

# Lights Out

Vol. 15 | Issue 3 | Oct 2022

Why your marketing budget  
is an investment,  
*not a cost centre*

Adrift After Isolation  
*Social and Emotional  
Predictions and Plans*

What cost of living  
pressures mean  
*for boarding families  
and schools*



AUSTRALIAN  
BOARDING  
SCHOOLS  
ASSOCIATION

CREATING THE FUTURE FOR BOARDING SCHOOLS



# Contents

- 2 Reconnecting in person
- 4 Adrift After Isolation - Social and Emotional Predictions and Plans
- 8 Boarding Schools as 'Principalities' - Is this a risk that should be taken?"
- 10 Middle School Boarding - A Unique Experience.
- 14 Don't Let Mould affect your Boarding House.
- 16 Why your marketing budget is an investment, not a cost centre
- 18 Boarding Leaders Go to Sea Immanuel College
- 20 South Australian Heads of Boarding Retreat, Sevenhill, South Australia
- 21 Give the parents of your international students a best-in-class payment experience.
- 22 20 Confidence Tips for staff and boarders alike
- 24 What cost of living pressures mean for boarding families and schools
- 26 Flipping Boarding Spaces on a Budget
- 28 Schools are changing. School marketing must change too.
- 30 If you were given thirty minutes to spend time with someone interesting, who would you choose?
- 32 Improve Parent Engagement with a Mobile App for Schools
- 34 Creating a suicide safer community in a Boarding House
- 36 September 2022 Title: 'Quo Vadis, Positive Psychology?'
- 38 The process of transition into boarding – a review of the literature
- 41 How much sugar are you really eating?
- 43 New Heads of Boarding
- 43 From the Chair - Pauline Turner

## ON THE COVER

Marist College, Ashgrove Mud Run

## CONTACT US

Australian Boarding Schools Association.

Postal: PO Box 3241, HENDRA, QLD, 4011

Office: Unit 6, 26 Navigator Place,  
HENDRA, QLD, 4011

P + 61 7 3205 4940

F + 61 7 3205 6567

E [absa@boarding.org.au](mailto:absa@boarding.org.au)

[www.boarding.org.au](http://www.boarding.org.au)

## EDITOR

Richard Stokes, Chief Executive Officer,  
Australian Boarding Schools Association

## GRAPHIC DESIGN

[trishbiggsgraphicdesign.com.au](http://trishbiggsgraphicdesign.com.au)

+61 403 471 903

## PRINTING

Professional Print Services

[sales@professionalprintservices.com.au](mailto:sales@professionalprintservices.com.au)

# Reconnecting *in person*

How good was it being able to get together at our recent International Boarding Forum!

When we put together the program and made the first bookings we wondered just how ready people were to get together, and thought maybe the event might attract around 100 people, so to get over 220 registrations was fantastic. Whilst we had some wonderful speakers - I will never forget the performance by Li Cunxin AO as he 'danced' through his life story - the best part for me was definitely that chance to see so many wonderful people enjoying themselves together. It has inspired us in the office to start work on next year's event which will be held from 1 to 3 October - venue still to be decided.





## THE FUTURE

We are thinking it is time to update our 'catch phrase' as 'Creating the Future for Boarding Schools' has been with us since 2017. The Association has definitely come along way since then - from only offering Duty of Care training back then to now providing over 100 events or activities for all levels of boarding staff - and this is growing!

So how best can we sum up the work of our Association? We thought some key words which describe everything we do might guide us on our next five year journey, and at this stage have come up with:

- Collaborate*
- Learn*
- Achieve*
- Dream*

However, the acronym CLAD is a bit boring - and I'm sure all of you might have some wonderful ideas to assist us. What we are looking for is a catchy acronym which translates to key words

which describe what ABSA offers to all its members. So the challenge is on - what thoughts do to you all have - please email them through to me.

## MY HIGH HORSE

Many of you reading this will have noticed that I often challenge people in my piece in Lights Out - and this edition is no different. Do you know how your boarding school is faring when compared with others? If not (and this is the case with many of our member schools), what are you doing about it? I get concerned from time to time when schools report that their enrolments have a waiting list - do they then rest on their laurels and sit back and accept that they are in a great situation? Whilst it is wonderful to see a school with a boarding waiting list, those who don't then reach out to consolidate this to ensure their parents are the best advocates possible for their boarding service are putting themselves at risk. Boarding numbers are influenced by so many wide and varied aspects - and acknowledging these and ensuring a well developed and thought through marketing plan is in place is critical for boarding success. During 2022 we have conducted

ten reviews of boarding programs to assist them in their development, and in each case we have been able to assist the schools to raise the profile of their boarding house, to assist them with their marketing, and to ensure they are providing a boarding service which is of excellent quality. Each of them needs to be commended for putting their school on the line and asking the hard questions - and my challenge to everyone reading this is to do the same - ask just how your boarding program is going, and what will it look like in five years time? What is excellent practice around Australia, and the world, and how close are you? What could you improve?

On behalf of the whole ABSA team we thank you for all you do for our boarding students - the work is often long and arduous and without obvious reward, but your efforts don't go unnoticed by us - keep up the good work. ■

**AUTHOR:**  
Richard Stokes  
Chief Executive Officer  
Australian Boarding Schools Association

# Adrift After Isolation

## *Social and Emotional Predictions and Plans*

We knew it was coming, but it was still worrisome to see. Students, teachers, and boarding staff have been struggling mightily, compared to their pre-pandemic age peers. A rare confluence of COVID and quarantine factors clearly caused young people's normal social and emotional development to lag; social isolation, family stress, online learning (not the academic kind), apprehension about the future, and diminished access to professional care all took a toll on young and mature minds alike. Much has been written already about the mental-health consequences of the pandemic, but what does the future hold? No one knows for sure, but here are my predictions for the coming year or two, along with some essential recommendations.

### LESS RESILIENCE.

Unpredictable events are a fact of life. What was different about the pandemic was how little access young people had to resilient role models. Looking back, this scarcity is scary because people are not born socially and emotionally resilient. They learn how to cope with stress in healthy ways from peers, parents, and professionals who set a good example with their own adaptive attitudes and behaviours. Young people might even learn from the occasional celebrity or main character in a book, film, or news report. But with diminished exposure to positive role models, most young people became more overwhelmed, gave up more easily, blamed others more readily, and stopped trying more quickly. This decrease in resilience was worsened by most young people facing fewer direct social challenges, such as face-to-face

disagreements. Learning and working online also made it easier to avoid difficult or uncomfortable tasks. Today, showing up in person, without the option of muting your audio and video, exceeds the limits of many young people's rusty social skills.

**Recommendation:** Everyone can learn better ways to bounce back from adversity. If you have not begun already, this week is the perfect time to begin teaching students healthy ways of coping with stress. For example, share stories and strategies, in correspondence with students, in assemblies, and during inductions at the start of each term. Your students need memorable anecdotes about other people - including those from within your school - who have overcome challenges successfully.

Frame these resilience narratives for

what they are: inspirational accounts of everyday people who faced everything from small daily hassles to devastating life events, yet who persevered. Emphasize the how in these stories, as well as the distinction between unhealthy coping (e.g., social isolation, substance abuse) and healthy coping (e.g., social support, positive attitudes, focusing on what you can control, not what you cannot).

**Great starting places:** YouTube video of Beigette Gill, who recovered from a spinal injury and eventually returned to her job directing a summer camp. <https://www.youtube.com/watch?v=P4deopjZMPk>

Inspirational role models are a good start, but we all need practice. And we all benefit from a stronger support system, such as peer mentors and confidants. And younger students and new students will especially benefit from having an older "big brother" or "big sister" with whom they can spend some free time. The incidental learning that will occur in these beginner-expert pairs helps less experienced students feel more connected and helps more experienced students feel more competent.

### MORE CONFLICT.

Like the adults in their lives, young people witnessed - first-hand, in news reports, or on social media - a lot of conflict during the years of the pandemic. In addition to an uptick in parental discord, students heard about mass shootings, police brutality, social justice protests, political clashes, and a steady stream of "alternate facts"



articulated and embraced with as much conviction as verifiable facts.

Unlike some of the adults in their lives, many students lacked the life experience and formal education to resolve conflicts peacefully and winnow fact from fiction. Nobody does either perfectly, but the pandemic deprived most students of the daily, face-to-face opportunities to work out differences and find evidence to support their convictions. Young people - who needed those opportunities most - now show deficits in conflict-resolution skills and their ability to discern what is real. Further impeding their healthy development are the misguided adults who continue leveraging propaganda for personal gain and political power.

**Recommendation:** Devote at least one full day at the start of the new school year to teaching new and returning students how to resolve conflicts peacefully, especially those sparked by misinformation, misunderstanding, and bias. In small groups, have every student participate in realistic role plays, based on the student-student, student-staff, and student-teacher conflicts you've witnessed or heard about in the last two years. Skillful conflict resolution cannot simply be described; proficiency requires ample practice.

**Great starting place:** For conflict resolution, boarding staff can educate themselves on Dr. Ross Greene's Collaborative & Proactive Solutions model, available as an online course <https://livesinthebalance.org/workshops-and-trainings/#on-demand-training> that you can take and then customise for a one-day, school-based workshop. For fake news, start with this video and article from Commonsense Media <https://www.commonsemmedia.org/articles/how-to-spot-fake-news-and-teach-kids-to-be-media-savvy>

As with resilience, cerebral preparation lays a solid foundation, but be sure your students have an opportunity to role play conflict resolution, with boarding staff coaching them through a few scenarios.

## **MENTAL-HEALTH MANIPULATION.**

The de-stigmatisation of mental illness and mental-health care has been heroic, heartwarming, and healthy. Protagonists of popular television series, such as Tony Soprano (The Sopranos) and Bobby Axelrod (Billions) even visit psychotherapists weekly. Ignoring for a moment their unscrupulous behaviours, characters

like these demonstrate how toughness and vulnerability can coexist, how social and emotional struggles are human, and how professional supports are beneficial. In addition, student organisations (e.g., Active Minds), university programs (e.g., Orygen), and Olympic athletes (e.g., Michael Phelps, Simone Biles) have successfully raised awareness about the normalcy of mental-health problems and the effectiveness of both self-care and clinical treatments.

However, the rise of influencers (personalities with a substantial following on social media sites) has sometimes caused the public perception of mental illness to morph from normal to necessary, from permissible to popular. On TikTok especially, everything from depression and anxiety to dissociative identity disorder and anorexia nervosa has been glamorized. Indeed, certain influencers turn serious, sometimes lethal problems into fashion statements and social currency by romanticising their (often self-diagnosed) mental illnesses, hospitalisations, and self-harm behaviours. Rather than de-stigmatising mental illness, this socially competitive practice puts unhealthy pressure on young people to conform. In turn, some of these young people adopt a mental-health diagnosis of their own,

as part of their identity, lest they be considered banal.

(As an aside, it's worth noting that joking about COVID and other physical illnesses also has had pernicious effects. Many people who lost loved ones, or watched them struggle through intensive care, have felt hurt and disrespected by pandemic humour. Too soon. Monitor your students' sarcasm and joking for themes that are upsetting to others.)

**Recommendation:** Whereas de-stigmatising mental illness and treatment have been a noble pursuit (with additional progress still to be made), making young people feel deficient for not having a diagnosed mental illness, or having a mental illness that is not severe enough to have required hospitalisation is clearly counterproductive. Also unhealthy is a situation when a young person begins seeing natural ups and downs as mental illness. To counteract this trend, schools can clearly and repeatedly communicate their core values. On a website, letterhead, promotional materials, merchandise, and signage on campus, state something your school stands for. (Avoid the misstep of saying what your school doesn't stand for.)

In your school-branded style, communicate any of the following: all people have inherent worth; people's treatment of others matters far more than whether they have a medical or psychological diagnosis; we share a responsibility to one another and to the earth; all members of the community should feel included. If you communicate these and other core values clearly, members of your community are less likely to feel pressure to adopt a medical or mental-health diagnosis, as well as less likely to feel inferior if they have a legitimate diagnosis from a licensed professional.

Because many of your school's printed information and web pages will be unseen, signage overlooked, and merchandise messages ignored, schools should spend most of their effort training boarding staff on the best in-person ways they can teach the school's values. This might include small group discussions and thought-provoking

games, as well as candid discussions about the media that students consume. Boarding staff should also learn how to respond compassionately but honestly to peers' and students' over-pathologizing life's normal ups and downs. This might include correcting someone who misuses words like trauma, migraine, depression, and panic attack.

**Great starting place:** The sensitivity of this topic merits in-person discussions between boarding staff and students. Prepare to do this by re-familiarising yourself with your school's core values, including what behaviours your community celebrates. To lay the groundwork for such an important discussion, you may want read a few editorials about how values are transmitted in popular culture. For example: <https://feminisminindia.com/2018/10/18/mental-illnesses-social-media/> and <https://www.forbes.com/sites/bearthor/2020/10/06/can-the-culture-make-mental-health-cool/?sh=6ac505842ba8>. Then, arrange a time for boarding staff to meet together and discuss thoughtful questions that have applied leadership implications, such as "How will the example we set for students convey our school's core values?"

## AMPLIFIED FEARS.

As of this writing, COVID-19 has caused 6.5-million deaths worldwide, according to the World Health Organisation. Among your students and colleagues are probably some who have lost a loved one to coronavirus; others who have had to care for a seriously ill family member; and many who have feared for their own health.

Hearing daily mortality statistics, on top of other horrific news, has made many young people and adults feel edgier. Although the pandemic has had some positive outcomes for many people, it also has made many of us feel that life is more bleak, tenuous, and brutal than we felt before. It's how I imagine the character, Francie Brady, feels in Patrick McCabe's novel *The Butcher Boy*. Francie's lifetime of trauma prompts him to ask upon his release from a mental health treatment

unit as a middle-aged ex-con, "Are all the beautiful things gone?"

**Recommendation:** In addition to recognising that none of us knows everything about another person's lived experiences (popularly referred to as being trauma-informed), we owe it to ourselves to assume the best intentions behind other people's behaviour. Until we have evidence to the contrary, even behaviour that we find irritating, jolting, or patently offensive should be considered well-intended.

Jumping to the conclusion that others have malicious intent has created pockets of "cancel culture" and given rise to the phenomenon of "doxing," both of which sidestep civil debate and the right to defend oneself. The latter is considered a basic human right in most countries.

It's beyond any individual's power to reverse, single-handedly, the contemporary trend of avoiding difficult conversations in favor of defaming or dismissing someone, and sidestepping human rights and published concepts of justice in favour of throwing someone to the internet wolves. However, nearly all professional educators and caregivers have the power to cultivate patience, compassion, and open-mindedness in themselves. Perhaps a widespread commitment to such personal growth will turn the worldwide social tide.

**Great starting place:** The U.S. Bill of Rights is under 500 words; adding Section 1 of the 14th Amendment bumps the total to 564 words - not an unwieldy reading assignment for students. Many of those 564 words are hotly debated (at least in the U.S.), which makes it a great prelude to a discussion about how we debate.

Whatever their political persuasion, citizenship, or identity, you and your students might be able to cultivate more patience, compassion, and open-mindedness by discussing the question, "How are the U.S. Bill of Rights and a school or boarding house Code of Conduct alike and different?"

One of the most fascinating consultations I provided to a summer camp this year came

from a director who left me this voicemail (which I have edited for confidentiality): “Chris, a staff member came to me after breakfast to report an incident of bullying that occurred yesterday evening after lights-out. Apparently, this staff member overheard a few openly gay campers bullying a straight camper. The staff member intervened and spoke to the kids about respect and so forth, but wanted to talk with me before completing a Behavioural Incident Report. I have some initial thoughts, but I wanted to chat with you before I follow up with the campers and their unit. Please call me if you get this message before noon.”

As unusual as this scenario may sound, it reflects some universal human needs. For example, we all want to feel worthy, and we all want to belong. As I have outlined above, many students are less resilient, less deft at resolving conflicts, more inclined to advertise their uniqueness, and more fearful of capricious loss than previous generations.

Young people have always ridiculed other youth, so that part of the above example is unsurprising. But to witness young people

who identify as members of a historically persecuted minority bullying a peer for being a member of a majority group is unusual. Yet, maybe it’s not surprising, given the turmoil of the past few years.

Even though I was able to call back before noon, the camp director had already realised that, although the particulars of this incident were atypical, the underlying needs of the kids involved were normal. Both the bullies and the target wanted to be heard and respected; both wanted the world to be predictable and fair; both sought to exercise some control over their lives; and both craved social connection. Guided by experience and intuition, and unruffled by the incident, the director’s skillful follow-up began by providing empathy for all the parties’ common needs, then moved to listening carefully to each person’s perceptions. The discussion ended by cooperating with the kids in designing a prosocial path forward that allowed everyone’s reasonable needs to be met.

The pandemic has set students’ development adrift. Perhaps knowing more about

what to expect and how to prepare will help you and your team reverse some unhealthy trends and reset a steady course for everyone’s continued, positive growth. ■



**AUTHOR:**  
Christopher Thurber, PhD, is a clinical psychologist and faculty member at Phillips Exeter Academy. He created

Prep4School.com, an engaging collection of brief videos that teach students healthy ways of coping with common social, emotional, and academic challenges. His newest book, *The Unlikely Art of Parental Pressure*, includes eight ways adults can transform harmful pressure to healthy pressure. Learn more about the work that Chris does with schools, camps, and companies on [DrChrisThurber.com](http://DrChrisThurber.com).

**LETZ LIVE**

**INTERNATIONAL GAP ASSISTANTS ARE BACK!**

Final chance to secure your overseas Gap Assistants / Supervisors for January 2023.

Contact Letz Live for further information.

Available applicants for January from



# Boarding Schools as ‘Principalities’ – *Is this a risk that should be taken?*

## A PRINCIPALITY?

Does your school consider your boarding facility to be a ‘principality’ within your total school environment, or is it an integral interdependent component of the school?

From a whole-of-school perspective, where a school has a boarding facility, it is simply not suitable nor sound to assume that the boarding facility would be able to run independently (as a principality) of its associated day school.

However, because boarding facilities within schools are so specific and quite unique in how they care for and work with boarders, they are sometimes seen (or they may prefer to be seen) from within their school as a very separate entity.

Nonetheless, when schools undergo a registration process, boarding facilities are not reviewed independently of the school. Just like the science department or primary school of a large school, boarding facilities are included as part of the overall audit. Therefore, they are identified by the regulator as part of the school and not as a separate entity.

## THE RISKS

Many schools operate in silos when it comes to risk. For example, there may be some good risk management in relation to some curriculum areas such as science, yet in others there is little risk management documentation, and it does not have the priority that it should.

Having silos within a school in terms of the approach to risk management leads to:

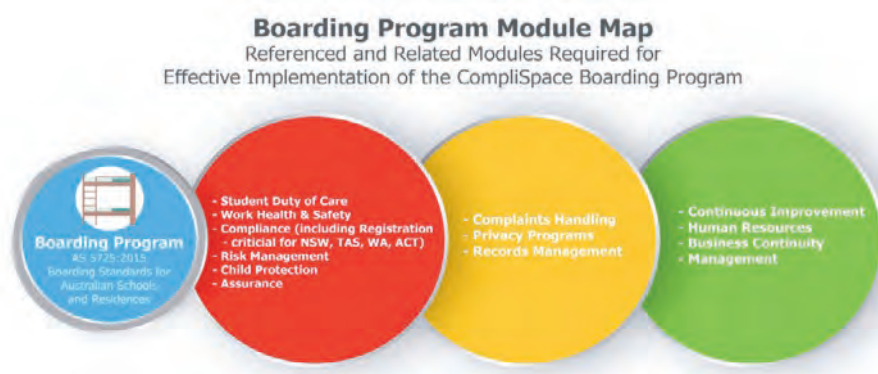
- a lack of visibility as to what is actually happening with risk management in one of these silos
- an inconsistent approach to risk management - different definitions and systems, different risk matrixes etc, and some silos not actually undertaking proper risk management at all
- minimal reporting which means that there is no ability for the school as a whole to receive reports on risk management for all activities
- manual processes involving spreadsheets for managing risk - this is not scalable and very time-intensive.

From a cultural perspective, siloing of risks could be a very dangerous activity for schools to engage in or allow to occur. Yes, it is essential that each boarding house within a school should have its own identity, however, they must all have the same cultural foundation, manage their risks in the same way, and have the same expectations of their boarders and their staff.

If we were to review boarding based on the risks associated with this essential school activity, the interrelationships between boarding and other areas of risk within a school can be summarised by the simple diagram below.

The colours and position of the main areas of risk in relation to boarding schools have been chosen to highlight their relative significance in relation to a school boarding program. It is absolutely clear that the areas listed in the red circle i.e. Student Duty of Care (SDC), Work Health and Safety (WHS/OSH), Compliance, Risk Management, Child Safety/Protection, Assurance and Overseas Students for CRICOS schools must be very heavily embedded within any boarding program and they would be managed at a school level as well as within the boarding program. To a lesser extent (but they are still important), Complaints Handling, Privacy, Records Management, Continuous Improvement, Human Resources and Business Continuity Management are also involved.

Therefore, schools should not silo their boarding facility nor allow each boarding house, if they have more than one, to silo itself from the others. Issues such as Child Protection, Student Duty of Care and WHS should be addressed holistically at







a broader school level with further consideration due to the additional risks associated with a boarding environment.

## INTERDEPENDENCE OF RISK AND BOARDING

There is no doubt at all that schools today are better versed in their general understanding of risk management than they were ten years ago. It can also be argued that every single facet of the operation of a school touches on risk management. Developing a holistic, online, risk management framework allows a school to understand the types and level of risk inherent in its business - all of its business - and this includes the risks associated with its boarding facility.

However, some schools seem to have been managing their risks on a divisional basis with each department, boarding house or sub-school identifying, overseeing and mitigating their own risks.

This method of managing risks has been found to be ineffective against many types of risk because many risks are often highly interdependent. A failure to understand risk interdependencies can result in seemingly unrelated risk events triggering more severe risk events throughout a school or within its boarding facility.

The Victorian Department of Education gives a very good example of a type of interdependent risk that helps to explain this concept:

“Young people may often experience multiple risk factors, which may be interdependent. For example, family breakdown

may be a factor in substance misuse, which may itself contribute to other problems such as offending behaviour.”

At a school level, what this means is that risks cross inter-departmental lines. If they are managed in different ways by different departments (or the boarding facility) or different people as each area develops its own response to a risk, it increases the chance that the interdependency of a number of risks is less likely to be identified. More alarmingly, some risks can then slip through the cracks altogether.

## CONCLUSION

Boarding risks are, therefore, one component of the internal, stakeholder and external macro risk categories that need to be considered holistically for a school to manage its risks consistently and cohesively.

The likelihood and consequence of a boarding risk will ultimately depend on the school's overall risk management process and how it rates other kinds of risks. Invariably, a school's policies and procedures for boarding should be well-integrated into its overall approach to policy management.

A holistic framework (Enterprise Risk Management or ERM approach) should outline the school's approach to risk, as well as outlining the risks themselves. It also helps to establish and develop a risk management culture within the school that is applied to the boarding facility as well. It helps schools to understand how different risks relate to one another.

Anyone who attempts to run a boarding

facility as an independent entity (as a principality) within a school runs the very real risk of:

- developing a sub-culture within the boarding house that does not sit with the school's culture
- having risks that are either not identified, not mitigated against effectively because they are interdependent or completely missed.

Boarding, by its very nature, must be interdependent with the school, not only from a risk perspective but also from a cultural and compliance perspective too. ■

### AUTHOR:

Craig D'cruz

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, boarding and leadership experience in 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.

# Middle School Boarding – A Unique Experience.

*As a weary Miss. Campbell climbed the ancient winding staircase at 11.00pm to do her final boarding rounds after her long day teaching Mathematics, she could clearly hear laughter and chatter emanating from the large dorm at the top of the stairs. She quietly opened the door to observe – in the partial darkness - 15 pyjama clad bodies leaping from the floor to each perform an elegant swan dive onto, and amazingly into, their respective beds. As she turned on the light, Miss. Campbell then observed 15 sleeping angels all tucked up in bed and now moaning about having their sleep interrupted due to the bright lights.*

*A quick check around the dorm then revealed a further 5 girls hiding under beds. The detritus of a midnight feast lay in the middle of the floor with a torch still flickering.*

*With apologies and firm words being exchanged, the naughty girls rose from under the beds and quickly ran past Miss. Campbell down the dark corridor to their own dorms. A now somewhat irate Miss. Campbell then boomed, in her very impressive loud voice, that the whole house would wake up at 6am tomorrow and they would run laps until breakfast. She then retreated from the dorm and back to the Tutor Study to add this incident to the nightly report and do one more final bed check.*

Whilst this could easily be a piece taken from a Harry Potter or an old Malory Towers novel, it is in fact part of life in our Middle School Girls' boarding house, and I am sure many of you can relate to this occurrence. I have always been told I should write a book, but in the end most of what happens is very mundane, but super important in the lives of the young teens we live with.

The days of children being sent away to boarding school are now long gone. Parents, whilst many still knowing that boarding is a necessity, also know it is a valuable and vital tool in the education of their children. Working parents, single or sole parents and those who live remotely can be reassured that their child is receiving all the required support and care that



they need. No need for before-school or after-school care at Boarding School or to prepare and cook meals, do laundry or manage complex homework tasks. Even the medical care is covered 24/7.

Middle School or Junior Boarding can prepare students for the rigours of Senior School and the students can easily participate in busy and innovative programs in sport, music and drama and many other pursuits, they can get unlimited academic support whilst being supervised by highly trained professionals in a safe and caring environment. They also receive three hot meals a day and have an endless supply of friends on site for any type of activity they choose – good and bad! Exeat weekends and holidays are wonderful opportunities for breaks and family time with all parties able to spend quality, stress free time together and boarding schools can support healthy family dynamics in a myriad of ways.

The choice for boarding as a way to consolidate learning has become particularly evident after two years of continual lockdowns and disruptions to primary and lower secondary education, particularly in Victoria. Most boarding schools remained open and fully operational throughout the two Covid years as boarders sheltered safely in place due to border closures.

I have the privilege of working at Geelong Grammar School in Victoria and I am Head of Kunuwarra (Koo/na/warra) House which houses the Middle School Girls. We have capacity for 70 girls with 57 on site as I write this. There is also Parrwang House next door, and they also have capacity for 70 Middle School boys and are usually full. Our boarders come from all over Australia, and now overseas again and many choose to board weekly from Melbourne and even Geelong.

As far as I am aware, Geelong Grammar has the largest number of boarding students aged 12 – 14 in the country, so it is always a challenge to ensure we are providing the correct care and support as these young people move through the challenges of Middle School and on to the Timbertop Campus in Mansfield for our Year 9s. This is a full year of Unit life,

living and learning in the outdoors.

Middle School Boarding is a wonderful preparation for Timbertop and for the development of independence and community living that we all need as we grow up. The days during the term are long and the school holidays feel very short!

Working in an educational community is a huge responsibility to take on and is a daunting task at anytime, let alone for many days in a row in a boarding context. Sometimes we are very much 'in loco parentis' and this takes our care of each individual to a new level. Dealing with so many young girls in one house is an enormous challenge and a huge honour too. We are trusted with the lives of pre-pubescent and pubescent girls and they don't come with a manual, so we fly blind most days not really knowing what could happen next and just have to work things out as we go. It is a huge team effort, and our parents and families are very much part of the team. Thankfully we have a great deal of experience and wisdom living and working with us in this space.

In Konne (Connie) as it affectionately known, we have three large dormitories of 12 - 14 and some smaller dorms with 4 – 8 beds in each. There is very little room between beds – less than a metre – and not much privacy in dorms. The girls mostly love it, but for some it can be very intimidating. This can all feel a bit crowded, but they get used to it and in the end, they love it as their friends are so close.

We have nine separate dorms to manage, two large bathrooms and lots of shared and small spaces downstairs for girls to play, mix, mingle or read quietly. We have 70 desks in the Prep Room so each girl can get some school-work done. We have a small outdoor space within the House but acres of land and facilities nearby and of course the much-loved Tuck Room and Kitchen for food preparation. We also have a phone room where devices are locked away from 6.30pm each evening, kept overnight and then the room reopens at 5.00pm the next day. We try really hard to limit phone use at this age to 90 minutes per evening, with more access





lifestyle and not for everyone as we live in close proximity to the girls in our care.

Staffing is critical to running a successful Middle School Boarding House – there needs to be a good balance between youth and experience, as we all know this age group can be tricky and yet are also still so young and learning so much about life and school. Patience and understanding are vital. At home they usually don't share a room and pretty much have the undivided attention of a parent or a loving guardian – here they share with up to 13 girls in one dorm and need to manage lots of things on their own from the very first day. They do however have over 50 friends to call on if they are unsure about anything!



Homesickness in the early days can be an issue but busy boarders are happy boarders, and we use all the resources available to us to make this transition part of their education as smooth as possible. Our two current Border Collies, Daisy and Sabi really earn their treats during our first few weeks of each term and provide a wonderful non-judgemental companion for the girls to walk with and talk to, as well as cuddle when they are missing home. Walking a dog with a new friend can be life changing in those first few weeks and I have farewelled many Year 12s over the years who let me know that they could not have got through their first term without Daisy, Bella or Sabi the Dog when they were in Middle School. Pets are so important to have around.

Parents and carers need to know that their child will be safe and secure at all times and this is paramount in all that we do. They also want their child to have fun, find good friends and eat good food. The earlier story re the dorm being up late occurs far too frequently in Konne and that is all fun until we have overtired and cranky boarders who are struggling with their daily tasks and not coping well at school. Sleep is critical.

Our boarding day starts at 6.45am with breakfast at 7.30am, dorm inspections at 8.00am and House Assembly. The school day operates from 8.50am – 3.40pm, with the girls accessing the house at the breaks. Then compulsory Sport, Music or Activities until 5.00pm each weekday, phones out then Dinner at 5.45pm. Phones back in, Prep at 6.45pm – 8.00pm and it finally ends at 9.15pm with the lights being turned out in the dorms.

allowed on weekends once the House is tidy. Lack of focus and distraction are two big issues facing all of us in this digitally obsessed era.

We have a staff of six teachers plus our House Assistant, four Junior non-teaching Staff and two Gappers who cover the supervision and pastoral care in the house 24/7 during term time. This includes four who reside in accommodation connected to the house, and two who live on campus nearby. It is a busy

School and Boarding days are really busy, and the girls need to quickly move on from thinking they are at a slumber party. Our young girls are “ON” in a social context from 6.45am until they eventually go to sleep each and every day and this can be exhausting for a young girl trying to find where her connections are, where she fits or belongs and feels comfortable.

The weekends are a bit quieter once Saturday morning Sport concludes at 12pm and the weekends end with a Whole School Chapel service in school uniform on a Sunday evening. We have a large campus with lots of things to do here but we also head off campus for House Outings when we can.

### There are few key factors that make it all work:

**Relationships** are absolutely key to being able to flourish in boarding. Developing positive relationships with students, families, boarding and teaching staff, cleaners, catering staff and all the administration support people allows the days and weeks to run smoothly and joyfully most of the time. Expressing gratitude to and for others is a life skill that all our girls learn very early on.

**Rest** is vital to staff longevity and being able to manage in the more stressful times. Rest involves having an active mindset to make appointments in your day and week to switch off and recharge. Leave the phone with someone else, get off campus, be with family and friends, go for a long walk or run, get a manicure or doing something that you love is so important as this role can be all consuming, but it is still a job, it is not your whole life. The balance is hard to manage but vital to master.

The **responsibility** of managing any type of Boarding House and caring for young people is huge, it is like having a factory which is open and operating 24/7 and only closes down for very small periods of time, so you need to trust your staff to do their job and know that all things can wait if you are not available, its ok you will get to it. Trust is also critical for young people to learn and is a gift given to them by the adults who care for them. It needs to be earned and valued.



Good leaders should lead by example and take time away from their jobs and allow others to step up and take the reins when required. Everyone is replaceable and can do your job if you allow this.

**#Respect** is the only rule needed in any community. Respect for self, others, all property, belongings and resources are the only rules you will need to run a wonderful boarding house for young people. We add in #support and #kindness as two other key features of our boarding community.

By attending boarding school in Middle School, our boarders are consistently exposed to independent living and leadership as they grow up. Our teens are often accused of being lazy or ambivalent, not in a boarding school – they are busy, engaged and constantly supporting and caring for their peers. We know they will all rise to the high expectations asked of them and show respect, support and kindness as they build a community and they are very much at the centre and heart of it all. It is their home.

We can broaden their minds and build their character by surrounding them with like-minded and motivated peers all keen to have fun and make the best of their formative years whilst getting an education. Yes, that does happen too! All the time these young people, and their families, are supported by experienced and highly qualified educators who also value their own wonderful experiences in managing and changing lives every day.



*Miss.Campbell locks the house, retires to her on campus flat next door to the dorms, to rest and recharge knowing that she makes a difference to a young person's life every single work day. She is, however, looking forward to her Exeat weekend. ■*

#### **AUTHOR:**

Jane Horne  
Head of Kunuwarra House  
Geelong Grammar School

# Don't Let Mould *affect your Boarding House.*

Managing mould in a boarding environment is a critical part of maintaining a safe and hygienic living environment for your boarders and staff. Mould is a type of fungus that is found everywhere, outdoors and indoors.

However, exposure to mould can cause health and safety issues.

Students can be exposed to mould through inhalation, skin contact or ingestion. The health effects include:

- irritation of the eyes, nose, throat and skin
- allergic reaction in people with a mould allergy (e.g. asthma flare-up or hay fever symptoms).
- hypersensitivity pneumonitis—a rare lung disease where the lungs become inflamed due to an allergic reaction to certain inhaled substances (e.g. organic dust, fungus, mould or chemicals)
- infection.

Most healthy people will not experience health problems from contact with mould, however the risk increases for people with:

- asthma, allergies or other respiratory conditions who may be more sensitive to mould
- a health condition or undergoing medical treatment that lowers their immunity are more at risk of infection (e.g. cancer and its treatment, organ transplant recipients).

Students at an increased risk should avoid mould affected areas and consult their doctor if they are concerned about mould exposure.

## Preventing mould growth in the Boarding House/s

Mould is not usually a problem in indoor environments unless there is a source of water or excess moisture that allows it to grow. Mould growth in buildings can be prevented by controlling water intrusions and excess moisture. For example:

- keep mould-susceptible building materials dry during construction
- ensure adequate drainage around buildings
- regularly inspect and maintain the building and its fixtures and undertake repairs promptly to prevent water damage
- maintain heating, ventilation and air-conditioning (HVAC) systems and make sure these are set to the environmental conditions
- manage water vapour and condensation, especially in high water vapour areas such as bathrooms and showers
- clean up wet areas and water damage promptly (within 24-48 hours).
- Importantly, ensure that windows are left open whilst students are in class to assist with better ventilation (helps with those smells too)

Seek professional advice to manage water and excess moisture problems.

## Mould remediation

Mould remediation involves assessing the mould issue, fixing the underlying cause of the mould growth, cleaning mould contamination and managing potentially contaminated dust. Consider using a professional service that specialises in mould remediation.

## Assess the mould issue

Assess the mould issue by looking for evidence of water intrusion, excess moisture, or mould growth. This may be hidden, such as behind furnishings or in building cavities. Activities such as drilling inspection holes in walls to look for water damage or mould growth may disturb mould and cause it to spread to other areas, if not properly managed.



Be aware of other health and safety issues when investigating mould issues, including sewage contaminated floodwater, hazardous chemicals, asbestos, confined spaces, lead, electrical hazards and pests, for example rodents.

### Fix the cause of the mould growth

Identify and fix the underlying water or excess moisture problem that is causing the mould growth, or the problem will return.

### Cleaning mould contamination

Restrict access to the affected area and where possible schedule the work for when the building is not being used.

If there has been water intrusion, dry out the wet area as soon as possible. Fans, wet vacuums, dehumidification units, heaters or air-conditioners on dry mode can be used to speed up the drying process. Thoroughly clean contaminated hard surfaces and materials using water and detergent (soapy water) or a vinegar solution and dry completely. Clean all tools and equipment after use.

Discard porous materials (e.g. ceiling tiles, plasterboard, insulation and carpets) that can't be readily cleaned, have been wet for more than 48 hours or have visible mould growth.

Seek professional advice about restoring damaged items that are valuable or irreplaceable.

On completion, do a final clean-up to remove any dust that may have settled within the affected area or nearby.

### Post remediation evaluation and verification

Post remediation inspection and evaluation can be conducted to ensure that risks from mould have been adequately addressed. Consider using a professional service, independent of the remediation service provider, to verify that the remediation was successful.

### Personal hygiene practices

Workers who work with mould should wash their hands thoroughly with soap and running water:



- before eating, drinking and smoking
- after contact with mould
- after removing PPE.

Workers must be provided with washing facilities. This should include clean running water, soap and paper towel or an air hand dryer. Field workers should be provided with portable hand washing facilities.

### Information, training, instruction, and supervision

Provide workers with information about:

- health risks from work with mould
- safe work procedures
- proper selection and use of PPE.

Communicate with building facility managers, students and supervisors about mould issues and remediation work.

### Personal protective equipment (PPE)

Wear PPE to protect against exposure to mould and to prevent the spread of mould to other areas.

For low-risk situations this should include:

- a properly fitted particulate respirator (P2 or higher)
- disposable gloves.

For higher situations this should also include:

- protective clothing
- safety eyewear
- shoe/boot covers.

If you would like to know more and discuss specific issues facing your Boarding School, reach out to Cleanworks Australia for an in-depth discuss on how best to manage this issue. This year reports on La Nina will see increased risk for mould to present itself and left unmanage can cause significant disruption and costs to your school. ■



**AUTHOR:**  
Troy Stahlut  
Executive General Manager  
Cleanworks

# Why your marketing budget *is an investment, not a cost centre*



It doesn't matter which industry you work in; marketing is often regarded as a "cost centre".

**T**he reality is that marketing costs money. In some cases, lots of it. Stick with me – this isn't just another rant about the ROI of marketing spend.

Rather, let me build a case for you as to why your Business Manager shouldn't be looking at that juicy marketing budget if your school need to make cuts this year.

## **THIS IS AN INVESTMENT IN THE FUTURE**

We know that we are playing the long game in school marketing. Parents, on average, take between two and five years

to choose where their child will go to school.

This means that the money you are spending now on marketing won't pay dividends, for the most part, for another two to three years, minimum.

If you aren't doing the work - and spending the money – now, in two to three years it will be too late for you to make up the ground you have lost when you realise the impact that budget cut has made.

And here's the kicker – if you start investing in marketing at that point in time, it's going to take another two to three years for it to take effect.

By that stage, your enrolments could take a real hit that will take years to rebuild.

Are you willing to take that risk?

## **YOU'RE IN A SUPER COMPETITIVE MARKET**

According to Independent Schools Australia, there were 9,679 schools across the country in 2021. Of those, 1,187 were Independent or Catholic.

Take a look at your school's market.

I bet you can list off at least a handful of Independent competitors, and that's not even taking into consideration the highly competitive public schools who present a real option for discerning parents these days.





There is a lot of noise in the educational market, so what you need is cut-through.

It takes skill and creativity to build out campaigns that connect with and resonate with your ideal audience, but do you know what else it takes?

Money.

If you build an amazing campaign that has the potential to cut-through, but don't invest in the media spend required to disseminate it properly, you have missed your opportunity to make an impact.

And if you're not prepared to make that investment, do you know who is?

Your competitors.

Out of sight, out of mind.

Build a good product and people will buy, right?

A good reputation and positive word of mouth is one thing, but getting people in the door takes work.

For prospective parents, there is always a prompt that makes them take the step from thinking about enrolling to taking action by picking up the phone, requesting a tour or completing an application form.

That prompt can be completely out of your hands – a friend mentioning that they've enrolled their kid at a school. A condescending reminder from the grandparents. A bolt of lightning from the brain at 2am.

But that prompt could also be driving past a billboard advertising your school. Watching an engaging video about your school. Being served a well-timed ad on social media.

Marketing gives you the power to provide that all-important prompt your future parents need to take action.

Do you want to provoke action through strong calls to action...or do you want to leave it to fate?

## GOOD MARKETING STAFF ARE WORTH THEIR WEIGHT IN GOLD

No, this isn't me angling for a pay rise.

Rather, I would encourage schools to look at the personnel they have in their marketing and advancement departments and make sure they are sufficiently staffed.

I recently ran a poll in the Strategic School Marketers group on LinkedIn asking about the size of the marketing and enrolments teams at each member's schools.

Admittedly, it's not a huge sample size, but of the 17 schools who responded, the majority indicated that their team was "Small but Mighty" with just two or three staff members.

Second to that, with around a quarter of

the votes, was the "Lone Wolf" – just one staff member.

In schools where there are only one to three staff members, you have a battle on your hands.

The scope of the school marketing department is extremely broad and your team needs to be marketing generalists to manage the sheer breadth and volume of work.

Think about it: advertising, social media, graphic design, event management, alumni relations, administration, web design, communications...the list goes on.

An investment in an additional staff member will pay dividends far in excess of their salary.

## FINAL WORD

By resourcing your marketing department well, giving them a decent budget to work with and letting them get to work, you are investing in the future of your school.

Ignore these factors now and you could very well 'pay the price' down the track. ■



### AUTHOR:

Bianca Coleborn is the Director of Marketing and Enrolments at Concordia Lutheran College in Toowoomba, Queensland. She is also the Founder of *School Marketing Manifesto*, a consultancy that helps schools develop innovative marketing strategies that boost enrolments and stimulate positive word of mouth.

# Boarder Leaders Go to Sea

## *Immanuel College*



On Sunday afternoon, 7th August, seven intrepid year 12 boarders, plus three staff members boarded the Sail Training Ship (STS) One and All to navigate from Port Vincent on the Yorke Peninsula to Port Adelaide. The voyage was just 24 hours but provided a lifetime of great memories and an ability to learn just a little more about themselves.

During their time onboard the boarders took part in all the areas of operation of a sailing vessel at sea. They were divided into watches that involved looking after the running of the ship while it was at anchor and underway. This involved amongst other activities, ascending the rigging, checking the bilge, time on the helm (the steering wheel) and also helping the chef setup and clean-up for meals.

The ship's company and supernumeraries were very happy that the weather gods smiled upon them and the crossing of the Gulf of St Vincent was calm with a gentle breeze and beautiful blue skies.

Below are a few comments from some of the participants:

*I found that the One and All boat trip was an experience that I will never forget, this gave me an opportunity to get involved with something that I would never have imagined myself doing. This trip was very enjoyable and the crew members were some of the nicest people I have met. The One and All has helped our group become closer and improved our team bonding, but also gave me an opportunity to step out of my comfort zone and I couldn't be happier with this entire experience!*

Thanks, Bianca

*The One and All boating trip was a trip that helped to bond the BRC (boarder leadership team) of Immanuel College boarding together as we practiced teamwork. It was refreshing and novel to be able to connect with my peers outside of the boarding house.*

Thanks, Olivia

*Sailing on the One and All was a fantastic experience that pushed me to step outside my comfort zone. The crew were amazing in getting us involved in various activities onboard the ship and it's safe to say the whole group enjoyed themselves!*

Thanks, Taya

*During my time on the One and All I enjoyed learning how to sail the ship and sitting on the front of the boat watching the water. Throughout the trip we were given various jobs and tasks to keep us busy from keeping watch to tying ropes. Overall, it was an experience I will never forget.*

Thanks, Esther



THE IMMANUEL CREW BACK IN PORT ADELAIDE SAFE AND SOUND.

*I really enjoyed the opportunity to help run the ship, watching dolphins and spending time with the BRC and MODS (boarding staff).*

Thanks, Daniella (boarder captain)

*I enjoyed the opportunity to do something I would never have chosen to do. I loved the climbing and sitting on the net and the opportunity to bond with my fellow BRC members*

Thanks, Jordy ■

**AUTHOR:**

Bernie Dean  
Director of Boarding  
Immanuel College, Adelaide



# South Australian Heads of Boarding Retreat

## *Sevenhill, South Australia*



SOUTH AUSTRALIAN HEADS OF BOARDING

LEFT TO RIGHT – PHIL NOBLE, RENEE COVENTRY, ROB GILL, KATE BENJAMIN, LUCY FAIRLIE-JONES.

On Thursday 28 and Friday 29 July eight of the SA Heads of Boarding travelled to the beautiful, but quite chilly, Clare Valley, two hours north of Adelaide to spend time in each other's company talking about – boarding. The exercise was based in the Jesuit Sevenhill Retreat Centre with just over half of the SA Heads of Boarding being able to manage to make space in their calendars for two days away from their boarding residence to spend time with colleagues.

I will often relate that trying to explain boarding to those not immersed in it is akin to explaining the colour blue to someone who has been without sight since birth. But to spend time with colleagues and just listening to each other's experiences and issues was incredibly affirming.

Taking part in this exercise were:

Rob Gill	Sacred Heart College
Kate Benjamin	St Joseph's School
Renee Coventry	Wilderness School
Phil Noble	Prince Alfred College
Kara Cleary	Scotch College
David Scholz	Scotch College
Lucy Fairlie-Jones	Seymour School
Bernie Dean	Immanuel College

The idea of this type of event came from the conduct of the SA Heads of Boarding in years gone by when we would spend many hours simply talking through our various travails and listening to the ups and downs of the other boarding houses – all in a spirit of care and consideration for each other. This engendered a very special spirit of trust and confidence in our colleagues in other boarding schools to a point whereby we were always able to reach out to request or give help and

advice and support to each other. As life in the boarding scene intensified and sped up, much of this ability to work deeply with each other was replaced by the ever growing needs and demands of our own residences. It was time to slow it all down again – albeit for just a short time.

As a group we worked from 1230 to 10.30pm on Thursday and then again from 9am to 1230 on the Friday. When I say worked, it was a matter of the group selecting a topic and then talking in-depth and at our own pace about our ideas and experiences relating to that topic. There was available to us two of the most important features of any true discussion – listening colleagues and the most important aspect of all – time. Each person would speak to the topic in their own time and be listened to by everyone else all without any pressure to complete by a certain time. This permitted deep and considered ruminations that I often found to be illuminating and educative. Some of the topics we covered were leave, parents and Principals, catering, laundry, COVID, boarding philosophies and practises as well as many others. The conversations ranged far and wide and everyone was able to put across everything that they wanted to express. All input was

under Chatham House rules so that all involved were comfortable to speak openly and honestly. Without this, the whole process would have been somewhat degraded.

This type of activity is the perfect foil to the intensity and busy-ness of life in boarding as it has developed in the last decade and of course, as it has morphed in the COVID environment. The perfect ingredient in all of this is TIME. There was no rush to complete our meetings before having to speed off to the next appointment or class or whatever was looming up on our schedule. The ability to just listen to peers and consider their words and relate them to our own experiences was absolutely invaluable.

The occasion was supported by ABSA who provided moral and, perhaps most importantly, financial support for this venture. Thank you very much to Richard and Tom for getting behind this event and we hope to establish this process as part of our calendar in future years. Special thanks also to Bernie Dean for arranging the two days.

“As someone relatively new to boarding, I found it to be so valuable to connect with colleagues from other boarding schools here in SA and share stories and experiences. It is evident that lots is being done collectively to support the young people in our care. A wonderful experience to be involved with” ■

#### **AUTHOR:**

Rob Gill  
Head of Boarding  
Sacred Heart College

# Give the parents of your international students *a best-in-class payment experience.*

Borders have reopened and international student recruitment is back on the strategic agenda for many boarding schools. Now is the perfect time to strengthen your school's value proposition by increasing the choice of payment options you provide to the parents of your international students. And Convera is the best payments company to help you achieve this.

As the largest non-bank, B2B cross-border payments company in the world, Convera serves more than 30,000 customers including education institutions. In Australia, Convera's solutions are used by 41 out of 43 public universities, most university pathway colleges and many private education providers. Globally, Convera's technology is used by over 1 million students and their families annually.

Convera's international payment portal is designed for boarding schools to capture tuition and other fees in Australian dollars, while providing parents of international students with the ability to pay in their home currency. There are no hidden fees so your school receives its invoiced amount in full, which means no more having to chase short payments. Meanwhile, parents know in advance how much the payments will cost in their local currency.

The portal accepts transactions in more than 140+ currencies and a variety of payment methods including local bank transfer, online banking, credit cards, online

banking, and digital e-wallets such as Alipay or WeChat Pay. The platform is available in ten different languages including Simplified and Traditional Chinese, Hindi, Spanish, Arabic, Japanese, Korean, Bahasa Indonesia and French, with 24/7 live chat support and payment tracking.

Convera also simplifies the reconciliation of incoming payments by providing daily settlement reports that can easily be uploaded to the school's account management system. Should refunds need to be made, a secure portal captures beneficiary details in a compliant manner so your school can efficiently issue a full or partial refund back to source.

If your school is a Synergetic SMS user that integrates with Xetta for schools, Convera is an integration partner that also provides a ready-made international payment gateway.

Convera can also support outbound payments, for things like international student recruitment commissions, across 200 countries and territories in over 140

currencies. And if your outbound international payment needs require more sophisticated risk management strategies, Convera has a dedicated team of specialists who can offer a range of derivative products including hedging, forwards, and options.

To learn more about Convera's education payment solutions, please contact our Education Payments Specialist, Mark Woolf – E:markwoo@convera.com M:0448 442 323 ■

Convera is a global leader in providing foreign exchange products and services and payment solutions and does business in Australia through Western Union Business Solutions (Australia) Pty Limited ("Convera") ABN 24 150 129 749 and AFSL 404092. Convera is the issuer of the financial products referred to in this article. A Product Disclosure Statement is available for each of the financial products that Convera issues and can be obtained by visiting our compliance and legal web page: <https://www.convera.com/en-au/compliance-legal/compliance> Convera is not affiliated with The Western Union Company and plans to change its name to Convera Australia Pty Ltd. The Western Union Company or its affiliates own all rights in the Western Union name.

#### **AUTHOR:**

Mark Woolf  
Sales Manager  
Education & Financial Institutions  
Convera



# 20 Confidence Tips

## *for staff and boarders alike*



- 1.** Self talk - only say good things to yourself. Replace “I’m hopeless / I’ll never do it” with “I can do this / I can do anything I want / I deserve this”. You really can change the way you think, by repetition, and since we ARE our thoughts, we can change ourselves in this way..
- 2.** Take just a small step towards whatever you’d like to do, but are worried about - then you get a feeling of progress, which shows you that you can do it. Break any scary challenge

down into steps, and then think “What’s an easy first step?” and then take it.

- 3.** Set goals that you are excited about - these will naturally pull you out of your comfort zone
- 4.** Realise you can change your Thoughts Loop. It’s just a loop. You might be stuck in “I can’t” which leads to either not trying or doing badly, which leads to poor results, which lead back to “I can’t”. You can change that loop to “I can” which

leads to trying and doing better, which leads to the proof that YOU CAN.

- 5.** Realise the COSTS of lack of courage, of not even trying. Worse job, worse treatment by boss, reduced success at selling, even relationships not as good as they could be. This stuff is important!
- 6.** It’s OK to fail. Good in fact, because failing is the proof that you are trying for something difficult. The most successful people fail often. And they know that it’s just a step along the way.
- 7.** Become an expert in something, which will build your confidence in all the other areas of your life as well.
- 8.** Make sure your food, sleep and exercise are all OK so you feel good. Feeling good is the first part of confidence. (PS alcohol is a depressant. Use sparingly!). Do some exercise, maybe weights, so you feel good about your appearance. Confidence shouldn’t come from how you look, but 10% of it always will, so get that done if you can.
- 9.** Everyone has a talent, something they are good at - discover yours!
- 10.** Leave your past behind. Your parents and school made you, but that’s all history now. You can choose to bin anything bad. It’s gone, it’s imaginary if you choose it to be.

11. Every weakness is also a strength, including all of yours! Bad memory? Write everything down and become efficient! Impatient = driven! Bad at detail = big thinker!
12. You have RIGHTS. The right to think whatever you like, say how you feel, ask for help, be heard by others in a meeting, etc. If people don't respect your rights then it's THEM that have a problem, not you.
13. Don't depend on the approval of others. Don't even seek it. Who cares what they think! You'll never really know anyway. YOU decide if you're OK or not.
14. Stop comparing yourself with other people, it's a road to nowhere, especially via Instagram etc because on there it's mostly fake, the best moment of the holiday, only the good bits, the new outfit perfectly lit from the right angle etc. Ignore all that. You are you and that's fine.
15. Say "yet". I'm not good at doing presentations "yet". I'm not fluent in Spanish "yet".
16. Volunteer for everything you can. It may be scary sometimes, but you'll learn, you'll have fun, you'll achieve, and you'll feel good about yourself.
17. Travel and see the world. You'll see how lucky and how capable you really are. Start with India!
18. Make the Random Ratchet work in your favour. We all get a mixture of cards dealt to us, good and bad, so it's about how you use them. Low confidence means you think the good things were luck and the bad things were your fault. Replace this with confident interpretations - the good things were due to your skill, and the bad things were luck.
19. Ditch negative and toxic people from your life. They only drag you down, so don't see them any more.
20. Consider a coach, who you pay to help you work on your plans. If not, set up a mastermind group of positive supportive friends who meet up and help each other to be the best they can be. (PS I'm not a coach, please don't ask me to be yours, I'm a writer and video maker!) But I do HAVE a coach, and I am also in TWO mastermind groups – I highly recommend those, they are free, and they involve eating curry as a side benefit!

Onwards and upwards! ■

#### AUTHOR

Chris Croft  
Chris Croft Training  
[chris@chriscrofttraining.co.uk](mailto:chris@chriscrofttraining.co.uk)

# SAVANT CARE & SAVANT DREAMZ

Designed in conjunction with



The Savant Range are specially designed in partnership with the Australian Boarding Schools Association and used throughout many boarding schools in Australia.

- Fire Retardant
- Premium Foam Comfort Layers
- Heavy Duty Center Support Zone



*Savant*  
INSPIRED LIFESTYLE

Unit 2, 29/71 Saltwater Circuit, Narangba QLD  
PH: 07 3284 3133 or 0498 002 233

# What cost of living pressures mean for boarding families and schools

Amid rising inflation and interest rates, families across Australia are facing growing pressures on their household budgets. Adapting to increases in the cost of living will have implications for how much families can spend on education, with impacts to school finances and enrolments.

## Inflation at the highest rate in over 20 years

The inflation rate has been steadily increasing since the initial lockdown of the pandemic and has risen to 6.1% as of June 2022. This has been largely driven by essential non-discretionary items such as food, housing, healthcare, transport and education.

Financial analysis of 2,000 households by Edstart found that increases in costs of goods and services have resulted in the average household expense to income ratio, excluding housing and education, to rise by 11% over the past two years (See Figure 1).

## Housing and education are the biggest expense items

The impact of rising costs on the household budget is even greater when factoring in housing. Our analysis found that housing and education are two of the largest household expenses, with families allocating almost half of their income to those items (See Figure 2).

Many families are spending more on housing as a result of higher interest rates affecting mortgage repayments as well as increases in rent across many parts of Australia. Our modelling projects the average income allocated to housing will increase by 6% compared to a year ago, with surplus for households rapidly diminishing (See Figure 3).

This will likely result in more families having less room in their budget to fund education costs, and be forced to review the schooling arrangements of their children as affordability decreases.

Average household expenses to income

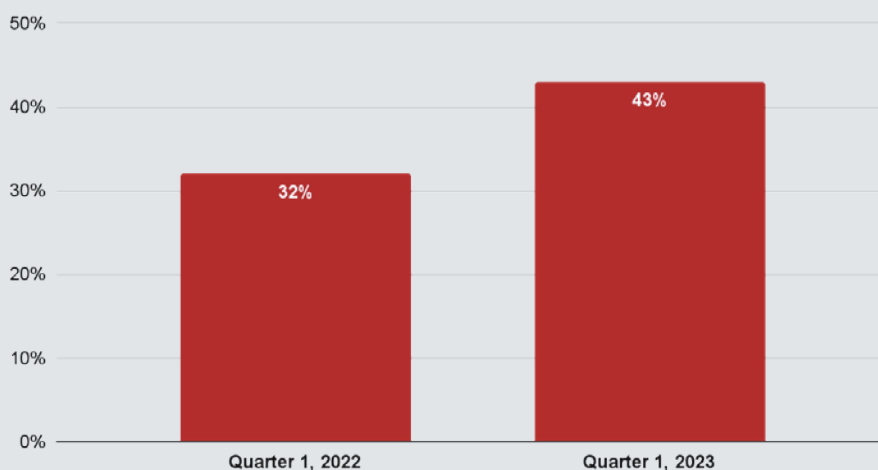


FIGURE 1: AVERAGE HOUSEHOLD EXPENSE TO INCOME RATIO (EXCLUDING HOUSING AND EDUCATION)

Allocation of household income

Quarter 1, 2022

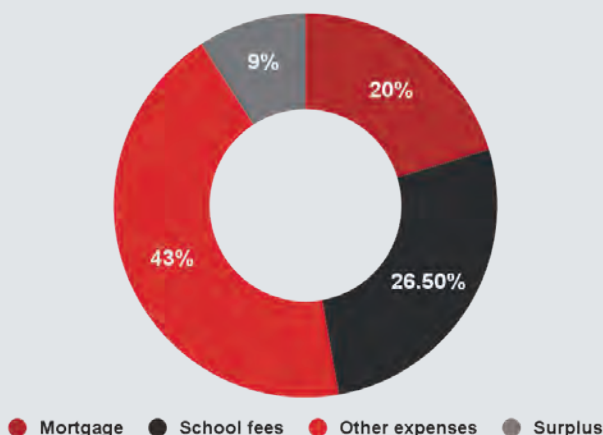


FIGURE 2: AVERAGE ALLOCATION OF HOUSEHOLD INCOME - QUARTER 1, 2022





### Allocation of household income

Quarter 1, 2023

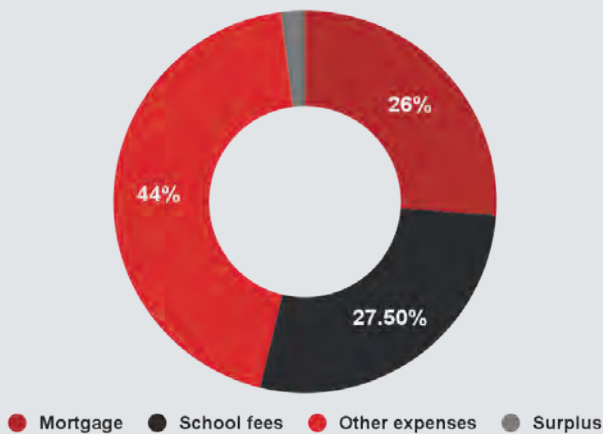


FIGURE 3: PROJECTED ALLOCATION OF HOUSEHOLD INCOME - QUARTER 1, 2023

### Impact is greater for boarding families

The pressure on boarding families is even greater as they have to manage not just the cost of tuition, but also boarding fees that can add between \$10,000 to \$34,000

extra per year for each student.

Planning and budgeting are key to meeting the challenges ahead. Providing parents with greater flexibility with their tuition and boarding fees is

critical to help align fee payments with their budget.

Many schools and families have turned to Edstart to help them sustainably budget for school fees. In the past six months, we have seen customer numbers more than double, with total payment plans issued surpassing \$500m.

Edstart has now funded students at over 600 schools, spread across every Australian state and territory. By helping our partner schools give more flexibility and choice to families, we're able to minimise disruption to students' education and help reduce the risk of schools losing enrolments. ■

**AUTHOR:**  
Jack Stevens  
CEO  
Edstart



# Flipping Boarding Spaces *on a Budget*

The challenge for any school who has a boarding facility is twofold. Firstly it needs to be able to stay fresh and provide a space that is appealing for new enrolments when taking perspective parents around and secondly the boarders who live in the environment need to have a place they feel proud to live in and be in.

It is often said “it’s the teacher not the classroom that makes the difference to a school” however I would add for boarding to say it’s also a home as well as an educational environment. Boarding needs to have the right staff with their duty in pastoral care, active-duty presence and governance in place to operate, like the teacher in the classroom, to make the difference but the building fabric in boarding plays a significant role in how you are compared to and marketed against your competitors.

Branding is a big part of any school and flipping old, tired spaces can be a game changer for your boarding brand in any climate.

Branding in a school is put simply “your brand is your promise to your students and families. It tells them what they can expect from your educational experience, and it differentiates your offering from that of your competitors”. *Entrepreneur Magazine, Branding - <https://www.entrepreneur.com/encyclopedia/branding>*

The main question a parent will ask themselves when they are looking at a boarding school is “is this a place that I want my child to live in”?

That question comes with a lot packed around it, from the culture and feel, to the facilities and the condition it is in.

It doesn't matter if your boarding house is new, 20, or even over 100 + years old. What is important is how it presents and how it is perceived.

## ADAPTIVE CHALLENGE

It can be an adaptive challenge rather than a traditional challenge to address, as it may not be easily defined or solved; you may require new learning around understanding what the challenges are and how to develop capabilities to address it. This cannot be done by the Head of Boarding alone. Rather their role is to create conditions that enable the boarding staff and boarders with the problem to learn how to address it. This then puts them in a unique position of both being the source of the problem and having the seeds to its solution.

Buy-in from staff and students is fundamental in any adaptive change. If you are fortunate enough to have big spaces that are empty or used as storage, these can be great spaces to flip. Taking key staff and students around your boarding houses and tasking them with presenting three ideas that can value add to their space can be a great tool for finding out fresh ideas. Once the ideas are prioritised and clear, the ability to fund the flip is critical to the success.

## KEY STAFF

Working in partnership with key staff around the school is critical to providing the right solutions.

Key staff may include the Principal, Business Manager, Property Manager, and internal or external contractors. Boarding Houses generally tend to be below Teaching and Learning in Strategic School Plans when prioritizing school growth.

The principal may also need convincing to see the strategic benefits for completing low-cost space flips.

Property Manager at Launceston Church Grammar School, Steve Donaghy, said

“The project objective as outlined by the Grammar Head of Boarding, was to come up with a concept which would achieve key imperatives, such as

- (i) creating a sense of privacy for each boarder
- (ii) maintaining egress paths
- (iii) lifting the ambient look and feel of the space,
- (iv) minimising the impact on essential services, such as smoke detection, area lighting systems and similar
- (v) provide and uncomplicated and energy efficient air tempering systems, and finally
- (vi) accomplish these objectives for minimal capital outlay.

The concept chosen by the Head of Boarding primarily relied upon cooperative input from a local builder, painter and heat pump specialist, who worked together to produce the desired outcome in an expedient timeframe. The cooperative nature of the relationship between Boarding Operations and Property Services has led to several progressive and successful improvements to an internal space which needed improvement and modernisation”

## BOARDERS

Student Leadership groups are a great source to find out from your boarders what they want in their house. A good example was when some of our Grade ten girls came back from the ABSA leadership day, they met with me and discussed some opportunities in the boarding house. This was an exciting space to be in as a Head of Boarding, as one of the girls started in Grade seven and had seen three new Heads of Boarding rotate through ‘her’ space and the place was looking tired. The girls wanted a breakout room where they could use it for some downtime with watching a movie or using the play stations or even a bit of karaoke. We investigated this space and through a collaborated effort were able to create a low budget flip which has value added to their living environment.

## BUDGETING

Ensuring adequate funds are structured into your capital budget expenditure each year for a space flip can assist in finding the monetary resources to achieving a fresh look. Booking in time is a great way

of allowing time and space to get an idea up for the following financial year. You need to set time aside to plan for change. Meeting with the Property Manager is a way of finding out what is realistically achievable and if you have one with a commercial project management building background, then you have a valuable resource on hand to provide an expert solution to your needs, who can provide a means and way of financing and building a solution.

At Launceston Church Grammar School we celebrated 175 years last year and hold the title as the oldest continually running boarding school in Australia. When you have buildings nudging 100 years old and a history of 175 years, it's important to stay fresh. This doesn't mean the solution is to just give it a lick of paint. The external provides our parents, particularly the International ones, with a sense of history and security around our educational brand. The internal can create many exciting benefits to boarders through big spaces that can be converted into modern contemporary pods to live in. The cost to modify and flip a big room for us was significantly reduced by having a builder who has an adaptive approach and is familiar with our needs. In our case, we were able to walk around one of our big opens rooms and discuss what we wanted in terms of living and break out spaces. Once Geoff Foley, our builder, started, we found a few modifications that changed our brief but improved our space, so he was adaptive enough to be able to change, before going too far into it. The result for us is a very bespoke set up that has exceeded our brief and delivered in a fiscal budget both in time and cost.

We have evolved our model due to being governed by fiscal constraints and student numbers when looking at our boarding spaces over the years. What I really like about the experience here at Launceston Church Grammar School is that by engaging the right people with the right skill-sets who are likeminded you can achieve amazing results. ■

### AUTHOR:

Ash Keatch

Head of Boarding

Launceston Church Grammar School



# Schools are changing. *School marketing must change too.*

Something I have always rallied against throughout my entire career is the notion of, “We do it this way because that’s the way it’s always been done.”

**C**all me a desperate overachiever, but I believe we can always be seeking out new ways to improve the way we do things and working towards better outcomes in our roles.

You may be thinking, “Schools haven’t really changed that much since the industrial revolution. What on earth are you talking about?”

That’s a fair question.

The truth is, there are movements taking place in schools that make me incredibly excited about the future of education.

New ideas are emerging.

Change is happening.

Pockets of the country are leaning into innovation in learning.

I recently visited Sydney on a Contemporary Learning Tour with educators from around Australia who are investigating how to change education for the better and learning from those who are leading the way.

Let’s be clear: this is not all about implementing new technologies.

This is about changing the way we facilitate learning for students that celebrates and stimulates their natural curiosity, wonder and creativity.

It’s about listening to student voice and giving our learners agency and power in the way they learn.

It’s about not doing things just because that’s the way it’s always been done.

I love the space that my teaching colleagues are exploring, looking at how we

can completely reinvigorate primary and secondary education so that our children experience exceptional learning that will help them to thrive in a future that we can only imagine.

But I work in school marketing.

I am not a teacher.

So, what am I doing in this space to help our industry to evolve and move forward?

A couple of years ago, I enlisted the services of an international film crew called The Film Guys to create a marketing video for Concordia – it was unlike anything we have been doing in school marketing in Australia.

Queensland’s Best Kept Secret went viral – gathering more than 80,000 views across Facebook and YouTube and an abundance of positive feedback.

So, why did it work?

After all, we basically poked fun at ourselves and broke all the rules when it

comes to marketing a school.

That's precisely why people loved it - because it was pretty much the opposite of what we've been doing in school marketing over the decades.

But there were some people - within schools and the school marketing profession - who didn't get it.

There are those who feel that the traditional, tried and tested methods that have been used for decades are the right way to do school marketing.

They are entitled to their opinion.

And I am entitled to mine.

I believe school marketing needs to be better.

The reason I made that video was because I was so bored with every school marketing video looking the same.

We can do better.

The reality is that we are not doing our

educators who are working to effect real change any favours by focusing our efforts on traditional ideas of what sells schools.

Again, this is not about using new technologies. They are just modes of delivery.

This is about changing the narrative around what school could, should and will be in the not so distant future.

After all, it's our job to help educate prospective families about what education can provide our children and how that differs from their own personal experience.

So, here's my advice to other school marketing professionals out there who agree that we can be more innovative, more creative and more exciting in what we do:

Throw out the rule book.

Trust your gut.

Take risks.

Be prepared to fail forward.

Let's be pioneers. It may not be easy, but

it will be interesting and fulfilling.

And we may just move our industry forward.

Let's make school marketing what it could be...not what it always has been. ■



**AUTHOR:**

Bianca Coleborn is the Director of Marketing and Enrolments at Concordia Lutheran College in Toowoomba, Queensland. She is also the Founder of *School Marketing Manifesto*, a consultancy that helps schools develop innovative marketing strategies that boost enrolments and stimulate positive word of mouth.

## Keep your school community safe and connected at the touch of a button



Connect via video call, voice call or instant chat 24/7



On demand access to our professional response centre with over 60 years of experience



Set a WatchMe timer for personalised monitoring



### EXCLUSIVE OFFERS\*

\*For ABSA school members only



Get in touch today!



# If you were given thirty minutes to spend time with someone interesting, *who would you choose?*



1. a famous author of a book you enjoyed?
2. a family member or close friend?
3. a recent acquaintance with whom you have much in common?

According to research, the answer you give will be influenced by how old you are.

In a fascinating set of studies by social researcher Laura Carstensen, people in their twenties, forties, and seventies were given these same choices. Older people overwhelmingly chose to spend time with family and close friends. Younger people, in contrast, distributed their responses across all three options.

Carstensen and her team were curious and wanted to understand why older people responded differently to younger people. Are they less open to new experiences? Do they have different values? Are their choices impacted by their experiences of time?

To investigate these questions, the research team repeated the study with altered conditions. The results were starkly different.

In the second study, younger people were asked the same question with an additional caveat – they only had “half an hour before moving across the country to live.” With less time, younger people made the

choice to spend time with close friends and family rather than meet people they hardly knew.

In contrast, when older people were asked how they would respond “if they knew they had twenty additional years of life,” they distributed their responses across all three categories. Older people responded like younger people when they were guaranteed a longer timeframe.

Different timeline. Different responses. Interesting.

These studies are important. They suggest that the way we set goals, form priorities, and arrange our choices are determined by how much time we perceive we have left in life.

If we believe we have years or decades before us, we tend to be more future focused, broaden our experiences and pursue longer-term activities. If we believe we are closer to death, we are more likely to narrow our choices, reduce our breadth of experiences, and prioritise time with those who are dearest to us.

This has significant implications when

seeking to understand how to make wise decisions, day by day, over the journey of our life.

## LIVE EVERY DAY AS IF IT IS YOUR LAST?

There is a popular saying in self-help literature: “Live every day as if it is your last.” This may sound like good advice but can we really live this way?

I first heard this saying when watching a keynote address by the late Steve Jobs. Speaking at Stanford University, Jobs compelled a group of new graduates to live every day as if it was their last. I understand why this speech was motivating. Jobs was encouraging us to live in the moment and not take life for granted. He was imploring us to make decisions without fear. I support these motivations, in theory.

But then I started to think, “how can this work in practice?” If I live for today, what about tomorrow? Is it smart to live as if there is no tomorrow when I have a family to raise, a business to build, and a twenty year mortgage to service? Live in the present or plan for the future? How can I reconcile my tension with these different time demands?

Here is where I find Carstensen’s research to be of value. Wisdom is both contextual and time-oriented, and must be shaped by our age and stage of life. For the choices

we make will inevitably be impacted by how much time we think we have left to live. Steve Jobs, who was fighting cancer at the time of giving his keynote, argued the logic of “living in the moment.” But we must remember where he was situated in the seasons of life. His career had been established. He had money in the bank. His children had left home. Why delay gratification and plan for the future when time is running out?

But Jobs wasn't speaking to people like himself. He was speaking to a group of young graduates, with decades of life before them as they prepared to enter the workforce. He was speaking to Carstensen's twenty year old cohort, rather than her seventy year old cohort, which is surely worth considering when giving sage advice.

Seize the day, yes. Live today as if it's your last, maybe not? At least not literally.

For when we are young, there is much value in preparing for a better future. This involves delaying gratification and putting off the immediacy of today for tomorrow. It involves saving money, studying a degree, building relational networks, travelling the world, and learning new skills. For as Carstensen discovered, it makes sense for younger people to invest in new relationships and to broaden their experiences – assuming they have plenty of life ahead of them.

But as we near the finish line, logic determines that we invest our limited life in different ways. This may explain why older people in Carstensen's study were less interested in forming new relationships. The payoff isn't the same. For how can a new acquaintance become an 'old friend' if there isn't enough time? With increasing age there's also less time to master new skills. This may be why older people seem to relish and gain satisfaction from the memories, experiences and relationships they already have.

So age matters. Our perspectives and priorities are deeply impacted by our remaining timeline. It's not about being young or old per se. It's about how much time we perceive we have left. For people tend to make different choices when they only have thirty minutes to catch a plane, compared with all the time in the world.

## PRACTICAL APPLICATION

How do we use these concepts and apply them in practice?

Firstly, I suggest we take care when giving people advice, or at the very least, remember that wisdom requires we consider a person's age and stage in life.

For example, when talking with young people I am likely to encourage them to broaden their experiences. Throw caution to the wind. Travel the world. Meet lots of new people. Start new hobbies. Get new experiences. Why this advice? It's about preparing for the future. By broadening one's skills, experiences and relationships, a young person has a better chance of discovering who they are, what they believe, and what they are good at – all necessary for a healthy future self.

In contrast, when I coach leaders in the mid-life slump, typically between forty and fifty years of age, my advice is quite different. By middle-age, most people have networks and experiences, and not enough focus. They have too many commitments, too many priorities, too many options, and the burden of choice and responsibility is weighing them down. Opposite to our youth, in the middle of life it's often best to narrow our skills and eliminate our options. What can we eliminate from our life? What can we outsource or stop doing? How can we deepen our existing relationships? How can we say “yes” to a few things by saying “no” or “not yet” to a lot?

Context is everything. Different timelines bring different choices. So let's be considerate of this when giving advice.

## SHIFTING THE SPOTLIGHT

The second practical application is to shift the spotlight when making decisions.

If you have too many choices and are stuck in analysis paralysis, can you stand back and examine your situation from a different time-perspective? How might the march of time impact the way you feel about this situation?

For example, would you respond differently if you had just one day to live? What about one week? What about one year? What about another eighty years?

Zoom in and zoom out. It's a useful activity. What might your current self say about the problem? What might your future self say about the decision?

By considering the impact of time on our choices we can consider new data and increase our ability to make informed decisions. Each perspective has something unique to offer. By narrowing and broadening our horizons we can learn to think both old and young at the same time.

## TODAY AND TOMORROW

Steve Jobs was not wrong but his advice must be heeded with caution.

There is great value in pursuing a life lived in the moment. Living for 'today' can be a great motivator to spend more time with our children, appreciate our partner, or pursue passion projects that might fail. The immediate perspective is gutsy, emotional and activating. We need this to live our best life.

At the same time, the myopic perspective of 'today' is often inadequate for the twists and turns of 'tomorrow.' There is value in NOT living in the moment – in delaying gratification, pursuing longer-term projects, and in sacrificing one's desires for the betterment of our future self.

Here lies the tension of adulthood; being present in the moment while at the same time investing in a longer-term legacy. Some days we need to remind ourselves to live the moment. Other days we need to visualise ourselves at the end of our lives and make decisions accordingly. Zoom in and zoom out. Between these polarities is wisdom – an appropriate answer to how I might best use my time, at any given moment, considering both today and tomorrow.

What does it mean for you to live in the moment? What does it mean for you to plan for the future? And how are you navigating the tension between these two realities? ■

### AUTHOR:

Daniel Sih

Director, Author, Speaker

Spacemakers

[www.spacemakers.com.au](http://www.spacemakers.com.au)

# Improve Parent Engagement *with a Mobile App for Schools*

Unlike day school parents who are often on campus and attending events, boarding parents cannot just swing by and watch a sports event or attend the latest theatre production.

**M**any marketing teams spend a lot of time on a parent portal and a newsletter for their boarding parents, but ultimately find they both have low engagement which can lead to parent dissatisfaction and retention. But by putting the most relevant and up-to-date information in the palm of their hands, a mobile app is a great way to increase engagement and reinforce the value of your boarding school.

## WHY YOUR BOARDING SCHOOL NEEDS A MOBILE APP

A recent report revealed that Australians spent close to four hours of their day on their mobile device, indicating that mobile apps are the perfect device for engaging today's parents with the technology they're already using throughout the day.

So if your school does not have a mobile app, here are four reasons why it's time to invest:

1. You want to cultivate a happier, more engaged community. With dynamic content filters and customized user groups, parents can receive only the information that's most relevant to them, like the latest scores for the rugby team, or the updates from the senior school. Because of the immediacy and transparency of communications, a personalised experience helps build brand loyalty.

2. You're a small team. If you're a one-person office or your team is short of time, mobile apps can help you make the most of your resources. News alerts, school calendars, community portal announcements, and the latest school website updates are pushed directly to your mobile app. With Create Once, Publish Everywhere functionality, you create the content once and the updates appear automatically across devices, including your mobile app.
3. You have a large community of millennial parents. Millennial parents like being in the know — without having to scour social media or search their inboxes to find the latest updates or weekly newsletter. A mobile app puts the latest notifications right at their fingertips without having to load your website, sign into social media, or navigate a parent portal.
4. If your school is using social media as its primary means of communication, a mobile app is essential. When it comes to sharing critical information and important updates, a social platform isn't the best option for communicating with your community. Some schools think that social media is a mobile-first strategy because parents access these platforms primarily on mobile devices, but social media leaves too much out of your control, and not every parent is active on social media. Control the narrative, and implement the communication strategy your school intended.

## WHAT MAKES A GREAT MOBILE APP?

You might find a local company to build you a quick and cheap app, but that's probably not the best solution. Since a mobile app will become such an important part of your overall communication strategy, it needs to include:

### Seamless integration with your school website

Ensuring your mobile app integrates with your website platform is key to ensuring a positive cross-platform experience while your parents are staying informed. And by implementing C.O.P.E. functionality, you only have to put information in one place, one time, and updates from your website are automatically sent to your mobile app without lifting a finger. With secure and automatic updates and regular data syncs, you know your mobile app is creating a safer online experience.

### Content personalisation

Dynamic content filters and custom constituent groups put the latest content into the hands of the most appropriate users. No more irrelevant updates that don't impact certain parent groups, no more information overload — parents can create the best user experience by accessing only the content that matters most to them.

### Push notifications

More than 80% of mobile users have push notifications enabled on their smartphones — meaning they want up-to-the-minute updates. Push notifications are a proven way to keep your school community engaged, so don't purchase an app without them!



## Custom branding and a consistent user experience

Your parents expect a modern user experience and will adopt an app more readily if it meets their high expectations. In addition to the overall aesthetic and interface, customizing your app with your branded school colors and logos will ensure a consistent and seamless cross-platform experience.

## CONTENT TO INCLUDE IN A SCHOOL'S MOBILE APP

In creating apps for schools around the world, Finalsité knows which content is most engaging and useful for mobile users. By placing all of this information within thumbs-reach of your parents, you're ensuring that they have constant access to the information they care about the most.

### Must-have app content includes:

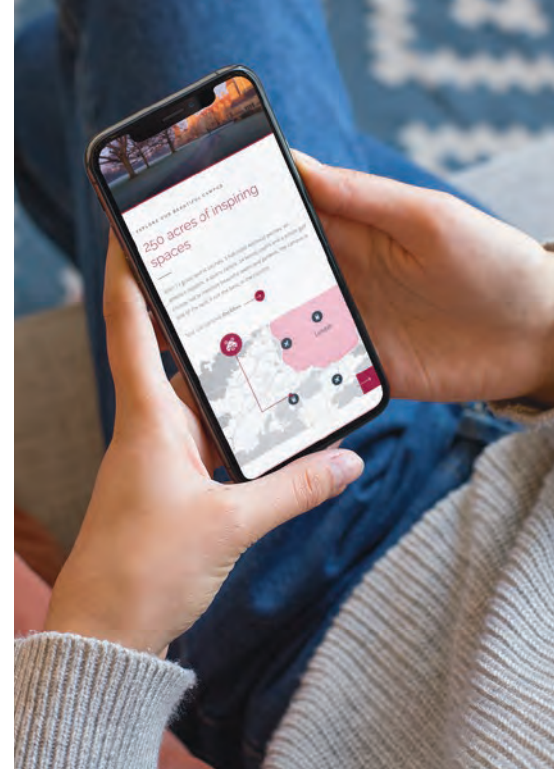
- Events - create custom calendars with filters for the time, date, location, and more details for upcoming events.
- News updates - share the latest stories about your students, teachers, alumni, and school community.

- Custom directories - get to know your community and view contact information for faculty and staff, alumni, or other parents.
- Multimedia content like images, videos, and documents to showcase sporting events, theater productions, school events, and more!

## KEY TAKEAWAY

While your school's website should be focused on reaching prospective families and showing the value of your programs, your mobile app provides a convenient central hub for keeping your community engaged with the latest news, information, and events. With higher engagement, you can start to build stronger connections that will help support retention efforts at your school.

If your school is looking to roll out a mobile app to better engage your parents, check out The Ultimate Guide to Mobile Apps for Schools at <https://www.finalsite.com/blog/p/~board/b/post/mobile-app-for-schools-guide> or reach out to the team at Finalsité to learn how we can help. ■



### AUTHOR:

Debbie Eisenach and  
Connor Gleason,  
Finalsite

Finalsite are the web designers  
and providers for the Australian  
Boarding Schools Association



# A standout career starts at Bond

- #1 for employer satisfaction in Australia in 2017, 2019 and 2020\*
- #1 in Australia for learner engagement\*\*
- #1 in Australia for student experience 17 years in a row\*\*



Apply direct at [bond.edu.au](https://bond.edu.au)

Finance your studies with FEE-HELP



CRICOS Provider Code 000175  
TEQSA Provider Number PRV12072

\* 2020 Employer Satisfaction Survey  
\*\* 2023 Good Universities Guide

# Creating a suicide safer community *in a Boarding House*

Our inner-city girls' Boarding House is, in many ways, a microcosm of the broader social and health influences that shape our society. We don't exist in isolation from national or global influences, in fact, much like the serpentine Brisbane River that coils past our doorstep, in boarding we are also shaped by the contours of health trends.

In this context, it came as no surprise to us that the reported decline in youth mental health, and documented incline in young people (particularly girls) reporting high, or very high levels of psychological distress over the past year (1), was an issue our staff and students were regularly faced with. In our roles, one of our most anticipated late-night rituals is to read the REACH reports that sign off each duty and form an integral part of ensuring continuity of care. Increasingly we were seeing reports from our senior staff of their concerns around the behaviours of those students we might consider 'at risk', as well as those boarders who were becoming 'helpers' and taking on the responsibility of being the nocturnal accidental counsellor to their boarding peers.

We felt our boarders were reaching out for some tools to empower them to both assist themselves and their peers. Mindful of not wanting to burden our helpers, but passionate about finding some ways for them to develop moral and social agency, we began a series of conversations with students, staff, parents, our School's leadership team and each other, about what this might actually look like.

Here's a brief collage of our thinking and processes that demonstrates how we landed at holding a half day SafeTALK workshop for 14 of our Year 11 and Year 12 boarders, on a rainy Sunday in

May. The workshop, run by experts from Living Works Australia, is a suicide intervention program that trains anyone over the age of 15 to become suicide-alert helpers.

## WHY SAFETALK?

Our senior school boarders were telling us they wanted to learn more about mental health and ways to assist themselves and their friends. This has been an ongoing focus in our Boarding House through the support of the girls' initiatives for the Blue Tree Project, which aims to breakdown the stigma associated with mental health concerns, and our annual RUOK? - themed dinners and student-led conversations.

SafeTALK is a well-established and research-based suicide alert program that has been used in communities, schools and workplaces over the past 20 years. We had key staff who, as part of their Professional Development, had been previously trained in safeASIST, which is a more comprehensive two-day training course in suicide intervention. We were looking for a program that was suitable for teenagers and that would align with the support training we already had in place with our staff. It was important that we had safeASIST trained staff, working with our Year 11 and 12 students, as part of the safeTALK

module is knowing how and who to pass students of concern to.

## WHAT DO WE CALL IT? GETTING THE MESSAGE RIGHT.

We spent a lot of time getting our language and wording right, words matter! We initially had some worries about how to communicate to our parents and girls about safeTALK training and suicide alertness. *If we used the word suicide would this be alarming? Would parents think we had an epidemic of suicide ideation in the Boarding House? Would boarders think we were pressuring them to become interventionists and adding to their mental load?*

We navigated these concerns through lots of communication with the Living Works team and through discussions with the girls. Our Year 11 and 12 students were so enthusiastic about learning these skills, and developing their own boundary setting capabilities. We took our motivation from what they were telling us they wanted to learn more about. Of course, we pored over our words carefully and sent communications through to our community, explaining the 'Why' and 'How' and asking for parent consent if their daughter was to participate.

The response from our parents was 100% positive. Many took the time to email us individually with comments like this: Thank you for organising this valuable training for our girls. We know this will give them relevant skills that will empower them through their lifetime. We may have accidentally sent the communications out to our day school parents as well (whoops! – real-life learning moment right there!) who also responded positively and were disappointed to hear this was, in its first iteration, a boarder only experience!



## WHAT IS A SUICIDE SAFER COMMUNITY?

At the heart of safeTALK and safeASIST is creating a suicide safer community. We understand we cannot stop suicide but we can do much to make our boarding, school and broader community suicide safer by training staff, and students, to be on the lookout for the signs that things aren't quite right with their peers and friends.

## STUDENT AGENCY – WAYS TO INCREASE STUDENT WELLBEING

The impetus for the safeTALK training came from our boarders. Student agency is a significant aspect of developing student wellbeing as it 'implies a sense of responsibility as students participate in society and aim to influence people, events and circumstances for the better' (3). Participating in safeTALK developed our boarders' moral and social agency; by helping them to recognise the needs of others, and developing further in them, the rights and responsibilities related to living in a community.

## BOARDERS' REFLECTIONS

Our safeTALK trainer, Robyn Lawrence, created a safe, empowering and positive workshop for our boarders. The feedback from the students, collected on the day and re-printed with permission, was wholly affirming. Below is a sample of participant feedback.

- *How prepared do you now feel to talk directly and openly to a person about their thoughts of suicide?*
  - 80% of participants said they were Well prepared
  - 20% of participants said they were Mostly prepared
- *I feel confident in my skills and ability to have these difficult conversations now. The workshop was engaging and interactive with opportunities to ask questions*
- *Feel like I know what signs to look out for and how to help someone*
- *I feel quite confident to now pick up the signs and confidently ask somebody if they are thinking of suicide. I am very excited to potentially go to the ASIST program when I am 18 to extend my knowledge*
- *I am fine with the training and it feels easier to help someone, bring up the conversation and ask directly about suicide now that I am more knowledgeable. It was overall really good and not too long.*

## OUR REFLECTIONS

We would recommend safeTALK as an opt-in workshop for boarding students who have expressed an interest in learning more about mental health and ways to assist their friends. We know that our students are much more likely to seek help from each other and are often the frontline workers when it comes to listening and responding to their peers. Statistics tell us that suicide continues

to be the leading cause of death for young Australians (4) and that one in 13 young people will seriously consider a suicide attempt. (5)

It is important to have staff who are trained in safeASIST as these 'boarding heroes' become invaluable resources as the students process their safeTALK experience and then, further down the track, engage in conversations when they are concerned about a friends' mental wellbeing.

Engaging parents, staff and students is critical and a step towards co-agency whereby the whole community is working together; we all considered ourselves as learners in this process. ■

### References

1. <https://www.beyondblue.org.au/media/statistics>
2. <https://www.livingworks.com.au/programs/safetalk/>
3. OECD (2019), Future of Education and Skills 2030, Student Agency for 2030t <https://www.oecd.org/education/2030-project/>
4. <https://www.beyondblue.org.au/media/statistics>
5. <https://www.beyondblue.org.au/media/statistics>

### AUTHORS:

Frances Greene – Head of Boarding  
and Kathryn Emtage - Deputy Head  
of Boarding  
Somerville House

# ‘Quo Vadis, Positive Psychology?’ *The Positivity Phenomenon*

The positivity phenomenon and its suitability for boarding education theory: exploring strengths, challenges, emerging themes, and future directions.

‘Well-being is attained little by little, and nevertheless is no little thing itself’

## Zeno of Citium

(in Diogenes Laërtius 2015, Book 7:Ch.1)

School residential care has developed significantly in the last two decades to embrace more holistic and inclusive duty-of-care models, and is emerging as an educational field in its own right. The movement to create purposeful and progressive frameworks of residential care that address increasingly complex webs of relationships, contexts and expectations, and that aim to advance boarder academic and pastoral outcomes, with ‘well-being’ and ‘flourishing’ the new catch-cry, is central to this phenomenon.

Shifts in boarding pedagogy and practice correlate more broadly with societal shifts underpinned by the ‘happiness turn’ and the rise of the ‘new science of happiness’.

## Positive Psychology (PP).

Claiming to cultivate positive emotional states that nourish individual well-being, PP has, over the last two decades, gained traction in mainstream cultural, educational, eco-political, media and health narratives, to inspire a global wellness industry valued at trillions of American dollars per annum. Yet for all PP’s exponential growth in research, application and popularity, criticism of its efficacy has also developed apace. Central to this critical discourse is the view that, as an opiate for ill-being, PP offers an empirically

light-weight, de-contextualised, a-cultural and a-historical series of formulaic, data-justified happiness-targeting techniques and interventions, which weaken rather than boost relational and contextual understandings of well-being.

While there has been very limited published boarding sector research per se, there has also been, to my knowledge, inadequate published research on the impact of PP on boarding community understandings of well-being and no call to adopt a ‘positive boarding’ framework, despite recent seismic societal well-being shifts in this direction. Nor is there an existing comprehensive macro-theory or philosophy of boarding education, nor a robust conversation about such theory within the boarding sector, other than idiosyncratic piecemeal selections from faith-based traditions, school vision-and-values statements, humanistic psychology, psychodynamic and attachment behaviour approaches, positive youth development theories, ecological systems’ perspectives and, most recently, positive education interventions. As far as I can discern, boarding education research has either been micro in its scope, or subsumed into broader whole-school well-being appraisals and meta-analyses.

As an educator committed to imagining, designing and implementing life-meaning culture-of-care models for residential living, I find myself at the interface of the positivity polemic, attracted by PP’s promise and hopeful that it might, in the absence of any existing broad-based theory of boarding, provide an

A Research Study undertaken as part of the Master’s Degree in Residential Education Program, under the joint auspices of CEBER, ABSA, BSA and the University of Buckingham.

effective ‘positive boarding’ framework, yet also sceptical of its canon and doubtful whether it can deliver on its claims. Having spent over 30 years in education, 20 of which have been in boarding settings, I understand that schools are notoriously slow in embracing the disruption of the new, for a complex range of valid interrelated resource-based reasons, and that pedagogies, theories and approaches have their entrances and exits, often re-linguaged, rhetorical and recycled reiterations of existing or pre-existing educational models, and so doubts remain about PP’s pedagogical and pastoral capacity to offer any new philosophically sound rationale for well-being, or a radically life-altering ‘formula for flourishing’ that recognises the provisionality of lived experience, especially in trans-cultural and trans-national contexts, despite its claims to the contrary.

Hence, to assess whether PP delivers on its claims, and to gauge the impact and potential of its discourse, frame the general thrust of this research, guided by the

overarching question, 'Quo Vadis, Positive Psychology?' To address the lack of rigorous research in residential education, and guided by the view that no macro boarding theory exists, along with a personal desire to contribute substantially to furthering the cause of boarding education theory (BET) in its own right, gives this seeding study its particular focus, namely, can 'the positivity phenomenon' offer a legitimate praxis-in-process framework for boarding school communities?

Through an interpretivist-transformative lens, this seeding study demystifies the many interrelated, polemical strands in PP literature and practice, gauges the current appetite for and uptake of this 'positivity phenomenon' in boarding communities, and synthesises a wide range of views from within boarding circles about the relevance and future of BET itself and the viability of PP to fill this lack-of-boardingphilosophy 'gap'. Using data distilled from a critical discourse analysis (CDA) of PP specialist interviewees, a questionnaire survey undertaken by boarding educators, and a series of boarding-educator focus group interviews, it concludes by making a series of

recommendations to grow BET, and encourages and challenges those who work in the sector to engage more robustly in its formulation. ■

**Note:**

- The full dissertation (sans research data) can be downloaded from CEBER on the ABSA website.
- Should you be interested in viewing the appendices pertaining to the Inspired Boarding Program (IBP), and the data collated from the CDA, Questionnaire Survey and Focus Group Interviews used in this research dissertation, I'd be happy to make them available to you.
- You can email me at: jeremonymholt@gmail.com



**AUTHOR:**  
 Jeremy Holt  
 Masters' in Residential Education



# UNIQUE GROUP STAYS

**FURTHER INFORMATION**  
 For further information on how your university or tertiary institution can benefit from leasing accommodation during term and semester breaks, please contact:  
 Danielle Pringle, Director, Unique Group Stays  
 Division of Student Concierge Services  
[info@studentconciergeservices.com](mailto:info@studentconciergeservices.com)  
[www.studentconciergeservices.com.au](http://www.studentconciergeservices.com.au)  
 0425 323 500

## OFFERING ACCOMMODATION WITH A DIFFERENCE

### UNIQUE GROUP STAYS

Unique Group Stays is a bespoke accommodation service offering Australian and New Zealand boarding schools the opportunity to lease their boarding accommodation and facilities during term holidays. A new division of boarding support service, Student Concierge Services, Unique Group Stays offers schools:

- cost benefits of leasing empty boarding
- school accommodation during school holidays
- the opportunity to outsource event and accommodation bookings, alleviating school staff time constraints
- assurance guests are fully vetted prior to booking
- preparation of marketing material and exposure to target markets
- arrangement of the fine details such as a COVID-safe plan, bond on deposit, payment and any other support schools require on a case-by-case basis.

Unique Group Stays provides schools with the complete package, from marketing schools to target markets, vetting potential guests as well as booking and event management to organising linen, catering and cleaning. Unique Group Stays removes the time limitations and organisational hassle from school staff in managing every aspect of holiday bookings for their boarding school.

### THE GUESTS

Unique Group Stays boarding school accommodation target markets include:

- Sporting clubs and organisations
- Schools (Australian and international)
- Cultural groups: drama, music and dance
- Small corporate organisations
- Tour operators
- Health and wellbeing businesses
- Television channels
- Film studios
- Holiday camp organisers
- Franchises

### SPREADING THE WORD

Unique Group Stays will produce school-specific marketing material highlighting the impressive facilities and boarding accommodation – all the school has to offer groups staying on their grounds. Marketing campaigns directed at target markets will be conducted via Student Concierge Services' social media platforms, Australian Boarding Schools Association (ABSA) marketing channels, school websites and social media as well as tour operators.



# The process of transition into boarding – a review of the literature

Within the past decade, research predominantly in the field of secondary boarding, has investigated dimensions of transition, social-emotional well-being and the boarding setting per se (Bobongie, 2017; Hanewald, 2013; Mander 2012; Mander and Lester, 2019). Such studies included extra-curricular activities, levels of motivation and engagement as well as the effects of boarding on these dimensions. Qualitative, quantitative and cross-sectional, longitudinal analysis controlled for and examined factors entailing achievement, personality traits, school-level factors, academic and non-academic outcomes (Hadwen, 2014; Papworth, 2014; Petriwskyi, 2010). These factors include but are not limited to satisfaction, relationships, self-esteem, efficacy and homesickness designed to contrast day and residential schooling. In addition, the body of core literature on the topic of boarding focuses on transitional, academic and non-academic aspects of secondary boarding. For boarding students, for whom a home-away-from-home and therefore extension of their family is of primary concern, the social and emotional implications of moving into residential schooling are important contributors to well-being (Hadwen, 2014).

## TRANSITION INTO SCHOOLING

In general, transition to school is a broad topic with many theoretical perspectives. The empirical literature available in this field reflect on evidence-based practice theory. Within residential education, the extant body of knowledge is focused on transition to secondary level of boarding.

Interest in research on transition to primary day school in Australia and overseas has been noticeable (Connor & Linke, 2007; Dockett & Perry, 2007; Dockett et al., 2012;

Dockett, 2011; Early Childhood Australia, 2015; Pierce, 2016; RIPPLE, 2015). Developments in this area include: the establishment of professional organisations such as, Early Childhood Australia and Early School Intervention Australia (Early Childhood Australia, 2015; Transition to School, 2015). The body of knowledge is further enriched by professional journals devoted to this topic (e.g., The Australasian Journal of Early Childhood, The Elementary School Journal), books (e.g., Connor & Linke, 2007; Dockett & Perry, 2007), an Encyclopedia of Early Childhood School Readiness (School

Readiness, 2015) and the establishment of research institutes (RIPPLE, 2015).

In acknowledgement of nature versus nurture, the general experience and the effect of time in boarding is different for each student (Wang et al., 2020). It is important to recognise that the decision to board constitutes an educational opportunity for many but does not do so for those who are left void of other choices (Guenther & Osborne, 2020; Guenther et al., 2020; Macdonald et al., 2018). This is recognised by Mander et al. (2019) and Petriwskyi (2010) who identify cognitive, social, self-regulatory and chronological markers of school readiness as additional contributors to promote transition to school programs. These authors as well as Fabian and Dunlop (2007) highlight that neither the chronological age nor gender alone, are exhaustive indicators for school readiness. Yet, according to research by Rimm-Kaufman (2009), readiness leads to school success.

## PARENTAL INFLUENCE ON TRANSITION

An important factor imparting on transition is parental influence. Rimm-Kaufman (2009) states that “parents’ behaviours toward their children and the stimulation, materials and routines they provide in the home environment are key aspects of family factors that have substantial effects on children’s adjustment to the first months and years of school” (Rimm-Kaufman, 2009, p.3). Moreover, often influenced by their own experiences, parents can embed their particular view about school into their children and/or try to compensate for their own childhood (Dockett et al., 2007; McCarthy, 2013). For example, the involvement with homework, competence and style of parenting and disturbances in

family functioning, delineates the quality of parental relation as primary protection against behavioural and psychological problems (Sanders, 1999). Hereby, it is intriguing that Fisher et al. (1984) identified the teacher's role as more demanding and influential on the child's behaviour than their parents. Parents may face challenges with the social-emotional development of their child and therefore may be less inclined to respond to emotional needs (Martin et al., 2014).

## THE PROCESS OF TRANSITION INTO BOARDING

Research points to relationships of social-emotional well-being and the way relationships with the family home and increased peer interaction change in boarding. According to Hadwen (2014), this is due to very different life experiences within the boarding environment which impact on moral reasoning and well-being. Discerning between right and wrong action impacting on well-being occurs through developing a sense of empathy (Brooks et al., 2012) and "early exposure to the needs of others" (Hadwen, 2014).

In a qualitative analysis of problems arising from transition into secondary boarding, Fisher et al. (1984), supported by Downs (2001) and Schaverin (2011) assume a disruption of the student's self-world relationship when considering the effects of environmental change. White (2004) adds to this criticism institutional aspects of secondary boarding, for example, a lack of freedom, monotony and a transcendent cultural difference. Downs (2001), Hadwen (2014) and Hoare (2014) expand this to differences between the familiarity of home and 'strangeness' of boarding, including nutrition, homesickness and the inability for decision making

(Mander, 2012; White, 2004). Boarders may be deprived of opportunities in their development that they would receive in their family home (Martin et al., 2021b). In support of this, Cree (2000) pointed to more negative aspects such as uniqueness and separation in terms of cultural isolation. Thus, opportunities supported by available facilities, can have a profound impact on the capacity to help boarders to achieve their individual potential and thus enrich well-being (Guenther et al., 2020; Macdonald et al., 2018; Mander et al., 2019). For example, boarding providers may add value for families by making boarding a whole-family experience (Vining, 2004). This includes, providing accommodation for visiting parents and opportunities for their involvement, the use of technology for contact (Hadwen, 2014; Trimmingham-Jack 1997, 2003) as well as facilitating access for and engagement with rural parents (Mander et al., 2017). It is also of note that parents feel more comfortable when they know boarding staff and other boarding parents better which can provide them with the knowledge of leaving their child with their best friend (Hartshorn, 1994).

Lastly, policies and programs embedded in the boarding environment are regarded

as the cornerstone to effective practice enriching well-being (Guenther et al., 2020; Mander, 2012). In 2019, Mander et al. undertook a mixed-method study, where they investigated the perceptions, readiness and well-being prior to transitioning into secondary boarding of 15 male primary students. The results of their questionnaires indicated sound academic motivation and self-regulation with low levels of stress and few symptoms of emotional problems. However, academic self-perception was low. These authors summarised their findings concerning readiness for transition into boarding into four key themes: (1) enthusiasm for attending boarding school; (2) opportunity to explore, learn and select; (3) the availability of anchor points by means of siblings, friends and induction programme; and (4) expectations for study and technology. ■

For a copy of References used go to: [www.boarding.org.au/our-community/lights-out-journal-1/references-voll5no3](http://www.boarding.org.au/our-community/lights-out-journal-1/references-voll5no3)

### AUTHOR:

Martin Rein, Doctoral Candidate,  
Faculty of Arts, Social Sciences and  
Humanities, University of Wollongong



# 2022 International Boarding Forum



## A CHANCE TO RECONNECT

Photos Continued from page 3



# ABSA TRAINING ACADEMY

Boarding Professional Development

Facilitating the Professional Development of Staff and Advancing Best Practice among Boarding Schools.

Visit [www.boarding.org.au/our-events](http://www.boarding.org.au/our-events) for more information or to book into one of our workshops, or certificate courses.

[www.boarding.org.au](http://www.boarding.org.au)    





# How much sugar *are you really eating?*

Are you waking up to a packaged cereal breakfast labelled “healthy”? Are you having a mid-morning snack consisting of a coffee with sugar and perhaps a muesli bar? How about banana bread? A big huge “healthy” muffin from the local Café? Perhaps you are even having a protein bar on your way to work or school? An energy drink? Can of Cola? Juice? Chocolate milk?

**S**ound Familiar? If you said yes to two or more of the above, chances are you’ve already gone over your recommended daily intake of sugar and its not even midday yet!

There’s a lot of misconception and misleading information regarding sugar in the media, blogs, books and even on packaging.

While sugar isn’t the only health topic that’s relevant at the moment, I thought I would start with something somewhat familiar and share my knowledge and research surrounding it.

When I talk about sugar, I am talking about anything added to food products artificially to make them sweet. Added sugars such as high fructose corn syrup, sucrose, corn syrup, dextrose, refined sugar.

It is important to differentiate between sugars naturally occurring in foods and the added artificial, processed sugars in most packaged goods and for us to be aware of the difference.

Fruit has natural sugars which are good for you, especially considering the fibre content that most fruit contains. Fibre being essential for regulating blood glucose levels, maintaining satiety and helping digestion.

Drinking a can of soft drink or eating ice cream invades the liver and intestines with a large amount of fructose.

Fruit on the other hand does not reach the liver all in one go. Fibre in fruit

contains cellulose that only gut bacteria can break down, slowing digestion using specific enzymes to break down the whole food. This leads to a slower release of insulin in the body, instead of spiking insulin suddenly which occurs with processed sugars.

## **So, what can be done about excess sugar intake?**

Firstly – start by reading your labels. Eat whole food! Cut the processed packaged goods and go back to basics! You’ll find most of the products in the “health” aisle at your local grocery store aren’t so healthy after-all!



## WHY THE BIG DEAL?

Obesity is a worldwide epidemic. Sugar is the leading contributor to obesity in children and adults, with Australia being top of the list. Excess sugar consumption leads to weight gain as well as diabetes, earlier risk of cardiovascular problems, tooth decay, brain fog, heart disease and high cholesterol (to name a few!).

The average sugar sweetened beverage alone contains minimum 35-37grams of sugar alone. That's 9 teaspoons of processed sugar every time you have a small sweet drink! Excess consumption of sugar sweetened foods and drinks is associated with abdominal weight gain. Various organisations are calling for a review or reduction of Sugar Sweetened beverages to aid in preventing obesity in children to promote overall health.

There is a need for targeted strategies to reduce sugar consumption among those that are already overweight, preventing further health implications and weight gain. With obese conditions being difficult to reverse, prevention via reducing sugar consumption is key to health.

Are you aware of what might be a sugar sweetened beverage? Do you take your products at face value or are you looking at the back for the nutrition profile? if you are looking at the back, do you know how to read it?

Your eyes may go straight to the "sugar" amount in grams on the nutrition label, but are you checking what quantity it refers to? For example, on a Coca Cola one litre bottle the sugar content reads 27grams – then if you look above – it says "per serve" – (8 serves per container). Meaning the total amount of sugar in 1 litre bottle of coke equates to eight times what you are actually looking at briefly.

27grams x eight servings equals a whopping 216 grams of sugar per litre.

The label also states 0% fat but please don't be fooled.

Excess sugar consumption, TURNS. TO. EXCESS FAT. 54 teaspoons of sugar in one litre of Cola! If you were to get a bowl of sugar and measure out 54 teaspoons I'm sure you'd think twice about eating it all wouldn't you? Then why aren't we

thinking twice about consuming a litre of coke per day?

## MY TOP 8 NO NO DRINKS!

Read the label next time you go for one of these and let me know your thoughts:

- Chocolate milk
- Iced Coffee
- Energy Drinks
- Coca cola
- Soft drinks
- Juice – orange, apple, blackcurrant, cranberry
- Iced tea
- Sport drinks.

Sugar can not only increase weight but is seen to worsen anxiety especially in teenagers, affect mood due to glucose levels, destroy sleep, increase weight and cause severe skin and immune conditions.

It is important to educate teenagers, children, even adults on the detriments to health that sugar plays a major role in. Encourage each other to choose a variety of seasonal, fresh, fruit and vegetables to promote a healthy lifestyle.

The World Health Organisation suggests that both adults and children should reduce the intake of sugars to less than 10% of total energy intake to reduce risk of diabetes, obesity and tooth decay.

## MOST IMPORTANTLY - MAKE NO EXCUSES

The world is at our fingertips these days with social media and the internet alone.

DO your research.

DON'T become complacent.

Eat well, live well, be happy and healthy.

Till next time... ■

### References

Malik, Vasanti S et al. "Sugar-Sweetened Beverages and Weight Gain in Children and Adults: A Systematic Review and Meta-Analysis." *The American Journal of Clinical Nutrition* 98.4 (2013): 1084–1102. PMC. Web. 28 Apr. 2016.

World Health Organisation



### AUTHOR:

Sarah Jane Fehlberg  
sarahjanefehlberg@gmail.com  
www.sarahfehberg.com.au  
@sarahfehbergnaturopath

# Welcome: New Heads of Boarding



**Greg Haines**  
*Director of Boarding*  
St Peter's, Cambridge  
New Zealand

## ST PETER'S, CAMBRIDGE - *New Zealand*

Mr Greg Haines joins the St Peter's, Cambridge boarding environment as Director of Boarding. Greg had previously held the role of Deputy Principal at St Peter's from 2017 – 2020. Most recently, Greg has been the Director of Teaching and Learning at St Paul's Collegiate School, Hamilton (NZ).

Greg has spent the best part of fifteen years in boarding schools both in New Zealand and the United Kingdom with nine of those years as a House Master or Deputy House Master at Hurstpierpoint College (UK) and Saint Kentigern College (NZ).

His philosophy regarding boarding is to simply ensure a sense of family and community is ever present. This is important for him and his family, wife Marion and two sons Solomon and Theodore.

"Ensuring our students have a sense of being a part of something bigger than themselves, allows them to take their place in their local community and the world as they build resilience, tolerance and camaraderie."

Greg has a Bachelor's Degree in Commerce and Administration and is currently working towards a Master's in Educational Leadership and Administration, with a focus on boys' education. ■

## From the Chair *Pauline Turner*

Here we are at the last edition for 2022.



After two years of online life, the first of ABSA's face to face symposium was held in cooler than normal Brisbane - what a wonderful few days it was. There was something for everyone. This Symposium had that special something that came from the speakers who were honest and open about their lives and the journeys they are on. The highs and lows - but most of all their willingness to take opportunities and face challenges leading them to forge new adventures all in the world of education.

Thank you to the 29 Partner companies for being present for everyone to visit and discuss their companies offering.

As with all business's aspects our Association underwent change during these two years to meet the needs of members and a number of these initiatives ABSA will hold onto such as podcasts, webinars and online learning modules. However

the pinnacle for 2022 was the return to face to face meeting once again. We are already excited about 2023.

Symposiums are best when you are able to talk with colleagues and share experiences, learning from one another. Our industry is built on excellent communication through collegial discussion and continual development through the learned experience and adventurous thought often born out of robust discussion and wonderful tours of schools that may spark an idea for you to take home and build upon. Just as our day schools are under constant review on their way forward into the future of education and how a school day will look into the future, so boarding facilities will be challenged to ask the same questions.

Change and movement is the human experience and never something to be feared or shied away from. We are continually needing to review our process and expectations both from outside as well as inside our schools. Do we keep a tradition or modify it, do we leave aspects that no longer apply behind and move into the new world before us, are we building the new, now? Are our Boarders learning how to be employees and employers of the future? Are they learning to be adventurous in their options for future life? How as a boarding environment are we enabling our students to develop skills and experience for their futures that will make our world a better place?

There is so much to be excited about as we look to the future and plan for the next version of fabulous, rich boarding environments, therefore superb boarding experiences for all involved; staff to work and thrive in, students to grow and thrive while being adventurous academically and experientially, how will your boarding community contribute to the whole schools development into the future and what might your boarding schools future look like?

Pauline Turner  
Chair. ■

# 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](mailto:absa@boarding.org.au)  
by 1st February 2023

## Follow us!



Facebook  
[www.facebook.com/austboarding](http://www.facebook.com/austboarding)



Twitter @austboarding



Instagram @austboarding



LinkedIn  
[www.linkedin.com/company/  
australian-boarding-schools-association](http://www.linkedin.com/company/australian-boarding-schools-association)



Download this issue  
from the ABSA website:  
[www.boarding.org.au/our-community](http://www.boarding.org.au/our-community)

# Boarding Around the World



## AUSTRALIA

### DUTY OF CARE WORKSHOP - Book 1

25 October - Virtual

### IT'S ALL ABOUT CULTURE - Online Boarding Conference

26 October - Virtual

### DUTY OF CARE WORKSHOP - Book 2

31 October - Virtual

Ongoing Webinars and  
Certificate Courses  
more information:  
[www.boarding.org.au/our-  
events](http://www.boarding.org.au/our-events)

## USA



### TABS ANNUAL CONFERENCE 10-12 November - Washington DC

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



## UK

### ANNUAL SAFEGUARDING CONFERENCE

(run jointly by BSA / Sacpa)  
17 November 2022 (Virtual)

### IRISH BOARDING CONFERENCE

22 November, 2022 (Dublin)

### Prep Boarding Conference 29 November (Virtual)

### Boarding Future Project Conference

19 January 2023 (Virtual)

### Digital Safeguarding Conference (run by Sacpa) 9 February 2023 (Virtual)

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

