

Lights Out

Vol. 15 | Issue 2 | June 2022

Healthy Rites of Passage
in Boarding Schools

Keeping your Crisis
Communication
*Planning and
People Fresh*

Dealing with Complaints
*Regarding your
Boarding Service*



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Contents

- 2 The Great Professional Learning Debate
- 4 Keeping your Crisis Communication Planning & People Fresh
- 6 Dealing with Complaints Regarding your Boarding Services
- 10 How the Power of Strategy Turned my Black Thumb Green
- 14 Creativity A System for Being Creative
- 16 Lighting the 'Academic Spark' for Boarding Students
- 18 Healthy Rites of Passage in Boarding Schools
- 20 Boarding School Financial Life Skills - Boarder Perspectives
- 22 How do we Ensure Literacy isn't Compromised by Screen Time?
- 24 Cold Dips Unite St Mary's Boarders
- 26 Exercise Resilience Resilience + Exercise ≠ Stress
- 27 Welcome New Heads of Boarding

ON THE COVER

Boarders enjoying some time out at The Hamilton and Alexandra College

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The Great Professional Learning Debate

In many a conversation I have with Principals and Heads of Boarding Schools I am reminded of the importance of effective Induction Training for boarding staff, and how difficult it is to provide this effectively before staff begin their important work with our boarders. It is the reason we here at ABSA are writing an online Boarding Induction course which will be available before the year ends - to assist every one of our boarding schools with getting the critical information across to those about to take on the formidable role of looking after boarders.

However, it is the ongoing Professional Learning for boarding schools which is the great debate.

How much learning should boarding staff do?
What do we do about all our casual staff?
How targeted must it be?
What are the key topics?
How do we handle people's busy schedules?
What needs to be re-visited regularly?

All of these are great questions, and ones which we at ABSA are trying to make easy for you all. Some people tell me we offer too many webinars, and my answer is always the same - they are not aimed at all staff - it is different topics, and different levels of role, which make some but not all relevant for every staff member. We are trying to cover all needs.

However, there are some which are relevant to all - the free online Active Duty Course was written for every staff member to undertake - from Heads of Boarding right down to the casual junior supervisor - and this course is a reminder which everyone should do regularly - maybe even every year. It concerns me that FREE training such as Active Duty and our Top Tips courses have not been taken up by every one of our boarding schools, and every member of staff.

But the question which doesn't ring true to me is:
Doesn't teaching PD cover my boarding needs?

My simple answer is - probably not. Whilst I believe boarding staff are the most important teachers our boarders have, their roles are much more complex and cover so many more topics. And they work the other 18 hours each day, and all weekend.



You wouldn't put a teacher in front of a class without specific teaching training - what about a boarding staff member in a dormitory?

If you work in boarding you need to learn about boarding, you need to put aside time to learn more about your role and the critical support work you do. Do you feel confident that if your school ends up in court you can easily answer the question “and what boarding professional learning have your staff done?” Youth Mental Health, Understanding their Technological Needs and Uses, Developing Cultural Competence with those groups you have in your boarding house, understanding the Behaviour Management Pillars, learning more about the multitude of risks associated in boarding - these are just a few of the specific topics which relate to our boarding houses and which would only be effectively covered by boarding specific training. After all, you wouldn't put a teacher in front of a class without specific teaching training - what about a boarding staff member in a dormitory?

So what can you do in your boarding houses to better look after the Professional

learning needs of your staff? My first suggestion is a skills and interest audit - what do people already know and what would they like to learn more about? Where are the gaps? Ask what they would like to learn more about? Then I would look at what is available, and would do some matching. Get staff to watch one or two webinars a term and report back to the whole staff at your next staff meeting. Get one or two staff to undertake a certificate course and then share their critical learnings with other staff. Above all, don't let staff avoid this important part of their work. As the Boarding Standard for Australian Schools and Residences requires in Section 4.3(c) “Provision of annual professional learning relevant to the role and context”.

As Craig D'cruz said in his recent article in Lights Out entitled “Boarding Staff Training: An Essential Risk Control” which also appeared in the weekly email “School Governance” published by CompliSpace during National Boarding Week said

“If training is going to be impactful, schools need to better understand what their boarding staff really need to know, and they need to allocate a suitable budget to allow for this training to take place.”

So let's not be the school which told ABSA they didn't want to watch any webinars as “we are over this online stuff”, or the schools which didn't have any budget to purchase boarding professional learning - be the boarding house which leads from the front and is confident that all boarding staff meet the requirements of the Standard and undergo relevant, up-to-date and on-topic professional learning for their boarding role. ■

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Richard Stokes
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Keeping your Crisis Communication *Planning & People Fresh*

Staying prepared to manage any potential crisis is a bit like painting the Sydney Harbour Bridge. Once you have a plan in place, you need to keep it up to date as well as ensuring your key people are fresh with regular re-training. That way you and your school can always be prepared for the unexpected.

From my work with many schools and educational institutions, those that are most successful are the ones that make their communication preparations a key part of their core business. That includes:

1. Updating their contentious issues

register through a regular issues' audit and thinking ahead of time about how their school might respond to those issues.

2. Regularly refreshing their communications plan so it is always up to date. (Of course if you don't have a

communication plan for managing a crisis event, then you definitely need to think about putting one in place).

3. Ensuring that they maintain regular refresher training for key personnel identified in any communication plan including public spokespeople, front of house and other relevant staff.
4. Making sure their stakeholder mapping is regularly reviewed and updated, including stakeholders' preferred communication channels.

So what are some of the key things you should have in place so that whatever 2022 brings, you will be in good shape to meet those challenges, crises and curveballs?

REGULAR AUDIT OF ISSUES

Many so called crises have their origins in issues already well known to a school or an educational institution. Certainly that has been my experience over many years. Knowing about a crisis well in advance provides an invaluable opportunity to prepare just how your school might respond in the event that a contentious issue enters the public domain. That's why taking the time to undertake a regular audit of issues across your institution - and considering how you would respond to them to your community or more broadly - is a central element of communication planning. Conducting an 'Issues Audit' a few times a year, and making sure that you have pre-prepared responses for your internal and external stakeholders on potentially contentious issues that could erupt without warning, is key to proactive communication planning.

UPDATING YOUR CRISIS COMMUNICATION PLAN

The break between school terms is the perfect time to dust off that crisis communication plan and critically review it, so you can be assured that it is fit for purpose. Equally, if you don't have one already then start preparing one because from my experience, it isn't something you want to do in the midst of any crisis. So, what are the core elements of such a plan? They can include:

- Clear roles and responsibilities including nominated spokespersons.
- A clear process for managing a crisis.
- Defined messages for internal and

external stakeholders.

- Draft collateral such as letters to the College Community and holding statements, particularly if the issue may generate media enquiries.
- Notification protocols which are clearly set out.
- Record keeping and other documentation requirements.

TRAINING UPDATE FOR KEY SPOKESPEOPLE

When you are refreshing your communication plan, also make sure that your spokespersons are up to speed on their training, particularly if they have to address stakeholders or even respond to the media. It's often the case in my work that spokespersons may not have had training at all or need a refresher. Again, the midst of a crisis is hardly the ideal time for training a spokesperson for the first time, so make sure your key people are up-to-date with their skills and are prepared. Doing an audit of your communication training requirements in the term break and identifying some options for training, including online, will mean your spokespersons are always in good shape. And don't forget training for your Front of House Team who play a key role in any crisis event.

STAKEHOLDER MAPPING

The essential thing about any communication exercise is clearly understanding who your audiences are – be they internal such

as staff, students, families and alumni – or external such as government agencies, local government, media, regulatory bodies, other peer institutions.

Mapping stakeholders means that you can then ensure all your communications are tailored to address their specific and different needs. For example, communications to current families are very different to those to Alumni, or even those to the media. Knowing your stakeholders and understanding their differences is the first step towards effective communication.

MAXIMISING THE GOOD NEWS, BY PLANNING FOR IT

We've spoken about crisis communications planning but what good news planning are you doing? Balancing negative news with positive stories is also a key element of managing any crisis, in particular during the recovery phase. That's why good news should always be an essential part of your communications planning, including identifying those opportunities, how you will communicate them, the collateral you'll use and the channels that are appropriate to tell your stories. ■

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Dealing with Complaints *Regarding Your Boarding Services*

I am unaware of any boarding school that has never had a single complaint or concern from a parent or guardian of a boarder. As a matter of fact, if a boarding facility says that they do not receive any concerns or complaints from their parent body, then I would hear alarm bells ringing about their complaints process or their culture regarding receiving and managing complaints.

Please note that for the purpose of simplicity, I will refer to all parents/guardians/carers by the generic term of “parents”.

WHAT IS A COMPLAINT AND WHAT IS THE RISK?

If you are in doubt as to whether a complaint is being made, you should attempt to clarify the situation by asking yourself: “Does this feedback highlight a gap or deficiency in our boarding services, operations and or procedures?”

If the answer is “Yes”, you should log the feedback as a complaint even though, on its face, it may be considered more generally as constructive feedback.

The Boarding Standard for Australian schools and residences [AS 5725:2015] references the need for boarding schools to deal with complaints from boarders, parents, staff and the broader community in Clauses 3.3 (d, vi) Safety of Boarders, 3.4 (n) Health and Well Being of Boarders, 4.2 (d, vi) Health, Safety and Well Being of Staff and 5.2 (a, iv) Parent and Family Engagement. Boarding schools need

to have policies, procedures and people trained to deal with complaints, if they wish to be compliant with the Boarding Standard and, more importantly, if they wish to maintain control of the agenda when dealing with complaints, problems and issues raised by members of their community.

Over the years, CompliSpace’s School Governance has published no fewer than 15 articles regarding schools and complaints. Why have we regularly published articles regarding schools and complaints? Because complaints are a well-known risk, and they are key risk indicator for all schools. The risk to your boarding school can be articulated like this: The boarding school fails to implement and effectively manage a complaints handling program for key stakeholders including parents and boarders (including failure to maintain a register of complaints and an internal process for reporting complaints).



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In one School Governance article, *Complaints: Your School Should be Encouraging Them*, it says:

“One of the reasons that is often cited by schools for not effectively managing complaints is that they would be over-run with complaints from pushy Type A parents and they can’t afford to allocate resources to this process. Unfortunately, this amounts to letting pushy Type A parents control the agenda whilst the legitimate feedback of other parents that really does reflect on your school’s standards of services is not captured effectively.”

Parents, for a variety of reasons, may have an issue with the boarding house facilities, the actions of a supervisor within the boarding house or with boarding house procedures. These are usually addressed as complaints and often dealt with through your boarding school’s complaints system. However, sometimes parents choose not to raise their concerns or deal with the problems through the school’s established processes.

Sometimes this is because the complaints processes are not well known, not easily accessible or considered to be too difficult, or perhaps the parents believe that they will not be given a fair hearing. This is a symptom of a questionable culture! Sometimes the parents will use the correct channels and procedures but then do not

wish to abide by the outcomes of the grievance process. It can be very frustrating if the boarding school believes that they have followed a fair process and a reasonable outcome, and the parents are perceived as not ‘following the umpire’s decision’.

DEALING WITH ANGRY PARENTS AND TRAINING YOUR STAFF

Regardless of whether the parents use the school’s complaints processes or if they have reasons for not accepting the school’s outcomes, parents see their concerns as very real. A parent’s perception of how the boarding school handles their complaint may vary remarkably from the perception of the boarding school. Basically, if a parent feels that their complaint, regardless of how it is delivered, is not being addressed or the boarding school has not resolved their issue, then they often become quite angry and will escalate the matter. Sometimes, this anger is already there because the issue may have been ‘festered’ in the background for some time.

While dealing with angry parents can be unpleasant, their anger often conveys advocacy. Parents will generally cooperate if they believe that the boarding school or boarding supervisor genuinely cares about their child, has their child’s

interest at heart and respects them as the child’s parents. I am sure that all boarding schools have to deal with parents who, for a variety of reasons, require careful management and/or a good deal of time.

In a scholarly document *Teacher Retention and Attrition: Views of Early Career Teachers* Buchanan and Prescott et al from the University of Technology, Sydney state:

“Learning how to deal with parents can also be a problem for inexperienced teachers. Participants [that they interviewed] complained about some parents’ lack of interest on the one hand or their hostility on the other.”

I think that this quote could be extrapolated to include boarding supervisory staff. Many are not teachers, but they are placed in positions of in loco parentis (pseudo parents) and have a duty of care to the students in the boarding house. Boarding schools should take this on board and look seriously at offering their boarding supervisory staff training in dealing with complaints and parents who may be angry because they have a complaint that has either not been managed well or has been sidelined in previous attempts at having it resolved.

Gruber and Gruber in their article *10 Tips to Deal with Difficult Parents Effectively* provide some excellent advice for

teachers who are experiencing angry or defensive parents. Once again, some of these tips are valid for boarding supervisors too.

However, I think that boarding schools firstly need to ask “Who is on the front line for any complaints about our boarding house and boarding services?” If you can identify that person or persons, and you have not trained them in how to take a complaint or manage an angry parent and forward it to the person who is responsible for managing it, then this is already a significant issue.

Secondly, if the person who is responsible for managing the complaint or the angry parent has also had no formal training in how to manage the issues that tend to be relevant in a boarding school context then you have a double negative and, unlike a mathematical multiplication, it will not lead to a positive outcome.

Finally, you need to ask, “Does our boarding school have a culture of openness regarding parent or boarder complaints, and do we have documented processes in place to deal with problematic or aggressive parents/boarders?”

IS THERE A SOLUTION?

Simply put, yes there is.

No matter how it is presented, all boarding schools need a public facing complaints policy and an internal complaints handling program (preferably using the school policy and processes). In addition, boarding schools need to be able to easily identify the issue that is the subject of the complaint and/or any employees associated with the issue.

Boarding schools should handle complaints effectively and efficiently through:

- the establishment, implementation and maintenance of a complaints program that operates in an online environment (the school should have one - if so, please use it)
- the appointment and training of a Complaints Manager to oversee the program in the boarding school, remembering that many complaints may be lodged outside of normal school hours

- a clearly visible part of their public website (preferably with a search function) that provides information about how to lodge a complaint and or feedback with the boarding school
- online or face-to-face training for boarding supervisors in all complaints handling procedures to ensure that staff who are public facing are skilled in triage management of complaints and know how to and to whom to direct the complainants
- ensuring that the complaints handling procedures are accessible to all parents and other external parties
- ensuring that their complaints program has child-friendly procedures that are age-appropriate
- having a system, with complaints handling guidelines, designed to capture complaints and track actions and outcomes
- the regular analysis of complaints received and the implementation of rectification action where deficiencies in their services, staff or procedures are identified
- reports, based on the analysis of the complaints data, provided to the boarding staff management, school executive and, if need be, the governing body.

In addition, boarding schools need to ensure that:

- their complaints policy, where relevant, is available in different languages and formats (particularly for overseas students)
- there is flexibility in the methods of making a complaint. Provision should be made for verbal complaints, not just online complaints
- it is easy to understand the system for making complaints.

IN SUMMARY

There can be little argument that the proactive management of complaints in a boarding school has considerable benefits. Common sense dictates this. A complaint not heard, or a *complaint badly handled*, is more than likely to result in a dissatisfied parent, negative ‘word of mouth’ and negative social media commentary.

Bear in mind that:

- complaints are usually emotional

- issues - often involving anger
- many parents who lodge a complaint will tell other parents about the issue
- in general, parents will give you a second chance if you handle their complaint successfully
- encouraging open feedback that includes complaints from key stakeholders including parents, former boarders or members of the wider school community can offer opportunities to improve your service levels and operations
- complaints are a common indicator of low customer satisfaction, but their absence does not necessarily imply high customer satisfaction
- you need to teach your staff how to handle complaints effectively - especially ‘front-line’ staff such as your boarding supervisors.

Simply put, poorly-handled complaints will result in a loss of control of key conversations within your boarding school and with this loss of control comes an increase in possible reputational damage. Ultimately, effective complaints handling is all about taking control of the management of your boarding school’s reputation. ■

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How the Power of Strategy *Turned my Black Thumb Green*

****Don't let the content of this article fool you – it's not really about gardening. Stick with me for a crystal clear analogy on why it's worth investing your time and money into building a marketing strategy for your school.****

I USED TO BE A KILLER.

A killer of plants.

Don't get me wrong, I love plants. I love them so much that I have spent thousands of dollars on them over the years. I literally loved them to death.

On the weekends, I'd happily trot off to the garden nursery, buy a load full of plants and then stick them in the ground, water them and...

They would die.

Well, not all of them. I did have success with some flowers and plants thriving while others lived a sort of half-life, neither thriving nor dead, just existing.

The worst thing was, I didn't really know why sometimes I succeeded while other times I failed.

THE TACTICAL GARDENER

Eventually, I realised that I was being completely tactical about my gardening, much the same as I had been when I first started marketing.

I knew how to do gardening things – dig the holes, plant the flowers, water the plants – but I didn't really know how to think like a gardener.

That's when I realised that if I ever wanted to really succeed as a gardener and to stop

killing those poor plants, then I needed to apply what I knew about strategy to my gardening.

Here's how I did it...

Stage 1: Research

First, I did my research. I read gardening books. I trawled gardening blogs. I created a special gardening board on Pinterest. I talked to experts.

- I learned that soil preparation was key (something I definitely hadn't been doing).
- I learned what kind of soil suited the plants I wanted to grow.
- I learned about which plants liked living together.
- I learned what plants enjoy living in the climate I live in.

Stage 2: Plan

Then I formulated a plan based on my newly acquired knowledge.

- I set the budget.
- I identified ways to improve the soil.
- I selected the appropriate plants.
- I designed the garden layout.
- I determined the right time to plant.
- I made a plan for ongoing maintenance and care.

Most importantly, I did not rush into the next stage until I had the strategy mapped out.

Stage 3: Implement

Finally – it was time to buy the plants, dig the holes and stick them in the ground. But before I did any of that, I spent two months just working on getting the soil right.

That might seem boring and tedious, but trust me – get the soil right and things will grow.

Implementation was the stage that I had been inadvertently skipping to in the past. Only this time, I knew what else I needed to do to make sure that they didn't just survive, but actually thrived. I wasn't just sticking plants in the ground and hoping they would grow. #hopeisnotastrategy

Stage 4: Evaluate

This step is just so important, no matter if we're talking gardening or marketing. You need to evaluate the success of your planning and implementation to make informed decisions for next time.

My plants don't die anymore, but I'm still very much learning how to be a good gardener and am constantly surprised and delighted by how easy it is to grow plants when you go to the effort of actually thinking, planning and evaluating - not just doing.

HOW THIS LINKS TO SCHOOL MARKETING

Remember how knowing how to do the gardening things didn't automatically lead to success?

Much the same, often in marketing we know how to do the marketing things – post the social media update, book the advertisement, write the editorial – but we aren't necessarily thinking strategically



and developing a plan that makes these actions effective and, ultimately, successful.

Often this is because as young marketers, we are given the tactical work to do by our Marketing Manager who then deals with the strategy side of things. When we then move into a role where we are doing it all (which is very common in schools), we stick to what we know – the tactical stuff – without knowing how to be strategic.

HERE'S HOW MY GARDENING ANTICS LINES UP WITH MARKETING IN SCHOOLS:

- In the research stage, I was gathering information and data from a variety of different sources. In schools, we should be accessing historical data to identify enrolment trends, demographic data, surveys of the school community, analytics data and conducting a competitor analysis, to name a few.
- Planning is the key to success. It provides you with the roadmap to achieve your goals, rather than making it up as you go along. A plan enables you to be proactive and not just reactive to what's happening. Sometimes we need to be reactive, but spending all your time in this space is exhausting and unproductive.
- I mentioned that spending two months to get the soil right may seem boring and tedious. Sometimes taking the time to develop a strategy can also

seem like a time suck (especially in a busy school environment) but when you actually go to the effort of developing one, it makes the world of difference (and saves time in the long run).

- Finally, evaluation is often the missing link. If you don't spend some time identifying what works and what doesn't work, you are doomed to make the same mistakes again and again, wasting valuable time and money in the process. Much like gardens, schools work in annual cycles and there's always opportunities for improvement the following year if you take the time to evaluate your results.

Here's the thing, I wasn't a total failure when I was simply buying plants and sticking them in the ground. Some plants flourished, while others didn't.

Similarly, when you are focusing on tactical marketing, you will experience some success, which can make it easy to continue doing what you're doing, not realising that there's a better way.

However, if you really want to up your game as a school marketer and to get the biggest return on your time, effort and budget, then being strategic is the way to go.

If nothing else, remember this: Get the soil right and plants will grow.

Are you getting the metaphorical soil right at your school for enrolments to grow? ■



AUTHOR:

Bianca Coleborn is the Director of Marketing and Enrolments at Concordia Lutheran College as well as the Director and Founder of *School Marketing Manifesto*, home of the Strategic School Marketing Framework that is designed to help time-poor school marketers create an actionable marketing plan that drive enrolments through optimising the parent experience.

ADDING LIFE AND FUN TO BOARDING

Creating a sense of home and community within a boarding house is imperative to student satisfaction and Chartwells are constantly creating ways to engage the students through special, interactive and educational events. We create a calendar of events throughout the year which give the students something to look forward to and share in these engaging experiences together.

Chartwells has placed a strong focus on reducing the impact our services have on the environment through such initiatives as incorporating biodegradable packaging, utilising imperfect produce and buying locally to reduce food miles.

While much of this takes place behind the scenes, we are adopting strategies to increase student awareness of these initiatives and why they are important. One example of this is our annual Stop Food Waste Day.

Food waste has become a severe epidemic across the world due to a lack of understanding of how to effectively use food and conserve it. Every year, Chartwells celebrates Stop Food Waste Day to educate students and ignite change!

This year our focus was on 'imperfect produce', raising student awareness through promotional messages and showcasing recipes made with imperfect produce and reusing items - for example leftover bread from breakfast in the boarders dining hall was reused to create a bread and butter pudding for the evenings dessert.

However, our special days are also about adding life and fun to the regular boarding service where students can celebrate with fun and colour.

These are a mixture of "pop up" style specials such as 'the taco bar' where we introduce a modern and fashionable twist on some classic favourites, planned theme days which celebrate different cultures and holidays.

We place a particular focus on occasions which students would generally celebrate at home, such as Easter and Christmas, to ensure our boarding students are treated to something special. Our teams make these bespoke to the school to maximise engagement with their students, for example the recent Easter celebrations may have included;

- Students creating their own Easter treat with Easter egg, shortbread or cupcake decorating
- Make your own hot chocolate bar with bowls of treats such as marshmallows and chocolate buttons to add into their drink
- Special afternoon tea buffet filled with classic Easter treats and enhanced with donut walls and mini chocolate fountain

These activities are accompanied by themed merchandising and promotional messaging to build up excitement and anticipation.

The special days are incredibly important for student satisfaction and are something they look forward to throughout the year. It is through these interactions that we foster a sense of community and comradery among the boarders, creating that important home away from home feeling.

The Chartwells team look forward to speaking with you to see how we can introduce and tailor these services for your school.



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HOP INTO
Easter



STOP FOOD
WASTE DAY.



ST. PATRICK'S
DAY



LUCK
IN THE
IRISH

Creativity

A System for Being Creative

An often overlooked aspect of management is creativity - maybe it's the main thing that managers are paid for, both in solving problems and in creating future strategies. If everything stayed the same we'd never have to be creative, but life would be so boring!

Where does creativity come from, and how can we be better at it?

I wish I knew!

Great musicians from Beethoven to Hendrix believed that they were tapping into a higher power and had no idea where the music came from, it just flowed into them. But maybe they were just cross fertilising ideas that were already in their head, from other things they had heard, without realising it?

Certainly some people are more creative than others, and rather than punishing it as "being difficult" we should maybe treasure it as one of the few things we can't replace with an automated system.

The nearest I have got to a system for being creative is the following list of methods to help stimulate whatever creativity we already have within us.

It's a long list, but if just one of the following ideas works for you then it's been worth it.

1. Daydream - It's OK to let your mind wander. The best way to tap into your subconscious is to release your mind, either when relaxed, or half asleep, or thinking about something else.
2. Reversal - Think about how to make it worse, then do the opposite. Think about doing the opposite to what you'd planned; are there any ideas to be gained?

3. Dictionary linking - Pick a word at random from a dictionary, and then think about how this word could be used in a possible solution to the problem.
4. 20 Ideas - Force yourself to write down twenty solutions, however ridiculous. Then, later, review them for the beginnings of ideas.
5. Looking back - Visualise the problem already solved, then think about what you did to get there. Imagine yourself saying "It was easy, all I did was..."
6. What-if - Follow some possible sequences of events, based on different starting points. What if the people were different, or if you changed the product, or the timing, or the method, or the promotion. What might happen? List the main features, then think about changing each one in turn.
7. Sleep on it - Just before you go to sleep, consciously and formally ask your subconscious for an answer to the question, to be given in its own time, when it is ready.
8. Matrix - Ensure that all combinations have been covered by drawing out a matrix combining the variables, for example, people with places, products with customers, markets with methods of promotion, etc.
9. Mind Map - Draw the problem out as a picture, and make sure you have fully explored all the branches.
10. Other people: one to one - Explain the problem to someone else. If doing this isn't enough to make you come up with new solutions, go through each of your

ideas and describe the pros and cons of it. Describe what the ideal solution would be like.

11. Other people: group - Brainstorm ideas, as many as possible, writing them all on a board without judging any of them.
12. Question the problem - do you really need to solve it? Do you really want to solve it? Is there a different problem you could solve, or a way to live with it?
13. Define the solution in clear detail - visualise it. How does it feel? What does it look like. Get every detail. Live through the sequence of how it feels to have it solved.
14. Sit with your mind absolutely blank. You are not allowed to think about the problem at all!
15. Keep going after the first solution, however good it may seem.
16. What are the rules / the system / the convention? What if you didn't follow them?
17. What would other people do? How would they approach it? Make a list of people and their different approaches.
18. "Morphological analysis" - list the attributes of your starting point, usually as verb + noun (e.g. travelling on wheels, or powered by petrol). List alternative nouns for each verb. Make new phrases and combinations of these phrases.
19. Innovation transfer - transfer your situation to a different trade or market (e.g. butcher, doctor or teacher wants to cut costs, sell more, etc.). Brainstorm for them, then translate the ideas back into your own context.
20. Consult a fool - they could give you a new angle on the situation. The "fool" could be an untrained person, or perhaps a child / some children.
21. Think of some silly, fun solutions. Fun opens up the creative section of the brain. Do a brain-storm where only



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- silly solutions are allowed.
22. Become more creative by changing yourself as a person. Visualise and self-talk- "I can..." "I am..." "I do..." Cut out newspaper headlines - maybe cutting and mixing them to produce weird mixtures. TV listings can do the same. Use these to give you new ideas on your problem.
 23. Pick a random song track. Are the lyrics helpful?
 24. Scribble / doodle / sketch / make patterns:- what does it bring to mind? Group members look at each others' drawings and get ideas.
 25. What if the problem was a good thing? Where would that lead? e.g. what if it was good to be slow, or heavy?
 26. Sacred cows - what are the fixed restrictions that will always be there? Now wheel these into the abattoir. How does that change things?
 27. Nature - how do animals and plants cope with this type of problem? Bees swarm

- and leave to make a new nest, bears hibernate until the spring comes, etc.
28. Write a film script about a person who solves your problem. How do they do it?
29. Cacophony - all mill around and shout your ideas out, loudly, at once, while sort of listening too. Having heard bits of other people's, everyone pauses, writes down some new combined versions, and then we go back to another round of shouting.
30. Pick two random nouns (from a dictionary or from other teams) and then think about how they combine.
31. Use stickers - When selecting possible ideas or plans from a list - give each person £100 to spend on whichever of the options they like - divided in any proportions. See which ideas get the most money. Or, quicker, give each person 5 coloured stickers to spread around (they could give all 5 to one plan if they want).
32. What is the second best solution? This

- forces you not to take the obvious or first choice. How can the second best solution be improved to make it the best?
33. Use adjectives from another noun, e.g using cat on ships: cuddly ships, dead mouse ships, ships that stay out at night, ship flaps...
34. Chunking up or down - orange juice goes up to drink, down to beer, up to alcohol, down to Vodka, up to Made in Russia, down to fur coats...
35. How would the Chief Exec approach the problem? What about the lowest worker? What about a plumber or a brain surgeon or a farmer? This isn't about them solving it in their job, it's them solving it in your job, if you asked them for advice.
36. Thesaurus - start with your current plan, however inadequate, and surf the Thesaurus on the key words.
37. Type the key words of your problem into an internet search engine.
38. Aim much higher than normal, e.g. to sell 100 times as much, or charge 10x as much, or employ 100,000 people. Now, how could you do this?
39. If you had an army of 1000 people to help you, how would you do it?
40. Restate: state the problem as "How to..." (e.g. not "we're not selling as much" but "how to sell more") and then restate it without using any of the same words. Then restate it again.
41. Mud-slinging - pick the best / most successful product and generate a list of ways that it's rubbish / doesn't meet the market needs. Use these to improve your other products or services.
42. Get random pictures from a photography book or newspaper, generate associations from the pictures and apply them to your problem.
43. Give out 2 digital cameras and get teams to photograph unusual objects around the place. Each team gives its pictures to the other team who use these as a source for ideas

So the question is, how can you be more creative in your job, and encourage this in others too?

Onwards and upwards! ■

AUTHOR

Chris Croft
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Lighting the 'Academic Spark' *for Boarding Students*



HOW TO IMPROVE THE CONFIDENCE AND DILIGENCE OF THE STUBBORN BOTTOM TEN PERCENT OF YOUR STUDENTS

At A Team Tuition, foundational to improving student performance is utilising the Pygmalion Effect. This refers to situations where our expectations of student performance become self-fulfilling prophecies and is the science behind the belief we have in boarding students. We already know that our students need to have growth mindsets, but there are steps we need to take before this can happen.

Boarding school students can be more likely to experience a turbulent educational experience, particularly in the first years. With the primary demographic of boarding school students coming from rural, remote and regional Australia,

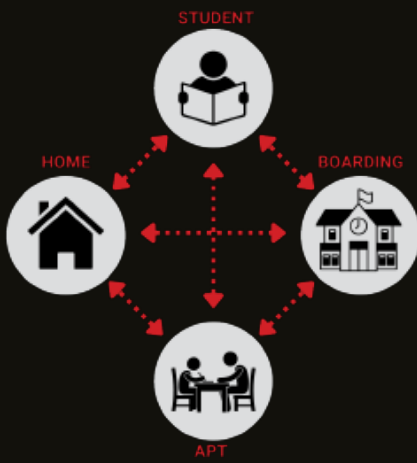
many boarding students have had minimal exposure to the structured classroom environments in boarding schools. This can cause boarders to have low self-efficacy and be unconvinced about the importance of school. Executive Director of ABSA, Richard Stokes, has identified that “lots of kids who come to boarding school are not necessarily academically focused and they don’t realise that they could do well. One of our challenges in boarding is that we need to light the fire so that they realise that they can do well.”

As described by Marzano’s Taxonomy of Educational Objectives, before a boarding student can begin improving their results, they first need to realise that they are capable of learning the content and believe that the content is important to learn. As educators, the most significant part of our work is to recognise the

potential of our students and to help them see it within themselves.

The first step for helping boarders become successful students is using the Pygmalion Effect by getting them to believe in themselves, by believing in them. If we work as a team and truly believe in a boarding student and that they are capable of achieving their greatest goals when they put in the required work and time, then the student is far more likely to perform to this level. At Team Tuition, we encourage our Academic Personal Trainers (tutors) to support Boarding Staff to set the bar high for our boarding students, motivating and empowering them until their results start to follow!

For the bottom ten percent of boarders, these students are stuck because they have had an experience that makes them



believe school isn't for them. We need to work as a team to change that belief and then change their experience. One of the biggest mistakes we can make with these students is coming in at the action level, giving them the strategies to succeed before they believe in themselves. This works in the short term, but in the long term this can only further reinforce their belief that they can't do it themselves. The only way to improve diligence and confidence is by mentoring and creating new experiences that shape their beliefs.

In order to shape our boarding students' beliefs and actions, it is important that their entire support network believes in them. This includes boarding staff, teachers, parents, and other mentors. Any part of this support network can unstick their current beliefs. A Team Tuition can be part of this solution as having mentors that align to the school, support your boarding students and provide extra support is a critical piece of the puzzle.

The A Team Tuition Academic Advantage Program utilises boarding prep time to help students with content, as well as provide mentors that can have honest conversations and help shape student beliefs. Our Academic Personal Trainers act as role models for boarding students. They develop a relationship and trust with your students, and ultimately believe in them. These positive experiences during prep time help shape a border's beliefs, which turns into action and results.

We have seen time and time again that this extra mentor that believes in the student can have a drastic effect on student

results. On the Townsville Grammar School Boarder Advantage Program, Year 7 - 9 boarders in 2021 had a 120% increase in students who received a 4/4 for diligence and on average boarding students went from a 3.02 to 3.49 diligence score out of 4. Townsville Grammar School also saw a 250% decrease in failed subjects, comparing Term 1 to Term 4 of 2021.

At A Team Tuition, we are incredibly passionate about supporting boarding schools to facilitate these new levels of motivation and mentoring for students. The important thing to remember is that anyone who has influence with boarding students can trigger the Pygmalion effect and help build belief in themselves. Once your boarders realise that they are capable of learning, we are ready to teach them the strategies needed to succeed in school and see their results grow even further! ■

AUTHOR:

Anthony Austin,
Academic Consultant and Tutor
A Team Tuition



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Healthy Rites of Passage *in Boarding Schools*

A student's time in Boarding School is a major life event and one that can either be highly positive or in some cases traumatic and negative. Either way there will be long term consequences and we need to do everything we can to ensure healthy outcomes.

Current research is showing that youth mental health issues are unacceptably high and rising (Children/Youth Beyond Blue Statistics, 2022 - page 7, Mission Australia and Black Dog Institute - Can we talk? Seven year youth mental health report, 2019). Covid has had an overall negative impact to an already disturbing trend (Covid Impact Report from Headspace Aus, 2020). Furthermore, students have been found to be more likely to seek help from the internet than from those who can professionally support them. (page 10, Mission Australia and Black Dog Institute - Can we talk? Seven year youth mental health report, 2019)

Student Wellbeing is now of major concern to parents and research from MMG Education has shown that parents are now as interested in the Wellbeing Programs offered by schools as they are in academic outcomes (page 2, MMG Education Report,

2017). Surprisingly, or possibly not, it has been shown that students with higher wellbeing levels actually perform academically better.

In 2017 research from the National University of Singapore showed that a student's Year 12 score is not the main indicator of their future success, but that it is in fact key 21st Century Life Skills that will have greater impact. These skills include resilience, adaptability, pursuing convictions and emotional intelligence (NUS Future Ready Report, 2017).

At the Rites of Passage Institute through research and after having created programs for over 300,000 young people in 25 countries globally we have identified three key pillars to support students to thrive that will set them up for their lives after school. Boarding School is the perfect place to implement these pillars.

The first pillar is the intentional creation of a strong, healthy and supportive community. Whilst a boarding school is by definition a community, it is not automatically a healthy one. Time and effort committed to building functional and connected community that includes staff and where possible families will have enormous impact. A student needs to feel safe to share and explore who they are during this formative period. A sense of belonging is so important that young people would prefer to belong to an unhealthy community than no community at all. We, therefore, need to prioritise ways to build healthy communities for all young people which can definitely be achieved in a Boarding School setting.

The second pillar is the teaching of critical 21st Century Life skills including the ones mentioned above. Once again Boarding Schools are a perfect environment and provide multiple opportunities for this to happen. By using challenges as learning opportunities, focusing on building healthy relationships, modelling conflict resolution and identifying each young person's unique gifts and talents, we can greatly assist in their ability to function in the rapidly changing world in which we live.



The third pillar is creating Healthy Rites of Passage that are facilitated rather than waiting for students to create their own which are often inappropriate, can involve drugs and alcohol plus can have disastrous life long consequences. Having worked as an Emergency Medicine doctor for many years during Schoolies I know first hand what can happen when young people are unsupervised and attempting to create their own initiations into the adult world.

The stages and elements of a Rite of Passage are now documented and can be implemented in a Boarding School environment to give students a sense of pride, support them to find their purpose and create a healthy vision for the future. In short, all young people will go through a Rite of Passage, the question is whether we are going to let them create their own or whether we will create a healthy, positive life changing experience for them that will be a defining moment in their lives in the way that we want it.

In summary, the expectations on Boarding Schools have changed enormously in recent years and will continue to do so

moving forwards. A unique opportunity exists to be leaders in creating Wellbeing programs that will be highly beneficial for students both during their time at school and when they leave as well as supporting enrolments in an extremely competitive environment. ■

Dr. Arne Rubinstein is an internationally recognised expert on Childhood Development and Rites of Passage. He began as a medical doctor in Family Medicine and then spent 15 years in Emergency Medicine until he moved full time creating Rites of Passage for parents and their children. Over 300,000 people have attended the programs he has helped to create in 25 countries globally and he has worked in some of Australia's most prestigious schools. He is the author of the best-seller *The Making of Men* and has won multiple awards for his work including being nominated in 2008 for Australian of the Year

for his groundbreaking work with youth, providing much-needed answers and tools to support a generation of young men and women be happy and motivated about life. Dr Arne is the proud father of two wonderful young men and a mentor to many others.



AUTHOR:
Dr Arne Rubinstein
Founder & CEO,
The Rites of Passage Institute



Boarding School Financial Life Skills *Boarder Perspectives*



Zahli

“Hi. Only a couple of years ago I left my boarding house in Queensland. Towards the end of my years in boarding, I was a leader. I was given leadership opportunities and I was also looking for leadership opportunities.

I think, that senior boarders can have a role in helping younger boarders to develop their financial life skills. As a minimum, senior boarders can help younger boarders to learn some of the very basics.

I also see the opportunity for boarder leaders to take the initiative and be proactive in seeking a financial education. Why not? Take the lead. Be a financial learner and be a financial advocate by helping the younger kids to learn some financial life skills.

Since leaving the boarding house, I have recognised the importance of being financially capable. I now see this as an opportunity for boarder leaders.”



Harry

“Hi. Not so long ago, I was a boarder at a school in Adelaide, South Australia.

I enjoyed being a boarder. I made a lot of good friends, many of whom I still keep in contact with. As well as a lot of good friends, I also had a lot of wonderful boarding staff supporting me in my boarding house. Wonderful memories.

Once I left boarding and entered a period of life where I had to be more independent, I realised I had missed out on something important, financial education.

I can't recall any financial education. Nothing to read. No workshops or seminars to attend. No courses I could do. No after-dinner discussions with boarding

staff. No guest speakers. Nothing!

I don't know why. Why wouldn't the boarding house organise this for us?

There are financial decisions I have to make every day as part of my life now, so I know this is important.

I am an ex-boarder and my voice and opinion should be valued. Financial education should be a part of the boarding house wellbeing or life skills program. Some of it should be compulsory and some it optional, but it should be there.

I know I may not have appreciated it at the time, but regular financial education should be timetabled. Please, this is important!”



IMAGE DESIGNED BY STORIES / FREEPK

INTRODUCING: THE BOARDING FINANCIAL LIFE SKILLS CHALLENGE

The senior boarder challenge is a way for senior boarders to help younger boarders build their financial capability.

It will be some fun each month, not take up too much time, but will have impact.

Boarding house staff may ask one or two

seniors or a group to plan, prepare and activate the challenge each month in the boarding house.

The senior boarders, with the guidance of staff, will view and discuss the challenge instructions on The Wealth Academy's online course website.

Senior boarders will then implement the activity to benefit younger boarders.

There will be a choice of challenges for boarder leaders to choose from. The initial challenges are titled:

- Video vignettes
- Boarder-community survey
- Online search
- In the media
- Poster competition
- Charity fundraiser
- Humour and money
- Sport, gambling, money
- Board games
- Comics and financial messages.

The challenge activities will be added to periodically, giving boarding houses lots of choice.

The challenge is a simple way to get younger and peer boarders involved in financial learning. What a great way to support their future!

Check out The Wealth Academy's courses at <https://courses.thewealthacademy.com.au/> ■

AUTHOR

Ken Swan
 Founder
 The Wealth Academy

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How do we Ensure Literacy isn't *Compromised by Screen Time?*

There is much debate about children and technology, and it sparks hot discussion around the world. Research keeps surfacing about technology's overuse and its impact on learning, yet it offers great benefits too. Confused? How much is too much? Let's look at some research, feedback from educators and how tech can be used in a balanced way to enhance learning and prepare our kids for the future.

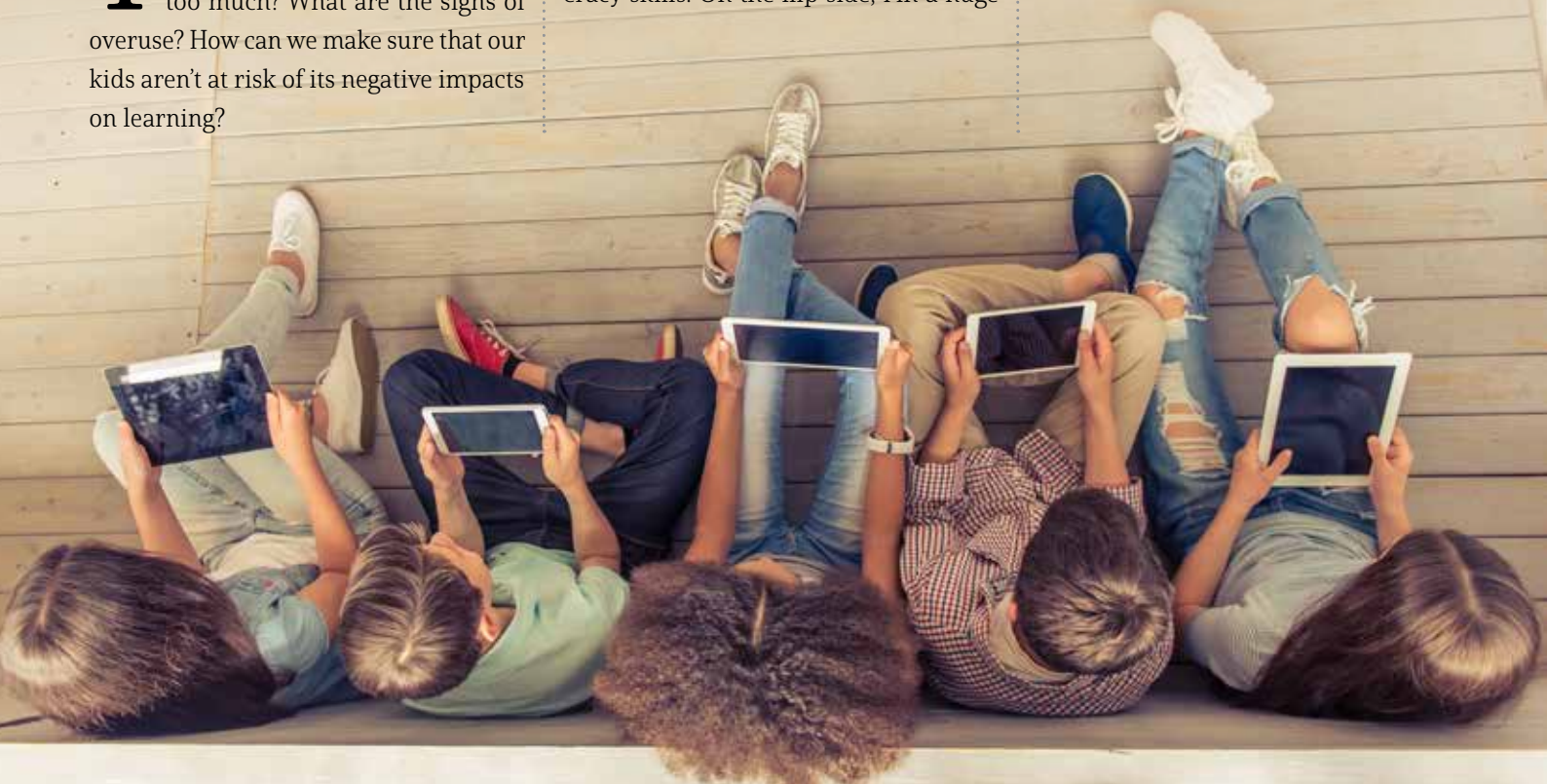
THE POSITIVES

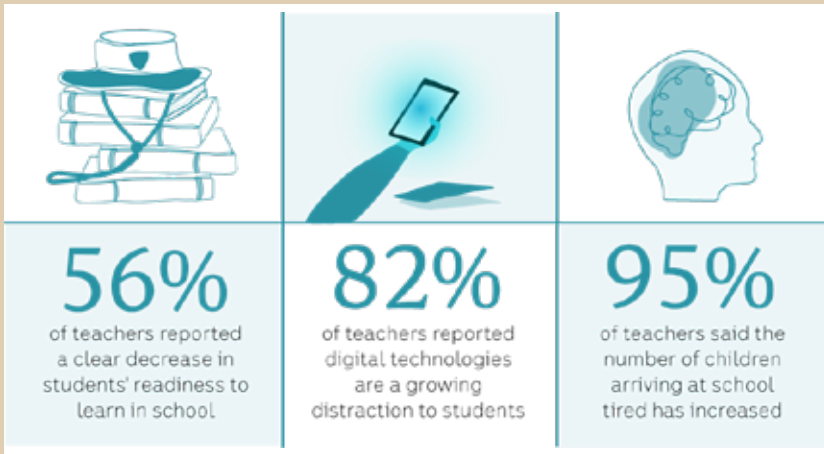
Technology is an awesome, valuable tool and children need to learn digital skills. But how much is too much? What are the signs of overuse? How can we make sure that our kids aren't at risk of its negative impacts on learning?

Of course, I have to declare that I have designed two online learning programs that use technology. I use technology to present great, engaging content to students so that they can improve their literacy skills. On the flip side, I'm a huge

advocate of getting books into our kids' hands and encouraging adults to model reading. But telling kids to pack away the screens is going to be met with resistance. So, let's look at some behaviours to check on your child's digital dependence. An answer of 'yes' to any of the below questions should be a red flag.

- Would your child choose a device over social activity?
- Does your child appear to have a slouched posture?
- Do you think that your child likes playing and watching video games on devices and tv rather than playing outside?
- Does your child spend more time on





SOURCE: FOUR CORNERS

a keyboard/controller/device where they are swiping, pushing, scrolling and tapping than they do writing, drawing and creating with pens and paper?

- Does your child get angry when asked to take a break from a screen or device?

WHAT AMOUNT OF TIME IS SUGGESTED?

Australia's Department of Health and safety have guidelines based on extensive research and consultation with health professionals. You can download it at www.esafety.gov.au/parents/big-issues/time-online.

This is just a guide and there is no magic number. You will have some days where you think your boarder fits into the appropriate time online and other days where it seems to have vastly gone over. Remember that it's all about balance.

The first generation of 'digi kids' are struggling with literacy.

The Growing up Digital Australia study found some alarming statistics. One thousand Australian teachers and principals were surveyed and key findings are below:

We delved deeply into how literacy is affected by technology in a past article Why too many Australians are Struggling with Literacy (<https://www.literacyforboys.com.au/why-too-many-young-australians-are-struggling-with-literacy/>)

WANT SOME SIMPLE, CHEAP AND EASY SOLUTIONS?

Managing technology with kids is tough but we offer some tips to ensure that your boarder's literacy attainment is not a trade-off for screen time.

- Make sure that your boarders read real books - reading a book is better than a tablet. It gives their eyes a break from blue screens and will boost their reading skills, comprehension and vocabulary.
- Use the library! Books are free, you can provide a wide selection of choices for your boarders.

- Encourage pens, pencils, highlighters, large blank pieces of paper and sticky notes in their note-taking. Leave the computer for the final draft and creating presentations. Remember that writing and reading are the combo for literacy gains.
- Ensure that there is unstructured play in the real world as often as possible.
- With young children, share the digital experience with them and talk about it together.
- I'm sure that most of us are guilty of this one but try to encourage your boarders to use their brain first for answers before seeking Google or Siri's help.
- Use a timer to get boarders up every 20 minutes when on computers and devices. This also helps with digital eye strain.
- Turn off the tv when not in use. It's another distraction and does not help concentration.
- Ensure that you have designated screen-free slots. These will depend on various ages and families but consider no screens at the dinner table, before school, during study time (if they don't need their computer), during rest time and before bed.
- Aim for high-quality apps, games and programs.
- Sleep hygiene is critical. Our recent article on this topic resonated with many of my fellow teachers and parents ~ Top tips for getting a good night's sleep (<https://www.literacyforboys.com.au/top-tips-for-getting-a-good-nights-sleep/>).

Lastly, it's inevitable that this generation will be living and breathing technology from an early age. They will have a presence online and engage with every social-media platform. Our advice is that not all digital encounters, games and apps are equal. Ensure that their screen time counts by choosing worthwhile, quality experiences. ■

“By the age of 12 or 13, up to 30% of Australian children's waking hours are spent in front of a screen”. *Four Corners*

AUTHOR:
Tanya Grambower
Founder
Literacy for Kids

Cold Dips Unite *St Mary's Boarders*



If there is one thing that St Mary Anglican Girls' School boarders are renowned for, it is their sense of community. Despite hailing from a variety of regional Western Australian towns, some of which are separated by thousands of kilometres, our boarders are united in their shared boarding experience and take great pride in caring for one another.

That is why introducing a wellbeing initiative geared towards strengthening the girls' connections was at the forefront of our boarding leaders' minds when they gathered at the start of the year to map out a plan for Term One.

After much brainstorming, the girls landed on a 'Cold Dips' initiative, which had our boarders jumping out of bed early on Wednesday mornings and walking down to nearby Trigg Beach to enjoy a mood-boosting dip in the ice-cold ocean.

The benefits of the concept were two-fold. First, it bolstered the girls' bonds by bringing boarders of all ages together in a relaxed and supportive setting. Second, it afforded the girls an opportunity to experience the scientifically proven health benefits of cold water. Numerous studies have proven that cold water immersion can improve circulation, stimulate the body's immune system, reduce muscle soreness, deepen sleep and spike energy levels. Other studies have also concluded that it can alleviate symptoms of anxiety and depression.

"Essentially, we went down to the water, got in, had a good time with our mates and then talked about how we were feeling," Year 12 boarder and Cold Dips founder Rachael said.

"When we returned to the boarding house everyone was happy, feeling fresh and ready to tackle the day. Everyone got around each other and supported one another, which was great. That's exactly what we wanted the initiative to achieve.

"St Mary's boarding house is such a big community; we have more than 180 girls



and we really wanted to create links between the year groups, encourage girls to come out of their shells and build that sense of belonging”

St Mary’s Head of Boarding Kellie Douglas said she was thrilled to see the girls’ Cold Dips concept come to fruition.

“I think it is really important that the girls

have some ownership over what they are developing. They are really focusing on mental health and positive mental health this year and I think that this is going to lead to more positive psychology programs that we have in the pipeline for the boarding house,” she said.

“The girls really embraced the initiative and I had several girls ask me to go more



often because they noticed their enhanced mood after taking a cold dip. They just loved the feeling of being in the water.” ■

AUTHOR:

Rhys Dickinson
 Communication Specialist
 St Mary’s Anglican Girls’ School

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Exercise Resilience

Resilience + Exercise ≠ Stress

My focus around resilience is how we stay resilient whilst still maintaining a certain level of physical exercise.

If you were a client of mine, you would have probably heard me bang on about how our bodies perceive exercise.

Not being a client of mine, that's ok, I'm going to explain a little more here.

Yes, that's right you read correctly, our bodies perceive exercise as stress.

So what does that mean exactly? It means if we are already pumped full of stress in any kind of way on a day to day basis whether it be deadlines, work commitments, overworked, lifestyle imbalance, relationship or financial stress - the list goes on... and we add in what the body sees as stress, being high intensity exercise you can see how the balance can become, well, off.

Yes, I'm a personal trainer and yes I love to exercise but that doesn't mean I slam myself daily doing high intensity training

As a Naturopath I know the importance of balance.

Have you ever booked in for a class at your gym and when it comes to the day you just are not feeling it? Are you listening to what your body needs or wants? Or what YOU need and want?

I can tell you now, your body doesn't want to be slammed into submission every single time you decide you need to be fit, and you will not see long lasting changes to your physique in doing so.

Why? Because you are running on cortisol and pumping your adrenals, that's why - and what happens when you do this? Your body perceives this as being under threat - and will start switching off other areas of body functions to cope.

As a Naturopath we see clients come in with that ever so common feeling of continual bloating, an inability to shift excess weight even though you "train hard and eat well", (especially around the middle). Sleep goes out the window or you start waking unrefreshed, oh wait then the immune system takes a dive too, sound familiar?

Not listening and tuning in to yourself will reap havoc.

So how do you stay active and exercise and get the results you want without running yourself to the ground and losing all resilience?

Here are my top tips:

- As with any regime, nothing should be a quick fix eg two weeks going at it at the gym "HARD" won't give you long

lasting results (same goes for trying to diet that way).

- Create daily, mindful habits. Daily movement that works for your lifestyle and your situation.
- Remember movement = exercise - in any form.
- Take simple steps to simply become more active - walk to work, walk further to the next station, park your car further away, ride a bike, play tennis after work instead of sitting at the pub, incorporate daily movement, that doesn't mean daily high intensity strenuous exercise!
- Create movement in everyday - somewhere, somehow.
- You do YOU - do what you want not what social media or someone else is telling you to do, do what nourishes you and your needs!
- Try something new - get outdoors for a change.
- Its all about balance - if you feel slogged from work, don't go slog yourself.
- Get outside for some grounding and earthing, go for a walk without shoes on, I promise you you'll sleep better than sitting in front of Netflix all night!
- Still be OK with doing nothing. ■

AUTHOR:

Sarah Jane Fehlberg
Naturopath, Nutritionist, Herbalist,
Personal Trainer
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Welcome: New Heads of Boarding



Miss Sally Edwards
Director of Student Life
Frensham
NSW

FRENSHAM - NSW

Miss Sally Edwards joined Frensham in January 2022 as Director of Student Life (Boarding). Sally had previously been the Dean of Studies at The King's School. Prior to her role at The King's School, Sally was a Head of Department at the Great Lakes College – Foster Campus.

After living in the city, Sally is loving the village feel of Frensham. 'The girls are brilliant and because of the small class sizes, the comradery is second to none.'

Sally's teaching background is in History and Geography and she is currently involved in Frensham's unique Jamieson Programme, which

focuses on Global Citizenship, Responsibility/Service and Leadership, Health/Fitness and Physical Challenge and Critical, Ethical and Flexible Thinking.

In her role as Director of Student Life, Sally aims to help develop the character of the students and create a home away from home where the girls can grow and challenge themselves in a safe and supportive environment. ■



John Hill
Director of Boarding
The Scots School Albury
NSW

THE SCOTS SCHOOL ALBURY - NSW

The Scots School Albury warmly welcomes John to the position of Director of Boarding from Term 2, 2022. John has spent most of his professional education career working in boarding across a variety of roles and models. "My family and I have lived and breathed boarding for the past seven years and have absolutely loved the experience. Scots aligns well to my own family, ethos and educational values; I am looking forward to experiencing all areas of the school."

John holds a Masters in Education, majoring in Leading and Managing along with an undergraduate degree in Education from the University of

Southern Queensland. John is a strong advocate for all students feeling safe and welcomed in a school environment and feels this is particularly important in a boarding context. "Boarding should be a second home for these students; a place where they feel valued and encouraged to give back to their school."

John is joined by his wife Sheridan, who also will be working at the school, and their three children: Madeleine, Charlotte and Fletcher. ■

2022 International Boarding Forum



A CHANCE TO RECONNECT

A networking and discussion based conference for those working in boarding.

GUEST SPEAKERS



KEITH ABRAHAM



MICHAEL
CARR-GREGG



GREG WARD



LI CUNXIN AO



DR KATE
HADWEN



CHRIS MILLS

29-30 August 2022 Brisbane Convention and Exhibition Centre

Register here: www.boarding.org.au/our-events/conferences/2022-international-boarding-forum/conference-registration

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Boarding Around the World



AUSTRALIA

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

2022 International Boarding Forum



A CHANCE TO RECONNECT

ABSA INTERNATIONAL BOARDING FORUM:
29/30 August - Brisbane, QLD

DUTY OF CARE WORKSHOP - Book 2
6 September - Virtual

ABSA BOARDERS CONFERENCE
15 September - Virtual

DUTY OF CARE WORKSHOP - Book 1
25 October - Virtual

ONLINE BOARDING CONFERENCE
26 October - Virtual

DUTY OF CARE WORKSHOP - Book 2
31 October - Virtual

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UK

ANNUAL HEALTH AND WELLBEING CONFERENCE
(run jointly by BSA / Hieda)
July 11, 2022 (Virtual)

ANNUAL SAFEGUARDING CONFERENCE
(run jointly by BSA / Sacpa)
November 2022 (Virtual)

IRISH BOARDING CONFERENCE
November 23, 2022 (Dublin)

for more information:
<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:
<https://www.tabs.org/calendar/>



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