Boarding House community where each girl is individually known, appreciated and nurtured; academically, socially, emotionally and spiritually. ■

Welcome: New Heads of Boarding



Phil Noble
Director of Boarding
Prince Alfred College
Kent Town, SA

PRINCE ALFRED COLLEGE – SA

Prince Alfred College is pleased to announce Phil Noble as Director of Boarding. Phil has worked in boarding for the last 11 years, serving under three previous Directors. He has developed excellent connections with all sections of the boarding community during this time, which is complemented by his experience in all aspects of school life. At different times, Phil has had specific responsibility for the activities and academic programs in boarding and has been Deputy Director for a number of years.

Throughout my career, I have focused on relationships, people and communication. As the Director of Boarding, my vision is to continue to build our Boarding House culture as a world leader in boys' education and school of choice for parents all over Australia and the world.

Growing up in rural SA, my parents instilled in me the value of relationships, service and working

for what you believe in. These philosophies have been central to my leadership journey through the fields of Outdoor Education, co-curricular education and Boarding. Knowing the challenges of living in regional areas, living interstate from my parents and making decisions to leave these places to pursue my dreams is a unique background that I bring to leadership in boarding.

I want to build a Boarding House culture in which every boy walks into our building with his hopes and dreams and leaves ready to face the world with a better lifelong connection to our school. I want our parents and families to feel connected and involved in their son's journey and schooling, with opportunities to contribute to the boarding experience. ■



Anthony Begg
Acting Director of Boarding
Saint Ignatius College
Riverview, NSW

SAINT IGNATIUS COLLEGE, RIVERVIEW – NSW

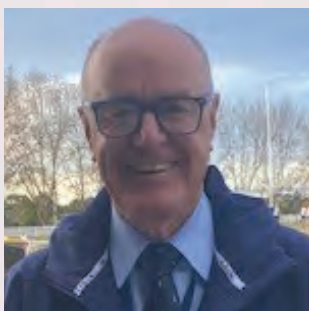
Saint Ignatius College Riverview warmly welcomes Anthony as the Acting Director of Boarding for 2022. Anthony joins the College with nearly two decades of boarding experience and he is a passionate ambassador for Indigenous Education and cultural inclusion in schools. Anthony was previously the Head of Boys Boarding and Head of Indigenous Education at Kinross Wolaroi School (KWS). In addition to this, Anthony is currently a Board member of Indigenous Education & Boarding Australia (IEBA).

"We must strive to create an environment that is as much like a home away from home as possible, while simultaneously promoting the College's core values," said Anthony. "A boarding house should be a place where individuals are

celebrated, safe, and valued. Personal identity is encouraged within a context that fosters a sense of belonging."

Anthony is passionate about the "value add" of boarding, firmly believing that the academic timetable should not be the only place where learning takes place. Instead, life's lessons and lifelong friendships are developed after hours within the boarding house.

Anthony will also join the PDHPE faculty in which he has taught HSC PDHPE and Community and Family Studies. Anthony is currently completing a Master of Educational Leadership through Queensland University of Technology. ■



David Anderson
Director of Boarding
Shore School
North Sydney, NSW

SHORE SCHOOL – NSW

David has been involved boarding for many years as a Boarding Housemaster and in as Senior Boarding Housemaster. Late last year he was asked to be Director of Boarding as the position became vacant at reasonably short notice. David has promoted and marketed Shore Boarding throughout Australia and South-East Asia.

As a Trustee of the International Boy's Schools Coalition David has conducted workshops to boarding staff throughout the world. David is married to Gail and lives at Cremorne Point, a short distance from the School. He remains a Senior Geography teacher at Shore and is the Manager of the 1st

and 2nd XV rugby. If he gets outside the gates of the School he enjoys golf and takes a very active interest protecting heritage homes in the lower North Shore of Sydney from new real estate development. David is a qualified Real Estate and Stock and Station Agent. ■

Welcome: New Heads of Boarding



Ms Judith Cumpsty
acting Head of Boarding
St Brigid's College
Lesmurdie, WA

ST BRIGID'S COLLEGE LESMURDIE - WA

St Brigid's College Lesmurdie is delighted to announce that Ms Judith Cumpsty will be our acting Head of Boarding for 2022. Judith has been at the College for over 20 years, and in that time has carried out many different roles. She brings with her a wealth of experience, with a strong focus on and passion for the pastoral care of all of the students.

Judith grew up in Albany, and has travelled widely across the state, including some of the Aboriginal Communities in the Kimberleys. She particularly cares deeply for our Aboriginal students, ensuring that boarding gives them a variety of opportunities and skills they can take with them when they leave the College.

She is looking forward to fostering strong relationships between boarding staff, students and parents to give all students the chance to grow and shine. ■



Casey Brealy
Dean of Boarding
St Joseph's Nudgee College
Boondall, QLD

ST JOSEPH'S NUDGEE COLLEGE - QLD

Nudgee College is delighted to welcome a new leadership model in the Bathersby Boarding Village. The continual growth of our community has seen the appointment of a new Dean of Boarding and the introduction of a new position, the Director of Boarding.

After three years at Nudgee College, as Head of Cotter House and Deputy Dean of Boarding, Mr Casey Brealy has taken up the position of Dean of Boarding. Casey will oversee Nudgee's boarding program from 2022 onwards, focussing on personalised care for boys, strategic enhancement of community and staff development. Prior to Nudgee College, Casey has held a number of positions in boarding, including the Head of Boarding

at Chateau de Sauveterre in France. We are excited to watch Casey make the transition into this new position and lead the Nudgee boarding community to new heights. ■



Mike Silcock
Director of Boarding
St Joseph's Nudgee College
Boondall, QLD

ST JOSEPH'S NUDGEE COLLEGE - QLD

Mike Silcock joins the Nudgee College boarding team in the newly created position of Director of Boarding. Mike will focus on the operational leadership of the boarding village, whilst also fulfilling the role of Head of Cotter Boarding House. Mike brings with him a wealth of experience, after serving as the Director of Boarding and Director of Students at St Patrick's College in Ballarat. Mike has also served as Chair of the ABSA Victoria Division and continues to sit on the National Board. Mike will inject the Nudgee boarding community with enthusiasm and wisdom in 2022.

Casey and Mike, along with the Head of Boarding House team, aim to nourish our thriving boarding community and continually improve

the experience for our boys. We are blessed to have two experienced boarding leaders working together to provide outstanding care and unrivalled opportunities for our 300+ boarders in 2022. ■

Welcome: New Heads of Boarding



Mr Brendon Gilbert
Director of Boarding
St Patricks College
Ballarat, VIC

ST PATRICKS COLLEGE - VIC

We are delighted to announce the appointment of Mr Brendon Gilbert to the Director of Boarding role commencing in 2022. Brendon is passionate about boarding, having spent most of his professional career in boarding communities in various capacities. Although boarding can be exhaustive, he finds it tremendously purposeful and rewarding. Furthermore, he has enjoyed raising his three kids amongst many big brothers with the support of his wife, Leesa.

Brendon is an old collegian graduating in 2003 and former staff member between 2010 - 2016, working in various leadership roles including Head of House and Year Level Coordinator. In addition, Brendon spent three years teaching

in London, working in a range of challenging contexts, where he was fast-tracked in behaviour management practices. For the past five years, Brendon worked at Ballarat Grammar as the Head of Wigan, a boys' boarding house of 50 young men ranging from Years 7 - 12. He found this a terrific learning experience, being part of a team that led the second-biggest boarding community in Victoria.

After two years of disruption due to the COVID pandemic, Brendon aims to rebuild the connection between the St Patrick's boarding students, families, the local community, and other key stakeholders to enhance each student and family's school and boarding experience. ■



Mr Tim Angus
Director of Boarding
St Peter's College
St Peters, SA

ST PETER'S COLLEGE - SA

St Peter's College is delighted to welcome Mr Tim Angus to the position of Director of Boarding. Mr Angus joins the School from Melbourne Grammar School where he most recently held a Head of House position. Residing in a boarding setting for the past 13 years, Mr Angus brings experience as both a highly qualified and experienced educator and leader. He has held leadership positions including Head of House and Head of Department as well as gaining expert teaching experience across Mathematics and Science.

Mr Angus is passionate about boarding and supporting families in partnership with the School to provide the best education and care for young people living away from home. Having lived in the Melbourne Grammar boarding precinct with

his young family, Mr Angus places a high level of importance on building connectedness and a sense of family within a Boarding House, the heart of a school. ■



Daniel Bradford
Head of Boarding
St Stanislaus' College
Bathurst, NSW

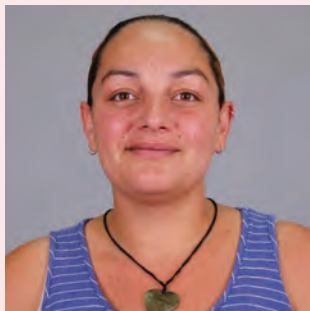
ST STANISLAUS' COLLEGE - NSW

Daniel Bradford joined St Stanislaus' College in June 2021 as the Head of Boarding. He had previously been the Head of Boy's Boarding at The Rockhampton Grammar School, Queensland. He has also previously worked at St Ignatius' College, Riverview and St Augustine's College, Brookvale, as a Head of House, Student Formation Leader and Teacher.

Dan holds a Masters of Educational Leadership from Macquarie University, Sydney and a Bachelor of Business Studies from Massey University, New Zealand. He is a strong advocate for teenage mental health and wellbeing. He believes the privilege of overseeing a boarding community comes with the responsibility to support and challenge the boarders to be respectful and engaged citizens with a strong sense of social justice.

"A school like Stannies aligns to my own educational and personal values and, as a family, we have been fortunate to have been so warmly welcomed into the Stannies community to lead the Boarding program." ■

Welcome: New Heads of Boarding



Robyn Stowers
Head of Female Boarding
Yirara College
Alice Springs, NT

YIRARA COLLEGE - NT

Robyn Stowers has been employed by Yirara College for 8 years.

Her first role at Yirara College was as an Administration officer. Following her marked success in this role she worked as a member of the Student Support team and then took on the position as the Coordinator of Support Services, extending the support offered by the College to our students in the academic and boarding spaces.

In Term Three, 2021 Robyn was appointed to the role of Acting Head of Female Boarding and she developed a culture of respect and care amongst staff and students. Her efforts resulted in her taking up the permanent position as Head of Female Boarding at the beginning of 2022.

As a child, Robyn experienced living in Northern Territory Communities both in the Top End and Central Desert, with her father being a local policeman. Robyn has worked in many indigenous organisations and has acquired extensive knowledge around indigenous culture, its base principles, and variations in practice.

The College is blessed by the commitment and skill of Robyn. ■

From the Chair *Pauline Turner*

Dear Colleagues,

The world continues to produce questionable acts; news feeds are full of concerning broadcasts. The idea of a world that is predictable and moving forward with care is like a long ago dream. As I listen and watch the girls in my boarding house I am reminded that their developmental years have been anything but predictable. They have grown up with uncertainty, stressed families, life and friends through a computer screen and unpredictable school terms. How is this impacting our boarding communities and our staff?

For many of us with junior boarders particularly, we are seeing socially appropriate behaviour normally developed in the playground or classroom stymied by months of lockdowns and online learning. Social skills and interaction with adults needing direction and development of

socially acceptable manners..... We know that developmental processes must be met for all stages and from my view we are needing to address the gap of the past few years. Online life has brought rise to younger students with less developed boundaries, mental health issues, impulsivity, less developed general manners and so many other behavioural issues that we haven't seen on this scale. We need to skill up to step into this frame and help our students.

I reflect on the changes the pandemic's impact has on boarding schools today. We have new challenges to consider and develop skills to assist and help our younger boarders as they grow and learn. I commend the ABSA webinars for 2022



to help develop staff and enable better outcomes for both staff and our boarding students' as a result of better and continual training.

As I conclude, congratulations is in order for all our Boarding staff, here we are, year three of a pandemic. We know viruses mutate and new viruses appear and, as long as boarding schools have existed, staff have had to manage outbreaks of infectious viruses in boarding communities. I want to take a moment to congratulate all our boarding staff for the amazing jobs they are doing across the world. Staff have been required to step up and go beyond their role throughout. I encourage you to take a moment, reflect on the past few years, and consider all that has been achieved. Boarding schools into the future will be the beneficiary of stronger, resilient leaders who have come through a time of turmoil and change, adapting at times daily. Congratulations to all our staff.

May 2022 be a time of consolidation as together we learn and journey along this road of boarding. ■

Your School FEATURED

WOULD YOU LIKE YOUR BOARDING SCHOOL FEATURED IN LIGHTS OUT?

We plan to feature at least two schools each edition. All you need to do, is write a brief article (400 to 1000 words) and send us some high resolution photos (300dpi).

Send all files to: absa@boarding.org.au
by 1st May 2022

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Boarding Around the World



AUSTRALIA
DUTY OF CARE WORKSHOP -
Book 1:
24/25 May - Virtual

QUEENSLAND ICPA
CONFERENCE:
8/9 June - Blackall, QLD

INDIGENOUS EDUCATION
and BOARDING AUSTRALIA
National Conference
15-17 June - Newcastle NSW

FEDERAL ICPA CONFERENCE:
3/4 July - Perth, WA

ABSA INTERNATIONAL
BOARDING FORUM:
29/30 August - Brisbane

DUTY OF CARE WORKSHOP -
Book 2
6 September - Virtual

ABSA BOARDERS
CONFERENCE
15 September - Virtual

ONLINE BOARDING
CONFERENCE
26 October - Virtual

Ongoing Webinars and
Certificate Courses
more information:
www.boarding.org.au/our-events



NEW ZEALAND
NZBSA Conference
31 May/1-3 June - Wellington



UK
BSA ANNUAL CONFERENCE
FOR HEADS
3-4 May - Oxford

ANNUAL BSA BOARDING
CONFERENCE
7-8 June - London, Heathrow

BOARDING FUTURE PROJECT
CONFERENCE
14 June - virtual

for more information:
[https://www.boarding.org.uk/
events/list/page/2/](https://www.boarding.org.uk/events/list/page/2/)



USA
NOW BOARDING
23-25 July - Boston University

RESIDENTIAL AND STUDENT
LIFE INSTITUTE
ADMISSION INSTITUTE
MARKETING &
COMMUNICATION INSTITUTE
NEW TEACH INSTITUTE
26-28 July

TABS ANNUAL CONFERENCE
10-12 November - Washington DC

for more information:
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