

Lights Out

Vol. 17 | Issue 2 | September 2024

Bullying
Investigations:
*Three Crucial
Questions*

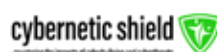
Back to Basics
Marketing
*A Commonsense
Approach*

Power Praise
*Five Principles to Make
Your Compliments Count*



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

Making Boarders' Lives Better



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ON THE COVER

Boarders from Fairholme College, Toowoomba

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The Critical Role of Duty of Care in Boarding Schools: *Safeguarding the Wellbeing of Teenagers*

Boarding schools provide a unique educational environment where students live and learn within the same community. This setting offers significant opportunities for personal growth, academic achievement, and the development of life skills.

However, it also comes with substantial responsibilities for the staff, particularly in ensuring the safety, welfare, and overall well-being of the students under their care. Central to these responsibilities is the concept of duty of care - a legal and ethical obligation that all staff members must understand and implement. The importance of learning about duty of care cannot be overstated, as it underpins every aspect of working in a boarding school and caring for teenagers.

Understanding Duty of Care

Duty of care in a specific sense refers to the legal requirement that individuals act towards others and the public with watchfulness, attention, caution, and prudence. In a boarding school context, this obligation is particularly significant due to the age and vulnerability of the students. Teenagers, who are still in the critical stages of physical, emotional, and social development, are entrusted to the school's care. As such, boarding school staff are expected to create a safe environment, free from harm, where students can thrive academically and personally.

The concept of duty of care is multifaceted. It involves protecting students from physical dangers, such as accidents, injuries, or unsafe conditions. It also encompasses emotional and psychological care, ensuring that students feel supported, valued, and understood. Moreover, it requires vigilance against potential threats such as bullying, harassment, or abuse. By understanding and applying duty of care principles, staff members can prevent harm, provide appropriate interventions when necessary, and create a nurturing environment where students can succeed.

Safeguarding Physical and Emotional Well-being

One of the primary responsibilities of boarding school staff is to safeguard the physical and emotional well-being of the students. Teenagers, despite their growing independence, remain vulnerable to a range of risks. In a boarding school setting, where students are away from their families, the role of the staff is analogous to that of guardians. They must ensure that the living and learning environments are safe, secure, and conducive to healthy development.

Physical well-being is a fundamental aspect of duty of care. This includes maintaining safe facilities, ensuring that dormitories, classrooms, and recreational areas are free from hazards, and that students are supervised appropriately during all activities. Staff must also be prepared to respond to emergencies, whether they are medical, environmental, or behavioural. Knowledge of first aid, emergency protocols, and crisis management are essential skills that all boarding school staff should possess.

Equally important is the emotional and psychological well-being of the students. Adolescence is a time of significant change and challenge, and many teenagers struggle with issues such as stress, anxiety, identity, and peer pressure. Boarding school staff play a crucial role in identifying and addressing these issues. By being approachable, empathetic, and supportive, staff can help students navigate the complexities of adolescence. Understanding duty of care means recognising the signs of emotional distress, providing or facilitating access to counselling and support services, and creating an inclusive environment where every student feels safe and respected.

Building Trust and Fostering Positive Relationships

A thorough understanding of duty of care is essential for building trust between boarders and staff. Teenagers are more likely to engage positively with the boarding community when they know that their caregivers have their best interests at heart. Trust is the foundation of any successful relationship, and in a boarding school, it is especially important. Students who feel safe and supported are more likely to reach out for help when needed, participate in school activities, and develop the confidence and resilience necessary for success.

Moreover, positive relationships between staff and students contribute to a sense of belonging and security. This is particularly important in a boarding school setting, where students are living away from home, often for the first time. Knowing that they are in a caring environment where their well-being is a priority helps students adjust to the challenges of boarding life and fosters a positive school experience.

Legal and Ethical Responsibilities

Understanding duty of care is not just a moral obligation—it is also a legal requirement. Boarding schools operate under strict regulations designed to protect the welfare of students. Staff members must be aware of these regulations and ensure that their actions comply with legal standards. This includes understanding the laws related to child protection, mandatory reporting of abuse or neglect, and the rights of the students.

Failing to uphold the duty of care can have serious legal consequences for both the individual staff member and the institution. Legal issues aside, neglecting this responsibility can damage the school's reputation and erode the trust that parents and the community place in the institution. It is, therefore, essential that all staff members are well-versed in the legal aspects of duty of care and understand the importance of adhering to these standards.

Continuous Professional Development

Given the critical nature of duty of care, continuous professional development is essential for all boarding school staff. The challenges associated with caring for teenagers in a residential setting are constantly evolving, and staying informed about best practices, new regulations, and emerging issues is crucial. Regular training sessions, workshops, and seminars can help staff stay up-to-date with the latest knowledge and skills needed to fulfil their duty of care effectively.

Moreover, schools should foster a culture of learning and reflection, where staff members are encouraged to share their experiences, seek feedback, and continuously improve their practices. By prioritising professional development, schools can ensure that their staff are well-equipped

to meet the demands of their roles and provide the highest standard of care to their students.

Duty of Care Training

And it is timely and important to emphasise how the Duty of Care training from ABSA, either in workshop format or using the workbooks, is not only still relevant but also so important. The free Induction Course offered online gives every staff member the opportunity to understand their Duty of Care before they begin their work journey. Whilst it is exciting to note that over 500 people have undertaken this free course this year, the fact also remains that there are 400 to 500 people who have started working in boarding who have not.

The level two and three workshops provide all staff with the opportunity to delve more deeply into the key aspects of Duty of Care in a boarding setting, and really provide people with the opportunity to learn, not only from the material present but also from all those attending, the first six months of this year saw over 370 people attend a workshop, but what is happening to the others working in boarding who have had no formal training in this key area of responsibility?

Conclusion

Learning about duty of care is of paramount importance for anyone working in a boarding school. It is the foundation upon which the safety, well-being, and development of students are built. By understanding and implementing the principles of duty of care, boarding school staff can create a supportive, safe, and nurturing environment where teenagers can thrive. This responsibility extends beyond mere legal compliance; it is about genuinely caring for each student and ensuring that they have the best possible experience during their time at school. As such, ongoing education and awareness of duty of care should be a top priority for all boarding school professionals - have you undertaken this certificate? ■



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Power Praise at Boarding School

Use these five principles to make your compliments count

The phrase ‘effective praise’ might sound redundant. All praise feels good and increases desirable behaviours, right? Wrong. Some forms of praise fall flat and do little to shape future behaviour. Ineffective praise is typically broad, outcomes-focused, or both. Classic examples are “Good on you” or “Way to go.” When I visit schools to deliver staff development workshops, I hear lots of boarding staff use these phrases. We deliver this plain praise with the best intentions, but the effect on students, although positive, is weaker than we imagine.

You may truly believe that a student’s behaviour or performance was good or even excellent, so stock phrases like these can be true. But trite praise lacks power because it fails to communicate what exactly the student did or how they achieved excellence.

A school play, for example, has so many different lines, cues, and set changes—some of which may not have gone as planned—that telling a student, “Great job in the thing tonight” will feel at least imprecise and at worst inaccurate. In either case, it is relatively shallow verbal communication. (Boarding staff, take heart! You’re not alone. Teachers, coaches, and parents offer equally ineffective comments to kids, such as: “Great game!” or “Love the marks in math!”)

Focusing your praise on stellar outcomes may make some students smile briefly, but such praise lacks the power to strengthen your relationship with them or shape their future behaviour because it ignores the process—the methods and effort the students used to achieve their best. You see the irony here, right? Whatever your

role and responsibilities, you may intend your praise of positive outcomes to lead to more of those outcomes in the future, but it will not.

Whether you’re referring to a student’s unselfish gesture, outstanding athletic performance, or academic achievement, the excellent performance at the heart of any positive outcome is what feels good to kids. They may have learned how to spike a volleyball or write a compelling five-paragraph essay, and the increased competence borne of effortful practice feels great. That part is both automatic and highly motivating.

Whatever subsequent recognition students receive—from you, the school, or an outside organisation—also feels good. Just remember that certificates, trophies, ribbons, and titles are proxies for excellent performance. Like paper money, these awards represent something of value, but they do not have intrinsic value. What does have intrinsic value and what does feel good is performing well in a game, at a match, in a contest, on a stage, and so on, especially after working hard to prepare, and especially if the performance brought

joy to other people or somehow aided or inspired others.

Another reason that praising positive outcomes is less impactful than praising an effortful process is that all students who have performed well—or poorly, as the case may be—have already experienced the effort-outcome link. And if they have done well, they have also enjoyed the inherent gratification of a successful outcome. Again, that experience is highly motivating—so motivating, in fact, that your spoken or written praise can’t compete...unless you switch gears from outcome to effort.

When praise is due, I recommend you include some or all of the Six Ss: Soon, Spontaneous, Sincere, Specific, Striving, and Stand-alone. Here’s what that means:

- **Soon:** You offer verbal praise soon after you witness or learn about the good behaviour, rather than much later, as an afterthought.
- **Spontaneous:** You offer praise freely. No one—least of all one of your students—needs to prompt you to offer the praise by asking, “What did you think?” or “How do you like that?” Praise lacks potency if people have to fish for it.
- **Sincere:** You genuinely feel that a student has put forth praiseworthy effort or accomplished something that, for them, deserves credit. Your sincerity will shine through in your tone, word choice, and body language. Don’t feel it? Don’t say it.
- **Specific:** You cite details in your praise that prove you were paying close attention. Or, if you didn’t witness the praiseworthy behaviour first-hand, you gathered some details about what

happened. Your attentiveness to specifics will feel great to your students. And the specifics, especially regarding the methods they used and the effort they put forth, will help those students replicate the praiseworthy action.

- **Striving:** Your praise focuses on a student's sustained efforts, rather than the outcome. (Am I driving this point home too ardently?) When we adults praise young people's sustained efforts, we contribute to their resilience and we decrease harmful pressure by shifting focus away from the outcome.
- **Stand-alone:** Your praise is not a prelude to "but," such as "The colourful adjectives made your Code of Conduct presentation to the boarding house more vivid, but your tangential anecdotes made it hard to understand our basic rules."

In this last example, both the praise and the criticism may be accurate. The problem is that phrases beginning with but can negate the preceding praise. The rugby coach might say, "You played a great match, but really choked in the last five minutes." Or your colleague who leads an informal cooking class for some students might say, "You followed the recipe carefully, but the bottom of every cookie is burned." These examples contain two-part statements where both parts could be true. Unfortunately, the critical but phrase in the second half of the sentence erases the praise in the first half.

The professional educator in all of us might now be screaming, "What about learning from mistakes!?" Relax, you will have time to discuss mistakes and improvements later. If you want your praise to mean something now, let it stand alone

and sink in. Imagine how much more powerful the praise would feel if you were simply to say, "You played a great match," or "You followed the recipe carefully."

Interestingly, students usually add their own critique after hearing effective praise from you, a trusted adult. After the stand-alone praise example above, a student might say: "Yeah, but I really choked near the end of the match," or "Yeah, but the bottoms are burned." At that point, you might follow the student's lead, discuss their mistakes, and brainstorm improvements. When students initiate a critique of their own performance, the discussions that follow are usually fruitful and do not detract from the praise you offered.

Offering praise soon, spontaneously, and sincerely gives it the right timing, origin, and tone. When the praise cites specifics, emphasises striving, and stands alone (without a but statement attached), it sticks. To level up your leadership next term, incorporate as many of the Six Ss of Effective Praise as you can, and try to avoid their opposites. ■



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Back to Basics Marketing

A Commonsense Approach

“Half the money I spend on advertising is wasted; the trouble is I don’t know which half.” Those words attributed to John Wanamaker, a successful United States merchant, are still relevant today. And I wonder whether in schools marketing half the money spent on social media is wasted. It is time to return to the basics of marketing in which there are four timeless fundamentals:

- **Develop a clear focus** (know where the potential enrolments - and revenue - are)
- **Provide quality service** (impress and delight customers - parents and students)
- **Claim a differentiated market position** (‘stand out from the crowd’)
- **Build a strong brand** (be ‘on top of the shopping list’)

In assisting 170 schools with marketing and strategy over 30 years, I am convinced that these principles are at the crux of effective marketing.

CLEAR FOCUS

In the marketing of boarding, my experience is that too much of the budget is allocated to promotion. I have often had to say to many schools, before they develop a marketing plan, ‘STOP’. By that I mean, What are the Segments in the marketplace from which enrolments could potentially be drawn?; Which of those segments should we actually **Target** because in them we have the best chances of success?; What should we **Offer** to those targets that distinguishes us?; Now, what are the most meaningful messages that must go into our **Promotional** program?

Traditionally, segmentation in boarding has been based on two variables: geography (ie families’ proximity to a boarding school) and/or generational loyalty. Parents are in a better position to shop around these days and those two variables have less influence on decisions. Segmentation variables that can sway decisions might be values (faith-based versus secular) the child’s interests, income and fees, behavioural priorities in parents’ minds.



Catchment areas can change relatively quickly. If you do segment your market using geographic variables, you must rigorously monitor demographic trends. Simple mapping procedures (and market research) should be conducted regularly to keep abreast of trends and to create focus.

You will achieve greater clarity in your marketing if you stop to think carefully about where the likelihood of success is greatest before designing any marketing campaign or advertisement.

QUALITY SERVICE

It is not enough these days to satisfy customers, you must delight them if they are going to talk positively about you. Word-of-mouth, and increasingly 'word of mouse', remain critical to your marketing. The quality of service you and your boarding staff provide is the lifeblood of word-of-mouth endorsement and recommendation. On this basis, the marketing of boarding is driven by just five words that parents and caregivers use: "Is your child happy at..(insert name of school)? This suggests then that your most critical marketing asset is not your social media efforts; it is unquestionably your staff. Rude receptionists, delays in returning phone calls and emails, broken promises, poorly handled complaints and other service breakdowns can easily undo your often expensive on-line-marketing programs. Staff not only have a duty of care for the boarders, but a duty of care for marketing. Every interaction with a student, a family, prospective parents, and others is a 'moment of truth' that can make or break your reputation.

The key to word-of-mouth marketing is to 'exceed expectations' but you must let people know you have done so. Encourage your staff to 'go the extra mile', to go out of their way to help students and parents. It will pay huge dividends.

Communication, as a service element, is the centrepiece of all marketing. As I have learnt in my own business, you must communicate more often than you currently do and more frequently than you think you should.

DIFFERENT POSITION

You have to better; if you can't be better you have to be different because if you can't be different you can only be cheaper. You must be clearly distinguishable in the market segments in which you compete. A simple way to understand the concept of market positioning is to consider M&Ms versus Smarties. Sustained efforts have been made over many years to distinguish one from the other, with mixed success. An exercise I have used with boarding staff to define a clear market position follows.

- In a sentence of no more than ten words, tell me what your boarding house does.
- In a sentence of no more than 10 words, tell me why a family should choose to have their child board at your school rather than at any other option available to them.
- Having just made a claim, provide three 'proof statements' — substantiated evidence, (no hyperbole or puffery please, i.e. 'steak not sizzle') to back up the claim you have made and to distinguish you from competitors.

You may be horrified at the wide range of answers you receive, especially on the last point. You cannot afford to send mixed messages into the market. Work until you have, what I call, three very clear reputation messages that set you apart from the crowd.

A STRONG BRAND

A brand is not just a symbol or logo or

tagline. Every boarding school creates a certain impression in the minds of its clientele. Those impressions form your brand and your brand comprises a set of promises and meaning. A strong brand means you are top-of-mind. Schools like Geelong Grammar, Sydney Grammar or The Kings' School have undeniably strong brands. To better understand your current brand ask yourself and others, "If our boarding house/product was a make and model of a car, what would it be and why?" This simple exercise is incredibly revealing. To be perceived as a Mercedes is more encouraging than to be perceived as a Hyundai i30. If you stand for nothing you will, in your marketing efforts, fall for anything.

WHERE TO FROM HERE?

Marketing is much more than likes, shares, click-throughs or bounce rates. Sustainable marketing is about attracting customers and delighting them. So, STOP..... be clear about which market segments will yield the most enrolments, foster a culture of quality service, determine what is distinctive about your boarding offer and build a highly recognisable brand by creating positive impressions in every interaction with students and their parents and caregivers. Marketing is not complex. ■

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For ten years he was a teacher and for three years an Assistant Boarding Housemaster. He has worked with 150 schools in market research, marketing, strategic planning and recruitment. Mark has facilitated the last three Strategic Plans for ABSA.

Benefits of *Reading Aloud to Children*

Research proves conclusively that one simple activity - reading aloud to children - is the best way to prepare them for learning to read and to keep them reading as they grow.

Whether you're a new teacher seeking guidance, a seasoned pro looking for fresh ideas or a parent, let's look at the value of reading aloud ~ we think it's really valuable from Pre-K through to Year 8. There are countless benefits to read-alouds and yet, with the crowded curriculum, focus on data and now "catching up" after Covid, this is a practice that is increasingly disappearing from timetables.

But, what we may not always realize is that it also profoundly helps with social-emotional wellness by significantly building classroom community connections, releasing stress, enhancing imaginations, and inducing feelings of joy.

Here are six key reasons for reading aloud to our students.

1) Prevent the 'Decline at Nine'

Have you heard of this term? This research term comes from studies that show that reading aloud at home and at school tends to decline around the age of nine. So, around Year 3 or Year 4, parents and teachers think Read Alouds can seem baby-ish or that kids can read on their own, so there's no need for them.

It's around this time that reading frequency among children begins to drop!

2) Increases Student Comprehension

Comprehension isn't just a product of answering a series of questions. It's a

process that the students are doing in their minds to make meaning and construct meaning from the text. So reading aloud can provide extra instructional time in the process of comprehension.

Also, when the teacher (or parent) models fluency and expression while reading aloud, the students begin to see how those words are pronounced and used in context, and therefore, increases their comprehension.

Parents at home ~ does your child struggle with comprehension? Asking your child to read aloud to you (and together) means that you can check on their understanding of the text. Are they ignoring punctuation marks and racing through the text? This is a common mistake and greatly affects how they interpret what they are reading! It's advice that I regularly give parents ~ ensure that your child is aware of punctuation when reading.

3) Creates Motivation to Read Themselves

It's important for students to see that reading can be a fun and exciting experience. Boys particularly can be hard to get over the 'reading line'. Pick something of high interest to your students or something that connects with a topic of study. Relevance is the key to success when it comes to generating interest and promoting the positive aspects of reading. Reading aloud can lead to interest in a series by that author, books on the same topic etc.

4) Improved Vocabulary

I'm so passionate about this! Reading aloud to students has the potential to broaden individual student vocabularies, which can lead to more accurate forms of written and verbal expression. With the decline in reading books, we are seeing a decline in writing standards. We must give students a chance to learn new words in context that they can then incorporate into their background knowledge for use during future reading and writing tasks.

5) Gives students access to books that are outside their independent reading level

According to experts, it is a reasonable assertion that reading and listening skills begin to converge at about eighth grade. Until then, kids usually listen on a higher level than they read. Therefore, children can hear and understand stories that are more complicated and more interesting than what they could read on their own. (*Trelease & Giorgis, 2019*)

Read-alouds are a great leveler. When decoding is removed, students of all reading abilities can focus their attention solely on comprehending the text. They can then participate in class discussions about characters, plots and problems. They can offer predictions, present evidence and even argue their viewpoints about texts.

** This is particularly important for those in the class who can comprehend at a much higher level than they can decode - just because these students can't read the text themselves, doesn't mean they can't understand and interpret what's happening in the story. **

6) Check on Student Understanding

Some things to consider:

Connect: Are students making logical connections to themselves, other books, and the world? Do they vary their connections?

Predict: Do students use the text plus text clues (e.g. text structure, previous events, headings) to help make sensible predictions? Do students change predictions during reading?

Question: Do students ask questions that go with the text? Are questions just literal or are they inferential, too? Do students question the author?

Inference: Do students use text clues to make inferences about character traits or feelings?

Monitor/Clarify: Do students identify words and ideas that are unclear? Do they identify multiple ways to figure out

words and ideas? Do they use sensory descriptions during reading?

Summarize: Do students retell in their own words and in order? Do they use text structure to help organize a summary?

Synthesize: Do students identify new ideas from the reading or how they have been changed?

Evaluate: Do students evaluate and give reasons for opinions about the author's style, storyline, or characters' actions?

So, there you have it – just six of the reasons why read-aloud sessions should occur in every classroom daily even if it's for ten minutes! ■

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children [and] is a practice that should continue throughout the grades."

Anderson et al. *Becoming a Nation of Readers*

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The Privacy Paradox - *a digital trap you can't escape*

I want you to reach for your smart phone, go to Settings and scroll down to Privacy & Security. Do you have "Location Services On"? Click through to see how many apps you share your location with. For me it was 79.

Some of these have very good reasons for knowing where you are. After all, how else will the weather app show your local conditions, Uber Eats deliver to your door in 30 minutes, Tinder hook you up to your nearest match and Amazon Prime help you pick your Free-Next-Day-Delivery options?



Now click on Microphone: How many apps have permission to access your microphone? For me it was 17.

Each of these apps can see where you are at any point in time – they can also hear what you are saying.

You have explicitly given them permission to do so.

Nearly 80% of people share their location some of the time and almost 20% share it all the time.

Special congratulations to the 3.07 billion Facebook and 2.4 billion Instagram users!

These are the two most privacy-invasive apps, each collecting 32 data points of which 7 are used to literally track you.

They track your name, physical address, email and phone number, your browsing and search histories, your photos and videos, your friends and relatives, your comments and even your health data.

They track you and profile you – with your permission.

We all say we value privacy, but we willingly give it up for convenience, for personalisation, for that dopamine hit of likes and shares.

2020 was a watershed year in data. We produced 64.2 billion ZB (one zetta-byte=one trillion gigabytes) – more than the detectable stars in the cosmos. Each

one of us generates 15.87 TB of data every single day.

This data is harvested, sequenced, shared, aggregated, used in live auctions, and fuels a \$US247 billion a year industry that is expected to exceed \$US300 billion by 2030.

App developers sell, share or use this data to cater to a host of obscure third-party data brokers, advertisers, retailers, and government agencies who make up the tip of the iceberg.

In 2022, Meta paid \$US37.5 million to 70 million FB users for tracking their devices even after they had location sharing turned off.

Are you freaked out yet?

I teach Digital and Social Media Marketing and when I ask my students – most of whom are Gen Zs with a sprinkling of millennials, Gen Xs and the occasional Boomer – about privacy, they shrug with an eerily relaxed smile, "I'm already sharing everything on social media, so why bother?" or "It makes better recommendations to me..." or even, "How do I get seen if I hide?"

That's when it hits me.

Oversharing – the act of revealing excessive personal information in public or inappropriate contexts – isn't just a habit; it's built into the very DNA of our digital world.

Of concern is that we are willing to lose our data quite cheaply!

A European study found we are willing to sell our personal information (age, address and financial data) for just 25 Euros, our social media interaction data

for €12, website browsing history for €7, shopping data for €5 and search history for €2. Wow!

We are heavily influenced by contextual factors (peer pressure, social norms and trust in the digital application) when making these trade-off decisions.

Add to this our very human frailties – optimism bias (it will never happen to me), overconfidence (I know better than anyone), affect bias (making decisions on emotion and gut feeling rather than analysis), hyperbolic discounting (making different decisions to what we had planned) – and you realise you never really had a chance.

Digital platforms know this and use this to their advantage.

So why should you care? Here's why:

Extortion, identity theft, financial fraud, cyber bullying, predatory behaviour and

even murder - reports of the dangers of oversharing on social media are all too real.

Digital media is forever. Posts you made in your teens may haunt you years later.

Of course, things like this will never happen to you. Until it does.

The unbelievable thing is that even a high perception of privacy risk is an insufficient motivator for people to adopt privacy protecting strategies, despite knowing these exist.

Most of you probably will not change a thing even after reading this.

And that is The Privacy Paradox: the inconsistency between privacy attitudes and privacy behaviour.

So how do we fight this digital trap?

First, awareness is key. Understanding the value of your data is the first step in

protecting it. Your data is the new oil, and you're giving it away for free.

Second, take control. Review your privacy settings regularly. Be stingy with your permissions. Think twice before you share.

Third, demand better. Support companies and policies that prioritize privacy. Your voice matters, use it.

Remember this – in a world where everything is shared, privacy becomes the ultimate luxury. Treat it as such.

Guard it jealously. ■

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Experience Bond *for yourself*

There is no better way to discover the Bond difference than by experiencing it first-hand. Visiting our campus is one way to get to know Bond a little better, but you're also welcome to dive a little deeper, explore student life, and even earn credit towards a program.

bond.edu.au/experience 



CRICOS 00017B
TEQSA PRV12072

What Makes *Boarding Tick...*

Boarding at Nudgee College is a vibrant environment, pulsating with the rhythm of Faith, Family, Trust, and Courage. Much like the heart within your body or the clock on the wall, it beats with an energy that upholds and drives us forward. Within the confines of our college walls, we are woven together by the intricate threads of support that guide us through each day. These are the things that make boarding tick.

Boarding relies on the cohesive support of various essential components: the Kitchen, Health Centre, Laundry, Teachers, Administrative staff, Cleaners, Property and Services personnel, as well as our families and boarding staff. Together, they form the steady rhythm that sustains us each day. This joint effort ensures not only the smooth functioning of our boarding community but also fosters a nurturing environment where students can thrive and grow.

Every interaction, every shared moment, is a connection that strengthens the bonds within our boarding houses. From the laughter echoing down the corridors to the quiet conversations held late into the night, we find support and strength in one another. It is within these walls that we learn not only from textbooks but also from each other, shaping our values and perspectives through shared experiences.

At Nudgee, Faith serves as our compass, guiding us through uncertainties and challenges. It instils in us the belief that even in the darkest of times, there is light to be found.

Our Family extends beyond bloodlines, encompassing the relationships we forge with our fellow boarders. In times of both victory and challenges, we stand side-by-side, offering unwavering support and love.

Trust forms the foundation upon which our community thrives. It is the cornerstone of every relationship, fostering a sense of security and camaraderie. With trust, we cultivate an environment where individuals are empowered to be their authentic selves, knowing that they are accepted and valued for who they are.

Courage propels us to step outside our comfort zones and embrace new opportunities for growth. It empowers us to confront challenges head-on, knowing that failure is not a setback but a stepping stone towards success. With courage, we dare to dream big and strive for excellence in all that we do.

In the tapestry of boarding life, each thread plays a vital role in shaping our collective journey. Through faith, family, trust, and courage, we find purpose and meaning in our shared experiences, weaving a story that is uniquely ours.

It is the combination of Faith, Family, Trust, and Courage that truly makes boarding at Nudgee College tick. These fundamental values, interwoven with the support of our community and essential services, form the heartbeat of our boarding experience, guiding us every step of the way and shaping our shared journey. ■



AUTHOR:
Tracey Hoffman
House Mother
St Joseph's Nudgee College



National Boarding Week at *Melbourne Girls Grammar School*

This week is National Boarding Week and our boarders are out and about, proudly wearing special ribbons and socks to identify them and celebrate the vibrant boarding family that fill the rooms of Phelia Grimwade and Gilman Jones buildings every day. Our boarders bring incredible warmth to our School, and thanks to the Boarding team including Director of Boarding, Mrs Amanda Haggie and Assistant Director of Boarding, Ms Kerry Bacon, our boarders form a true family.

At a special assembly, our boarders sat front and centre, excited to share their boarding video which gave day girls or 'day rats' as they call them (endearingly) an insight into boarding life at MGGS. Our boarders are important role models in our community, and each day they demonstrate the strength and independence required to

not only take care of themselves, but their sisters in the Boarding House too.

Year 12 boarder, Sofia Brew, whose family is almost 30 hours away in Colombia, spoke beautifully about her boarding experience at MGGS. Sofia joined the Boarding House in Year 9 in 2021.

I'm torn between telling you about the mischiefs we get up too and the reality of being so far away from home. So, I'll do my best to give you the best of both worlds.

I began my boarding adventure halfway through Year 9 when I was described to 'be a little bit weird' according to one of my, now, closest friends and I can confirm that I've only gotten weirder from there. When my parents dropped me off, I was far from excited when I realised MGGS was not, in fact, Hogwarts. Nonetheless, my parents left me at Gate A with tears in their eyes knowing that for the next four years I would only see them six times in total. I live three planes, two layovers, and 28 hours in the air away from my family who live in Colombia. Other boarders live two hours away from home in places like Bendigo or Woodend. As boarders we've come from all over the place. We've left our families, said goodbye to our pets and begun anew away from everything

we know. Yet, through the loss there has been a gain as we've found our new family.

The love and friendship that has surrounded me over the past few years has made that longing feeling evaporate. Knowing that the tears I shed after leaving home are going to be replaced with laughter that I know waits for me at top floor Gilman makes it 100 times easier to come back each term. And, whether it be through Kerry's British quirks or Amanda's roaring laugh when I walk through the door, I know that each term holds something new for us as boarders. The privilege to be a boarder at MGGS is shaped by the effort made by everyone within the House during our schooling years. It is also shaped by the teachers and parents who show us their support.

So, to those who have plenty of questions, here's the rundown:

- In Year 7, 8, and 9 we've got the 'Resies' (residential staff) hot on our tails when it comes to devices time. And yes, many of us have attempted and failed to keep them for the night which often results in warnings, but the risk is worth it.
- By the time we reach Year 10, sharing a room is the norm and the new privilege of being able to go out alone in the city is almost too overwhelming.
- Year 11 is bliss because we get our devices at night and our curfew has been pushed to 10:30 pm! Yet, you find yourself wanting to come back sooner because your roommate has become your rock and if you're like me you've developed separation issues from your best friends.
- Now in Year 12; I cry at the thought of not having my friends a 30 second walk away and I look forward to the weekend's movie nights where an unnatural amount of snacks are



Year 12 Boarders Lucy, Sofia, Olivia and Charlotte playing tennis after school.



Year 12 Boarders Olivia, Emelia, Sofia, Charlotte and Lucy.



consumed.

As boarders, we learn to push through the pain. Yet, on the days we can't, we know we're not alone. When the home away from home gets overwhelming and Mum's not picking up the phone, we know we're not alone. People often ask, 'isn't it annoying not having your own space?' And I think that at one point I would have gone on a tangent about everything that irked me in the Boarding House. But now that I reflect and acknowledge the support base that has been built around me, I realise that, no, being a boarder isn't a pain, instead I think, it's the best thing that has ever happened to me.

So, to the boarders missing home and to the ones who are counting down the days until you are home. Keep the countdown going, but along the way look around you, because it goes quickly. You'll wake up one morning with the realisation that you're in Year 12 and there are only 165 days until

your final assembly. Say thank you to Manz (Mrs Haggie) and Kez (Ms Bacon) for never letting us down and your friends for letting you become a part of their family.

To everyone else, the reality is that boarding isn't easy, it changes you as a person. You become more independent, you grow thicker skin, you learn to let go of a grudge and to cherish the time when you're home and getting a home cooked meal. Yet, it can also feel like the easiest thing in the world when you're having a debrief every night with your closest friends or when your year level comes together for supper.

Whilst we're here during the term, there's an energy about us boarders, because we're united in a way that I know I'll hang onto for the rest of my life. So, thank you to the staff, to the Boarding Captains and every member of the MGS Boarding House – I've only made it this far because of you. ■

AUTHOR:

Sofia Brew

Year 12 boarder

Melbourne Girls Grammar School





Misplaced *Financial Confidence*



Boarders, or students who live away from home at boarding schools, may develop misplaced confidence in their financial capability due to several factors. These factors can be psychological, social, and environmental, often leading to overestimating their financial skills and underestimating the complexities of managing money effectively.

FACTORS CONTRIBUTING TO MISPLACED FINANCIAL CONFIDENCE

Parental Financial Support

Buffer Effect: Many boarders receive financial support from their parents, which can create a safety net that buffers

them from the real consequences of financial mismanagement. This continuous support can lead to a false sense of security and confidence in their financial abilities.

Limited Exposure to Financial Challenges: Since their parents often handle significant financial responsibilities,

boarders may not experience the full spectrum of financial challenges, leading to an incomplete understanding of financial management.

Peer Influence

Comparative Wealth: In boarding schools, students often come from affluent backgrounds. Comparing themselves to their peers, who might also receive ample financial support, can reinforce the belief that their financial situation and management are normal and sufficient.

Social Spending Norms: Peer pressure to engage in social activities that require spending can create an environment where overspending is normalized, further inflating their confidence in handling money.

Limited Real-World Experience

Sheltered Environment: Boarding schools often provide a controlled environment where students do not face the same financial pressures as they would in the real world, such as paying rent, utility bills, or handling unexpected expenses.

Lack of Practical Financial Education:

Many boarders may not receive comprehensive financial education that covers budgeting, investing, saving, and debt management. Without practical knowledge and experience, their confidence is based more on perceived knowledge than actual capability.

Misinterpretation of Financial Concepts

Surface-Level Understanding: Boarders might have a basic understanding of financial concepts from formal education but lack deep, practical insights. This surface-level knowledge can create a misplaced confidence as they believe they know enough to manage their finances effectively.

Misleading Success: Occasional financial successes, such as successfully managing a small budget or making a profit from a low-risk investment, can lead to overconfidence without recognizing the role of luck or the limited scope of these experiences.

Technology and Accessibility

Ease of Access: Digital banking and finance apps provide easy access to financial services, making it appear simpler to manage money. This ease of use can lead boarders to overestimate their financial skills, mistaking user-friendly interfaces for actual financial acumen.

Over-Reliance on Technology: Dependence on financial apps and online resources might give boarders a false sense of confidence, as they may not develop a thorough understanding of the underlying financial principles.

CONSEQUENCES OF MISPLACED FINANCIAL CONFIDENCE

Financial Mismanagement

Overspending: Believing they can handle their finances well, boarders might spend beyond their means, leading to debt accumulation and financial stress.

Poor Investment Decisions: Overconfidence can result in risky investment choices without fully understanding the potential losses, impacting their financial stability in the long run.

Delayed Financial Independence

Continued Dependence on Parents: Misplaced confidence can lead to prolonged financial dependence on parents, delaying the development of true financial independence and responsibility.

Inadequate Preparedness for Adulthood: Without realistic financial experiences and education, boarders may struggle with financial responsibilities after graduation, impacting their ability to live independently and manage their finances effectively.

Psychological Impact

Increased Stress and Anxiety: When faced with real financial challenges, the gap between perceived and actual capability can lead to significant stress and anxiety, affecting their mental well-being.

Erosion of Self-Esteem: Repeated financial missteps due to overconfidence can erode self-esteem and confidence, making it harder to learn and recover from financial mistakes.

Boarders' misplaced confidence in their financial capability is often a result of limited real-world experience, parental support, peer influence, and the misleading simplicity of financial technology.

Addressing this issue requires comprehensive financial education that includes practical experiences, encouraging critical thinking about financial decisions, and fostering an environment where realistic financial management is taught and practiced. By doing so, we can help boarders develop true financial competence and confidence, preparing them for a financially stable and independent future. ■

AUTHOR:

Ken Swan
The Wealth Academy



Boarders Apparel Co:

Essential Supplies To Help Smooth the Transition into Boarding Life and Support Wellbeing

It was so lovely to meet many of you at the ABSA Conference! We had an incredible experience connecting with various boarding house staff, learning about your day-to-day operations, and hearing your feedback on our apparel and boarding essentials. We walked away with invaluable lessons that will help us serve the boarding community better.

One thing that stood out to us was the overwhelming support for our welcome packs and the positive impact they have already had on many of your students. Hearing your kind words reinforced our commitment to making each boarder's experience as special and memorable as possible.

At Boarders Apparel Co, we understand just how significant it is for new boarders to feel comfortable and at home,

especially during their first days away from their families. That's why we have designed our welcome packs with the wellbeing of students in mind.

Starting at a new boarding school is a big transition, filled with both excitement and uncertainty. Our welcome packs are more than just a collection of essential items; they represent a warm, thoughtful introduction to boarding life. Each pack is carefully curated to

include everything a new boarder might need - from comfortable bedding to personalised apparel and even laundry solutions - helping them feel prepared, supported, and valued right from the start.

We recognise that the journey of settling into boarding life can be daunting for many students, especially as they adjust to new routines and environments. Preparing well can make the transition smoother.

to ease the transition into boarding life in practical and supportive ways:

Essential Supplies:

Our welcome packs offer an all-in-one solution, providing students with essential items like toiletries, laundry supplies, and linens. This not only eliminates the need for families to shop for these items separately but also reduces the logistical stress of moving into a new environment.

These items contribute to overall wellbeing, providing comfort and a sense of security in their new environment.

Health and Wellbeing:

Physical and mental well-being are crucial to a successful boarding experience. Our welcome packs include personal care items and wellness products to support students in maintaining good health. Additionally, comfort items like cosy blankets, snacks, and mementos can help ease homesickness, promoting a sense of calm and well-being during the adjustment period.

What truly makes our welcome packs stand out is their customisation. We can personalise each pack to reflect the unique colours and spirit of each boarding house, ensuring students feel an immediate sense of belonging and pride. It's not just about the items inside, but the message they send—that every boarder is cared for and welcomed into their new community with open arms.

Looking ahead to 2025, we are excited to continue this journey with you.



Our packs are thoughtfully crafted

Whether your school is looking for standard packs or something tailored specifically to your community's needs, we have the flexibility to accommodate every budget. No matter what your requirements may be, we are committed to creating meaningful, customised welcome experiences that make each student feel seen and supported.

As we move forward, we would love to hear more about how we can assist your boarding house in creating the perfect welcome for your new students. If you are ready to start planning for 2025 or have special requests, don't hesitate to reach out—we're here to help.

Thank you again for your ongoing support and for sharing your experiences with us. We look forward to continuing to work together to enhance the wellbeing and experience of boarders across Australia. Together, we can make boarding life feel like a home away from home.

For more information on Boarders Apparel Co. visit our website

www.boardersapparelco-shop.myshopify.com ■



Bullying Investigations: *Three Crucial Questions*

“Why haven’t you done anything about it?!” The familiar cry of the outraged parent. The parent who has just found out their child has been bullied at your boarding school.

Their question is reasonable. A child’s safety and security are paramount concerns for most parents. We all know the stain bullying leaves on the overall boarding experience. You do have an obligation to hold those responsible to account.

On the other hand, students accused of bullying have the right to be treated fairly. Not just a moral right, but a legal right. A substandard investigation into bullying allegations is a good way to quickly destroy the trust and confidence of your stakeholders.

The problem is that investigating bullying effectively isn’t as simple as it sounds.

I want to avoid further handwringing and scaremongering and instead provide you with some practical tips. One of the most challenging tasks in a bullying investigation is the interviewing of everyone involved. There are three broad questions that are common across almost every bullying investigation. Building these into your processes will help you achieve consistently fair outcomes.

These questions need to be front-of-mind as we approach our interviews with the person targeted, the witnesses and the person responsible.

1. How many times has the behaviour occurred?

Bullying is usually defined as behaviour that is repeated. This means your job as an interviewer is to determine how many times the same behaviour has occurred.

In my experience, if you ask an open question, the person who has been targeted will usually begin by giving you a rough timeframe and frequency. For example, “It’s been happening since the start of the year. It happens a lot.” This is a good start, but it doesn’t give you much to go on when you speak to the person responsible. It’s certainly going to be difficult to take disciplinary action against someone for behaviour that has occurred “a lot”. You need more detail.

Here are two ways to obtain further detail, bearing in mind the ease with which memory can be influenced and contaminated.

The first is to simply ask another open question based on the information you’ve already been provided. “You said it’s been happening since the start of the year. Tell me more about that.” This is an open prompt which will elicit further detail about the timeframe you’ve been given.

Another option is to ask the interviewee to clarify the meaning of the words they’ve used. “You said it happens a lot. Explain what you mean by the words a lot.” Asking the student to explain what they mean by “a lot” can lead to more specific information being provided about frequency. They might say, for example, “I guess a lot is a bit dramatic. It has actually only happened twice since the start of the year. It just feels like it’s happened a lot.”

It’s important to confirm the frequency of the behaviour under investigation. Do this through open questions and prompts.

2. What was the intent of the person responsible for the behaviour?

Sometimes it’s obvious when behaviour is intentional. A punch to the face is unlikely to be accidental. But with more subtle forms of bullying, it can be difficult to prove intent.

Intent is communicated through words and actions. Focus on what was said and done before, during and after an event.

For example, “Tell me what happened before Abigail pushed Lily.” Or “You said Landen deleted the pictures of Suzy later on - tell me more about that.” The way someone behaves before and after an incident can indicate their intent.

It’s natural to ask what people did, but it’s equally important to ask what people said.

When asking people to remember words, seek clarification. The human brain loves to fabricate memories to fill in the gaps in a narrative. Creating memories about the words that were spoken is a common cognitive processing error.

I recently interviewed a witness in relation to a bullying allegation. (Names and details have been altered for obvious privacy reasons.) The witness, Shavon, told me about a conversation she remembered having with the alleged perpetrator, Daryl, prior to the bullying incident.

Shavon: “He told me his plan for Rosanna. It was his plan to hurt Rosanna.”

Me: “What were Daryl’s exact words?”

Shavon: “Exact words? I can’t remember the exact words.”

Me: “You’ve said that Daryl told you his plan was to hurt Rosanna.”

Shavon: “Yeah.”

Me: “Did he use the word hurt?”

Shavon: "Yes."

Me: "So you can't remember exactly what he said but you do remember that he used the word hurt?"

Shavon: "Yep."

Me: "How long ago was this?"

Shavon: "I'd say a month ago."

I could have taken Shavon at her word immediately and concluded that Daryl definitely used the word "hurt", but with a bit more probing it became apparent that Shavon wasn't so certain. Shavon couldn't actually "remember the exact words". Her memory of the word "hurt" is therefore not all that reliable.

When it comes to interviewing the person responsible about their own intent, be thorough. Ask them to tell you about everything they said and did because this will provide indication of intent. Then ask them to explain the reason for their behaviour. For example, "You've told me that you joked around a lot with Taylor. What was your reason for making these jokes?" This is a fair way to establish the intent behind the behaviour.

Often, the person accused will claim they never meant any harm. As if the victim is at fault for taking offence. It can be helpful at this point to ask something like, "How did you think your actions would affect Christie?" A question like this will confirm whether the person responsible for the behaviour could reasonably foresee what was going to happen to the person targeted. Sometimes bullying behaviour is more reckless than malicious.

To establish intent, focus on the words and actions before, during and after each event. Don't be afraid to ask the accused about their intent directly.

3. What effect has the behaviour had on the person targeted?

Your interviews need to confirm the effects on the person targeted. The effects can be both physical and psychological. It's generally obvious if there are physical

effects, but children and young people don't always think to explain the psychological effects. To assess the psychological impact, it can be as simple as asking, "How did all this make you feel?"

Avoid leading questions like, "This must have made you feel very sad, right?" It's so easy to do this when you're feeling empathy for the target of bullying behaviour, but an investigator must remain impartial. Leading questions are bad. Avoid them at all costs.

When interviewing the person responsible, it can be difficult to know how to ask them about the effects their behaviour had on the person targeted. But you do need to ask. Here are some questions to consider.

"Describe Alise's behaviour after you called her those names."

"How did Denton react when you pushed him?"

"What effect has your behaviour over the last term had on Chelsea?"

Your investigation should identify the effects of the behaviour. Make sure all your interviews cover this important element.

Take the first step

If we want our boarders and parents to have confidence in the way we handle bullying allegations, we need to look at our investigation processes. In any investigation, interviews are so important. Having a set of standard questions that need to be addressed in every bullying investigation can be so helpful for ensuring quality and consistency. Consider how you can embed these questions into your bullying investigations. ■

AUTHOR:

Tim Sterne

Founding Director

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Tim Sterne is the Founding Director of Basalt Solutions, a consultancy focussed on supporting the education sector. Basalt Solutions offers professional learning and an independent investigation service for boarding schools. To find out more visit basaltsolutions.com



Finding Staff

What a Challenge

For many school leaders, finding staff committed to working in a residential boarding environment isn't without its challenges. Attracting them is one thing; retaining them is another. Boarding workloads are significant and, especially for those in boarding leadership with young families, it can be a big adjustment. Trying to find new avenues for recruitment and new staff is always high on the agenda for schools in both academic and boarding positions.

More recently, a steady influx of teachers moving to Australia from South Africa has allowed schools to support their local recruitment in boarding with teachers from overseas. With nearly all of these teachers having their own full

work rights and wanting to commit to a new community, it hasn't taken long for school leaders to realise the quality of these South African teachers. With the support of anzuk Education, these schools have well and truly extended their recruitment reach internationally.

Why South African Teachers?

Brendan Fraser - one of anzuk's Executive Consultants - has first-hand experience, having made the move as a boarding school leader from South Africa to Australia back in 2003. Brendan held a number of leadership roles at St. John's College, Johannesburg, one of the country's leading boarding schools. With enrolments of nearly 1500 students and a boarding contingent of 200, Brendan was heavily involved in most aspects of school life, culminating in a Director of Sport position prior to moving to Australia. Brendan knows only too well how well-regarded teachers from South Africa are here in Australia:

"The teaching landscape in South Africa is very different here, with applications for most positions - especially in the



‘sandstone’ boarding schools such as St. John’s - being very competitive. These teachers and boarding staff are known for their commitment to high standards of professionalism and excellence, as the schools expect nothing less. This reputation precedes them and the schools we have worked with across Australia are generally always very receptive to their work ethic and professionalism.’
Brendan Fraser, anzuk Education

South African Recruitment Trip

In 2022, Mitch Jones and Calum Fleming from anzuk Education held a recruitment trip in South Africa in the hope of tapping into the growing numbers of teachers migrating to Australia. Mitch and Calum both attending boarding schools as students (St. Joseph’s College, Hunters Hill and St. Greg’s Campbelltown respectively) and they were incredibly impressed with the sheer quality of teachers with experience in boarding environments who were migrating to Australia.

“What struck me is the passion these teachers have to their roles. During the trip, we connected with a teacher from Michaelhouse, one of the leading boarding schools in the country. He was able to articulate his experience in the boarding house in a way that wasn’t about being a ‘job’ but more so about his obligation to grow young leaders. His genuine interest in his students’ growth really stuck with me. I still have fond memories of my boarding leaders from my time at Joeys, so it resonated with me that this particular teacher will have year after year of boarding graduates from Michaelhouse who will forever be grateful for his pastoral leadership.”
Mitch Jones, anzuk Education

Cultural Offerings

Aside from work ethic and commitment to the duties of a boarding role, South African teachers also offer a lot of cultural awareness and competence. With Archbishop Tutu calling South Africa the “Rainbow Nation” in 1994, these school leaders often bring a rich cultural perspective which can enhance the learning and residential environment in Australian schools. This diversity can contribute to a broader global perspective for students and help foster an inclusive atmosphere, something which is critical in a residential environment.



Sport

An area in which South Africans also tend to be very strong in their offerings is school sport. These ‘extra-murals’ as they are known often underpin the life of a boarding school, with intraschool house competitions being highly competitive, second only to the national exposure that some interschool competitions get. With the crowds at schoolboy games exceeding those of some Super Rugby games – and the quality of rugby not far behind – these school teams are guided by expert coaches who often return to school on Monday to teach Year 8 English or Year 11 Mathematics.

The way in which some teachers display their commitment to the holistic life of the school – where involvement in academics, cocurricular and boarding aren’t mutually exclusive – ensures that they

are held in high regard when they move to Australia. A quick glance at some of the senior coaching staff at our own boarding schools nationally would likely show a large dose of South African influence!

Closing

If you’re a school leader keen to extend your recruitment reach for positions in boarding leadership or in teaching, please contact Brendan Fraser from anzuk Education (Brendan.f@anzuk.education) ■

AUTHOR:
Brendan Fraser and
Mitch Jones,
anzuk Education

Wish you could go back and tell yourself what you know now?

Key lessons and advice for new boarding staff

As we sit and reflect on our own journeys in boarding we take time to ponder the lessons we wish we knew as young staff. The current reality of boarding is that our corridors are filled with staff who have limited experience in boarding, who may be at University or holding down other jobs. We find ourselves in particular need to respond to a new generation of boarding staff; ensuring we prepare them enough to provide safe and nurturing environments for our young boarders

OUR COLLECTIVE LEARNINGS OVER THE YEARS.....

1 - Boundaries are key when you are young

As young staff not so long graduated from High School it is easy to get caught up in a friend-student relationship as opposed to a staff-student relationship. Our students are often the ones over sharing, asking for social media handles, wanting to know all about your life. Setting up clear and respectful boundaries from the beginning supports you in providing the care and support needed to our boarders without placing yourself in a vulnerable position. Be reminded that you can not 'promise' anything to students, you should not have them on social media, you can listen and share with them but not about your week-end plans or anything too intimate to share.

Simple phrases like 'is it ok that I give you a hug?' When someone is sad, sets up a clear boundary of support and verbalising your intent to care for them. 'I understand you want to know more about me but

there are some things about me that need to remain private' is a clear statement helps acknowledge their desire to bond with you without shutting them down but also establish clear boundaries for sharing.

2 - Mistakes are often the best way to learn

The reality is when you start in boarding you won't get everything right straight away. Adapting a growth mindset will certainly support staff in understanding how their mistakes will often be their greatest learnings. As Heads of Houses we need to consider our role as mentors in developing a culture in our workplaces that acknowledge mistakes and foster a sense of transparency rather than fear. Naming the errors and reflecting on other ways of working helps our staff in their leadership as residential educators.

3 - Parent partnerships are fundamental

Building proactive rather than reactive communication channels with parents

certainly supports open doors of communication. Instead of waiting for that phone call for a parent worried about their child who has called them at the end of a hard day, get on the mobile and send the parent a quick text to say 'Sally had a hard day today, we have chatted about it and she is in a better place'. A simple acknowledgement that the school knows and is there to support is a quick way to reassure parents who are far away and have a crying child on the end of the phone.

Try to share positive moments with parents rather than just calling when something has gone wrong. Too often parents at the other end of the phone feel the dread of yet another phone call from school. Let's shift this practice around, schedule in time to call or text a positive moment about the students in your house so that parents see all sides of their boarding experience. Parents love to receive photos so keep that in mind when your seeing lovely moments in your boarding houses.

4 - Focusing on culture building in your House alleviates long term issues

We aim to foster a home away from home environment in boarding but how do we do that? Setting the tone early on is highly important. Some great ways to do this are regular meetings and check ins. Meetings relating to admin (like please put your leave in!) are important but saving space for meetings with a focus on connecting are even more important. There is space here for student input where you could ask students to volunteer to run the next one and come up with an activity focused on getting to know each other more. It may

not feel like it sometimes but the more active culture building you initiate in your boarding houses the greater return you will have on the willingness of students to work with you. Why not start Tim Tam Tuesdays where you grab a few packets of Tim Tams and sit with a cuppa for a chat?

5 - It is the small things that make a world of difference

Getting to know your boarders is highly important. Finding out about where they are from, who is in their family and their hobbies is a perfect way to start. The little things make a difference to a boarder who is away from home knowing that you know them is integral. It is also the small things that are consistent, like asking how family are or pets and remembering important dates or things that are happening to check in about.

6 - Having those 'boarding mum tricks' which are often called upon regularly

This comes with time and learning along the way. It is important to learn from the wealth of your boarding staff to see what they know and how you can adapt it to suit you. Who would have thought I would now know all types of tricks for stained t-shirts as our boarders accidentally gets paint on their favourite shirt! We are a jack of all trades in these roles and the skills you pick up along the way are second to none. Having a curious and open approach helps!

7 - Knowing the little things help the students feel supported and known

How about asking for a home recipe from your boarders and surprising them by making it for supper one night? These little slices (pun intended) assist in demonstrating that you are invested in their home away from home and reflecting to them that you support them and care.

8 - Asking questions is key!

It is unlikely you will have all the answers in the beginning, if any at all. I remember thinking to myself (early on in my career) one night when a boarder came out crying, what am I going to do and how can I fix this? And the answer is sometimes there is nothing you can actually do and



nothing that can fix it. The key is listening and caring.

When faced with not knowing, it is OK to let a boarder know that too. But letting them know you will find out demonstrates you want to help them.

9 - Utilise ABSA online

As staff in residential education we deal with everything from falls, mental health support, parents asking for advice, toilets not flushing, bullying, head lice... the list could go on forever. When starting out it is unlikely you will have much experience with some of these things therefore we highly recommend and thank our workplaces for insisting on the completion of the ABSA Duty of Care Course.

ABSA have online free induction modules through their online learning platform, their constant webinars and conferences. We encourage all young staff in boarding schools to take full advantage of the suite of offerings ABSA have to offer. We work in one of the most rewarding yet vulnerable places in our schools, and these courses and just one way we can add to our toolkits and our knowledge base to ensure we are providing optimal care for boarders around Australia. ■

AUTHORS:

Scout Symons
Head of Raine House - Ascham School
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Transition + Wellbeing = Academic Motivation + Engagement?

Which strategies support the academic engagement of our boarders?

Research highlights the social and emotional benefits of being a part of a boarding community - socially, boarders are tight. There is an increased sense of cooperation and belonging when you are a boarder as you learn to live and work together.

We also know that boarders have 24-7 access to the amazing facilities of their school, including teachers and tutors who live and work with them in the boarding house as well as structured study routines and access to peer support. However, these potential advantages of life as a boarder do not always translate into higher academic motivation or achievement. This tension formed the starting point for an action research project summarised in this article.

Context

The action research focuses on Year 7 and 8 boarding students from our junior boarding house. The school has around 180 boarders from years 7-12, and the 40 junior boarders live in a separate facility with living spaces and routines appropriate for this age group. Most students start boarding in Year 7, with the majority coming from small rural communities in Western Australia and a small proportion from overseas or remote locations in the north of the state.

Transition

For most young boarders, motivation and engagement towards their studies can only come when they have grown a sense of

connection to their new school, feel confident that they can adjust to the routines in the boarding house and know they will not be making this journey alone. The Hale@home boarding transition program began in 2013 and uses technology to bridge the gap between students living in rural/regional areas and their future school. The program is designed to build boys' confidence about their academic prospects at the school.

The premise is to give incoming boarding students fun and interactive opportunities to get to know each other and Hale staff the year before they begin at the school so that when they arrive, they can hit the ground running. They have formed friendships with their fellow boarders, got to know the computer they will be using in the classroom and have already spent time online and at school with some of the teachers and key boarding staff.

The action research project included gathering feedback from the participants and their families and introducing some new strategies to ensure the ongoing success of the program. Under the key goals of the program, the adjustments have included:

- **Connection:** The Hale@home teaching team, who are also boarding staff, visit the boys in their regional areas at the very start of the program instead of

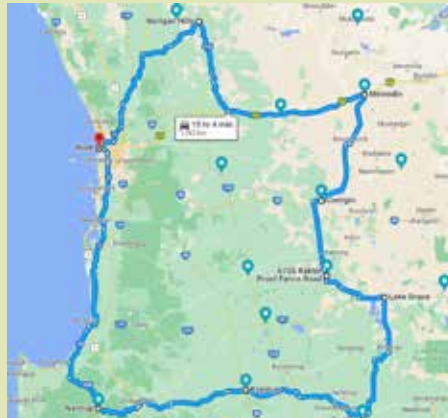
later in the year, allowing for a face to face first time meeting and smoother introduction to the computers. The camp timing was also adjusted to enhance connections.

- **Engagement:** Engaging parents through more frequent opportunities to meet, socialise, ask questions and provide feedback on the program. They share the journey with each other and feel they are a part of a team preparing their sons for life as a boarder.
- **Progress:** The program focuses on building confidence and interest in learning, recognising the unique skills and background knowledge that all boys bring.

Social and Emotional Wellbeing

The most challenging aspect of the transition to secondary school for boarding students is navigating the many changes in learning autonomously, separated from the support of their families. This separation can lead to homesickness, and feelings of apprehension and distress. Boarding staff and teachers play a critical role in creating an environment which is safe, welcoming and promotes social and emotional wellbeing.

The key areas relating to our students' wellbeing which were identified using the Professor Andrew Martin developed Motivation and Engagement Scale (MES) included: anxiety, persistence and uncertain control. The results indicate that whilst our youngest boarding students think positively about their learning and want to do well academically, there is a gap between



their motivation and the behaviours of engagement like planning and persevering. Some of this gap is caused by anxiety around assessment performance and comparisons with others, but also a lack of understanding about how to study and use prep time productively.

To better support and address their needs in the areas flagged in the survey, we did the following:

- **Wellbeing check-in:** conducted periodically as an online form for students in Years 7 and 8 and includes questions relating to sleep, peer relationships and co-curricular involvement. Provides a big picture snapshot of trends as well as an opportunity to follow up with individuals or address

concerns with whole group discussion e.g. screen time.

- **Prep checklist:** simple numbering system (1-5) used by students and boarding staff to encourage persistence during prep time. Criteria include: organisation (use of diary), participation (working without distraction), perseverance (sticking to task), initiative (asking for help when required) and PB (measuring achievement against own personal bests).
- **Assessment approach:** to address the area of uncertain control, a series of workshops was planned in collaboration with the school psychologist. A six-week program helping boys to understand how they learn best and better prepare for assessments.





Conclusion

Near the end of the research project, I observed from a distance a conversation between Year 11 mentors and Year 7 boarders. Amongst topics ranging from sport and friendships to boarder's rec and leadership opportunities, there was some talk about academic routines prompted by one of the Year 7's questions. The key message coming in the older boys' response was "to set up good habits early". They talked about their own experiences with some regret that they had "slacked off" early which meant that they had to "play catch up" later. They emphasised the

importance of getting help from teachers and tutors in the boarding house, making the most of class time and goal setting. One of them said, "don't worry if you're not the best in the class, just have a go and keep moving forward." Gold!

The action research project helped to distil the importance of a well-balanced transition, a learning focus on personal bests and strategies to optimise the unique benefits that being a boarder brings to life at school. ■



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ABSA Boarder Leadership Conference

Wednesday 23 Oct

Register here



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Making Boarders' Lives Better

www.boarding.org.au/training-academy/conferences/boarder-leadership-conference-2024/registration



Eleven tips for giving awkward feedback - *especially to sensitive people like your boss or customer!*

1. Choose your moment – not when they are busy or thinking!
2. In private – NEVER when other people are around, e.g. in a meeting
3. Consider confronting them with facts – measurable and provable
4. Give a concrete solution, e.g. not “you are bad at communication”, not “I want better communication” but “Can we have a ten minute meeting every Monday please?”
5. Consider questioning – why is it done like this? This is much more diplomatic than telling: “I think you’re doing it wrong”
6. Consider a small trial first (a trial of their ability to take constructive suggestions) before you go for the big one – ask for a small change, give them a small bit of negative feedback on something unimportant and see how they take it.
7. “If I could show you a way” “If there was a way to get better results” would you like to see it? / could you give me ten minutes to show you it?
8. Consider stories about others who did it and it worked brilliantly.
9. Worried if we don’t... rather than telling them that they are wrong, blame it on yourself: “I’m worried that it might go wrong / I’m feeling that we could be losing quite a lot of money not his...”
10. Link to money – “A way to save or make an extra £5000/month” / “I think we are wasting £5000 a month” / “I think it could cost us a whole lot of money if we do this the currently planned way”. Money tends to get people’s attention!
11. Sandwich – some good news, then the change you want, then more good news, e.g. “I’m loving the job / the customer is really happy, but there’s one small thing I’ve been thinking about.... but I know it’ll be easy to do and I’ll sort all the details for you if you want to do it”. It’s an oldie but a goodie! ■

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Cameron McEvoy and A Team Tuition: *A Partnership of Strategy and Success*



Cameron McEvoy's recent gold medal at the Paris Olympics serves as a powerful example of the innovative thinking that drives both his athletic achievements and our educational philosophy at A Team Tuition. His journey reminds us why our partnership is such a natural fit. Cameron's success isn't just about his physical capabilities; it's the result of a carefully crafted, strategic approach that aligns closely with how we help students achieve academic excellence.

When we first connected with Cameron, it was evident that his disciplined, strategic mindset in the pool echoed A Team Tuition's mission of equipping students with the skills and strategies they need to succeed. Now, with Cameron celebrating his Olympic victory, the parallels between his training methods and our educational approach are clearer than ever.

Revolutionising Training through Strategy

Cameron's victory in the 50m freestyle at the Paris Olympics, where he became the first Australian man to secure gold in

this event, is a testament to his innovative training philosophy. Often referred to as "The Professor" for his methodical approach and intelligence, Cameron redefined his training by focusing on quality rather than quantity.

After years of following a traditional, rigorous training regimen, Cameron decided to rethink his methods. He reduced his time in the pool and introduced a diverse range of physical activities, including calisthenics, rock climbing, and strength training. This shift allowed him to achieve peak performance while spending less time in the water, proving that success is not just about how much time you invest, but how effectively you prepare.



Strategy, Precision, and Growth

At A Team Tuition, we believe that achieving success—whether in academics or athletics—requires a strategic approach. Cameron's thoughtful training regimen, which led to his Olympic gold, reflects our belief that effective learning is not about studying harder, but studying smarter.

Our Academic Personal Trainers (APTs) work one-on-one with students to create personalised strategies that play to their strengths. Our Transformation Program, which is built on principles of educational psychology, helps students tackle challenges, leverage their strengths, and excel academically. Like Cameron's approach to training, we focus on precision, strategy, and fostering a mindset that encourages growth and achievement.



The Pursuit of Excellence in Boarding School Education

Cameron has excelled not only in the pool but also in his academic pursuits. His story is a testament to the power of strategic thinking, determination, and a commitment to excellence—qualities that are crucial in the context of boarding schools. His decision to radically transform his training approach, guided by a deep understanding of the science behind performance, reflects the same principles that drive A Team Tuition. Innovation, resilience, and a commitment to personal growth are essential components of a successful education, especially within the unique environment of boarding schools.

For boarding students, this partnership highlights the significance of academic strategies tailored to their unique needs. Just as Cameron's scientifically driven training led to his Olympic triumphs, our educational strategies are designed to empower boarding school students to thrive, both academically and personally.

We work closely with schools to develop programs that foster independence, resilience, and academic success, ensuring that students are equipped to thrive in every aspect of their lives.

A Team Tuition and Cameron McEvoy: A Partnership Driven by Strategy and Success

The collaboration between A Team Tuition and Cameron McEvoy goes beyond a simple partnership; it represents a shared commitment to inspiring and empowering the next generation. Cameron's journey shows us that success isn't just about working hard—it's about working smart, staying true to your values, and embracing new methods that lead to meaningful outcomes.

For boarding schools, this partnership highlights the potential benefits of a strategic educational approach. By partnering with A Team Tuition, schools can offer their students an experience that mirrors

Cameron's disciplined, strategy-driven success, providing them with the tools they need to excel in both academics and life.

As we continue to support students in their academic journeys, we are proud to partner with ABSA alongside a champion who embodies the values we teach. With Cameron McEvoy as a partner, we are dedicated to fostering a strategic approach to education that helps students reach their full potential, both in the classroom and beyond. We welcome to explore how this partnership can benefit their students, helping them achieve success in all aspects of life. ■

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Crises come and go, *but are you capturing the lessons learned for next time?*

Crisis
Communications
Plan



It's an understandable and too common a reaction to a communication crisis, that once it's passed, the next best thing seems to be to forget about it completely. Out of sight, out of mind. That is of course until the next one hits. But whilst it is always good when a communication crisis has passed and things have become quieter, that is the perfect time to ask your leadership and communication team – what did we learn and how can we do better next time? How can you and your school learn from the experience that you have been through, for next time?

That is why conducting a thorough review after any crisis communication event is critical so you can identify what worked, what didn't and importantly, how you might amend your approach for next time. Because there will always be a next time. This article covers some of the things that you should consider doing to make your crisis communications plans and approaches as good as they can be.

Keep good notes

During any such event it is critical that someone in your team is tasked with capturing key issues that arise, stakeholder reactions and other matters that arise throughout the life of any crisis communication event. This will include recording any negative issues that have come up, gaps in your communication tools or outreach such as letters to your school community, media responses and the

like, feedback from stakeholders both good and bad, responses from regulators, things that came out of left field or which you didn't foresee – these are just some of the elements that an effective record of the event will detail. These notes are critical for a post event review with your communications team and your leadership.

Ask your team how they felt things went

Post any crisis communication event, it is important to capture the responses of your team to how the issue was handled, what worked and what didn't, as well as their views as to the response of important stakeholders such as parents, students, staff and others. Canvassing views of your leadership and your team involved in such events, will ensure that you hear the broad range of honest views as to how the issue was managed from a communication and stakeholder perspective.

Analyse stakeholder feedback

Keeping a record of all stakeholder feedback during a crisis communication event is key. Review that feedback after the event as it will give you a clear picture of how your institution has been perceived during the event and what stakeholders think about you. Remember also that an absence of stakeholder feedback is also a very important measure, as it might indicate that people were happy with your response because they did not raise any issue with you. It is important to balance all feedback and understand the reasons why stakeholders have responded in a particular way. Understanding this will help enormously in planning for future events.

Bring feedback together and share it

Ensure that you share all relevant information with your team involved in managing crisis communication events and review it together so that you can identify themes and areas for possible action. Use such as a session to identify what needs to be addressed and identify possible solutions for moving forward. This will ensure that you are learning lessons based on practical experience.

Revise your communication plans

Once you and your team have reviewed feedback and identified solutions to address any issues, then make sure that you revise and amend where necessary, your communication plans and tools. Keeping these important documents up to date and building on experiences, means that you are in the best position of preparation ahead of any future crisis communication event.

Refresh any training that might be needed

This is particularly important for anyone who is on the frontline of responding to any crisis communication event, including liaising with media or speaking to stakeholders. Ensure that these team members are supported with regular training and refreshers so that they are always ready to jump into action when needed. Their job is difficult in times of a crisis, so supporting them with training and updates means they can do their job effectively when needed.

In summary

We all know that crisis communication issues come out of the blue. That is why learning from past experiences in the quieter times pays off in the long run. By critically reviewing your approaches, listening to and taking on board feedback from stakeholders, and updating your communication planning, you will proactively put you and your school in the best position to manage the next event when it occurs. ■

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Julian Brophy,
Perception Partners

HOBSA Retreat Clare Valey

The South Australian Heads of Boarding convened for the third annual HOBSA Retreat at Sevenhill in the Clare Valley. Attendees had the opportunity to reflect on their roles, share best practices and lessons learned, and discuss future challenges in managing boarding facilities.

Key discussion topics included:

- Sustainability considerations for the Head of Boarding role
- Supporting academic success (the main focus) – strategies for monitoring boarders' academic progress
- AI – risks, challenges, and opportunities for enhancing student learning and boarding operations
- Staffing – the ongoing challenge of recruiting and retaining staff
- Concussion and injury management protocols

This overnight retreat serves as a crucial networking and peer support event. ■



Beef Australia 2024

Showcasing the Beef Industry to the World

All roads lead to Beef Australia 2024, as The Rockhampton Grammar School helped “Our Town” showcase the beef industry to the world.

The Rockhampton Grammar School’s involvement in Beef Australia 2024 helped to make the event not just a showcase of the beef industry but also a celebration of our school and our community spirit.

Walking down every road at Beef you caught a glimpse of an RGS connection.

RGS Primary and Secondary students poured through the Beef gates, learning more about how the beef industry contributes to our community and the

growing innovative practices in the industry. Their studies continued when they returned to the classroom.

The RGS trade site welcomed a constant flow of visitors over the five days, whether that was current families, alumni, past parents, and friends of the school. We even met many potential future Grammarians.

In Centre Ring, students in the RGS Show Cattle Team proudly represented the school against strong competition from across the state, and inter-state.

Other students were scattered across cattle sites, either helping with the family business or assisting family friends promote their cattle.

RGS Director of Boarding Mr Mike Silcock said “Peoples Day” saw an opportunity for the boarders to get a great taste of the enormity of this international event.

“The boarders participated in the Show Cattle, met with RGS Alumni, and even spent time on the School’s stand,” Mr Silcock said.

“The RGS “theme” was “Welcome to our town” and the boarders perfectly encapsulated this with their many contributions throughout the week.

“Beef” was an event much bigger than just The Rockhampton Grammar School, however it was important for many within the community. The “Drinks with the Director” was a great way to celebrate our community and connection as many gathered on the Lawn Bar on the Tuesday and Wednesday afternoon.”

RGS Year 7 boarder Skye White, from St Lawrence, starred in Centre Ring representing the RGS Show Cattle team, placing first in stud judging and 2nd in parading for her 8 to 11 years age division.

Having shown cattle for her family since she was six-years-old, Skye also now enjoys working with the School’s steers and her fellow Show Cattle Team students.

At Beef, Skye welcomed the opportunity to compete with her friends and new competitors, as well as judging previously unseen cattle.

“Beef is different to competing at other shows because it gives you an opportunity



RGS boarding families – Biloela’s Quaid Blyton (Year 10) with parents Jamie and Melissa Blyton catch up with Theodore family Krista and Allan Becker with their daughters Charlotte (Year 8) and Lillian (Year 9) catch up at the RGS boarder families gathering at Beef 2024.



Helping at the RGS trade site are School vice captain Lachlan Wilson (from Mackenzie), taking a photo of his fellow student helpers, and fellow boarders, School Captain Martha Dingle (from Tannum Sands) and Imogen Davies (from Emerald)



Skye White (St Lawrence boarder)

to compete against a lot of other kids that mostly aren't at other shows," Skye said.

"It also lets us speak in front of a larger audience and with a very different variety of cattle that I may or may not have seen before."

RGS Year 12 student Lachlan Donoghue is excited about pursuing a career in agriculture after school, firstly planning a year working on his family property near Moura before hopefully studying at Marcus Oldham College.

Beef provided a further opportunity to make industry connections.

"Beef provides incredible opportunities to people involved in the Ag industry across Australia," Lachlan said.

"As a young person in Central Queensland it has been an exceptional place to gain knowledge and make connections with people in the industry."

With the support of the school and his family, Lachlan attended a variety of courses and seminars throughout the week.

"The sheer array of knowledge which these guest speakers and companies have to impart is something you could not find anywhere else," said Lachlan of the many opportunities that broadened his horizons on opportunities in the agriculture industry.

RGS parents were a regular site at Beef.

RGS Boarder Parents Association President, and mum of four children to attend RGS, Mrs Toni Frame said Beef 2024 was an important event for the RGS boarding community.

"A large percentage of boarding families were in Rockhampton for Beef, either for the social aspect, catching up with old friends and meeting new ones, or showcasing their business," Toni said.

"Many boarding students also visited Beef with their Agriculture class or worked with their family showing cattle or visiting with their family, while the RGS trade site was a great place to connect and network with staff and students passing by.

"We also loved connecting with fellow parents at afternoon drinks on Tuesday and Wednesday afternoons."

The combined efforts of our whole school community contributed significantly to the success of the event and reinforced the town's reputation as a vibrant and engaged community.

This whirlwind event, a mix of industry engagement and a flurry of networking engagements, hits Rockhampton every three years.

Bring on Beef 2027 from 2-8 May! ■



Primary classes visited the industry trade sites at Beef, including the AMPC (Australian Meat Processor Corporation) stand.



RGS Year 9 boarders Makeeley Turner (from Moranbah), Hayley McCamley (from Ulogie), and Samantha Green (from Rolleston) visit Beef with their Year 9 Agriculture class.

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Examining bias

within a boarding school context

Boarding schools offer a distinct environment where students from diverse backgrounds come together, bringing with them a rich tapestry of norms, mores, and customs from across the world. Within the confines of these halls and dormitories, unique student cultures intertwine with the distinct culture of the boarding school.

This confluence of identities presents a compelling setting that necessitates the development of compromise, challenges assumptions, and fosters personal growth for both its staff and students. It requires students and staff to question their own worldviews, thereby promoting self-reflection and character development as central to the boarding ecosystem. And yet, of course, these ideals are not easily achieved. Navigating this unique setting requires a willingness to seek common ground and engage in compromise. Students must learn to recognise that their own values and beliefs are not the sole blueprint for navigating the world, and at times, self-reflection may bring with it discomfort (Singleton & Linton, 2005).

The pursuit of a more inclusive and culturally sensitive boarding culture requires the deliberate work of schools and boarding staff. Specifically, they must be:

- culturally aware and able to unpack tensions without judgement
- practised at recognising when and whether their own bias is impacting

their perception

- willing to interrogate policies that may be rooted in bias in order to unpick systemic practices that fail to account for the diversity of the student cohort (Singleton & Linton, 2005).

Creating a culturally aware environment within a boarding community

Cultural awareness is the cultivation of knowledge that enables students to be sensitive toward the similarities and differences of cultures and, in the context of a boarding house, is imperative to breaking down cultural barriers that might exist between students (Evolve Communities, n.d.). We embed cultural awareness in our boarders to encourage global citizenship and develop in them an appreciation for the diverse culture St Margaret's boarding itself has to offer, as well as the wider global community of which our boarders will become strong members. Giving our boarders the opportunity to create cross-cultural connections at such young ages is imperative to their ability to become accepting, grounded women, but

it also equips them with critical thinking skills. If they can understand problems across cultural contexts and epistemologies, our girls broaden their ability to think critically, deeply, and reflectively.

Self-awareness and reflection to achieve personal growth

Unconscious bias does not just discriminate by gender, race, or ethnicity; there can be many more assumptions at play (UCSF Office of Diversity and Outreach, 2024). To become inclusive and treat every person with dignity, we must become more aware of the unconscious bias in all of us.

An attitude refers to one's evaluation of something, such as a person, place or idea, and implicit attitudes are positive or negative evaluations that take place at a subconscious level. Implicit bias can refer to both favourable and unfavourable assessments of people belonging to different social groups. It can underpin feelings and attitudes toward other people based on the groups with whom they share a characteristic (UCSF Office of Diversity and Outreach, 2024). Bias develops over a lifetime both through direct and indirect messaging received about different social groups. Implicit bias is often the elephant in the room that stops a boarding house from becoming totally inclusive.

For our boarding staff, an integral part of their professional development and success is the practice of self-reflection. We ask them to reflect on their experiences in

the boarding house and be critical of what may be their unconscious biases. We institute a supportive framework in which our staff are continually educating themselves for the betterment of our boarding community as they work towards providing an inclusive environment in which staff are emblematic of a process of self-reflection and implementation.

Systemic bias within practice and policy

Throughout history, psychology has predominantly directed its attention towards examining biases at the individual level. However, this approach has somewhat neglected to adequately acknowledge the systemic dimension of racial biases. Within a boarding environment, it is vital that practices and policies be examined to identify where inequality and bias may contribute to a problematic institutional culture.

In recent years, several significant ethnographic studies have shed light on the experiences of Aboriginal and Torres Strait Islander students in relation to boarding school, as well as the perceptions of their families and community. These works, including Bobongie (2017), Guenther et al. (2016), Mander (2015), Mander, Cohen, and Pooley (2015a, 2015b), and O'Bryan (2016), provide valuable insights that speak to the motivations driving Indigenous families to choose a boarding school for their children. Importantly, these works highlight the challenges faced by students during their transition to and from boarding school, particularly, the Eurocentric attitudes among staff members and the experiences that lead to identity dissonance among Indigenous students.

The significance of language

The language of both staff and students in the boarding house is paramount in guarding against the negative impacts of unconscious bias, but it is also the clearest evidence that these biases do indeed exist. Students may say, 'I didn't mean it that way', 'That's so gay', 'I'm not a racist, I have friends who are black', and 'Wow, you speak good English'.

Unspoken assumption, inconsiderate remarks, and insensitive gestures that wash over some, or fail to even register, can be like a slap in the face to others and can make some boarders feel that

they don't belong in this community. They send a message to some members of the boarding community that the boarding house is not a safe place for all. International students face expectations of conformity and attempts to suppress or alter their cultural identity, which greatly impacts their sense of belonging in the boarding house. An example includes non-native English speakers being marginalised when it comes to group work as they may not grasp the norms of peer collaboration, or international students anglicising names so that they can fit in. For many of us, we avoid pronouncing some names because we are not sure, rather than asking and accommodating for all members of our community.

Language is the most dangerous tool we all have. It is how we choose to use it that can weaponise it. Words have an effect – they stick around and hold immense power in either denying a person's identity or undermining one's sense of self. Language is the vehicle through which power structures and understanding of how the world works and people's places within it are shared, expressed, reproduced, and changed. Language reflects not only our beliefs but also the culture we uphold. Language has the potential to do harm irrespective of intent. It can also be a force for resistance and liberation. Addressing unconscious bias is essential to having a community that is inclusive for all. Staff need to move out of their comfort zones and critique themselves and understand what their unconscious bias might be. They need to become self-reflective and to put a magnifying glass on areas of their performance where unconscious bias is shutting the door on some students (Aow et al., 2023).

Lessons for staff in boarding schools

In boarding, we need to try to understand each child's personal experience and learn to value each young person's perceptions and experiences. Staff can engage in what Singleton and Linton refer to as the Four Agreements of Courageous Conversations. They can also ask questions to both students and themselves, such as: What makes you think that? What leads you to that conclusion? Would your decision be different if the person were of a different background? (Singleton & Linton 2006). It is the boarding staff's responsibility to ensure that the boarding house is a place

where influence is appropriate, positive, and beneficial to all. Another way for staff to do this is by using the Nine Rs to Reflectivity: Recall, Remember, Recollect, Re-examine, Recognise, Regulate, Reframe, Reflect and Realise. These strategies can then be used with students as positive tools in helping them address unconscious biases they may have (Aow et al., 2023).

It is important to note that a true culture of inclusivity and care can only exist if it comes from a genuine place of empathy and understanding. Dignity for all allows us to make mistakes without shame or humiliation. Using dignity as a foundational element of the boarding house culture gives young people and those who work with them a common language, principles, and concrete tactics to create and maintain a positive boarding climate where they can feel safe and welcome. Dignity should be unconditional, as it conveys the notion that everyone has inherent value and worth and should be treated accordingly. ■

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Dressing Well

a Form of Good Manners

Finding yourself in a conversation with students about their school uniforms is familiar territory for any adult working in an education setting. There are many, varied responses to the question of why it is a social good for teenagers to wear identical formal dress or business casual each day.

Some justifications lean heavily on the inherent charm of tradition and others stress that the sameness of attire minimises unhelpful peer comparisons. There is one answer to this line of questioning however, that has diminished more recently, this is that wearing blazers, stockings and (depending on your tax bracket) boater hats each day somehow emulates the attire of the 'real world', the workforce beyond secondary school. Of course, this grows more absurd by the day.

Jarringly, imagining generation alpha sometime in the 2040s, knee deep in their eighth career pivot, in an industry that apparently won't exist yet, and doing it all from home in sweatpants, is as bleak to me as a whole life spent in a woollen tunic.



Adidas Handball Spezial Image courtesy of Adidas: <https://www.adidas.com.au/handball-spezial-shoes/BD7633.html>

Should I be this concerned about the dying art of getting dressed and dressing well? It's too late, I am.

Just as students have particular standards in their outward presentation whilst on campus, staff are expected to model professionalism in their dress. This is, just like the shifting climate enshrouding other cultural sensibilities, becoming increasingly opaque. For those of us in boarding, our dress can be a way of clinging to a semblance of a work/life boundary in an otherwise boundary-less existence. Boarding practitioners understand that best practice maintains a tension between high standards, appropriate boundaries and the cultivation of a relaxed sense of 'home'. Having academic staff in your boarding house, for instance, can be an asset in many ways, it naturally raises the standards of professionalism in that environment, and in turn the expectations of student conduct. It can, however, be a liability for students who need to escape from the errors and pressures of the day. There is a need for wise and nuanced decisions in all aspects of boarding operations as striking this balance between formal and relational is crucial. It makes sense therefore, that this tension manifests itself even in our clothing.

Personally, I think that it's an asset that the boarders in my house have

seen me in my slippers, with vegemite on my shirt, wrangling a tantruming toddler. I believe that this helpfully breaks the illusion that I am not a real person. They witness me as a mother, as a wife, as a woman with particular tastes and hobbies, and skills, and shortcomings, as well as their Head of House and, for some of them, their English teacher. Though this is entirely speculative, I feel it must impact the relationship I have with them. It reduces some formality, it increases the sense of solidarity. They know that I really live there, with them, and with my family, in some part due to them seeing me in off-duty clothing. This also adds potency to the fact that I dress 'up' for 'work' each day. At times, girls have even remarked, "you look nice, where are you going?" Of course, the answer is to school, with them. There exists, then, the temptation to see little value in dressing well each day, when it would appear it's chiefly for the same community who see me in more casual attire, almost as regularly.

However, this is where the art of 'turning up', so to speak, is demonstrated through our dress. Perhaps you think that this is a stretch, but as a disciple of Tom Ford, I truly believe that "dressing well is a form of good manners." Anecdotally, I have experienced that there is a gulf between apathy towards one's appearance and, vanity; centred within these two pitfalls, is the joy of dressing well. Getting dressed each day can be an exercise in which we bestow honour upon ourselves, upon those we plan to encounter and also a way of ritualising our readiness for work. Just as at formal celebrations our standard of dress is a sign of respect, the care and attractiveness of our clothing can imply to others in the workplace, and in all of our lives, the level of importance we ascribe to the activity we are attending to. Boarding is serious work that requires expert practitioners,

and living authentically and relationally alongside students is a necessary part of that expertise. Our clothing, wherever possible, ought to reflect this paradox.

Let me be clear, dressing well is not the same as dressing formally, and now more than ever, the jury is out as to whether dressing professionally needs to be particularly formal. But dressing with care and intention to look your best, and also for the joy of it, is a valuable thing that I believe is worth holding on to, if only for art's sake.

I've known many friends and colleagues who have a 'work wardrobe' and a 'real wardrobe' and adhere to these with varying levels of neurotic strictness. I myself have given this a crack in the past, but have given up for several reasons. Firstly, it's near impossible to avoid existential crises when you gaslight yourself into believing that the occupation of most of your life is not, in fact, your real life. Secondly, the implication of this approach to dressing is that what you most prefer to wear, is chiefly not what you wear, most of the time. Finally, a life in boarding makes this dichotomy between work and life impossibly false. It seems far less joyless to me to mostly, if not always, wear things that I like wearing and to give up on the idea that I am not living my real life when I am at work. Rather, based on a belief that my work is a valid and real and shaping (and happy!) part of my identity, I dress as myself, and appropriately for work and am dogmatically optimistic that these two things are not mutually exclusive.

Just as my educational career experiences have expanded, so has my wardrobe. So, to conclude this manifesto, my top picks for building a capsule wardrobe (a great option for the fashion fatigued or sceptical) that makes you excited to get dressed in the morning. Specifically tailored to those of us whose work days can involve: early mornings, late nights, teaching in the classroom, pacing hallways on the phone, and, somehow also, playing table tennis with Year 9 and drinking Milo with Year 7.

1. A great sneaker

The Adidas Spezials, Sambas or Gazelles are all unisex variants of a classic aesthetic that is unlikely to date anytime soon. They come in a huge amount of colourways so you can take the measured risk of wearing colour and they look great with dresses,



Image courtesy of Menswear Style UK: <https://www.menswearstyle.co.uk/2023/06/20/mens-sunglasses-guide/11460>

tailored pants, chinos and suits. I am a bit of a sneaker fanatic but even at my most conservative I think that it's wise to invest in both a beautiful white (or monochromatic) sneaker and another more colourful sneaker. Sneakers give youthful life to lots of more traditional workwear pieces and they are incredibly practical for a day (and night) on your feet.

2. One beautiful blazer

A sports jacket or blazer that truly flatters you in colour, shape and texture, is money well spent. End of financial year sales are the best clothing sales of the year for a big ticket item. A jacket that is part of a suit will rarely be as versatile (or cool) as one that has been designed to wear as a separate. Opt for navy, brown or black. For women, oversized fits can be a versatile option due to a less formal silhouette; this makes them work unfastened or draped over a dress or pants.

3. High quality knitwear

If the colour and fit are right for you, you can literally wear a jumper and look sharp. It's worth getting this right. Avoid high percentage polyester if you want a long lasting garment. Bonus, a knit over a collared shirt means no shirt ironing required (as long as you commit to both layers all day). More importantly, knits don't have to be long sleeved. A knitted vest, or short sleeved top can function as an elevated t-shirt.



The Djerf Avenue oversized 'Forever Blazer' in oat. Image courtesy of Djerf Avenue: <https://djerfavenue.com/en-au/forever-blazer-grey/>



Image courtesy of ZARA: <https://www.zara.com/us/en/textured-knit-polo-shirt-p04938408.html>



Image courtesy of VRG GRL: <https://www.vrgrl.com/products/elsie-knit-cardigan-lilac>



Street style at Stockholm's Fashion Week 2022. Photographed by Søren Jepsen. Images courtesy of Vogue: <https://www.vogue.com/slideshow/the-best-style-at-stockholm-fashion-week-spring-2022>



The 'Baker Pant' from Uniqlo. Image courtesy of UNIQLO: <https://www.uniqlo.com/au/en/products/E450606-000?colorCode=COL09&sizeCode=SMA0 07>

4. A straight-leg pant that's hemmed to graze just at the top of your shoe and sits comfortably-no-belt-required at a mid-rise

Specific, I know. But if you know, you know. Uniqlo is a smart pant paradise and they'll do free hemming for you to get the fit right. Absolutely wear a belt, but if you need it, the pants don't fit. A mid rise pant is a traditional suiting fit and so it will nod to a level of formality that will elevate your overall look. Your socks will be on show, crew length only, it's not 2010.

5. Monochrome

Don't overthink your colour palette. Navy blue looks fantastic with navy blue. When in doubt, pair like colours together rather than avoiding monochrome, it can be incredibly stylish.

6. Lastly, details matter.

Accessories go a long way in refining an outfit and suggest a significant level of care. In general, women under-utilise belts, and men under-utilise textures. Heavier weight, textured, non-polyester fabrics will add interest to an otherwise simple outfit. Giving your attention to polished and clean shoes, ribbed socks, an interesting bag, the right tie, and of course, jewellery, can also greatly impact how put-together your attire appears. ■



Top stitching adds interest to a black shirt. Image courtesy of ZARA.



Pops of accessory colour at Milan Fashion Week 2017. Photo by Nabile Quenum. Image sourced from The Cut: <https://www.thecut.com/2017/02/photos-the-best-street-style-from-milan-fashion-week.html>

AUTHOR:
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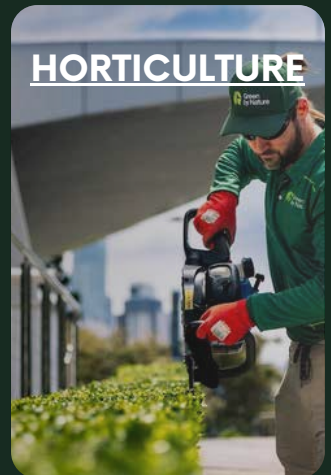
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School trips - *improving safety and trip management*



Travel is fun. It's a huge part of life. And for students, it can be an eye-opening, wonder-filled experience that brings memories to last a lifetime.

It also has another purpose. Travel opens young minds, and is a key ingredient that helps mould them into the people they will become.

Travel gives our students things they can't read in books, or fully appreciate from the stories told by their teachers or parents. With travel, you can smell the markets, taste the food, feel the crisp bite of cold air as you ascend to a mountain viewing platform, hear languages in the street and meet real people. It's these things our children will remember, and it's what impacts them in a meaningful way.



And once you've got the bug, it's hard to get rid of. For most of us, we rarely come home from one trip without having already started planning the next one.

However, with travel comes responsibility, risk and, for the organisers, lots of work.

It's this pre-trip work that increases the likelihood of a smooth, enjoyable experience and reduces the chances of something going wrong.

This is particularly relevant for organised travel such as school trips where you're not just looking after your own family, but have responsibility for other people.

So, how to help ensure a trip is smooth, so you can maximise the benefits? Here's four items to consider that will help make trips smoother and safer.

1. Standard pre-trip checklist / risk assessment.
2. An experienced travel agent.
3. A good in-trip communication and safety platform.
4. Post-trip assessment.

1. Pre-trip risk assessment and checklist

A pre-trip checklist will allow trip organisers to ensure critical risk and other high-impact items have been considered prior to departure.

This list should be standard and have applicability across all trip types. Obviously the level of risk and preparation required for a trip to the zoo is different

to a major overseas adventure, but the list should be easy to go through and understand what is relevant.

The list can be created by the school, sourced from another school who already has one, or can be prepared by a specialist risk organisation. Note – it is important that the list is practical and usable.

The main purpose of the list is to help streamline trip organisation, and to identify potential risks and ensure mitigation strategies are in place and SIGNED OFF by the appropriate senior staff member before the trip. Examples of items in this checklist can include such things as;

- Check travel & risk advisories for the countries of destination
- Understand in-trip emergency procedures
- Understand common in-trip risks and responses – eg: child gets lost
- Be clear on staff member's roles and responsibilities
- Ensure travel insurance is in place
- Ensure trip attendee's existing medical conditions (eg: food allergies) are documented, understood and mitigation strategies are in place

A practical pre-trip checklist and risk assessment, signed off by the responsible staff member will help make trips smoother, safer and reduce school liability risk.

2. Use an Experienced Travel Agent

Whilst it might be nice to support one of the school parent's local travel agency, only do so if they are experienced in organising school trips.

Choose an agent who specialises in school trips. They will provide you with

a proven, complete, end-to-end service that includes relevant visas, check-lists, travel documents, itineraries, emergency procedures, 24/7 support and many other things.

An experienced school trip travel agent will make a trip smoother, less stressful and also reduce risk.

3. In-trip communication and safety tool

The traditional tool to keep connected and safe when away has been a mobile phone which allows you to call a trip member.

However, it's really not enough. What if the child is missing and doesn't answer their phone?

Some schools use a combination of different tools or platforms like mobile phone, WhatsApp groups and location sharing apps.

However, technology has moved on and there's now more effective and efficient ways to manage trips. It's best to have a single platform that does everything you need – location sharing, chat, calls, check-ins, taking trip photos and videos, parent's

chat group (for trip updates), travel documentation and a range of safety features such as local destination support numbers.

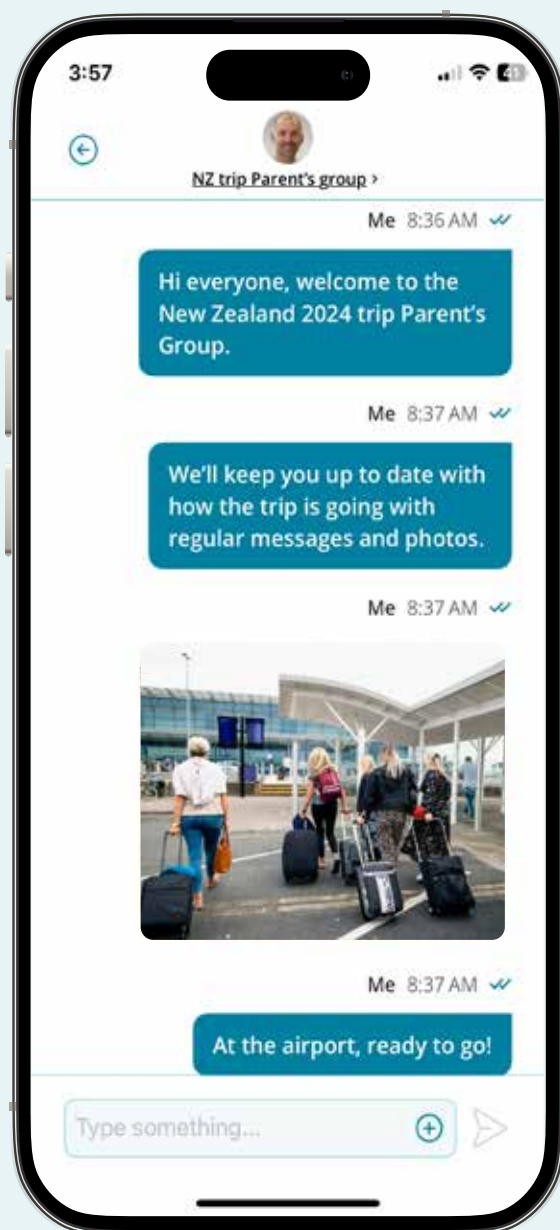
Lifestream is the only platform that provides all of these capabilities in a single easy-to-use app that is designed to help make your trip easier to manage and safer.

4. Post trip review

After you're back from the trip, complete a standard post-trip review of the trip planning and management and any incidents or issues that arose during the trip, including how they were responded to.

The purpose of this review is to provide a structured way to evaluate and improve existing processes for future trips.

A post-trip review not only helps you improve processes but also demonstrates continual improvement and risk mitigation practices. ■



Use a single communication and safety platform for in-trip group connection and safety.

What is Lifestream?

Lifestream is a world-class location sharing & communication app designed to help students and teachers stay connected and safe on school trips.

- Secure, private trip groups
- Real-time location
- Group chat
- Voice and video calls
- Check-ins and directions
- Trip documentation
- Safety and support features
- Parents group for updates

Send an email or call to book a demo to see how Lifestream can help better manage school trips.

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Elevating Academic Support for Boarders:

Prince Alfred College's Partnership with A Team Tuition



As one of Australia's prestigious boarding schools, Prince Alfred College (PAC) is redefining what it means to support the success of their students. In this case study, we'll explore the strategic partnership between PAC and A Team Tuition, focusing on the transformative impact on Year 10 boarders, particularly those transitioning from a rural education. This partnership shows PAC's dedication to academic excellence and helping students grow in all areas, reflecting the school's progressive approach.

Recognising the Need for Academic Empowerment

PAC's decision to utilise A Team Tuition stemmed from a well-recognised need to support their Year 10 boarders, especially those coming from rural schools with notable gaps in their academics. Will Mercer, Assistant Director of Boarding, who previously collaborated with A Team Tuition at Churchie in Brisbane, was familiar with the team's student-centric approach.

"I appreciated A Team's 'process over outcome' focus and their dedication to working with students of diverse academic capabilities," he stated.

Knowing that Year 10 is a key year, with cohort numbers usually doubling from 20 to 40, PAC aimed to offer specific academic support and mentoring.

"We needed a way to bridge the academic gaps for these new Year 10 students and set them up with the necessary study

skills for Year 11 and beyond. A Team Tuition was the perfect fit for this challenge," Will elaborated. The goal was to reduce the number of failed exams for new Year 10 students and see a lift in overall results for boarding students completing SACE or IB in Year 12. Additionally, PAC wanted to instil skills that would serve their students well in university and their future careers.

Implementing a Structured Homework Routine

Prior to integrating the strategies and skills of A Team Tuition, PAC revamped their homework routine to foster a more structured academic environment. In Term 3 of 2022, following the easing of COVID restrictions, the school transitioned from a 90-minute supervised study session to a split homework system. This new schedule involved 120 minutes of supervised homework between 5:30-8:00 PM, with a 30-minute dinner break. This new routine, piloted in Term 4 of 2022 and continued through 2023, emphasised

silent study during the first hour, with group work and other activities reserved for the second hour.

"This structured approach set the stage for the successful roll-out of A Team Tuition's program," Mercer noted. "Students were already accustomed to disciplined study habits, making the transition smooth." Mercer also highlighted the logistical challenge of moving dinner an hour later, but noted that it resulted in students being more engaged in the second hour of study.

A Team Tuition: Transforming Academic Potential

The introduction of A Team Tuition brought significant advantages to PAC's academic support system. With a focus on small-group sessions, A Team Tuition provided personalised attention and tailored interventions, enhancing both academic performance and student confidence.

"The biggest advantage of A Team Tuition is the ability to have more tutors working with small groups of students while staying within our budget," confirmed Mercer. He noted that before engaging A Team Tuition, day-school staff supported students during homework sessions, although there was an inconsistent demand that resulted in under-utilisation throughout the term, with a very high demand during key assessment milestones. The new partnership allowed for a more targeted approach, with day-school staff now offering masterclasses and drop-in sessions for Years 11 and 12. This shift resulted in more

focused homework sessions, reinforcing the importance of academic time after school hours. It also allowed for a more efficient use of day-school teaching staff.

Mercer emphasised the cultural shift brought by A Team Tuition: “The visibility of the groups and the message it sends about how we as a community approach academic time after school hours is invaluable. This has also reinforced with students that homework is a serious and structured part of their day, which has noticeably improved their focus and discipline.”

Measuring Success: Impactful Academic Gains

The impact of A Team Tuition on PAC’s Year 10 cohort is underscored by notable improvements in academic performance. Examination failures for Year 10 students decreased from 23.97% to 17.14%, a decrease of 28.5%. While subject failures went from 10.74% to 5.56%, a decrease of 48% over the same period.

Additionally, from Term 4 of Year 9 to Term 2 of Year 10 for the current Year 10 cohort exam failures went from 22.92% to 17.14%, a 25.2% decrease for this cohort. Furthermore, a modest increase in Approach to Learning (ATL) metrics this year reflects enhanced student engagement and motivation.

Will Mercer highlighted the significance of these results, stating, “For us, reducing examination failures for Year 10 students, particularly those just starting at the college, was a major motivation for engaging A-Team. These data points affirm the effectiveness of our partnership.”

“Between the 2023 and 2024 cohorts, Year 10 examination failures fell by 28.5% and subject failures decreased by 48%.”

Benefits for Staff and Students

The strategic partnership between A Team Tuition and PAC has brought about several benefits for both staff and students at PAC. For staff, it has allowed them to focus on providing targeted academic or well-being support.

“This flexibility has led to better academic engagement and focus among



students,” Mercer explained. He noted that the ability for staff to move freely and support students one-on-one has been a significant advantage.

Feedback from students and parents has been overwhelmingly positive, with many requesting the continuation of A Team Tuition’s transformative support into Year 11. Evidence suggests significant improvements in academic focus and confidence. Senior staff have noted fewer emails of concern regarding missed homework and failed tasks, and there has been a reduction in issues related to the well-being of students facing academic stress.

Elevating the Boarding Experience at PAC

The PAC-A Team Tuition partnership has undoubtedly elevated the school’s boarding offering.

“New Year 10 parents appreciate the structured and supportive academic environment provided by A Team Tuition,” Mercer remarked. The small-group learning model ensures that each student receives the attention they need, fostering a sense of security and confidence.

By blending A Team Tuition sessions with traditional study routines, PAC offers students a variety of learning environments, encouraging them to take ownership of their academic development. This holistic approach not only prepares students for Year 11 and beyond, but also instils valuable skills for university and future careers.

“The consistency and process-driven approach ease concerns that many

parents have about the jump in expectations and level of work,” Mercer added. “It ensures active engagement and early identification of any learning gaps.”

The collaboration between Prince Alfred College and A Team Tuition is the perfect example of the transformative potential of tailored academic support. By fostering a structured and supportive study environment, PAC has successfully enhanced student confidence and motivation, and are well on the way to bridging the academic gap for new boarding students in Year 10. As PAC and A Team Tuition continue to refine their partnership, they remain committed to empowering students and shaping their academic journeys for years to come.

“The structured academic environment and personalised support provided by A Team Tuition have significantly enhanced our Year 10 boarders’ experience,” Mercer reflected. “This partnership stands as a testament to the power of educational innovation in nurturing well-rounded, confident, and academically capable students.”

“The structured academic environment and personalised support provided by A Team Tuition have significantly enhanced our Year 10 boarders’ experience.” ■

AUTHOR:

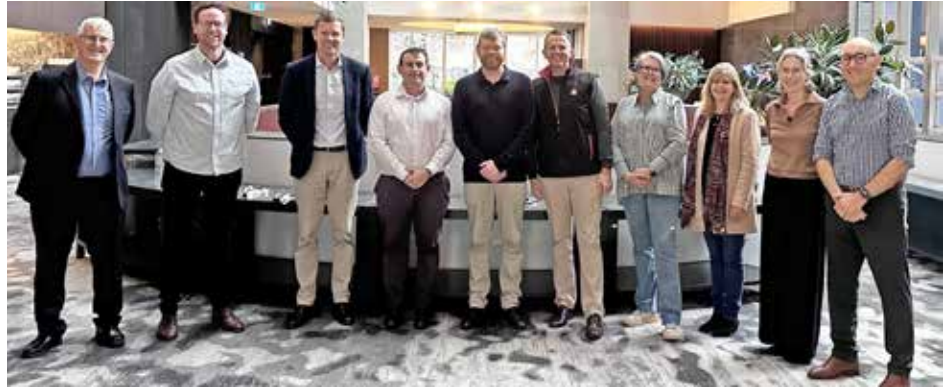
Miranda Campbell
Marketing & Communications
Coordinator
A Team Tuition



What's Burning In Boarding?

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ABSA Board of Directors

From the Chair

Jaye Beutel

ABSA is an Association founded by members for members, and as such has gone about the business to provide comprehensive support to an industry body that has undertaken a strong transition towards professionalisation over the past 17 years, particularly in regards to boarding standards, duty of care and boarding staff training. In recent years this has also meant government body advocacy and advice.

The heart of ABSA's mission is the Board of Directors, a group of passionate boarding school leaders, representing school roles such as Headmasters, Principals, Director/Heads of Boarding and pastoral support staff. What I loved about being part of this group is that we are all volunteers. That it is our collective and individual passions for all things boarding which brings us to the table of governance to ensure that industry associations such as our ABSA remain relevant and instrumental in representing the trends and needs of our members - Boarding Schools.

I must admit however, when I first joined ABSA in 2010, I had very little idea or appreciation of the significant and important function that this group has for our Association. It is a largely held view that the ABSA Board is that of people just representing their State and other independent Associations and organisations linked to the boarding school sector. Whilst the current Board structure is largely of

those who chair regional divisions, they don't actually represent their State. While industry issues are part of a broader conversation, the responsibilities of the Board are all encompassing of governance.

Governance of an association such as ABSA is vital to ensuring its viability and sustainability into the future, protecting the investment of our foundation as a member's association, whilst continuing to broaden our reach and enhance ABSA's ability to serve our clients well in the current business climate. Over the past few years, we have embarked upon several significant and ambitious strategic tasks to carry out this mission. The most significant of these is the recognition that a mostly skills-based board would best see us achieve the aforementioned aims, into the future.

Therefore, over the next few months member schools will learn more about the motion to be voted upon at the 2024 Annual General Meeting to change this

aspect of the ABSA Board. Further to this, there will be an additional Advisory Committee forged into our constitution which will hold the boarding school industry representation and advocacy capacity – the most important feature of our association. If the motions are successful, the reformation of the governance and representative platforms for ABSA will place it in a very strong position to continue the work we first set out to do.

As for the current Board of Directors, I cannot be more grateful for the support of these amazing educators and school leaders, who selflessly give their time and professional energy into this important space. In a world where we can often be worried only about our individual needs, we require more people like this to care about the greater good and the future of the wonderful things we are doing now and how to ensure they continue into the future.

At the end of this year, following the AGM in November, a long-time supporter Mrs Jane Shone will stepdown as a Board Director and Chair of the Victorian Regional Division. For those who know Jane, would attest that she is a fiercely passionate boarding practitioner, someone who has looked to assist, not just her own school's ambitions to be a strong leader in the industry, but her Victorian colleagues as well. Jane's energy and eagle eye attention to the finer details will be missed from the Boardroom. We wish her well for the adventures ahead. ■

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).

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by 15th March 2025

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