

# lightsout

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AUSTRALIAN  
BOARDING  
SCHOOLS  
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Worawa Aboriginal College,  
Healsville, Victoria

### CONTACT US

Australian Boarding Schools  
Association Ltd.  
Postal: PO Box 5569, Brendale DC,  
Qld 4500  
Office: Unit 6, 3 Hinkler Court,  
Brendale, Qld 4500  
P + 61 7 3205 4940  
M + 61 4 2555 7672  
F + 61 7 3205 6567  
E [absa@boarding.org.au](mailto:absa@boarding.org.au)  
[www.boarding.org.au](http://www.boarding.org.au)

### EDITOR

Richard Stokes, Executive Director,  
Australian Boarding Schools Association

### GRAPHIC DESIGN

Infusion Promotions  
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# Farmer

## Year of the Farmer

AUTHOR  
Dr T F Hawkes, Chairman  
Australian Boarding Schools Association



Many of our boarders come from rural areas of Australia and many of these live on farms. Inspired by this fact, and by this being the Year of the Farmer, I felt it appropriate to pen a few lines on the importance of the farming sector not only for our boarding schools, but also for our nation in general.

When I leave Sydney and visit a working farm, a curious ease settles over me. I enjoy the integrity of it all. I have no idea what the pin stripe in the city is doing but the bloke over there's ploughing a field. Clear as day. Even the dead carcass has authenticity. Don't think you can cheat death. One day, it'll get you. Brutal. Real.

On a recent run across to Tamworth, I also witnessed the ru-urban war. 'No mines.' 'You can't eat coal and you can't breathe gas.' 'Keep your fracking gas.' Fair enough. Or is it? We live in a commercial world – a world where there is a demand for power. And it must be met. But at what cost? This is good land. It is not the sun-scorched rock of the Pilbara.

Last year, Australia had 134,000 farms. On average, these farms fed 150 people in Australia and 450 people overseas. Although produce leaving the farm gate may only contribute 3% to our gross domestic product, farming, in some form other, takes place on 61% of our land.

Now is a good time to visit a farm. Many parts of the country are looking pretty lush. But, it is not always thus. Our land is not a magic pudding. It must be nurtured through drought, plague and fire. It must be nourished through periods of high dollar and low demand. It must be nursed through soil-loss and salinity.

In this Year of the Farmer, we must realise the value of land. In a world of burgeoning population, food and water will become vital commodities. By 2030, we will need 50% more food and 30% more water. Some countries have woken up to this and are buying vast tracts of land around the world. They call this land-banking. Others call it food-banking.

Even small countries like Qatar own 730,000 ha of Australian land. They plan to meet 35% of their food supply from farms in Australia. Korea's Ho Myoung Farm alone owns 500,000 ha of Australian land. Government





scrutiny of agricultural land purchase by foreign countries only occurs if the value of the purchase is north of \$244 million. With most Australian farms worth less than \$10 million, this doesn't give much control.

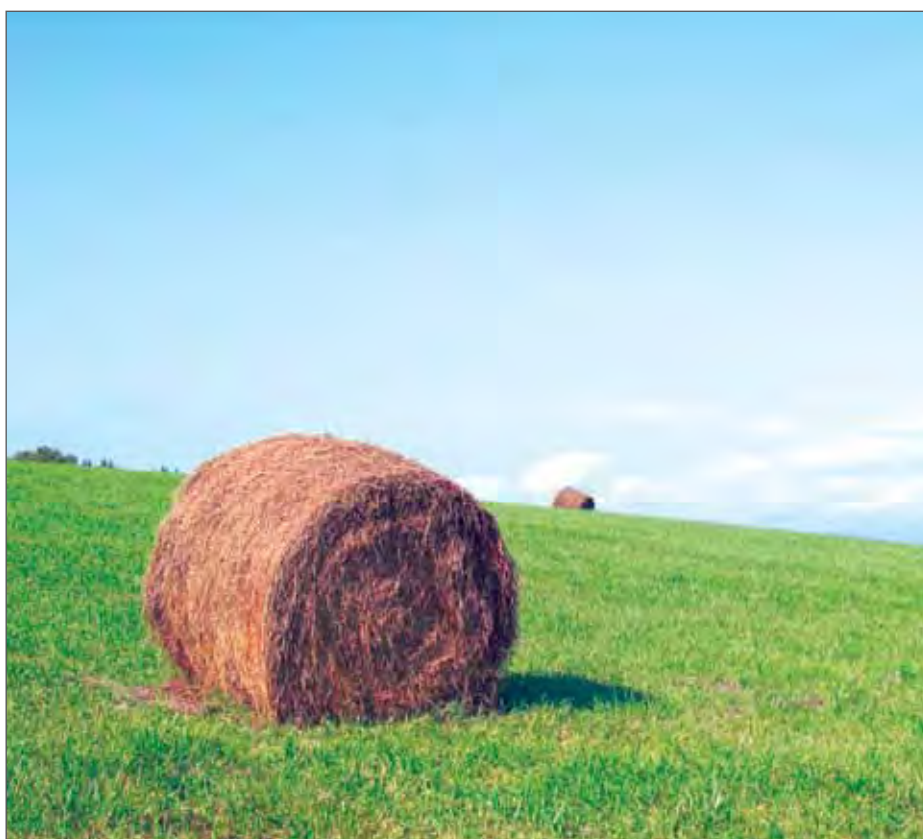
The Federal Government, via its Australian Bureau of Agricultural Research (ABARE), refutes the National Farmer's Federation claim that 11% of Australia's agricultural land is foreign owned, and says it's nearer 1%. The truth is difficult to verify given the use of Australian front companies by many overseas interests. We must be careful. Some foreign ownership is appropriate, but we must not sell too much of our nation's soil, minerals or intellectual property offshore.

Australia, like its farmers, must think long-term. I was reminded of this when chatting to someone whose family had farmed his property for 150 years. In this fast-paced world, this sort of time-frame can be difficult for a person to grasp – particularly our politicians. Many can only think in terms of four year electoral cycles.

Most of us would benefit from a few more days in the country. We might connect rather more with what is real and realise rather better what is false. We might also get reminded that:

- Vegies come from the ground, not a can.
- Something needs to die in order to have a barbie.
- More value can be added by a man in jeans than in a suit.
- Even when life is messy and smelly it can still be beautiful.
- If we want to harvest next year, we must plant this year.

Many of our boarders know this. Do we?



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Scan the QR code below to view the photos from the ABSA Gold Coast Conference 2012.



Triple Seven  
Triple Seven  
Triple Seven

AUTHOR  
Dave Scott  
Director of Boarding  
Scotch College, Adelaide



An Experiment in Social Intelligence and Compassionate Action

“Self-absorption in all its forms kills empathy, let alone compassion. When we focus on ourselves, our world contracts as our problems and preoccupations loom large. But when we focus on others, our world expands. Our own problems drift to the periphery of the mind and so seem smaller, and we increase our capacity for connection - or compassionate action.”

This quote from Daniel Goleman sums up quite neatly what I was hoping that the Triple Seven challenge would help to initiate in the Scotch College Adelaide boarding community. By focusing on others our community expanded and for a term at least some amazing things happened. Having now successfully completed the Triple Seven challenge with the full support of the boarding and indeed the whole Scotch community I can safely say that compassionate action is alive and kicking at Scotch College!

The Triple Seven was a community service challenge that took place in August 2012. It involved the challenge of running 7 marathons on 7 consecutive days in the 7 main cities of Australia (“The Triple Seven”). Along side this personal challenge the boarding students and parent community at Scotch also took on the challenge of fundraising and running in various ways, shapes and

forms. The personal challenge for me started in Perth (at Scotch College – Perth), on Monday 13 August, I ran the full marathon distance of 42.2 kilometres, The same afternoon, I flew to Darwin, where the next morning I ran the same distance and so on visiting Gold Coast, Sydney, Canberra, Geelong and finally Adelaide.

My schedule was as follows:

Mon 13 August	Perth	42.2 km
Tues 14 August	Darwin	42.2 km
Wed 15 August	Brisbane	42.2 km
Thurs 16 August	Sydney	42.2 km
Fri 17 August	Canberra	42.2 km
Sat 18 August	Melbourne	42.2 km
Sun 19 August	Adelaide	42.2 km

(Total Distance 295.4 km)

Although I undertook this running challenge on my own I was supported by Sam Peacock, Director of Sport at Scotch College, who rode alongside me measuring distance, carrying drinks, food and filming/taking photos etc.

One of my key motivations for undertaking this challenge was to raise funds for Yalari (www.yalari.org), an indigenous educational trust, whose mission is to educate and empower indigenous children from regional, rural and remote communities to bring about generational change. Each marathon



## Triple Seven

distance I ran started and finished at a Yalari partnership school and these included: Scotch College - Perth, The Southport School, St. Ignatius, Riverview in Sydney and Canberra Grammar. I am indebted to Peter and Marilyn Freitag at Scotch Perth, Karel Bos at The Southport School, Chris Farnsworth at St. Ignatius, Riverview, Sydney, David Smart at Canberra Grammar and Justin Robinson at Geelong Grammar School. All of these wonderful people were so generous in their time and support of my challenge and I really cannot thank them enough, without them it simply would not have been possible.

The Scotch College Boarding Community were also heavily involved in the Triple Seven and during the period 13 -18 August 2012, the staff and students ran 7 marathons in 7 days within the boarding house on treadmills set up in the reception area. In fact the students averaged over 100 km a day, a great effort.

On Sunday 19 August, the day of the final marathon, the boarding community joined me in participating in the official Adelaide Marathon by running in either the 10km or the half marathon event.

With \$25,474.90 raised for Yalari from a target of \$25, 000 the success of our fundraising has been truly amazing. The boarding students embraced this cause from the outset and there were several outstanding initiatives that helped raise considerable sums. Several boarding students spent time making and baking various items for a bake sale that raised over \$400. Students also took beading classes in the Junior School, raising more money for the cause. Others led

a group of students in a day of car washing raising over \$400.

The Triple Seven definitely increased social connection, not just among our boarders but also among many more groups. Parents and friends, day students, other schools and even people with no connection to the College became involved in the challenge and wanted to help and be involved. During the week of the Triple Seven challenge the community initiatives and welcomes at schools like The Southport School on the Gold Coast, St. Ignatius College in Sydney and Geelong Grammar School were very humbling. Students from all of these schools through their combined activities and fund-raising added over \$2000 to our total. The Scotch College staff pedometer challenge organized by Head of Senior School, Dale Bennett was a great focus for the Triple Seven week and the competitive nature in the small teams was infectious, as was the increased connectedness as staff from all areas of the College had a common cause to bring them together.

The week of the Triple Seven will certainly stay with me for a long time. Sure, the feat of completing 7 marathons in 7 days in 7 cities was a big achievement, but what made the week for me were the connections made and the interest and want to be involved in the cause by so many different people. The hospitality, generosity, friendship, compassion, empathy and spirit of the people I met before, during and after the week inspired me to not only complete the challenge but also to focus on others and above all to focus on the task of raising funds and awareness for Yalari and the difference that education can and does make to indigenous youth across Australia.





## Bullying - The Sad Conclusion

### AUTHOR

Dr Michael Carr-Gregg  
Consultant Psychologist

I write this with a heavy heart, in a week the world was rocked by the death of Amanda Todd, a beautiful and psychologically very vulnerable 15 year old girl from British Columbia who took her own life, not long after posting a heart-wrenching YouTube video that recounted her nightmarish story of bullying.

In just 9 minutes she reveals (via flash cards) a litany of taunts, a savage, unprovoked beating that left her crying in a ditch. She describes the digital persecution of a cyber-stalker who chases her down whenever she tries to start all over again at a new school – the shock and dismay of his shooting off images that captured her showing off her young body, having been sweet-talked by online attention from someone she thought was her own age. Unable to endure the psychological pain and devoid of hope, Amanda ended her life, one month shy of her 16th birthday and just 4 weeks after her story.

Today, an estimated 200 million children and youth around the world are being abused by their peers. In Australia, depending on who you believe - at least one in four students will have been bullied at school, on the bus, tram, train, or just walking home. Between 10 to 15% bullied will be online - on social networking sites or through their mobile phones - making it the most common form of violence young people in this country experience.

While many novels and films over the years have explored the topic, the film "Bully" (originally titled The Bully Project) premiered at the 2011 Tribeca Film Festival, and is the first contemporary feature documentary film to show how we've all been affected by bullying, whether we've been victims, perpetrators or stood silent witness. Directed by Sundance and Emmy-award winning filmmaker, Lee Hirsch – the documentary follows students from high schools in Georgia, Iowa, Texas, Mississippi and Oklahoma during the 2009–10 school year; the stories include two families who have lost children (Tyler Long and Ty Smalley) to suicide and a mother awaiting the fate of her 14-year-old daughter who has been incarcerated after bringing a gun on her school bus.

The Director, Lee Hirsch, was a victim of bullying as a child and decided to make the documentary so that the hidden lives of bullied children would be brought into the open, and he succeeds. The film is an often poignant and intimate glimpse into homes, classrooms, cafeterias and principals' offices and offers insight into the often brutal world of the lives of bullied children, as teachers, administrators, kids and parents seek answers.

Bully examines the dire consequences of bullying through the testimony of strong and courageous young people. Through the power of their stories, the film aims to be a catalyst for change in the way we deal with bullying as parents, teachers, children and society as a whole.

The world we reside in as adults commences in the schoolyard. 'Bully' opens on the first day of school and for the millions of young people world wide, sadly this first day is more often filled with anxiety and fear than anticipation. As that first day dawns and buses, trams and trains fill to bursting point with backpacks, sports bags and the boisterous sounds of puberty, this is a journey into the unknown. For many, the only thing that's certain is that this year, like every other, bullying will be a big part of whatever meets them at their school's front doors.

Although it powerfully highlights the horrifyingly inept way in which bullying is often handled, along with an anaemic understanding of peer mediation and restorative justice techniques, one of the film's failings is that it largely ignores the perpetrators. The film makers neglected to interview the bullies or explore their motivation nor did it address the issue of the role of the bystander. This last flaw is crucial, as the truth is that Australia has raised a generation of passive bystanders and one of the strongest mechanisms to address the problem is for peers to stand up and take action.

Every boarding school in Australia is grappling with bullying. None are immune, nor is it exclusive to boarding schools with official statistics showing that each day in schools across the land, thousands of students wag school because they simply don't feel safe and fear being bullied. It is my hope that the administrators of schools across Australia get to see the new film and may find motivation to do more, which would be some consolation to the families of Tyler Long, Ty Smalley and Amanda Todd.

Dr Michael Carr-Gregg is on the Board of the Alannah and Madeline Foundation, (<http://www.amf.org.au>) the National Centre Against Bullying (<http://www.amf.org.au/NCAB/>) and the Young and Well Cooperative Research Centre ([www.yawcrc.org.au](http://www.yawcrc.org.au))



# Boys & Books

AUTHOR  
Conrad Mathias  
St Joseph's College, Sydney

Many years ago I was discussing reading for young people with a very experienced teacher of English for whom I have much respect. Whilst she acknowledged that her view wasn't the last word on the subject, she posited that recreational reading was important, particularly for boys, because it honed skills of 'recollection'.

Now, the word has a couple of connotations, but what Trish was referring to was the business of refreshing one's mind with the story so far, and taking up the narrative from the last reading.

When this conversation took place, computers were big, dumb, fast, electric typewriters – some would feel that they retain some of those characteristics. There was little competition for the growing adolescent boy or girl when it came to seeking a story. You opened a book.

Some years on, at a large independent boys' school in Adelaide where I was Head of Boarding, I began a program of reading for the entire boarding community – some 130 souls. We gathered in the chapel, which was a terrific space for boys to lie around, sit around, and comport themselves howsoever they wished – and read for half an hour in silence. Year 8 through to Year 12.

As with any such group, there were those who would never trouble the Rhodes

Scholarship committee – and so I wasn't too fussed about what they read – as long as it wasn't comics, although I do recall letting Asterisk through the gate.

It wasn't a particularly new idea – I think I picked it up from someone at an ABSA Conference. I do recall, though, that it was considered radical by both the students and the staff. There was scepticism abroad. However, once the teething problems sorted themselves and the lads saw that I was serious – the tables turned. It became difficult to get them out of the chapel after the allotted half hour.

In addition to Trish's value of recollection flowing on from regular recreational reading, I discerned the value of the whole community doing something worthwhile, in silence. It wasn't silent because nothing was happening; it was silent because they were busy.

Google et al. do the recollecting for you, and as everyone knows you cannot use Google without earphones (beats) and background noise – even occasionally music.

I know there are a couple of schools doing the silent reading as a community, or year group, here in Sydney. It would be a pity if, as a myriad of learning communities, we let slip the importance of reading, recollection, and silence.



## Attending Boarding School: What's The Difference in Academic and Non-Academic Outcomes?

### AUTHOR

Brad Papworth (ABSA)  
Andrew Martin (University of Sydney)  
Paul Ginns (University of Sydney)  
Gregory Arief D Liem (National Institute of Education, Singapore)

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This article reports findings of the longitudinal aspect of the ABSA – University of Sydney Australian Research Council research project. By comparing students matched from Time 1 (2010) and Time 2 (2011), we can examine whether over the course of a year, boarders gain or decline in academic and non-academic outcomes to differential extents compared to day students. While preliminary, cross-sectional results at Time 1 and Time 2 suggested a greater difference between boarders and day students, longitudinal analysis which controlled for prior variance at Time 1 and the effects of other socio-demographic, ability, personality, and school factors revealed fewer differences between these two groups.

### Objectives

The objective of this research was to examine the extent to which attendance at boarding school affects students' academic and non-academic outcomes. While many involved in boarding – students, parents, staff – may perceive difference, this is the first large-scale study to examine whether differences in these outcomes can be attributed to boarding, or whether these outcomes are from factors shared by day students too. This study provides results from an Australian Research Council-funded project comparing the outcomes of boarding and day students in Australia over a 1 year period. Importantly, this research compared the experience of both boarding and day students within the same schools. This allows us to disentangle effects due to prior variance (their previous scores on the factors measured), socio-demographic, ability, personality, and school factors, as these factors are known to have significant effects on academic and non-academic outcomes, thus allowing the unique contribution of boarding, over and above these other factors, to be determined.

### Introduction

While there is a growing body of research emerging, both in Australia and internationally, there is still very little and limited information on the effects of attending boarding school and whether significant effects are due to the boarding experience or, in fact, other factors pre-existing in these students. Research in the US by TABS (The Truth About Boarding Schools) has revealed differences in levels of academic challenge, homework completion, motivation of peers, opportunities for leadership, preparedness

for college and career advancement, favouring boarders over day students. In the UK, there have been many reports of negative experiences of boarding in years gone by (e.g., *The Making of Them*, Nick Duffell) but no research examining the experience of current boarders.

Very few studies have attempted to compare boarding and day students within the same schools, to take into account other factors such as gender, age, socio-economic status, ethnicity, academic ability and personality traits, in order to disentangle the distinct contribution boarding is making, and to examine how much of the differences are due to these other covariates. Whether differences exist between boarders and day students is one aspect measured in the cross-sectional study (Lights Out 3[4]2010, 4[1]2011, 5[2]2012); however, life is not static and factors in our past interact with current influences to shape our future. Hence, the ABSA study added an additional aspect – time – to determine whether the gain or declines in academic and non-academic outcomes of boarders and day students differ over the course of a year.

Data for the longitudinal study is based on students surveyed early in 2010 (Time 1) and who were matched again with the same students surveyed in 2011 (Time 2) from those schools participating in the ABSA study.

### Participants

- 12 schools across Australia (3 boy's, 3 girl's, 6 co-ed)
- 2,002 high school students (42% female, 58% male)
- 1,381 day students (69%), 621 boarders (31%)
- age range 11–19 years, average 14.9 years (SD=1.36)
- grade range Y7–Y12, average Y9-10 (SD=1.33)
- average length of time boarding was 3 years
- 92% English Speaking Background, 8% Non- English Speaking Background
- 5% Aboriginal, 3% overseas
- voluntary participation, but where possible, whole-school populations of both day and boarding students

### Materials

- 204 item, self-report questionnaire (same at Time 1 & 2)
- Academic outcomes assessed included:



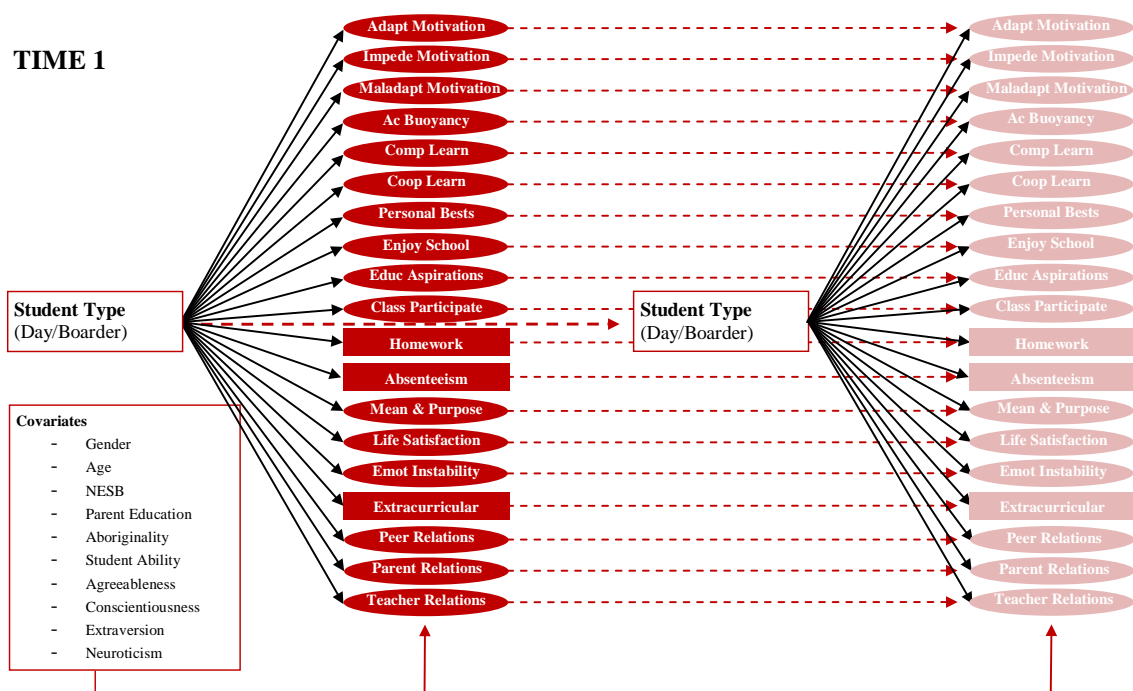


Figure 1. Longitudinal modelling and relationships amongst academic and non-academic factors between Time 1 and Time 2.

- achievement (NAPLAN results)
- achievement-related behaviour
- approaches to learning
- motivation and engagement
- Non-academic outcomes assessed included:
  - life satisfaction
  - well-being
  - interpersonal relationships
- International English Big Five Mini-Markers (Thompson, 2008) to assess personality
- Students' general and family demographics

The initial phase of the study collected cross-sectional data of boarding and day students' academic and non-academic outcomes for Time 1 (2010) and Time 2 (2011) in order to conduct systematic, large-scale quantitative analyses of mean-level differences between boarding and day students as a function of key demographics, as well as establishing the reliability and validity of questions used in the survey. This article reports on the analysis of Time 1–Time 2 longitudinal data to assess the influence of the boarding environment on academic and non-academic outcomes of individual students, over and above factors which are common to day and boarding students (e.g., age, gender, socio-economic status, student ability) and across this time period (see Figure 1).

#### Analyses

Hierarchical, structural equation modelling was conducted to separate the unique effects of student status (i.e., whether a student is a boarder or day student) from prior variance at Time 1 (i.e., their scores

at Time 1 on the outcomes measured) and other effects which are the result of factors common to both day and boarding students (e.g., age, gender, socio-economic status, student ability) which we know affect student outcomes. Why is this important? For example, by controlling for prior enjoyment of school, it is then possible to see whether being a boarder or day student has an effect on enjoyment of school, as well as the contribution of age, gender, socio-economic status, etc. on this outcome.

It is also worth noting that inspection of the types of students who make up the population of boarders and day students in the study revealed significant differences in their attributes which needed to be taken into consideration during analyses. For example, boarders were older than day students, more likely to be Indigenous, generally higher on the personality dimension of neuroticism, and lower on openness (to a variety of experiences, adventure or curiosity); many of these factors are negative predictors of outcomes measured. In contrast, day students generally had parents of higher levels of education, were generally of higher academic ability, and more agreeable in nature; many of these factors are positive predictors of outcomes measured.

#### Results

Initial cross-sectional analyses revealed significant differences between boarding and day students on 6 out of 19 academic and non-academic outcomes at Time 1, and 9 out of 19 academic and non-academic outcomes at Time 2, after controlling for

## Attending Boarding School: What's The Difference in Academic and Non-Academic Outcomes?

socio-demographic, student ability, personality and school factors. When we look cross-sectionally at Time 1 and Time 2 data there appears to be significant differences (at  $p < .05$ ) between boarding and day students on, for example, impeding motivation, academic buoyancy, meaning and purpose, life satisfaction, participation in extracurricular activities, and parent relationships. However, when we look longitudinally at how students change over the course of a year, and account for where students were at and their prior scores at Time 1 (see Figure 1), as well as shared effects between factors, the picture is different. Therefore, after controlling for prior variance and the other covariates described (socio-demographic, student ability, personality and school factors), the longitudinal data reveals significant differ-

ences between day and boarding students on only 2 of 19 academic and non-academic outcomes, with boarders scoring lower than day students on absenteeism and higher than day students on participation in extra-curricular activities. Both of these differences are favourable of boarding. On all other measures there was no significant difference between boarders and day students.

### Discussion

Comparison of the attributes of boarding and day students highlights significant differences in make-up of those likely to board and those likely to be day students. This suggests that parents tend to select certain types of students they feel will benefit from, or cope with, boarding. On the other hand, those who aren't selected to board become day students. On average, boarders tend to be older, they tend to have lower academic ability, they tend to score lower on agreeableness, extraversion and openness but higher on neuroticism, and their parents tend to have lower levels of education – all factors which hinder academic and non-academic outcomes. However, structural equation modelling was able to take these differences into account, as well as relationships between factors and prior variance. The present study aimed to identify whether boarders or day students gain or decline in academic and non-academic outcomes over time due to the differences in their experiences at school. The overarching finding of this longitudinal study is general parity in academic and non-academic outcomes between boarding and day students, after controlling for the contribution of other factors. After taking into account prior variance of Time 1 outcomes, socio-demographic, ability, personality and school moderators, the role of boarding school appears to be positive on a few outcomes, namely absenteeism and participation in extracurricular activities (see Figure 2). Hence, attending

boarding school generally appears to provide boarders the same level of access and opportunities to academic and non-academic success as their day school counterparts, despite the differences in their make-up.

Analysis which compared students who had just begun boarding revealed that some of the positive effect occurs in the first year of boarding and subsequent years seem to sustain (not increase or decrease) these effects. Findings also suggested that there are a number of factors, particularly prior variance and personality, and to a lesser extent gender, age, ability, ethnicity, and student academic ability, that have more significant effects on academic and non-academic outcomes than whether a student is a boarder or a day student. What the study also reveals, in contrast to historical accounts of boarding which may have been negative, is that the current picture of boarding is one which is positive – similarly to day students, boarders scored highly on meaning and purpose in life, life satisfaction and relationships with peers, parents and teachers.

The ABSA research shows that boarders and day students do not gain or decline on these outcomes to differential extents and that there is greater similarity than simple comparison may suggest. While there are some differences when we take a snapshot and compare boarders and day students cross-sectionally (at one point in time), when we look longitudinally to see how they change, both boarders and day students sustain these outcomes over the course of a year. In fact, the bulk of the difference between boarders and day students can be attributed to prior variance, personality traits and differences in types of students who make up the boarder and day student population. In terms of academic outcomes, attending boarding school was a significant positive predictor of participation in extracurricular activities and attendance at school (lower absenteeism). In fact, where significant differences were evident, these tended to favour boarders.

Generally, the things which make the difference in terms of students' academic and non-academic outcomes are the factors which have been established prior to boarding, and boarding provides an experience and an environment which allows these factors to shape their outcomes. Knowing this, there is a lot we can do in our boarding schools to provide the right atmosphere and the right kinds of support for boarders to develop these outcomes further.

For further information about this study, contact Brad Papworth:  
[b.papworth@edfac.usyd.edu.au](mailto:b.papworth@edfac.usyd.edu.au) or  
(02) 9683 8490.

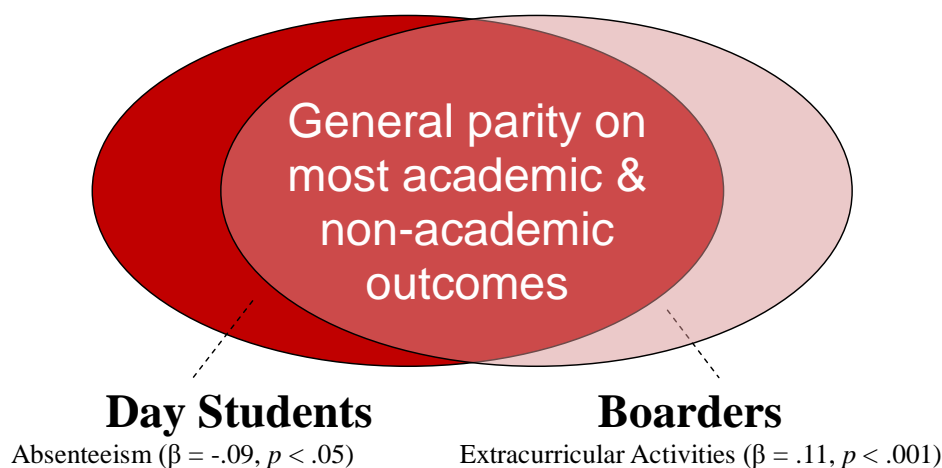


Figure 2. Summary of Longitudinal results. (see footnote1 for how to interpret results)



# Dear School Leaders

## AUTHOR

Reprinted from the magazine 'Pedals'  
No. 125 October 2012

As parents who have toured eight schools over a five year period with our children – both boys, girls and co-ed establishments, we have noticed a few things and would like to offer you some feedback.

- We are looking at a serious investment in your school – both with our precious child's important teenage years, and with our finances, about \$150-175 000 per child, conservatively, so our decision making process is very serious.
- Although registrars are efficient and pleasant (on the whole), they are not part of the senior leadership team. We would like to meet the Head of School, or at least a member of their Senior Executive Team.
- We would like to meet the boarding staff – preferably senior level, but if we are in the boarding house and there are staff members there, we would like to be introduced. Similarly, if you pop in to greet a senior member of staff while on tour, it might be good to introduce us – if they are senior leadership, we probably know that from your website and do wonder why we aren't introduced.
- Similarly, although our children are to be boarders, we are keenly interested in your academic program and we would like to meet some of the academic staff.
- If you have a Health Centre, we would like to see it – for mothers, this is quite important, and we do wonder why we haven't been shown it.
- Our children are actually interested in seeing classrooms – actually inside them – not just through the door, so they get a feel for 'big school'.
- Although we might be entering at middle school level, the children are interested in what is ahead, so a tour of the senior classroom facilities and senior dorms would also be useful.
- Every family comes with a different experience of boarding – it might be useful for the tour guide to slow down and ask a few questions so the 'base level' knowledge of boarding generally is understood and built upon.
- Little people (10 year olds) can't always walk super fast – taking a little more time to show them might pay off in the long run – it's not just the parents who are on the tour or involved in making a decision.
- It is a little un-nerving to feel you are part of a production line – the school may have another family to show around at a certain time, but we aren't that interested - we are just interested in learning all we can about your school so we can make an informed decision.
- Providing a copy of your year book is a terrific chance to convey what goes on in your school – especially for potential students.
- And sometimes little people get very thirsty and sometimes hungry, and they are nervous as well, so offering access to a toilet after the tour and maybe a glass of water or a cup of tea for them and the parents who have travelled several hours to be there, would be nice.

As parents who have generally just made the appointments by email or off the web, we have appreciated the time taken to show us the various establishments. We have learnt more about boarding schools and secondary education, and our children have seen a range of schools and opportunities. We hope that these tips may help schools make the process even more enjoyable for parents in the future.

Yours sincerely

Parents Seeking a Great Boarding Experience

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## Risk Management: Specifically for Boarding Schools

AUTHOR  
Ben Copeman  
Risk & Sustainability Consultant

### Definition of Risk:

A probability or threat of a damage, injury, liability, loss, or other negative occurrence that is caused by external or internal vulnerabilities, and that may be neutralized through pre-emptive action.  
(www.businessdictionary.com)

Essentially it refers to the probability that an event will occur (Burt, B 2001). The bottom line is that risk will have different meanings for different people within different environments and that risk is not always bad – there is good risk (opportunities) and bad risk (the unexpected, unforeseen).

Risk from a boarding school's perspective is not new. Boarding schools have been in existence since around 597AD so I would hope that by now, you have most of them identified! The issue though, is not in identifying them; not in writing great policies that edify them; not in developing great management procedures that justifies an action to manage them; but in being able to quickly and accurately assess, predict and then mitigate a possible undesirable outcome.

Good risk management is about preparedness; about expecting the unexpected and being ready for it. It's about identifying any

probabilities (both negative and positive) surrounding an opportunity or action; building on the positives and/or mitigating the negatives. Risk management does not infer that negative or sinister connotations surround every action, quite the opposite. It means that you identify the positives and build on them; identify the weak points and reduce their impacts or importance.

Even the seemingly simple task of a school becoming compliant with the proposed National Boarding Standards has some good and bad risks associated with it. For example:

1. Initial Assessment: Where do you start? Where are you strong? Where are you not so strong? The risk here is twofold: one, an overly optimistic assessment on the strong areas will overly skew your starting point. Conversely, an under estimation of the not so strong areas may encourage you to under allocate resources to strengthen these areas.
2. Putting in place a program that is reactive: That is, it doesn't assess or mitigate but responds after the event as most policy based risk management processes do. The secret to good risk management is to be ahead of the game; be proactive, be prepared for the unexpected.
3. Non compliance: Eventually you will all feel quite positive about your ability to comply with the standards. Standards, by definition, are guidelines to consistent performance requiring constant evaluation of performance against those standards. To take your eye off the evaluation, will see non compliance creep (or rush) up on you.
4. Market and Social Risk: The school down the road can demonstrate compliance; why can't your school? To be able to undertake a self assessment whenever you require it, is a powerful marketing tool and will enhance your Social License to Operate within your community.
5. Legal Risk: Even though the proposed standards are voluntary, once accepted by Standards Australia, they will become de facto legal standards. If there is an incident and your school cannot

demonstrate compliance, the question will be raised as to why not. And did the non compliance contribute to the incident occurring?

In addition, to these compliance risks, you still have the usual suspects:

- Political, Economic, Social, Technological, Environmental, Legal risks the so-called PESTEL risks
- Corporate, financial and operational risks including demographic influences
- OH&S, fire and arson, vandalism, crime
- Excursion risk, sick bay safety, vetting of staff ...etc...etc..

Many of you saw the SCUTA Risk Management software at the ABSA conference on the Gold Coast earlier this month and commented on its predictive capacity. SCUTA is a powerful tool that can assist you in assessing:

- a) Where to start in your journey to become compliant with the National Boarding Standards;
- b) your ongoing compliance with those Standards;
- c) your vulnerability to other business, social and environmental risks; and
- d) putting procedures in place that prevent these risks from occurring but if they do, assist you in effectively managing the consequences;
- e) the risk around an opportunity the School may be considering.

In addition, SCUTA also keeps a risk register and writes a risk management plan for you.

A lot of risk management is about managing the reaction (ie managing consequences) but effective risk management is about preventative actions, being ahead of the game, being prepared and *expecting the unexpected*.

SCUTA is an excellent program to not only ascertain your vulnerability to non compliance and associated school risks (ie sick bay, excursions etc) but also to assess risks associated with an opportunity and to maintain a watch on your economic, social and environmental performances.

If you wish to find out more about the SCUTA Risk Management program, please contact me at [ben.copeman@iog.com.au](mailto:ben.copeman@iog.com.au) or phone on 0431 289 366.



**Risk Management Software**

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# Lost at 12

AUTHOR  
Simon Shepherd  
Head of Senior School  
Wesley College, Victoria

At the age of 12 I can vividly remember the car journey in the yellow Volvo station wagon from the Mid North of South Australia to Adelaide. In the back was a large red trunk, stuffed full of brand new uniforms, even new desert boots and brown corduroys that were to be worn after school. My boarding journey had begun. I was dropped off at school and my Mum and Dad, holding back the tears, unpacked my trunk, and drove off. I chased the car down the drive of the school as they resolutely looked straight ahead, finally stopping at the gate. I knocked on the window and Dad wound the window down ready for an outburst of tears and a request to be taken home. "Dad, Dad" I blurted out, "you haven't given me any money!"

At the age of 12 I had begun my boarding journey. From then on I was only permitted to go home on exeat a few times per term and, of course, holidays. I was permitted a limited number of people who I could go out with on weekends and they all had to be approved.

If any boarder wanted to stay out for a weekend the Headmaster would have a letter written to him to request overnight leave. If this was granted then you were permitted to leave the school with your parent for the weekend. I recall having overnight leave to attend my cousin's 21st with my parents rejected.

Matriculating five years later at 17 I had a handful of weeks off before enlisting in the Army to attend the Australian Defence Force Academy. This was in the late 80's and at the height of the bastardisation that is now attracting press. The result of this journey from the age of 12-20 was that I had lived in male dominated residential living environment where I had been exposed to a vast array of bullying and bastardisation. My parents had lost me, they didn't know me nor the experiences that I had endured. Family photographs show holidays and snatched weekends at home; they are infrequent and show only snapshots of my growth through adolescence.

Fortunately this situation is as extinct as the dinosaurs. Boarding has evolved enormously in the last 30 years and technology has changed communication to the extent that parents of boarders now often know much more about their child's lives than the parents of day students. Many of today's youth are far more expressive in electronic mediums than they are in a typical teenage monosyllabic conversation. Mobile phones, Skype, MSN Messenger, Facebook, YouTube and email have replaced Sunday letter writing and reverse charge phone calls.

Leave has become much more flexible and parents now have instant decisions, pre-

dominantly in their favour, in regard to taking their students out of boarding for week-ends or overnight. The recent longitudinal research by ABSA (Papworth, Martin, Ginns, in press) has clearly suggested that instead of parents losing their child at 12 as they enter boarding, they are in fact having better relationships with them than the parents of day students enjoy.

Now boarding parents have the unique situation of distance really letting the heart grow fonder. Boarding parents have a buffer layer, boarding staff often make a lot of the hard decisions for parents, in that they may not allow boarders to go to parties, or wear outrageous clothing, or fashion their hair in manner that is politely, unbecoming.

Boarding staff can continue to foster and nurture these improved relationships by ensuring that there is an opportunity provided through the vast array of social media that exists, for parents to stay abreast of their child's boarding journey. As a Head of House and a Director of Boarding I sent photographs home with reports and encouraged others staff to do the same. These photographs were always greatly appreciated and provoked more positive feedback than almost all other actions. However, social media, as many of us have found out this week, provides an instant opportunity for the sharing of boarding experiences with parents and it can be strongly argued that appropriate use of this will ensure that despite the physical distance that separates many boarders from their parents, their relationships will flourish, they will know each other and there will be an end to young boarders who are lost at 12.



## The Way Forward

AUTHOR  
John Hendry  
Director of Student Welfare  
Geelong Grammar School

### Characteristics of COOPERATIVE and COMPETITIVE relations

In the management of our life circumstances, our interactions with others are informed by our core beliefs or principles. Those principles are either cooperative or competitive in nature. Our interactions with others are rarely inconsistent with these core beliefs. Cooperative interactions are supported by a core belief that people are basically good and will not seek to take advantage over us (win/win). Competitive interactions are supported by a core belief that people will, if given the chance, seek to take advantage over us in relationships (win/lose, really lose/lose). Some of us discriminate and establish either cooperative or competitive relationships on the basis of an established belief about the relationship partner. However, these judgements are learned through the influence of other people and circumstances.

It is important here to be clear about what is meant by a “competitive” approach to relationships. Competition itself is not necessarily bad. When we speak of competition as an organised contest, such as sport, we are actually referring to a cooperative arrangement mutually to improve. Sporting teams achieve success by developing a greater level of internal cooperation. A champion team achieves more success than a team of champions. The same is true in business, in schools, in any community, indeed in all circumstances where people relate to each other.

The competition that damages is a combative approach to relationships, such as that employed in aggressive debating, undisciplined sport, and other engagements where people seek power over others, rather than power with them. Our interactions are informed, from moment to moment and “in the moment”, by these core beliefs which frame our judgements of others and circumstances. Codes of ethics and courtesy – decency and good manners – exist to nudge us all towards what is good for us and for others: empathy, reciprocity, and the other elements of cooperative relationships. If we’re acting cooperatively and seeking cooperative interactions, we are more likely to find cooperation, and mindfully to engage constructively. On the other hand, a competitive approach to relationships may lead us more often into circumstances where others seek to take advantage of us.

Cooperative relations (in which the goals of the parties involved are predominantly positively interdependent) show more of these positive characteristics:

1. Effective communication is exhibited. Ideas are verbalized, and group members are attentive to one another, more respectful, trusting, accepting of ideas of other members, and being influenced by them. They have fewer difficulties in communicating with or understanding others.
2. Friendliness, helpfulness, and less obstructiveness is expressed in discussions. Great empathy presents. Members are more satisfied with the group and its solutions and favourably impressed by the contributions of the other group members. In addition, members of the cooperative groups rate themselves as having a strong desire to win the respect of their colleagues and in obligation to other members.
3. Coordination of effort, divisions of labour, orientation to task, achievement, orderliness in discussion, and high productivity are manifest in the cooperative groups (if the group task requires effective communication, coordination of effort, division of labour or sharing of resources).
4. Feelings of agreement with the ideas of others and a sense of basic similarity in beliefs and values, as well as confidence in one’s own ideas and in the value that other members attach to those ideas, are obtained in cooperative groups.
5. Willingness to enhance the other’s power (for example, the other’s knowledge, skills, resources) to accomplish his or her goals increases. As the other’s capabilities are strengthened, I am strengthened; they are of value to me as well as to the other. Similarly, the other is enhanced by my enhancement and benefits from my growing capabilities and power.
6. Defining conflicting interests as a mutual problem to be solved by collaborative effort facilitates recognising the legitimacy of each other’s interests and the necessity to search for a solution responsive to the needs of all. It tends to limit rather than expand the scope of conflicting interests. Attempts to influence the other tend to be controlled to processes of persuasion.





# The Way Forward

In contrast, a competitive approach to relationships has the opposite effect:

1. Communication is impaired as the conflicting parties seek to gain advantage by misleading the other through use of false promises, ingratiation tactics, and disinformation. It is reduced and seen as futile as they recognise that they cannot trust one another's communications to be honest or informative.
2. Obstructiveness and lack of helpfulness lead to mutual negative attitudes and suspicion of one another's intentions. Each person's perception of the other tend to focus on the person's negative qualities and to ignore the positive.
3. The parties to the process are unable to divide their work, duplicating one another's efforts such that they become mirror images; if they do divide the work, they feel the need to check what the other is doing continually.
4. The repeated experience of disagreement and critical rejection of ideas reduces confidence in oneself as well as the other.
5. The conflicting parties seek to enhance their own power and to reduce the power of the other. Any increase in the power of the other is seen as threatening.

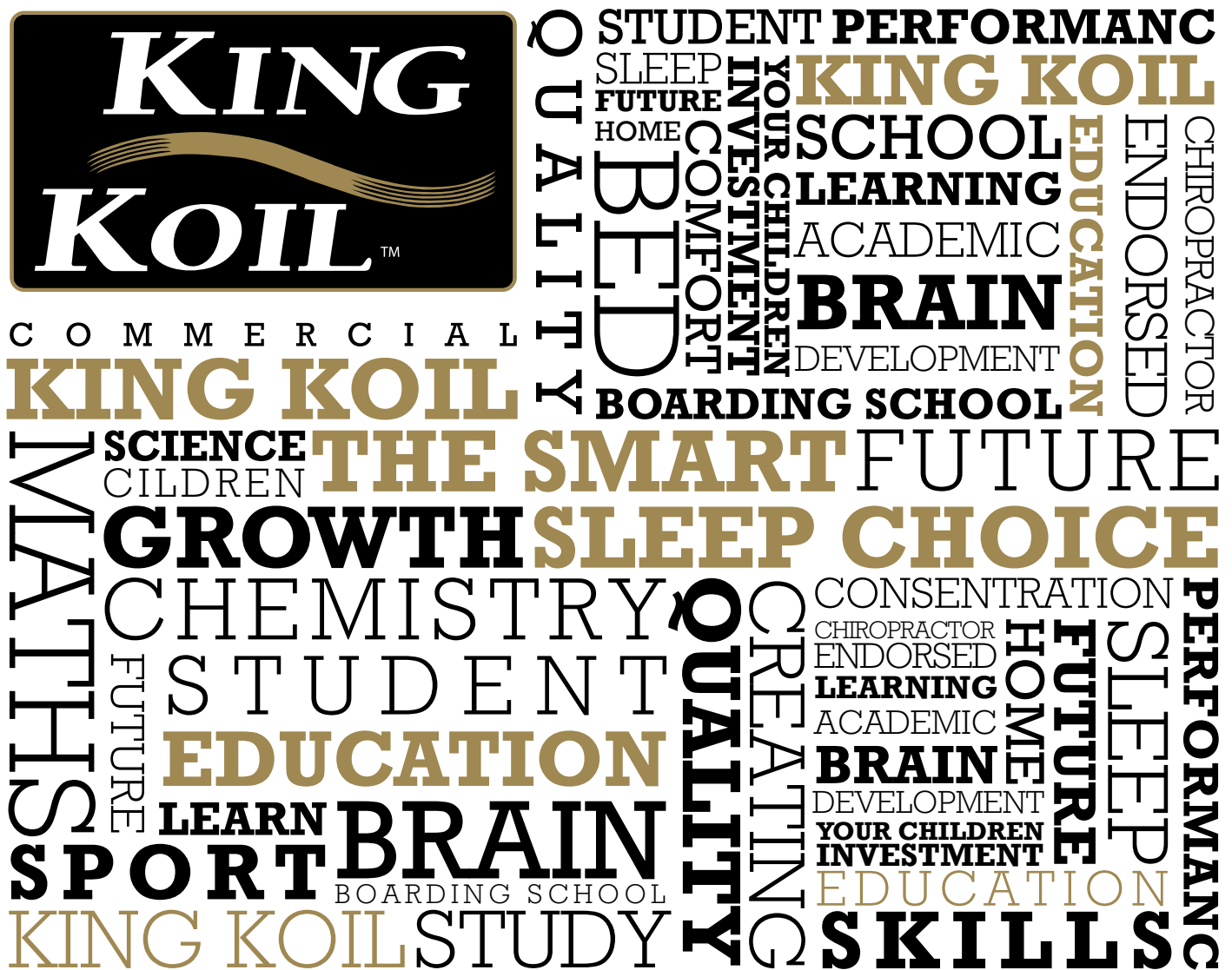
Research indicates clearly that cooperative problem-solving processes equate with a positive and constructive conflict resolution (win/win). Conversely, a competitive approach to problem-solving is destructive of both parties and often produces a destructive outcome (win/lose really lose/lose). Any power differential between parties needs to be managed with great care. Seeking "power with" rather than "power over" can enhance the constructive power of both parties. A cooperative process facilitates constructive resolution while a competitive process hinders it. In reframing the mistake/dispute/conflict into a shared problem to address together, we rebuild relationships and enable a constructive cooperative resolution. In contrast, a competitive process denies the parties ownership and responsibility for joint resolution. Conflicting parties are more likely successfully to reframe the presenting problem if they follow the norms of cooperative behaviour. These norms include respectful, responsible, honest, caring behaviour towards others. Again, the supporting core belief is the fundamental goodness of people. All parties must be mindful of emotional responses in the moment and manage such in a way that respects and enhances rather than inhibits cooperation. Faith in the goodness of others facilitates the positive emotion that supports compassion in the moment. Meditation has likewise been shown to increase compassion. An instant apology is a most constructive way forward if an emotional error is made at the outset. Without this and the forgiveness of the other party it is difficult to move from a competitive

process (destructive, win/lose) to a cooperative process (constructive, win/win). Here empathy presents leading fundamentally to The Golden Rule. "Do unto others as you would have others do unto you" requires each party to treat the other with the fairness they would normally expect if in the other's position. Reciprocity applies to how we should behave toward one another if we are to avoid a destructive conflict or motivate constructive management of the conflict.

This norm implies that all human beings are equally entitled to just and respectful treatment, with consideration for their needs, and to basic liberties, such as freedom of conscience, thought, and expression as well as freedom from coercion. It does not imply that people necessarily have the same status, privileges, power, needs, or wealth, but that such differences should not be the consequences of one person's violation of the other's entitlement.

Implicit in constructive conflict resolution is a mutual recognition of being a part of a broader community that members wish to preserve, sharing some key values and norms. Reasonable people understand and accept that their own judgement as well as the judgement of others may be fallible and coercive tactics should not be employed (such as physical threat or violence to the person or property, and psychological manipulations and abuse such as manipulation and exclusion) for in the end the resolution will not be constructive.





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King Koil's International Approved Chiropractor sleep sets are now available to boarding school students through King Koil Commercial a division of Australia's leading bedding supplier, A.H. Beard.



# What is Sustainability?

AUTHOR  
Ben Copeman  
Risk & Sustainability Consultant

## Definition:

The United Nations defines Sustainability as: "An activity or business process that meets the needs of the present without compromising the ability of future generations to meet their own needs".

A boarding school perspective could be: "To provide a service that is financially viable, socially equitable and environmentally acceptable".

In its simplest form, it means "to last, to endure".

Sustainability is a much used and in the main, a misunderstood, term. It does not mean being green nor is it totally about the environment. It encompasses the Three Pillars of Sustainability being Economic, Social and Environmental. It is essentially a component of good risk management and just like the term 'risk', sustainability has different meanings to different people in different environments.

Very few businesses (school's included) will have a direct environmental impact. While some boarding schools will have some direct environmental impact through emissions,

management of agricultural plots, livestock, fields, gardens, fertiliser, chemical and water use, the main 'environmental' impacts will be through indirect uses such as energy use, waste management, supply chain impacts and staff travel and commuting. In essence, the environmental sustainability process identifies your carbon, environmental and ecological footprint and any impacts you may have on local biodiversity.

The fortunate thing with sustainability assessments is that they are flexible; that is, they can be done as a whole and include all aspects of the business and result in a Triple Bottom Line report, or specified areas of the business can be assessed in isolation. For example, as the above environmental issues can be assessed in isolation so can economic issues such as the costs of:

- Energy: Are your lights and appliances energy efficient? What do you pay per kWh? Can you join a cluster to get a cheaper rate? Are there technologies available to reduce energy use?
- Waste management: How do you manage your organic waste? Your administrative and e-waste? Your clinical waste from sick bay? Your wet / dry waste from the Ag plots? Most of these can be converted to what we call a zero waste system. Not zero as in no waste at all but zero as in converting your waste to profit centres.
- Supply chain, staff travel and commuting: All touchy areas and better off left to discussions as to how much control you have over them and what measures you have the authority to implement.
- Demographic impacts: What affects (in any) will changing demographics have on future cash flows; what risks are you assuming in targeting a specific demographic?

TCB Solutions have entered into a strategic alliance with the Sydney based Carbon Reduction Institute (CRI) to enable our NSW clients to access and participate in the NSW Energy Savings Scheme. A number of Sydney based boarding schools have already utilised CRI's expertise to improve their energy efficiency and move toward a state of carbon responsibility or CRI's Low CO<sub>2</sub> accreditation. Through this alliance, TCB Solutions can facilitate and expedite access to the scheme.

Social sustainability is where a school can

really differentiated itself. While economic and environmental issues can be used to promote your corporate social responsibility (CSR) status, Social sustainability in general, really impacts on your social license to operate. It is about internal communications, staff morale and culture, staff retention, attraction and succession, how your staff interact with the community your school is serving and residing in, your schools involvement with local charities and not for profits, human rights, equality and capacity building programs.

## Summary

As most Directors of school boards would be aware, they assume exactly the same legal responsibilities under the Corporations Act, Fair Work Act (FWA), Workplace Health and Safety Act (WH&S) and the Environmental Protection Act (EPA) as does any other director.

In addition, when the proposed National Standards for Australian Boarding Schools become endorsed by Standards Australia, then boards will assume a de facto responsibility to ensure the School is compliant and therefore further assume a de facto legal responsibility.

This final point emphasises the fact that sustainability is another component of risk. As good risk management is about being prepared, proactive and expecting the unexpected, real sustainability is about:

1. Good economic and corporate governance; (Governed by the Corporations Act)
2. Sound and practical environmental stewardship; (Governed by the EPA)
3. Demonstrable and equitable social participation. (Governed in part by FWA & WH&S Acts)

Together, risk and sustainability are clear examples of good management and there is a clear link between good management and business performance, increased values and community acceptance.

If you wish to find out more about how your school may start to develop a Sustainability Plan, either full or partial or even just dip a toe in the water with an audit of a specified area of the School, please contact me at [accounts@tcbsolutions.com.au](mailto:accounts@tcbsolutions.com.au) or phone on 0431 289 366.





## ABSA Annual Conference Gold Coast 2012

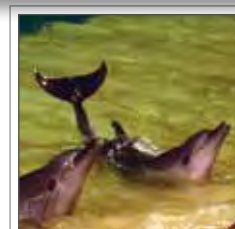


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# ABSA Premier Leadership Award 2012

Awarded to Dave Scott from Scotch College, SA



Dave's remarkable physical feat to support Indigenous Boarders in the Yalari organisation is unsurpassed.

He has devoted one year of his life to prepare for his 7 marathons in 7 days in 7 cities around Australia - all for a boarding cause. This selfless act should be recognised by all working in Boarding. Furthermore he has transformed single sex boarding at Scotch College, Adelaide into a real co-educational experience with boys and girls living harmoniously under the same roof. He had to lead from the front to do this and his systems and processes are a model to all. He has revolutionized communication within the boarding community and it is a good model for others.

# The ABSA Most Innovative Idea in a Boarding School 2012

Awarded to Scotch College, Perth



The Bibbulmun Track is an arduous trek that the boys commence in Year 8; many are overwhelmed with the experience as they come to terms with a foreign environment and are forced to rely on themselves and their peers in order to get through each leg of the journey.

However, it is not long until they discover the virtues of such an experience as the group of boys forge friendships and bonds that will last the next five years and beyond. As they grow and mature with each successive section of the track, the boys develop a better sense of mateship and team spirit as they discover the importance of considering others and that life is very much about helping and relying on each other.

The expeditions, from Year 8 to Year 12, form an integral part of each boy's emotional, physical and intellectual development, which makes the journey all the more remarkable for its ability to capture the essence of the adolescent journey. Boys walk approximately 200 kilometres a year in two one-week blocks each year. Each stage gives the opportunity for boys to develop new personal and interpersonal skills.



## Indigenous Students Develop Skills to become Future Leaders

AUTHOR  
Alexandra Pitzing  
Australian Indigenous Education Foundation

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Leadership, team work and self confidence are among the most important skills to pursue a successful career and to fulfill your full potential.

The Australian Indigenous Education Foundation (AIEF) Pathways Program is designed to assist Indigenous students in developing these skills by providing a wide range of work-readiness activities for the students who study at boarding schools across the country supported by AIEF scholarships.

This term, AIEF scholarship students had the opportunity to participate in two exciting activities that offered unique experiences and a chance to build and strengthen their personal and leadership skills.

### **Learn Earn Legend! Work Exposure with Government Program**

In September, 100 Indigenous students travelled to Canberra for the Learn Earn Legend! Work Experience in Government Program. The week-long program, which has been co-organised by AIEF for three years, opens doors to the public service for Indigenous students by placing them in in MPs', Ministers' and Senators' offices for practical work experience.

After overwhelmingly positive feedback from students as well as politicians over the past two years, AIEF participated in the program once again and sent 16 Indigenous students from AIEF schools across Australia to Canberra for a week of exciting experiences and

networking opportunities within the arena of politics.

"We want to empower Indigenous students to become well-educated leaders and role models with a strong voice for their community. This program is a great opportunity for the students to use their leadership skills and learn about career options," says Andrew Penfold, AIEF's Chief Executive.

One student, Carlin from AIEF's new Partner School, Ipswich Grammar School, was placed in Education Minister Peter Garrett's office and got to spend valuable time with the Minister and learn a lot about his day-to-day work.

"I never thought I'd get the opportunity to spend a week with Peter Garrett," Carlin said. "I'm pretty stoked. I come from a town with not that many opportunities. It just opens up a lot more pathways and stuff like this I can get involved with."

Minister Garrett commented on the benefits this program has for the students: "These students are future leaders in their communities and Australia. This program is about expanding their horizons and making them aware of the possible job opportunities and pathways available."

"We hope some of these students will consider further study and work to become the departmental secretaries and politicians of the future," Mr Garrett said.





## Indigenous Students Develop Skills to become Future Leaders



### AIEF Outward Bound Experience

During the September school holidays, 18 students in Year 8, 9 and 10 from AIEF Partner Schools in New South Wales and Queensland had the chance to participate another exciting and challenging Pathways activity – the AIEF Outward Bound Experience.

The two programs couldn't be more different: instead of the halls of Parliament House, students wandered through Namadgi National Park in ACT; instead of attending question time and getting to know the work in public service, they learnt how to navigate through the bush, abseil from a 12m cliff and



work together in a team to overcome difficult challenges, or to cook dinner for the group.

The seven-day course, which was supported by AIEF's and Outward Bound's corporate partner, The Trust Company as Trustee for the Fred P. Archer Charitable Trust, included a series of physical and mental challenges that aim to empower them to realise they are capable of more than they may think.

The students really enjoyed the challenge, Tegan saying "although I struggled, I appreciated the support from the other participants" and at the end of one navigation through a series of checkpoints Uriah said she "had never been so excited to see rice crispies!"

"Resilience, self-confidence and leadership are among the most important skills to pursue a productive career and the AIEF Outward Bound Experience is a great opportunity to develop and strengthen these skills."



"After a successful pilot in 2011, we look forward to seeing more Indigenous students emerge from the camp with more self-confidence, new friends and a better understanding of their own capabilities," said Mr Penfold.

Outward Bound CEO Benjamin Farinazzo said Outward Bound's outdoor education program empowers participants to discover, develop and achieve their potential. "We are founded on helping young people prepare for the challenges and uncertainty of life by developing the most positive elements of the human character consistent with our core values of integrity, responsibility, resilience, compassion, service and human potential," said Mr Farinazzo.



## What Heads Want and Why...

AUTHOR  
Garth Wynne  
Headmaster  
Christ Church Grammar School

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### PREAMBLE

The most important part of any organisation is the understanding and quality of communication that exists between people with regard to the expectations they have of each other as they strive to achieve their common goals and aspirations. In a boarding school, this relationship is no more acute than between the Head and those people who lead the residential community or who work within it. I believe that it is generally accepted that boarders, who live and breathe their schools, disproportionately affect the culture of the wider school community. It is further accepted that residential staff can also have a similar impact on staff culture. It is vital, therefore, that those who work within residential communities know what is expected of them by their Heads. The boarding house is both a significant asset and liability for the Head in the total school context and therefore a clear understanding needs to exist between all involved for its management and successful contribution to the whole school.

### What Heads Want

The Association of Heads of Independent Schools of Australia (AHISA) has in its membership 115 boarding schools, almost all of whom are members of ABSA. The following anonymous quotes are a selection from Heads of AHISA/ABSA schools that inform and give insight into the mindset of Heads and what they want from their residential staff.

*Boarding staff should be responsible role models as young people absorb their standards so much by observation. People who go the extra mile and do not sit moaning about the job description. People who are committed because they love kids and not because it is financially beneficial. People who teach in the school by preference as they will know the details of the whole life of the student.*

*Boarding should aim to provide structures and systems which blend only the best traditions with practices that reflect modern principles of residential care. However, the real success in boarding comes from what goes on within the house. It is the intangibles of tone, ethos and reflected values that combine to create a culture of care, warmth and acceptance which is truly significant in*

*boarding. To fully enjoy boarding, a student must be fully involved in the activities of school and House and understand what it means to live in a community, i.e. to respect other people, to respect their property, to make responsible choices, to learn appropriate social behaviours and to show kindness, fairness, honesty and courage. In summary: to be a good citizen. I expect residential staff to be the role models of this good citizenship in all that they do.*

*Women who have a thorough understanding of their Duty of Care and all matters related to Child Protection so the girls feel secure and supported and they are well protected themselves. I'd like boarding staff aligned to the values and ethos of the school. They need to remember that they are role models for the girls. I want them to be good-humoured, caring and fair in their administering of discipline.*

*Boarding staff who care about the boys, who see them as individuals and actively engage with their lives, their studies and their activities. Staff who know the boys' parents and draw them into the life of the House, even from a distance, and help nurture a sense of family for each boy, ideally by bringing their own family life into the House. Staff need to make clear the boundaries, routines and expectations, but in ways that make the boys feel respected and treated fairly at all times. Staff should love what they do and seek ways to make it ever better - not to see each boy's problem as an imposition. Staff should share their boys and their Houses with everyone in the School - not patrol their empires in defensive isolation.*

*Boarding Staff need to create a tone within the boarding house that is loving and generous, yet has clear expectations. The sense of love comes from the idea that the purpose of education is to learn to love God, neighbour and self, and that the boarding house demonstrates that love. Love is based on trust and honesty so expectations need to be articulated clearly. They should always discuss expectations, not just roles and responsibilities. School is more a domestic place than a corporate place so the boarding house needs to reflect a 'groundedness' that allows girls a chance to be themselves, but also to be aware of others. Staff need to have 'listening ears' and a sense of what is happening in the house.*



## What Heads Want and Why...

and play and be an outstanding role model and mentor. They must show a commitment to operations and routines required for effective community living. A passion for the health and wellbeing of students is critical, as well as an appreciation of their capacity to influence the academic, social, emotional, spiritual and physical development of the extraordinarily diverse and wonderful young people in their care.

The role of residential staff is vital in providing a high degree of care to meet the needs of all boarders. Staff must have a genuine interest in the holistic education of both boys and girls, be able to work as a member of a team and be a positive role model in all areas of life inside and outside of school. Staff should show initiative in encouraging a positive family environment within the boarding house and support behaviour management of all boarders. They need to show commitment, be reliable, honest, diligent and empathetic. They should have good organisational and communication skills, as well as the capacity to build positive relationships based on mutual respect.

Staff who espouse the sort of qualities expected from boarders and are therefore a good influence just by being who they are. This includes supporting everything the school does - from chapel to sport to music to service and adventure activities. Staff who show reliability, punctuality, trustworthiness and have good manners. Residential staff who are caring and calm and are able to develop professional relationships with students based on mutual respect. They would show initiative in knowing all students in their care, showing interest in their lives, taking time to notice good things they do, whilst maintaining a professional distance as a staff member. Residential staff must have first rate communication skills with families, staff and students.

Residential staff have to be able to provide a balance between a caring and nurturing family environment with that of an environment that requires structure and discipline due to communal living and the challenges it can present. The staff must understand the responsibility that comes with working as part of a residential team. They must be consistent and fair, both as a group and as individuals. They must understand that the parents will expect regular and meaningful communication. Staff need to impart confi-

dence to the parents that their child is cared for and safe.

Staff must have advocacy for the boys in their care as well as empathy and good communication skills for dealing with parents. Boarding staff should be fully aware of the 24/7 nature of their roles. Whilst they may have rosters, staff's ambient presence in the boarding house, when not on rostered duty, is critical. They must accept that their role is 'to loiter with intent' - to just 'be around' the duty desk, the dining hall and the common areas in the boarding residence.

All boarding staff should understand the privilege and the responsibility implicit in providing care for boarders. Those working in a residential community should go out of their way to seek to know and understand each boarder and to exhibit respectful behaviour.

Boarding staff need to fit with the school's values. They need to be able to operate with a broad framework in place, but to treat children (and situations) in an individual sense within that context. They must have strong organisational skills and must genuinely care about the journey and see that each child has their own set of special gifts. Staff must have a deep sense of appreciation for the commitment and trust involved with a family placing their child in boarding and they must also have a strong commitment to academic attainment.

Staff must have an appreciation and understanding that boarding (leadership, in particular) is a 24/7 job.

It is unsurprising that Heads expect a great deal from residential staff. Often, when one adds the benefit of school-provided accommodation, they are amongst the most highly remunerated members of staff in the school in an area that, in a budget context, is often cross-subsidised by the day community.

Implicit in all the comments above is the assumption that the residential staff member is a proactive practitioner, eager to solve problems in the best interests of the children and families they serve. It is also implied that residential staff 'know what they're getting into' when they sign up.

At Christ Church Grammar School, the final paragraph of the Duty Statement for Year





## What Heads Want and Why...

Group Co-ordinators in the residential community reads as below:

*Applicants must recognise that pastoral care in a residential environment is a major commitment. Whilst certain duties are formally rostered, one's life as a staff member within a Residential Community is very much more than that. Your weekends and weeknights may be interrupted by meeting your commitments to the boys, their parents and guardians. Time will be spent counselling boys and following up on issues during the week. There is a different rhythm to life than in most other jobs. There are times of complete commitment to the boys, often for comparatively long periods. Time for family,*

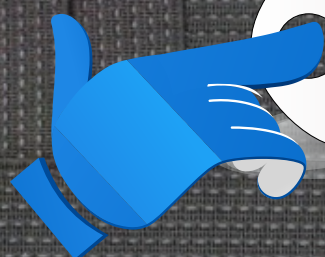
*friends, colleagues and out-of-school activities can be found, but in less than regular ways.*

*Applicants do need to be realistic about this.*

Heads would like residential staff to remember the commitment that they make on appointment. Whingeing about hours worked, complaining about maintenance and feeling hard-done-by simply doesn't cut it!

As a final piece of advice, residential staff need to appreciate that their Heads value being invited into the special domain, which is the school's boarding house/residential precinct, to witness the positive outcomes

of staff and student initiatives. Often, the respect the Head shows to the residential community by allowing those within 'to get on with it', is misread as a lack of care or interest. Take it from one who has been on both sides of the fence - this is definitely not the case!



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## 8 Ways to Better Use Your Schools' Twitter Account

AUTHOR  
Simon Noakes  
Managing Director of Interactive Schools

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### #1 - Update your profile picture

Your Twitter profile picture is a great opportunity to create visual recognition to your brand. It is the image that will appear to the left of all your tweets. It is therefore important that you choose the best possible image. Many schools choose their logos and this is usually a great tactic as long as you realise just how small your image is going to be. The school logo tactic becomes problematic when there is a lot of detail to fit into such a small space.

Things to remember:

- Ensure the image fits into the square box. When a profile picture is cropped or distorted it looks very unprofessional and cheap. You want your school to show it cares about the details - show it with your profile picture.
- Any copy in the image must be readable. If your logo contains words that cannot be read then there is no need for it to be included.
- Consider using a headshot. Many businesses use their CEO or Social Media Manager's face as their picture. People connect with faces and we understand that schools and their Heads are hesitant to move forward with this technique. Businesses understand the need people have for a human connection with brands so why can't schools? It is an option.

### #2 - Rewrite your bio

Your bio tells the story of your school all in 160 characters. Three things to include in this space:

- Describe your school
- Explain what makes you different
- Show some personality

Try to review your bio every 4-6 months to make sure it is still fresh.

Tip: Make sure you include your location and your website address.

### #3 - Organise who you follow into lists

Schools follow a wide range of accounts on Twitter - current parents, prospects, pupils, education specialists, competitors, local news, celebrities and many more.

Not many people are aware of the capabilities that Twitter lists can provide. Schools can organise who they follow into precise lists that help organise the plethora of content into actionable communications.

When you have your lists created you can

quickly check what current parents are tweeting or if you are looking for latest news you can check up on education specialists.

### #4 - Use lists for curation

When you are struggling to find content to share, lists can be a saviour! If you have a list that is dedicated to shareable content then you can create your own curation portal. Once you need inspiration you can simply go to your curation list and find some tweetable content.

### #5 - Brand your background

Twitter allows you to customise your background. This enables you to completely brand your Twitter page and also provide extra information about your school. It allows you to create an impression on people who have no previous experience with your school.

### #6 - Follow your audience

You must follow your audience. There are so many Twitter users that do not believe they should be following people - they feel it may take authority/prestigiousness away from them. The reason social media has exploded for consumers and businesses is because of the way it has regenerated the ability to converse, collaborate and share.

It is not necessary for you to follow **every** follower but it is important to follow those who you are or may converse with.

Not only does it help build relationships but it also helps manage conversations.

### #7 - Add photos to your tweets

Have you ever heard of Instagram? The free iOS (and now Android) app was recently acquired by Facebook for \$1 billion. Photos are simple but yet tell you a visual story that your followers, in their time conscious world, consume in seconds.

Instead of just tweeting "We're on a school trip" or "We have a famous visitor today" you should add a picture of your trip or the visitor at the school.

### #8 - Review your content

Just as you review any plan you must also review your Twitter plan. If you have a publishing schedule or you just have guidelines you must look back and analyse your content. What worked and what didn't.



## 8 Ways to Better Use Your Schools' Twitter Account

The screenshot shows the Twitter profile of @IntSchools. The header includes navigation links: Home, Connect, Discover, and Me. The profile name is 'Interactive Schools' with the handle @IntSchools. The bio states: 'Interactive Schools are experts in school websites, school apps & school prospectuses #SEO #SocialMedia #InboundMarketing. We bring schools marketing to life. High Wycombe - http://www.interactive-schools.co.uk'. The statistics show 2,104 tweets, 1,247 followers, and 1,322 following. The left sidebar contains links to the website, Facebook, and YouTube, along with a 'Get In Touch!' section. The main content area displays a list of tweets, including one about Apple's iPad Mini event and another about maximizing a Twitter profile. The bottom section features 'Similar to Interactive Schools' with accounts like AXA PPP healthcare, Ashbourne College, and Schoolshow.



Tweeting for 50 when starting out and tweeting for 5000 engaged followers require different tactics and content strategies.

Have you implemented any of these for your

Twitter account? Have you got more ideas to add? Share your thoughts at <http://blog.interactive-schools.co.uk> - or follow us on Twitter @IntSchools or the author Simon Noakes @simonnoakes

## Chairman's Report For the Annual General Meeting of the Australian Boarding Schools' Association

September 2012

### AUTHOR

Dr T F Hawkes, Chairman  
Australian Boarding Schools Association

### Introduction

2011-2012 has been a significant year for the Australian Boarding Schools' Association (ABSA). The reasons why will become readily apparent as one digests the balance of this Report. The net effect of the initiatives described below is to have entrenched ABSA as Australia's peak body in the area of residential education for school-aged children.

The failure to have formed ABSA some six years ago would have resulted in an important part of Australian education being leaderless and prone to having its interests ignored or met by curious groups that do not represent the bulk of the Australian school boarding industry. In short, 2011-2012 has demonstrated the clear need for the existence of ABSA.

### Membership

ABSA membership is at record levels with well over 95% of Australian Boarding Schools now members. It has been encouraging to see a few schools that have held out on becoming members now becoming members. Small wonder. The impact that ABSA is having on shaping the future of boarding in Australia is such that most boarding schools want to be part of that process. Even State boarding schools are seeking membership.

Our total number of members, as of 1 July 2012, is 175 members, who nurture over 16,000 boarders.

### Governance

The composition of the ABSA Board of Trustees is designed to ensure maximum representation from boarding schools around the nation. It is also constituted so that it includes representatives of the major educational bodies that have an interest in school boarding such as the Association of Heads of Independent Schools (AHISA) and the Catholic Secondary Principals' Association (CASPA).

There are 15 Trustees representing most States and Territories within Australia. Of particular significance is the fact that BOTH employers and employees are represented on the ABSA Board. This is a particular strength of the Organisation for it ensures effective discourse between these two groups. The Officer Bearers of ABSA in 2011-2012 have been:

Chair	Dr Tim Hawkes, The King's School, Parramatta, NSW
Deputy Chair	Ms Pauline Turner, Presbyterian Ladies College, Croydon, NSW
Treasurer	Ms Madonna Hennessy, St Vincent's College, Potts Point, NSW

The Trustees on the Board are:

Tim Agnew	Prince Alfred College, Kent Town, SA
Tina Campbell	St Mary's Anglican Girls' School, Karrinyup, WA
Sue Collister	St Catherine's School, Toorak, VIC
Gary Davison	Westminster School, Marion, SA
Rosalyn Lindsay	Lauderdale, TAS
Ben Manifold	The Scots PGC College, Warwick, QLD
Alistair Miller	Kinross Wolaroi School, Orange, NSW
Brad Papworth	The King's School, Parramatta, NSW
Simon Shepherd	Wesley College, Glen Waverley, VIC
Declan Tanham	Nagle Catholic College, Geraldton, WA
Tina Twigg	Canberra Girls Grammar School, Deakin, ACT
Garth Wynne	Christ Church Grammar School, Claremont, WA

The Executive Director of ABSA has been: Mr Richard Stokes

I want to pay tribute to the energy, drive and commitment of our Executive Director, Richard Stokes. Under his leadership, the profile and influence of ABSA has grown throughout the year. He has been indefatigable in running Duty of Care training courses throughout Australia and in advancing the mission and purpose of ABSA in countless other ways. I thank him and his Office Manager, Thomas Dunsmore, for their invaluable service to ABSA this year.

I also pay tribute to the Office Bearers, Pauline Turner (Deputy Chair) and Madonna Hennessy (Treasurer) for their wisdom and collegial support. Their collective experience in boarding, when annexed to the sagacity of the rest of the Board, has done much to ensure the continued health of ABSA.

### Finances

2011-2012 has represented a year of good financial health for ABSA. The Board's fiscal management is professionally audited and has been shown to adhere to those standards of probity that are the hallmarks of a well-run organisation.

Funds are quietly being built up to arrive at a proper reserve against the day they might be needed. Operating capital is healthy and has been sufficient to enable ABSA to fulfil its objectives over the year. These include, but are not limited to:

- The printing and purchase of Duty of Care which continues to be the major training course for boarding staff in Australasia.
- The financing of professional development courses.
- The devolution of monies to State Divisions of ABSA, in order to help fund regional training initiatives.
- The financing of the Website and the quarterly production of Lights Out.
- The financing of research into boarding undertaken in conjunction with Mr Brad Papworth and the University of Sydney.
- The financing of the adoption of ABSA's National Boarding Standards by 'Standards Australia'.

The income for 2011-2012 was \$488,226.62 and expenses were \$366,942.77. Our total financial assets, as at end June 2012, were \$299,605.59.

A balance is sought between keeping membership fees to a minimum without compro-





## Chairman's Report

missing the purpose of the Organisation. I believe ABSA to be running efficiently and characterised by the highest level of integrity.

### National Boarding Standards

Our Goals, as an organisation, clearly identify the putting in place of national boarding standards as a key objective. This task has been advanced to near completion.

I had the privilege of compiling the initial draft standards. This task could only be completed after seeking a significant amount of guidance from colleagues both nationally and internationally. These draft standards were then critiqued by ABSA Board Members and the Executive of AHISA. Having completed this process, the draft standards were submitted to 'Standards Australia' for national adoption.

At the time of writing, the adoption by 'Standards Australia' is progressing well with feedback suggesting strong support for this initiative.

The putting in place of National Boarding Standards has been a significant task. It helps realise one of the last great goals established by the original ABSA Trustees. The engagement with this task has also enabled ABSA to clarify its credentials with the Federal Government as being the organisation with the greatest mandate to determine boarding standards for schools. I make mention of this given the Federal Government's initial intention to have the National Association for Student Rural Accommodation (NARSA), now trading as 'Boarding Australia', the responsibility to design the national boarding standards. This proposal was considered entirely inappropriate by ABSA members, who believed that the proper body to complete this task was ABSA.

Thankfully, both the Federal Government and NARSA have retreated from their initial position. They will be restricting NARSA's initiatives to designing standards for boarding hostels and such other organisations that might be members of 'Boarding Australia'. This represents a satisfactory outcome – but it is an outcome that has only been made possible because of some intense political lobbying by ABSA.

### Research

ABSA has continued to fund research

into the efficacy of boarding in promoting academic achievement and the influence of boarding on the formation of values in students. Supported by Sydney University, this research is being conducted by Mr Brad Papworth, as part of his PhD. This project represents the most significant research being conducted into boarding anywhere in the world. ABSA await the final results of this research (due in 2013) with a great deal of interest.

### Professional Development

Our Executive Director, Mr Richard Stokes, has travelled the length and breadth of the country to assist State Divisions, regional areas and schools in training boarding staff. Using ABSA's Duty of Care, (now facing its third print), these training initiatives have contributed significantly to the growth in professionalism of the Australian boarding industry. About 500 people complete the Duty of Care course each year.

2012 also saw the running of the ABSA Biennial Conference. This year's conference was at Surfers Paradise, Queensland, and, at the time of writing, had attracted over 230 delegates.

With the withdrawal of support by the Australian Catholic University as the body marking the Duty of Care course, most of the current endorsement is being done by ABSA itself. It is the mark of the maturity of a profession that is able to control its own credentialing. That said, investigations are currently underway to look at other ways of having our Duty of Care course endorsed, marked and credentialed.

### Communication

A valuable service provided by ABSA throughout 2011-2012 has been the enrolments generated and the information provided on its website:

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

This has been augmented by the quarterly publication of Lights Out, which has become one of the most respected professional magazines in the boarding world.

### Advocacy

Throughout 2011-2012, ABSA has been heavily involved in advocacy. Much of this has centred on informing the Federal Government about the appropriateness of ABSA determining boarding standards for Australian boarding schools. However, ABSA was also involved in other areas of advocacy such as tackling the Department of Immigration when it wanted to restrict the number of visas awarded to GAP students. The swift intercession by ABSA caused the Federal Government to reverse its policy to restrict visas. This represented a major win for Australian boarding schools who, characteristically, employ several GAP students.

### Conclusion

In conclusion, 2011-2012 has been a strong year for ABSA. It has been a privilege to be Chairman at such a dynamic time. The health and vitality of ABSA rests on its Board and its Members. To both, I convey my heartfelt thanks for their support throughout the year.





## John Wooden's Leadership Lessons That Work On and Off the Court

AUTHOR  
John Wooden  
Ex-UCLA Basketball Coach, USA

Taken from "Coach Wooden's Game Plan for Success: 12 Lessons for Extraordinary Performance and Personal Excellence." Wooden's leadership advice in the book provided insight for HR executives and other leaders in any organization.

At the start of each basketball season at UCLA, Coach John Wooden used to personally demonstrate for his players "how to correctly put on sweat socks to avoid folds, wrinkles, or creases that cause blisters," he recently told BLR. Such attention to detail, he says, is critical for success on and off the court.

What do sweat socks and blisters have to do with success? "A blister can cause distraction; a distraction can cause a turnover; a turnover in the last seconds of a game can cause you to be outscored," he says. "What if that game is for a national championship? I ask executives, 'What is your version of putting on socks correctly?' And that's just the start of looking for relevant details."

Wooden led the UCLA Bruins to 10 NCAA basketball championships in 12 years and, among other accomplishments, has been named America's "Greatest Coach of the 20th Century" by ESPN.

His most recent accomplishment is co-authoring a book, *Coach Wooden's Game Plan for Success: 12 Lessons for Extraordinary Performance and Personal Excellence* (McGraw-Hill, 2009), with Steven Jamison. Wooden's leadership advice provides insight for HR executives and other leaders in any organization.

### Demonstrate Your Values

Wooden says leaders need to demonstrate the values they expect others to have. As a leader, you "can talk about 'values' until you're blue in the face, but whatever you say pales in comparison to the power of what you do—your own example.

"... It's important to 'demonstrate' your values because it gives those under your supervision an important message: 'This is how we do things here; this is what I expect from you,'" he explains. "How a leader behaves is generally how your organization behaves. Work ethic? Enthusiasm? Courage under fire? Fairness? Integrity? Quality of execution? Even being on time for meetings? The leader sets the standard with his or her own example."

### Let the Team Know You Care

"A great organization in business or basketball is an extended family. At least that's how it is for me. Strong bonds exist and positive

relationships are developed. Not always, but ideally," he says.

The coach, manager, CEO, or other person in charge "must find appropriate ways to show individuals under his or her supervision" that he or she cares about those individuals.

"Sincere care and consideration for an employee—or player—must be expressed. Otherwise, how will they ever know they're not considered just a cog in the wheel, expendable?"

"People will work harder and better if they know they are valued as a person, part of an extended family, a member of an organization that cares about them.

"... For example, in the minutes before our practice would begin, I'd seek out players and talk to them about something in their lives beyond basketball. 'How's Mom? Is she feeling better?'; 'Are you doing OK in that history class?'

"You can't fake your interest, but when you have genuine interest you must look for ways to show it that are appropriate ... There are many little ways you can show that you care."

### Good Leaders Teach

When asked what makes a leader a good teacher, Wooden points to the "Four Laws of Learning," which are the same as the "Four Laws of Teaching" (i.e., Explanation, Demonstration, Imitation, and Repetition).

"Assuming you know what your subject matter is, it's also good to remember a few other fundamentals," he says. "Offer information in bite-size pieces; be patient; recognize the different levels of learning ability within your group."

"And, as important as anything, remember that a teacher—the leader—must never stop learning. When you're through learning, you're through. I am still learning, and I'm almost a hundred years old. You must never stop learning."

### How to Earn Respect, Trust

"If you give respect, you'll get respect. The same goes for loyalty, and trust and all the other virtues that I believe great leaders have to offer," Wooden says.



## John Wooden's Leadership Lessons That Work On and Off the Court

"I also believe the leader, the person in charge, is usually the one who must initiate the process. Don't wait for an employee to respect you before you'll respect him or her. Hire good people, respect and trust them.

"I believe the following: 'It is better to trust and be disappointed occasionally than to mistrust and be miserable all the time.' I've been disappointed a few times along the way, but not enough to change my thinking on that subject.

"Trust is 'one of the most powerful leadership tools available to a leader,' Wooden says. Why is it so important?

"There are challenges for a leader when things are going great, but the challenges are much greater when things are going bad—whether it's a losing streak, a competitor who seems to be taking over the market, or anything else.

"And bad times are a part of what leadership must deal with. That's when you need the trust of those under your supervision. They have to believe in you.

"Without trust they may cut and run; with trust they will follow you into uncharted waters. They must believe in you... Good values are a fundamental element in creating trust."

### **Promote 'Greatness'**

"I define greatness as making the effort to do your job for our team to the absolute maximum of your ability," Wooden says. "You achieve greatness, in my view, when you do that. This is true whether you happen to be Bill Walton, Kareem Abdul-Jabbar, the sixth player on the bench, the equipment manager, or the head coach.

"Thus, greatness is available to everyone on our team, not just the super star or the high scorer in a particular game."

As a basketball coach, "I made a very special effort to let the so-called lesser role players on a team know that I valued them and that they were pivotal in our achieving success.

"At the beginning of a press conference following a game, for example, I would intentionally mention a player or two who I knew

the reporters wouldn't ask about, just so that player got some deserved attention.

"In practice, I would acknowledge them more often than the 'star.' (I would generally give the 'star' my praise privately.)

"In my perspective, some players might be harder to replace—Bill or Kareem, for example—but that didn't make them greater than their teammates."

### **Common Leadership Mistake**

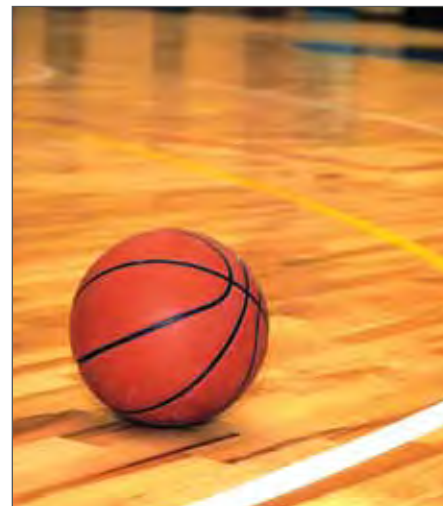
What is the most common mistake that leaders make, and what should they do to avoid making that mistake? "I don't mean this to sound glib, but the most common mistake leaders make might be fear of making a mistake," Wooden says.

"My great coach at Purdue, Piggy Lambert, used to tell us, 'The team that makes the most mistakes wins.'"

"He meant that if you don't make any mistakes, you aren't doing anything; you're static, sitting on your hands. You must initiate action to be competitive

".... Of course, the difficult thing is to understand what kind of mistakes are worth making. If they come from lack of preparation and solid analysis, then you're making the wrong kind of mistakes.

"A good leader knows and teaches the difference between the good mistake and the bad mistake."



## LAPG Education and Scolarest at National Conference

### AUTHOR

George Michaelides

Director of Business Development Education

### ABSA's National Conference 2012

LAPG Education and Scolarest – the dedicated education specialists of world leading caterer Compass Group - proudly provide quality catering services to a growing number of Australia's leading boarding schools. LAPG Education and Scolarest provide schools with comprehensive catering solutions covering boarding facilities, student and staff cafes and the wider school community through function and event catering. As a founding sponsor of ABSA we are proud to have been an active participant in the recent National Conference 2012 held in Surfers Paradise, QLD.

LAPG Education and Scolarest were represented at the conference by;

Jenny Pham, Food Services Dietician; Lisa Hodge, Area Manager – Education; Cheryl Bosworth, Barista and Sean Anderson, Manager - Business Development.

Throughout the conference, we were delighted to offer complimentary, barista made espresso coffee and served in excess of 250 coffees each day!

Jenny Pham, LAPG Education and Scolarest Dietician, presented to the delegates our Health and Wellness program Nutritiouslife, which generated a great deal of positive interest. This discussion was timely as the draft National Boarding Standards for Aus-

tralian Boarding Schools and Hostels were presented at the conference. An important reference to nutrition has been included in these draft standards; Student Welfare - Standard 3.7, "Boarders are getting meals that are monitored in terms of nutritional value, quantity, variety and choice".

LAPG Education and Scolarest pride themselves on providing students with a wide variety of nutritional meals, which are delivered through our own Nutritiouslife program. Nutritiouslife is based on the Australian Guide to Healthy Eating for Children and Adolescents and focuses on moderation, variety, and on providing options and education to help students make wise food choices.

Our accredited Nutrition and Dietetic team work closely with our school based chefs to provide great tasting healthy food. The menus are reviewed on a regular basis by our dietitians to ensure nutritional value; portions, variety and choice are maintained. Implementing the Nutritiouslife program at your school will ensure full compliance to this important draft standard. With LAPG Education and Scolarest taking care of your catering needs you will always be assured students are being served meals that tick the boxes of nutritional value, portion size, choice and variety.





### Partnering For Childhood Safety

On average, 5000 Australian children are injured every day with around 100 children needing to be hospitalised. With school being the second most common site where injuries occur, LAPG Education and Scolarest share the goal of improving childhood safety along with school communities around Australia. Compass Group – the parent company of LAPG Education and Scolarest – believes that safety is behaviour for life and has therefore recently become a partner of childhood safety charity, KIDS Foundation.

KIDS Foundation is a national charity, working in the field of childhood safety education. The Foundation team is dedicated to reducing the incidence of childhood injury and death by promoting injury prevention education. Their resources and programs can be found in 7,500 schools across Australia.

Our sponsorship helps support a KIDS Foundation Marketing and Business Growth Coordinator who is developing a community and corporate engagement program, ensuring more schools have access to its education programs.

### Prestigious Wins

The 2012 Savour Australia™ Restaurant & Catering HostPlus Awards for Excellence are the authoritative guide to Australia's best

restaurants and caterers. With more than 1500 entrants, the awards are the national benchmark for excellence in catering. They are specifically designed to promote and reward industry best practice through aspects of a dining experience.

LAPG Education and Scolarest have been recognised with two wins in their Industrial/Institutional Caterer category: LAPG Education at Scotch College, Perth has been named as the 2012 WA winner, and Scolarest at Loreto College, Sydney has been named as the 2012 NSW category winner. Both will now compete at the National awards to be held in Brisbane soon.

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Sean Anderson – Manager – Business Development Education on 0411 865 399 or [seananderson@compass-group.com.au](mailto:seananderson@compass-group.com.au)







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# The Positives of Social Media

AUTHOR  
Craig Flett  
Australian Digital Partners

Recently I spoke at the ABSA Conference where I was given mixed feedback on the implementation, regulation and opinions on social media within Australian Boarding Schools. A story from a boarding master in Western Australia summarised how integral social media is in the current environment.

At this boarding school teachers would stand in front of the students and read out the morning messages every morning. Students were continuously missing football training due to not knowing times and locations even though they were told in the morning messages. The staff then decided to create a Facebook page that sent football training updates and instantly had 100% attendance from the students. This isn't surprising knowing how engaged students these days are with Facebook and their online communities.

Facebook and social media is an integral way in which we as a society now communicate. I understand that social media is a 'risky space' within schools but with proper regulation and education it can be an exceptionally powerful tool. To restrict social media from students and staff would mean that your organisation would miss out on the great opportunities that social media can bring to a community.

When it comes to digital and social media strategy you only need to remember one thing; "a human's greatest desire is to connect". The human desire to connect will never change but with developments in technology the vehicles for this connection have changed and will continuously evolve. The simplest way to keep up with the 'digital and social media space' is to develop a strategy that allows your target audience to connect with the boarding school through engaging and creative content.

One of the most positive social media discussions from the conference was with a boarding staff member who takes photos throughout the year and when the parents come to pick up their children she has them on display. The parents absolutely adore this concept and continuously ask her if they can have a copy. The parents appreciate these photos because it helps them feel 'connected' with their kids, the school and its' community.

This could be established with a Facebook group (which can be restricted so only accepted members can view or post) and a YouTube Channel specifically designed for parents of boarders. The content on this page should relate to the parents i.e. pictures from weekend activities of the boarders, sports results, past student achievements, upgrades to the boarding program, students awards etc. This would allow the parents to feel connected to their kids, the school and its' community everyday as opposed to reviewing photos for five minutes at the end of a semester.

Another social media tool that could be utilized to help individuals feel connected to the boarding school is a YouTube channel with a monthly update from the head of boarding. Video is an exceptionally powerful medium and is becoming the preferred medium for how people want to absorb information. Allowing the parents to see footage of the month's highlights is a powerful way to make them feel engaged with the school. Youtube and Facebook can also help past students stay connected to the school. This can be achieved by developing a 'YouTube Yearbook' with student profiles and significant events from the year. The Facebook page could keep the alumni up to date with the achievements of fellow students, alumni events, sporting team scores and significant school milestones.

Social Media and the digital era has been considered a taboo subject within some educational sectors, however with education and appropriate implementation it can be an excellent tool for Australian Boarding Schools. This space can be very daunting, however, if you apply the principle of 'a human's greatest desire is to connect' to your social media strategy you will be social media experts before you know it. If you would like some more advice on digital or social media strategy feel free to give Australian Digital Partners a call on 07 3103 3273 or find us on Facebook!



# Coming Events

## AUS

### March/April 2013

Conference for those new to boarding  
(Details out soon)

### 18-20 August 2013

Leaders in Residential Communities Symposium  
Perth (Details out soon)

Watch for details on State Conferences and Duty of Care Workshops on the ABSA website.

## USA

### 29 November - 1 December 2012

Annual Conference  
Washington DC

### 30 January - 1 February 2013

TABS Lab: ResLife Leadership  
St. Andrew's School,  
Boca Raton, Florida, USA

This workshop is designed to bring together residential life administrators for essential conversations focused on the primary ingredient for success: leadership.

### 10 - 12 March 2013

Global Symposium  
Lowe's Hotel,  
Philadelphia, Pennsylvania, USA

The TABS Global Symposium brings together school leaders, educators, students, and experts to learn from each other and to explore current practice and promising ways forward in the international community.

### 17-19 April 2013

Schools in Balance  
Renaissance Baltimore Harborplace Hotel,  
Baltimore, Maryland, USA  
Formally "Managing Risk for Boarding Schools"

## UK

### 3 - 5 January 2013

Annual Conference For Housemasters' and Housemistresses'  
Holiday Inn, Stratford-Upon-Avon

### 23 - 25 January 2013

Annual for Deputy Heads - Oh, the Deputy Deals with that!  
For Deputy Heads of Boarding  
Etting Chase, Banbury Road, Ettington, STRATFORD-UPON-AVON, CV37 8NZ

### 30 April - 2 May 2013

Annual Conference for Heads - Dare to Be Different  
The Grand, Brighton

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