

Lights Out

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CONFERENCE EDITION

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YOU DO

IT'S
WHY
YOU DO IT

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ON THE COVER

Gold Coast, Queensland

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Taking the Plunge

From Boarding School to Uni

AUTHOR
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Bond University



From the locker rooms at boarding school to the locker room of the Wallabies as the guest of Australian great John Eales, Bond University scholar Benjamin Hunt has come a long way in the last few months.

A Year 12 student at St Ignatius’ College, Riverview in 2013 where he captained the 1st XV Rugby side, Ben was one of two outstanding students awarded the inaugural John Eales rugby Excellence Scholarship at Bond University this year.

The scholarship, which includes one-on-one mentoring from arguably Australia’s best ever Wallaby captain John Eales, was introduced to celebrate the University’s 25th Anniversary in 2014 and comes as a result of the institution’s status as the official Education Partner of the Australian Rugby Union.

“The scholarship is fantastic, I couldn’t ask for anything more. It is everyone’s dream to be mentored by John Eales,” Ben said.

“I can ring him up whenever I need his advice – it is just invaluable to have his knowledge and experience as a support.”

Ben and fellow John Eales scholarship recipient Douglas MacMillan, were lucky enough to be the guest of John Eales in Brisbane recently when the Wallabies took on France at Suncorp Stadium.

The two Bond students received a private tour of the stadium before the game, including of the players’ hall and their locker room before the Test.

“A few years ago I couldn’t have imagined I’d be standing in the Wallabies locker room with one of the most influential international rugby captains to have ever played the game,” said Ben, whose grandfather was a Wallaby in the 1950s.

“The experience was surreal, especially when John asked us to share some of our experiences as a rugby player, such as the importance of representing your Schools, State or nation.

“We then moved from the locker room out onto the field, where the grass was like carpet. I just kept thinking how much I would love to be out there and how amazing it must feel to be a Wallaby.”



Taking the Plunge

From Boarding School to Uni

“It was a huge step-up with academics and sports”

Growing up in Bathurst in country NSW, Ben, 19, credits much of his success on the field and in the classroom to his years as a boarder at Riverview where he completed Years 11 and 12.

“Boarding for me was fantastic,” Ben said. “I found it a great way to develop a close relationship with my fellow students in a short period of time. The boarders stick together and look after each other a lot more.”

“It has put me in good stead for coming up here to Bond because I’m a lot more independent and productive in working by myself. Boarding school helps you to grow up that much quicker, you have to rely on yourself more than on Mum and Dad.”

“It was a huge step-up with academics and sports but I think that step-up pushed me to work harder and develop my character and determine the benchmark of where I need to be.”

Ben’s achievements on the field, which include selection in the NSW Greater Public Schools (GPS) team before injury cut short his chances of Australian schoolboys’ selection, are matched in the classroom where he is studying Sports and Exercise Science at Bond University.

“I’m really enjoying my studies here, Sports and Exercise Science is really suited to my personality,” Ben said.



“Bond is very personal with its smaller classrooms – it is very similar to a school environment where the lecturers actually care about you and know you by name. It is a lot more comforting and they genuinely care, it definitely helps me stay focussed.”

Bond University will once again offer its prestigious John Eales Rugby Excellence Scholarship to two outstanding young rugby union stars in 2015.

The goal of the scholarship is to prepare the individual for life beyond rugby with an internationally-recognised degree in the discipline of the student’s choice, enhanced by the global networks, industry connections and work experience opportunities for which Bond University is renowned.

Bond’s commitment to personalised learning, coupled with a low student-to-staff ratio, allow its elite athletes to continue training and competing at the highest level while gaining tertiary qualifications in preparation for their post-sport careers.

The successful awardees will commence study at Bond in January 2015 and spend their rugby season with the Bond University Rugby Club playing at the highest level in Queensland throughout the duration of their degree.

Applications for next year’s Bond University John Eales Rugby Excellence Scholarship close on September 30, 2014.

Visit: bond.edu.au/study-at-bond/scholarships/australian-applicants

Three New Boarding Houses for Assumption College, Kilmore

AUTHOR
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Assumption College



The sun broke through an overcast sky as Br Michael Green, National Director of Marist Schools Australia, officially opened Assumption College, Kilmore's three new boarding houses on Sunday, March 30. Beforehand, they were blessed by former boarder Fr Michael Kelly CSsR assisted by Director of Boarding Jeremy Holt and the Boarding Captains, Jesse Soulsby and Rochelle Shannon.

The houses are named Redden, after Br Austin Redden, the previous registrar and a learning enhancement teacher at the College; Mannes after Gertrude Mannes, the first female teacher at ACK who taught here for more than 30 years and who was the sis-

ter of Br Sylvester Mannes, an Assumption principal of the 1950s; and O'Connor, after Eamonn O'Connor, a boarder from the class of 2011 and captain of the First XVIII, who died last year.

Members of the O'Connor family attended the ceremony along with Paul Herrick, Regional Director of Marist Schools Australia; various Marist Brothers; staff and students; parents and many alumni including Damian Drum, Victorian Minister for Sport and Recreation and Veterans' Affairs.

During his address, Br Michael spoke about the importance of "family" in Marist educa-





Three New Boarding Houses for Assumption College, Kilmore

tion. He said the term comes straight from St Marcellin who believed schools should have a family spirit.

He conceded, however, that over the years, because of a lack of money and the large numbers of students, sometimes boarding schools became “hard places, tough places”. But he said, “In recent years we’ve rediscovered family spirit and Assumption is, by building these wonderful facilities, leading the way in that.

“This is the style of boarding program that Marcellin would have wonderfully applauded because it’s human in its scale... it creates family.”

Each house accommodates supervisors and their families and 24 boarders with a mixture of single, double and quad spaces. Each student has a wardrobe, storage space and a personal desk with Wi-Fi access.

Principal Michael Kenny said that it was “with genuine excitement” that he stood in front of the magnificent new boarding houses “which will provide outstanding accommodation for rural students for many years to come”.

“This is the style of boarding program that Marcellin would have wonderfully applauded because it’s human in its scale”



Registrar Bernie Jephson was MC and closed proceedings thanking all those who had helped make the opening a success. At the start of the ceremony he’d quipped, “Welcome to sunny Kilmore”. Luckily the rain stayed away and the sun shone through as Br Michael began unveiling the boarding house plaques.



Mandatory Notification of Abuse - Increase in Obligations on Boarding School Staff

AUTHOR
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keeping children safe

MANDATORY NOTIFICATION OF ABUSE - INCREASE IN OBLIGATIONS ON BOARD- ING SCHOOL STAFF

The purpose of this article is to raise awareness among boarding school staff of the important, indeed critical, issue of ensuring that staff members are aware of and comply with their obligations in relation to mandatory notification of abuse (sexual or otherwise) of students.

At present, there is a major Royal Commission into institutional response to child sexual abuse and there have been a number of other Commissions or Inquiries. The protection of children in institutions such as schools and boarding houses is an increasingly major issue in this country. Fundamental to the protection of children is that those persons who become aware of relevant information should calmly, carefully and soberly report that information to appropriate persons for investigation. They should not, of course, report the information more widely than is appropriate.

A short article such as this, intended to be a consciousness raiser, cannot, of course, deal with detail and, in any event, there are eight jurisdictions throughout the country. What the article can do, however, is give a general

indication of the sources of such obligations and emphasise the importance to boarding school staff of ensuring that they are sensitive to the issue and know how to act and where to obtain assistance.

The general duty of care

The general duty of care in relation to students in respect of whom boarding house staff have responsibilities itself always raises the issue as, when a person becomes of know or suspected harm, it should be instinctive to ask oneself the question 'What should I be doing about reporting this?' (of course, carefully and discreetly and without irrelevant gossip).

Employer imposed obligations

The general duty of care is supported by employer imposed obligations, for example, under student protection policies. These may or may not apply to events known or suspected to have occurred away from school or where the known or suspected perpetrator is not a staff member. (However, that may be picked up by the general duty of care in any event).

Typically, and appropriately, employer obligations are cast in wide terms, in respect of whether the suspected harm is at or away from school and also in respect of the definition of harm. In employer instructions it is typical for the definition of harm to be widely



Mandatory Notification of Abuse

- Increase in Obligations on Boarding School Staff

“Those who become aware of relevant information or suspicion should report it to appropriate persons”

drafted and to include matters such as emotional and psychological abuse. This is appropriate and consistent with the rationale of a school or boarding house policy.

Statutory obligations

Increasingly, Parliaments are passing laws imposing obligations to report in certain circumstances. These generally relate to known or suspected (or, in at least one State, ‘likely’) sexual abuse. Sometimes physical abuse is also included.

It is critical that boarding house staff are aware of such obligations and how to obtain assistance in ensuring that they discharge them. It is common for the obligation to be imposed on the staff member; that is, it is a personal obligation imposed by the Parliament. This makes it critical that boarding house staff in this situation accept the responsibility which is imposed on them by the Parliament and ensure that they discharge it.

Some of these obligations are supported by provisions ensuring that a person who fails to discharge the obligation can be charged with an offence. Indeed, in recent amendments to the Victorian law, new offences have been created as follows.

Section 49C is entitled ‘Failure by person in authority to protect child from sexual offence’. Whilst the details are too substantial to include in an article of this length, the essence is that a person who ‘by reason of the position he or she occupies within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a relevant child will become the victim of a sexual offence committed by a person of or over the age of 18 years who is associated with the relevant organisation’ and ‘knows that there is a substantial risk that that person will commit a sexual offence against a relevant child’ must not ‘negligently fail to reduce or remove that risk’. The maximum penalty for breach of this provision is five years imprisonment.

Section 327 is entitled ‘Failure to disclose sexual offence committed against child under the age of sixteen years’. That provision is in very wide terms.

In other jurisdictions such as Queensland, there are, in respect of some of these obligations, provisions that no offence is committed. However, a failure to comply would obviously elevate the significance of non-compliance in the context of employer discipline or teacher registration cases even though no charge can be laid.

Concluding Comments

It is important when considering these matters to bear in mind the underlying principle – that is, that those who become aware of relevant information or suspicion should report it to appropriate persons. That does not involve forming any judgment. Whether the person who may be a perpetrator is innocent or guilty, it is important that the information be reported, for appropriate authorities to consider it. The notifier does not (and normally should not) engage in investigation or assessment and should merely report, accurately and carefully, the information or observations they have made. This is absolutely critical in ensuring that the innocent are not found guilty and that the guilty found guilty.

For those responsible for the management and control of boarding houses, training and monitoring and reviewing will be critical. It is suggested, also, that those in positions of leadership should encourage enquiries from staff and accept responsibility for assisting staff to ensure that they discharge their obligations.

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The logo for Letzlive, featuring the word "Letzlive" in white lowercase letters inside a blue circle. This circle is part of a larger graphic of overlapping circles in various colors (red, orange, yellow, green, blue, purple) in the bottom left corner.

Letzlive

For more information email info@letzlive.org or visit
www.letzlive.org



Royle Appeal

AUTHOR
Ed Swanwick
Head of Boarding
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At a time when boarding continues to feel the effects of the GFC, many schools are struggling to find the necessary funds to sustain an adequate programme of upgrades to their boarding facilities. As such, it is not uncommon to see boarding houses falling into a state of disrepair as, in many schools, the money simply isn't there to maintain facilities to the highest possible standards.

This can have a domino effect on a boarding institution, whereby enrolments start to drop further as prospective parents become increasingly unimpressed with the tired facilities on offer and look elsewhere for a place to enroll their children.

In such a climate, it is important for a boarding school to find ways to raise the necessary funds to keep its boarding facilities fresh, modern and in a top state of repair. Within a wider school context, however, with the plethora of competing demands for capital expenditure, this is easier said than done.

Many housemasters are left feeling frustrated when those with control of the purse strings prioritise other areas of the school campus above his or her house. However, there is no reason why a housemaster need accept his or her fate and be resigned to overseeing a crumbling boarding house.

Just as many schools are actively updating the facilities of their campuses through carefully planned development programs, a housemaster with sufficient vision and energy, not to mention the support of the Headmaster, can raise sufficient funds to improve the

fabric of his or her house by running a fundraising appeal.

This is the situation I found myself in when I took over as Housemaster of Royle House at the Scots College, Sydney in 2010. I joined Scots at a time when the Principal, Dr Ian Lambert, was in the process of developing an exciting, wide-reaching master plan of development for the College's various campuses. With such a big job ahead of him and so many areas in need of development, it was clear that, despite my own boarding house being tired and overdue for cosmetic and structural improvements, there were several other areas of the campus where the need was greater.

Rather than accepting my House's fate, I launched the Royle Appeal, which, despite encountering a number of obstacles, managed to raise over \$150,000 over the course of two years. This has enabled us to update a number of bedrooms, improve the appearance of some of the common areas and convert two old industrial-style storage rooms into a house library and a second common room. As a result of this initial success and with the appeal strategy now firmly established, there is real potential for further funds to be raised which could eventually see the entire house renovated and refurbished.

Below is a basic blue print of how to run a similar appeal. It is by no means an exhaustive list of what I did nor what factors were involved, but it is a good starting point should you wish to adopt a similar approach.

Royle Appeal

“Running my own appeal proved to be a fruitful and rewarding experience”

Work with the school's development office

Most schools have a long-term development strategy in place and will usually have a dedicated team of staff tasked with seeing the various stages of this plan through to completion. It is important that any appeal finds its place within the school's larger development structure, so that the project can benefit from the expertise of these colleagues and, importantly, does not impinge on other projects that are underway or in the pipeline. A good working relationship with your school's development office will provide you with much needed support in seeing a project such as this through to completion.

A challenge I faced in running the Royle Appeal was that our development office went through a number of key personnel changes throughout the two years I ran the appeal. Each one resulted in a loss of momentum and a slightly revised view on where the Royle Appeal should sit in the wider school development plan. Ultimately, however, the support and expertise of the development office staff were important ingredients to the success of the appeal.

Strategy

Whilst it sounds obvious, a clear strategy for your appeal is crucial. Don't get tied up with numerous small-scale fund raising initiatives that require time and energy to bring back only modest returns. One or two large scale initiatives is plenty to keep you busy; remember you still have a house to run!

In running the Royle Appeal, several well-meaning parents and old boys offered ideas

such as selling house shirts or organising fundraising barbeques. In the end, the approach I adopted was to sell the perpetual naming rights of the bedrooms, dormitories and common rooms in the house, so that past and present members of the house community could have their legacy in Royle cemented in the house's history.

This approach proved particularly popular due to the opportunity it provided for former and current members of the house community to demonstrate how integral the house was in shaping them into the men they had grown into. Whilst not everyone was able to afford the sum required to have a room named after them, some old boys pooled funds to dedicate a room in honour of their graduating year group or to former staff members whom they remembered fondly.

Whilst yet to secure pledges for every room, the pledges we received have proved sufficient to undertake significant work in the house, work that may have needed to wait several years longer to have completed. With the strategy now established and the number of unnamed rooms decreasing with each pledge, there is increased incentive for future parents and old boys to donate to the House in the years to come.

The other key strategy I adopted was to run the appeal to coincide with a major milestone for the house; Royle's 75th Anniversary. Celebrating the history of your boarding house and reconnecting with the former members of your house community are key to the success of any appeal, and there is no better time to





Royle Appeal

do these things than in the lead up to a significant anniversary. Near the end of the two year period, a gala dinner was held to celebrate the House's 75th anniversary. With many former members of the Royle House community all at the College at the one time, reminiscing about the role Royle played in shaping their lives, it was a perfect opportunity to further promote the appeal.

Ensure you have a good alumni database

Past boarders of the house and parents of current and recently departed boarders are those most likely to hold a strong enough affinity to your house that they would want to make a significant contribution to an appeal.

The first step to reaching out to all these people is to ensure you are able to contact them. That is where your school's database and alumni office come into play. Unfortunately for the Royle Appeal, house records had not been well-maintained at Scots during some of the earlier decades, so our Alumni office had a big job in piecing together the names and contact details of all the former boarding families who once called Royle House home. To their credit, they were able to piece the database together to close to 85% complete, but unfortunately there were nevertheless a number of former Royle House families who we were not able to contact to inform them about the appeal and the anniversary celebrations.

Communicate your message

Once you know who you are targeting and how to contact them, you then need to decide on the best means of conveying your message to them.

One strategy I used to promote the Royle Appeal was to produce a glossy brochure to mail out to all Royle House alumni. There is nothing revolutionary about this, of course, and I did toy with the idea of cutting costs by solely using the school website and social media sites to inform people about the specifics of the appeal. However, a significant percentage of our target audience were in their later years and were therefore not as IT savvy as the more recent leavers. As such, the traditional mail out of a glossy brochure still seemed the most effective way to reach everyone.

The key to the success of the brochure was to generate a sense of nostalgia, get people excited about what the appeal could achieve



and provide them with specifics such as what size pledge would be needed for the various types of rooms. If relevant, it is also a good idea to outline the tax breaks available for donations, possible installment plans and the opportunity for small groups such as year groups to pool their funds.

One other medium I used to promote the Royle Appeal was a short documentary on the house to celebrate its rich 75-year history. This served to further create a sense of excitement and nostalgia amongst the old boys, key ingredients in encouraging people to make a financial contribution to the appeal. The Royle House documentary can be viewed online by google searching "Youtube Royle Appeal".

Build relationships

It is not sufficient to merely contact your target audience; you must build a relationship with them if they are to believe in what you are trying to achieve and want to be a part of it. Appointing ambassadors to help promote the appeal is just one strategy that can help you achieve this aim. The Royle Appeal reached out to all the former House Captains and asked them to promote the appeal to the old boys from their graduating year in the house. The strength of the former House Captains' relationships with their former housemates was invaluable in encouraging the wider Ro-

yle House old boy network to lend its support to the appeal.

High-profile alumni can also help in reaching out to your target audience. Several prominent Australian identities have called Royle House home in their time, including Forbes Carlisle MBE, the much-loved former Olympic swimming coach and Professor Graeme Clark, the inventor of the bionic ear. Both became ambassadors for the Royle Appeal and their endorsement was instrumental in garnering further support from our boarding community.

Conclusion

The above makes running your own appeal sound very simple and straight forward; it isn't. I could write five times as much on the subject and still not comprehensively cover all the issues and the obstacles I encountered and the solutions I found to overcome these. One thing that is certain is that you'll need a healthy supply of enthusiasm, flexibility, patience and tenacity in order for it to be successful.

For me, however, running my own appeal proved to be a fruitful and rewarding experience. If you are tempted to do the same, I would be only too happy to discuss my experiences further with you.

The Level of Distraction

AUTHOR
Conrad Mathias
Boarding Staff
St Joseph's College, Hunters Hill

“How do
our children
see us?”

Many years ago I had occasion to ask a boarding colleague who worked with me about his perceptions of how I came across to the young men in our charge. One of our young men had had a major social issue which was troubling him greatly. I tripped over it, and when I asked him why he hadn't come to me and chatted about it, he said “I sometimes find you a bit intimidating, sir.”

As Robbie Burns remarked in paraphrase – if only we could see ourselves as others saw us? I consulted my much younger, but trusted colleague and put it to him: “am I intimidating?” The notion that I might be intimidating devastated me. He assured me that I was not necessarily intimidating, but he cautioned me by saying that sometimes people might not understand my level of distraction.

In the twilight of my boarding years now, it is not so much of an issue. My level of distraction will not likely trouble anyone. I don't have to write reports, meet with parents, or attend very many meetings. Oh, the joy! But I see it about. It follows from boarding being a largely 24/7 experience for the duration of the term, that there are things which distract us. There are plenty of clichéd descriptors –

confusing the urgent with the important; misunderstanding the difference between management and leadership. The Dragon Fruit problem – a triumph of style over substance.

But getting back to Burns – how do our children see us? How distracted are we? What's our body language like when a child edges closer trying to find the words, the courage, and the candour to put something to us? To begin that conversation which results in a life changing exchange?

It comes back to the importance of doing nothing. Important people in boarding, and those seeking to be important, are too often very busy. Sitting quietly and letting the hordes drift in, one by one, cannot be underestimated. Don't be tempted to talk. It's true enough that students are often keen to have the individuals in their life talk about who they are, what they have been doing, and what they're going to do. It has a place.

But of more value is just being there as open ground and letting the seed representing the scattered thoughts of young people drift in like the seed in St Matthew's Gospel and find a good home.

21st Century Spirituality

AUTHOR
Paul Tolliday
Head of Boarding
Shalom Christian College

I am finding it hard to believe just how religious and spiritual the world is becoming. Everywhere I go I see people in worship and prayer.

On the bus to school, on the train and plane... In the classroom, the bedroom, the office and outdoors....

Everywhere I look people are bowing their heads to focus, meditate and commune. Have a look at what I mean next time you see

a group of people. Many will have their heads bowed, their hands together in front of them, they will be mumbling to themselves it appears (some even singing as part of their worship), often with earplugs to stop distractions and it's all done to the exclusion of others.

What sacrifice?! What devotion?!

For some it must be a vow of silence as they no longer communicate. For others a vow of celibacy as there is no physical interaction or meaningful relationships. For others it's abstinence as they are committed to not consuming anything except what can be purchased online. But it's time for me to journey home and the bus is about to move. I must be seated....

Let us bow our heads and pray:
Our Google, which is in cyber space
Wikipedia be your name
Your info come, your directions however accurate be done
On Earth as they are above
Give us today our daily news
Forgive us our imperfections as we forgive those who Facebook against us
And lead us not into temptation, by denying us access to all evil
For yours is the kingdom heart, the games, apps, power and glory
Since the late 1980's, now and forever more
Email



Kindness and Togetherness

AUTHOR
David Card
Boarding Supervisor
Snowy Mountains Grammar School

“I see boarders helping boarders, boarders helping staff and staff helping boarders all the time”

We're all in this together. Being a boarder is different, exciting, tiring, uplifting, difficult... the list of adjectives can be endless. This term we have 46 teenagers living, laughing, crying, growing, learning and eating together. Some have only joined us for this term but have no doubt already created memories to last a life time.

Boarding has changed over the years. When my mother was a boarder in the 1950s and 60s she had to wear her uniform ALL the time. Breakfast. Dinner. Weekends. Only once a year were they allowed to wear to casual clothes. They were allowed to wear casual skirts only to the boarders picnic. My mother and her friends had the gall to wear shorts and disappointed letters were penned and sent home to their mothers about their daughters chosen attire.

These days things are different. Better. Boarding continues to evolve and change with the generations. Wifi, gourmet food, your own room, weekend trips... casual clothes! The opportunities for the modern boarder are boundless... especially at SMGS. In the space of a week a boarder here can go skiing three times, work in a local restaurant, go to the movies, go trampolining, play rugby AND do all their preparation in the privacy of their own heated room. The opportunities are there for the taking and taken they are.



Boarding isn't all gourmet chicken salads and powder snow. Living under the same roof takes kindness and togetherness. When my mother was a ten year old boarder in Bendigo her mate used to eat the beetroot from her plate so my mum-to-be wouldn't get in trouble. Here at SMGS I see boarders helping boarders, boarders helping staff and staff helping boarders all the time. It's kind of like recycling only way better. This takes effort though and the small things add up to make the big things. Culture. Now, you wouldn't get in trouble anymore if you didn't eat the beetroot from your plate (although we do provide and encourage a healthy diet!) but sometimes it's valuable to check in with yourself as to how you are contributing to this great boarding house. Would you wipe the table if your mate left a mess? Do you say g'day when you see somebody for the first time each day? Do you remember your manners with our awesome kitchen staff? Can you brighten somebodies day with a little surprise?

Our school motto is 'Challenge, Belong, Explore'. I guess this is a little challenge to you as a boarder, to Challenge yourself to Explore how you Belong to our great boarding community... and to keep it a great place to live, laugh, cry, grow, learn and eat. Together.



New Principals & Heads of Boarding

Methodist Ladies' College



Diana Vernon
Principal
Methodist Ladies College's, VIC

Miss Diana Vernon joined Methodist Ladies' College (MLC) in Melbourne as the eighth Principal in April 2014. Diana is thrilled to be running one of Australia's most successful and innovative schools.

MLC educates over 2,000 students, of which over 110 are boarders from regional and rural Australia, as well as a number of overseas nations. The students live in Tiddeman House, on the main school site, and are supported in order to achieve academically, make friends from around the globe and prepare for their futures in a modern and fast-moving world. In addition, MLC also offers remote site education outdoor experiences at MLC Banksia, in South Gippsland and MLC Marshmead, in the Croajingolong National Park.

Diana has a particular interest in boarding schools, having boarded as a child from the age of 12 herself. She commenced her career at a girls' boarding school teaching biology and business studies in the United Kingdom before becoming the headmistress of a boarding school in 2000. Diana admits she loved boarding school and says, "Apart from the sheer fun that I had at boarding school there were obvious and tangible benefits. Most notably, boarding encouraged me to develop independence and a greater tolerance of others. It also provided me with a tremendous range of opportunities as well as a far greater appreciation of home. Crucially, I also developed life-long friendships."

Prior to commencing her teaching career Diana worked at an academic publishing house, before spending seven years in the field of Corporate Public Relations. Passionate about education and the importance of providing opportunities for the next generation, Diana became a Governor of a local, state sector, secondary school in London. It was this involvement which led her to retrain and pursue a career in teaching.

Diana has a Bachelor of Arts, Anthropology from St Mary's College, University of Durham and a Post Graduate Certificate in Education from King's College, University of London.

Diana shares MLC's aspiration that our students' education should be broad and deep, develop open and enquiring minds, and encourage empathy and respect for others, to ensure that students leave MLC as independent and compassionate citizens of the world.

Toowoomba Anglican College



Simon Lees
Head of School
Toowoomba Anglican College, QLD

Toowoomba Anglican College and Preparatory School (TACAPS) is under the leadership of a new Head of School, Mr Simon Lees MEd (Leadership) (University of Qld), BA (Hons) (University of Lincoln, UK), P.G.C.E (University of Hull, UK), NPQH, MACEL.

Mr Lees' appointment to TACAPS comes at a particularly exciting time in the 103 year history of the school. It follows a significant decision, in 2013, to expand the Preparatory School into a College. TACAPS currently has students up to Year 8 and will incorporate its first cohort of Year 12's in 2018.

Mr Lees was the former Deputy Principal and Head of Senior School at St Paul's Anglican Grammar School, Gippsland, Victoria and Head of Secondary School at Georgiana Molloy Anglican School, Busselton, Western Australia. His extensive experience with the nuances of country boarding was gained during his tenure as Director of Activities at Guildford Grammar School in Perth, where students attended from across the vast Western Australian wheat belt and Kimberley regions.

Born in the United Kingdom, Mr Lees also brings substantial international experience to his new role having been Head of Faculty at The Alice Smith School in Kuala Lumpur, Malaysia, a British international school and Head of Faculty at Garden International School (an IB World School), a day and boarding international school in Thailand. His original teaching position in the UK was as a teacher of geography and PE in Yorkshire. Mr Lees is an old boy of Clevedon School, Somerset.

A keen sportsman, Mr Lees is currently involved in cycling and tennis and is a past participant in team sports including soccer and rugby. He has also been a major contributor to the Duke of Edinburgh programs throughout his career. Mr Lees has two sons, aged 7 and 9.

COMMERCIAL

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SLEEP HEALTH OUTREACH PROGRAM

The Importance of Sleep for school aged Children

A joint Public Health Education Initiative from the International Chiropractors Association and A.H. Beard/King Koil Australia and New Zealand. Individual patterns vary of course, but we humans will spend upwards of one-third of our entire lives sleeping. For centuries, sleep was little understood and assumed to be simply downtime when the brain had shut off and the body was at rest. In recent decades however, we have gained an important new understanding of the complexity of sleep and its vital importance to good health and optimal performance.

Sleep and School-aged Children (5-12 years)

Children aged five to 12 need 10-11 hours of sleep. At the same time, there is an increasing demand on their time from school (e.g. homework), sports and other extracurricular and social activities. In addition, school-aged children become more interested in TV, computers, the media and the Internet, as well as caffeine products - all of which can lead to difficulty falling asleep, nightmares and disruptions to their sleep. In particular, watching TV close to bedtime has been associated with bedtime resistance, difficulty falling asleep, anxiety around sleep and sleeping fewer hours.

Sleep and Teenagers (13-19 years)

Sleep is food for the brain. During sleep, important body functions and brain activity occur. Teens need about 9¼ hours of sleep each night to function best. Most teens do not get enough sleep. Skipping sleep can be harmful, sleepiness can make it tough to get along with family and friends as well as affect results on exams, impact on performance on the court or on the sporting field. Remember: a brain that is hungry for sleep will get it, even when you don't expect it (micro sleep).

WILL YOUR SCHOOL PASS THE



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

BED CHECK?

The Power and Art of Rapport Building Between Students

AUTHOR
Hayley Hall
Senior Residential Assistant
Prince Alfred College

Rapport says to a person, 'you are like me, and I am like you' and when we think we are like each other, we tend to like each other. It's as simple as that. Now for most of us, we will build rapport unconsciously with someone new. We don't have to think about making friends with them, we just do it. We aren't always even aware of how we do it, but somehow we make a connection. Some people are better at this than others; they have a natural way of chatting with anyone they meet and people instantly feel like they have known them for years – they are natural rapport builders.

However for some people building a natural rapport with new people doesn't always come easily or sometimes it doesn't come at all. Now why am I writing about rapport? Well, I am writing about it for a number of reasons. Firstly in a boarding environment where you are living with people that you might not normally interact with, the ability to build rapport and get on with others is absolutely vital. Secondly, in my role as Senior Residential Assistant for International students at Prince Alfred College, sometimes there is not always a natural rapport between international and non-international students. In fact, sometimes it proves challenging for one student to make a connection with another student and as a result we have a divide between the two

groups. It is my job to lessen that divide and to encourage a rapport to develop between the two groups, but how to do that naturally and for it to be genuine, has definitely been my challenge.

In order to facilitate a natural rapport building environment I came up with "Make New Mates Day". The concept behind the day was to encourage international and non-international boarders to get to know each other better. Sometimes within boarding, boys like to stay in their established friendship groups and the day was about extending those friendship groups and making new friends. The saying for the day was, "you can never have too many mates!"

Make New Mates Day



Each international boarder personally invited one local boarder to spend the afternoon with them. The afternoon began with a delicious sushi lunch that the kitchen organised for us. Over lunch the boys had to complete the get to know you questions in their Make New Mates Day booklets. We then went to our on-site sports centre for more team building and communication games followed by wrestling in giant padded sumo suits! The boys had a wonderful time wrestling their new mates. At the end of the day we gave out awards for the Sumo Wrestling King and for the boy who had made the most amount of new mates in the room, we called this award Mr Social. The Mr Social award went to the boy who was able to give the full name of every single international boarder and their new friend – with over 50 boys in the room it was very impressive! The day reminded me that sometimes we build up differences in our minds between us and other people that don't in reality exist. When the boys all had their sumo wrestling suits on, it was like they had all been the best of mates for years. The day was a huge success and my challenge is to continue living the philosophy of being a united global community on a daily basis.



The Power and Art of Rapport Building Between Students

“However for
some people
building a
natural
rapport with
new people
doesn't always
come easily”



“Andragogy” or “A Shared Vision”

AUTHOR
Greg Wacker
Head of Boys Boarding
The Scots PGC College

“Every day when you walk back to the (boarding) house you know there’s a place where you belong” – Lord Wandsworth

Boarding staff are tasked with ensuring that the young men and women under their care develop into life-long learners with the ability to cope and thrive in an ever changing world. Many boarding houses, or the educational institutions they are associated with, try and develop these necessary skills and capabilities through a well defined pastoral care programme. This student-centred approach to pastoral care delivery is often governed by a set of learning goals that scaffold a pedagogical delivery of lessons throughout the year. Although this delivery method may expose boarding students to what is deemed necessary to cope and thrive in an ever changing world, it does not however, take into consideration their previous experiences, background knowledge, personal situations and their social environment. This safe pedagogical scaffolding is transferred into the boarding environment as boarding communities direct their boarding students in becoming independent and self-motivated, life-long learners. This direction often focuses on developing these skills and capabilities during their structured study/homework times, where boarding

staff are again able to rely on safe pedagogical scaffolding of the academic curriculum to assist them in this delivery. Although these methods are tried and proven over decades of use, they are not necessarily suited to the 21st Century student, where they require the capability to effectively apply skills and competencies to new situations in an ever changing world (The World Bank, 2003; Kuit & Fell, 2010). As boarding students embrace the development of Web 2.0, cloud based collaboration, elearning, flipped classrooms, and the use of social media, the traditional pedagogical pastoral care delivery methods of the 20th Century are no longer fully preparing the boarding student for a highly digital and competitive global workforce.

The content of these aforementioned pastoral care programs is still applicable to the social, emotional and academic wellbeing of an adolescent boarding student. However, the delivery of these programmes needs to be assessed against, and adjusted, to take into consideration the learning styles of the 21st Century student – Creativity, Critical Thinking, Communication and Collaboration. These learning styles do not rely on the student or content-orientated pedagogical approaches of the 20th Century, rather a more andragogi-



Figure 1 - 8 Skills for the Future

<http://thelearningcurve.pearson.com/2014-report-summary/>



“Andragogy” or “A Shared Vision”

cal approach should be adopted where the learning is more transformational and self-directed.

As a boarding student matures and reflects on their life experiences in relation to their self-perception, beliefs and lifestyle, the boarder’s perspective is adjusted and transformative learning occurs. The primary role of boarding staff should therefore be that of mentor, with boarding staff supporting the boarder in developing the capacity to become more self-directed in their learning. Through the use of boarder established goals and problem solving within real world situations the boarding staff guide the boarder along the transformational learning path. This andragogical approach is underpinned by the eight skills students must have for the future (Figure 1) leading to more heutagogical practices (self-determined) in the future and supporting a boarding student’s post secondary education.

There is a natural progression across the three “gogical” approaches which allow for the boarding student to develop into a lifelong learner with the ability to cope and thrive in an ever changing world. In all cases there is an extension from one approach to the next, this involves the boarding student’s maturity level, involvement from boarding staff (autonomy) and the programme structure. The matrix below outlines the progression from pedagogy to heutagogy.

“The primary role of boarding staff should therefore be that of mentor”



Progression:
Pedagogy – Andragogy – Heutagogy.

<p>Heutagogy</p> <ul style="list-style-type: none"> - Self-determined - Capability based - Boarding student-directed - High autonomy - High maturity - Low boarding staff involvement - Low programme structuring <p>Andragogy</p> <ul style="list-style-type: none"> - Self-directed - Competency based - Boarding staff-boarding student directed - Andragogy sits in the mid-range for autonomy, maturity, boarding staff involvement and programme structuring. <p>Pedagogy</p> <ul style="list-style-type: none"> - Boarding student focused - Content-orientated - Low autonomy - Low maturity - High boarding staff involvement - High programme structuring

andragogical pastoral care programme. The social and emotional journey of each boarding student will be different and this will ultimately affect, and be reflected in their cognitive development and maturity. Therefore a boarding student may enter this style of pastoral care programme at any stage, as it is not necessarily determined by their age or grade level. However, it does stand to reason that boarding students in the later years of their secondary education would be more suited to this style of programme. Given these parameters, staff training and their ability to dedicate the necessary time in mentoring boarding students is an important consideration should a boarding community wish to commence this type of programme.

As I research this andragogical practice further, and begin to develop a sustainable model for staff training, the unique role of a boarding staff member as loco parentis becomes more apparent. The guidance, support, and feedback given by the boarding student’s primary pastoral carer is fundamental in ensuring the boarding students mental and physical wellbeing. This sustained state of wellbeing further enhances their ability to learn effectively and their connectedness with their boarding and school community. I am excited by the opportunities this programme represents in developing a shared vision for pastoral care and well-being within any boarding community and assisting boarding students develop into lifelong learners in the 21st Century.

From the above matrix it can be seen that the cognitive development and maturity of the boarding student must be taken into consideration when assessing the introduction of an

Naming Your Schools' Social Media Channels

AUTHOR
Simon Noakes
Managing Director
Interactive Schools

“When setting up social media, don't think about it as the next 2-3 years”

Getting your school's naming correct, and consistent, on all of the social media channels is more important than ever.

With social media names constantly being taken, it is essential to get it right now. This guide will provide you with the rules and limitations that each of the main social media channels impose.



Twitter

Twitter allows you to change your @username multiple times. There is a 15 character limit, which can cause issues for schools with long names.

Often, schools will use a shortened acronym, or abbreviation to identify their school. The benefit of this is that schools can then easily implement naming for their sub-accounts: @SHSdrama, @SHSsports etc.

- Username / URL changes: Unlimited
- Username / URL character limit: 15
- Real name character limit: 20



Facebook

When signing up for a Facebook Page, a custom URL is not automatically assigned (like on Twitter). Instead, the admin of the Page will have to set a custom URL to the Page. Facebook do allow you to change this URL, but only once. So it is important to get it right first time.

- Username / URL changes: Once
- Username / URL character limit: 5-50 characters long
- Real name character limit: 70



YouTube

Again, YouTube will give you a unique URL to start with which will need to be customised. A custom URL cannot be changed - so you really do need to get it right first time.

YouTube requires you to have a Google account, which will also set you up with a Google+ account - it is important that these are linked.

- Username / URL changes: None
- Username / URL character limit: At least 5 characters long
- Real name character limit: 70



Flickr

Flickr requires you to set a custom URL, if you want to optimise it with your brand name. You cannot change this URL.

Flickr also requires you to have a Yahoo! account.

- Screen name changes: Unlimited
- URL changes - None
- Screen name limit - No limit



Google+

Google+ doesn't allow you to change the URL straight away. The page needs to be at least 30 days old, and have over 200 +1s. The URL will also contain a + sign at the start. For example, google.com/+exampleschool

- Name changes: Limited to once every 3 months
- URL changes: None
- Username / URL character limit: No limit



Instagram

Instagram allows you to change your username, which is also the URL, as many times as you like.

- Username / URL changes: Unlimited
- Username / URL character limit: At least 5 characters long
- Real name character limit: 30
- Characters: Letters, number and under scores



Naming Your Schools' Social Media Channels



Vine

Vine requires you to have an account over 30 days old, and to have more than two posts. That will then enable you to choose a unique URL.

- Username / URL changes: None
- Username / URL character limit: 3-32 characters
- Characters: Letters, numbers (hyphens, full-stops, underscores can be used for visual purposes)



Pinterest

With Pinterest, you only get one shot at getting it right. The username will immediately be used as the URL, so it is best to think wisely.

- Username / URL changes: None
- Username / URL character limit: 3-15 characters

The recommendation is to sit down and list out all of the channels (even the channels you are not currently on) and think about naming options.

In a perfect world, you will have one name that will become synonymous with your school online. This doesn't always happen so sometimes you will need to get creative. The importance here is to be consistent.

When setting up social media, don't think about it as the next 2-3 years. Think about it as something you will use for the 50 years. Your social media names are becoming just as important as your website domain.

Let us know how you've implemented a consistent naming strategy. Or, if you need help, get in touch!



Tumblr

Tumblr allows you to change your URL multiple times. This could either be a .tumblr.com sub-domain, or your own custom domain - trips.yourschool.com.

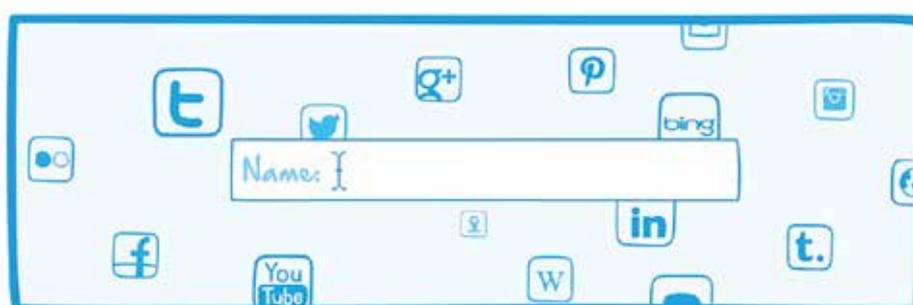
- Username: None
- URL changes: Unlimited
- Username / URL character limit: 32 characters



SoundCloud

SoundCloud allows you to change your username and URL multiple times.

- Username / URL changes: Unlimited
- Username / URL character limit: No limit



Using Creativity to Teach Sustainability

AUTHOR
Lynne Strong
National Program Director
Art4Agriculture



“The Archibull Prize sees students transform life-size fiberglass cows into agriculture inspired artworks”

The world famous Archibull Prize is using creativity to teach sustainability to thousands of students across the country and your school is being invited to take part!

Expressions of Interest are now open for primary and secondary schools to participate in the 2015 Archibull Prize, an exciting and inspiring Art4Agriculture program which takes farm, food and fibre and sustainability experiences straight into the classroom.

Competing for cash prizes and the esteemed title of Grand Champion, the Archibull Prize sees students transform life-size fiberglass cows into agriculture inspired artworks, complete blogs and multimedia presentations, and paired with Young Farming Champions to help with research into food and fibre industries and sustainability.

Now entering its fifth successful year, the Archibull Prize has effectively connected thousands of Australian students with inspiring young food and fibre producers, increasing consumer knowledge of what it takes to feed and clothe communities sustainably.

With an aim to bridge the city-rural divide Australia wide, urban schools are encouraged to take part in this fun and innovative opportunity to provide students with real farm experiences and increase agricultural, nutritional and environmental awareness through art, technology, creativity and teamwork.

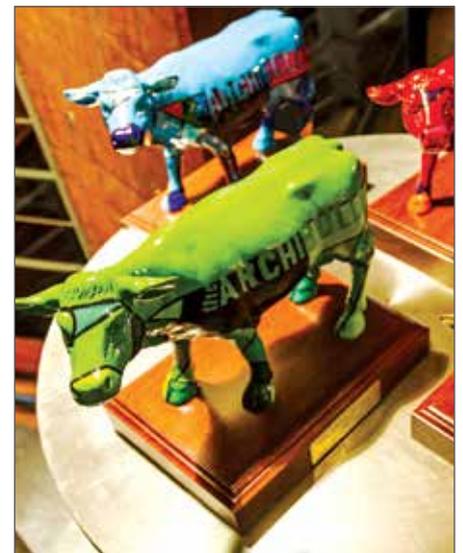
Winning schools share in a state prize pool of \$3,000 and the winning “Archie” artworks are displayed at renowned public events such as

the Sydney Royal Easter Show. It’s a chance to put your school on the map!

Art4Agriculture National Program Director Lynne Strong says, “With teaching sustainability now mandatory on the National Curriculum, the Archibull Prize provides the perfect opportunity for teachers and students from different subject areas to partner to ensure a fun and educational experience for everyone.”

For more information visit:
<http://archibullprize.com.au/teachers/>

For an Expression of Interest application form email Lynne Strong:
lynnestrong@art4agriculture.com.au



Is your website looking a little "old school"? It's time for a Digital Makeover!



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-  Social Media
-  Mobile & Tablet Apps
-  Search Engine Optimisation
-  Interactive Prospectuses
-  Digital Signage Apps
-  Digital Strategy
-  Social Media Training

REACHing the Endpoint is just the Starting Point

AUTHOR
Gary Jowett
Reach



Begin with the end in mind is habit number two in Steven Covey's best-selling book *The 7 Habits of Highly Effective People*. It's a principle which draws on imagination and focus and it has helped in our initial goal of creating a software product specifically for boarding schools.

However, in reality we have learned, as many do, that the destination is more like a mirage. There actually is no end point for a product like REACH, just a series of milestones which become the stepping stones or new starting point for the next, greater achievement.

With a number of schools now using REACH across five continents we are embracing the opportunity to play an important role in the sharing of best practice amongst schools as we model and adopt methods from a collection of schools into the REACH toolkit and make it broadly available to the industry. This platform also provides a potent opportunity to work with schools striving for new ways to utilise technology to manage risk, deliver efficiency and improve communications in the boarding house.

Our ambition is for REACH to become the benchmark tool for best practice in managing, processing and recording boarding house activities. Importantly, we recognise that best practice is a dynamic state and not

a destination, so the end in mind is in fact a continuously evolving and relevant product.

In order to achieve this, REACH engages with schools for direction with close communications and an open user forum where ideas for improvement can be submitted and discussed amongst peers. The REACH forum will ultimately become the hub which provides the direction for continuous product development. A place where schools using REACH can drive the development agenda to meet evolving requirements and to imagine new ones.

Already several significant improvements in REACH are the direct result of schools finding new ways to utilise our technology.

The Kiosk Dashboard in REACH is one such creation. The direct result of feedback from The Hale School in WA and driven to fruition by Immanuel College in SA. These schools imagined REACH replicating their wall of student sign-in, sign-out cards and the visual map this creates for whether boarders were in or out of the boarding house, on or off campus. We have been able to take the concept a step further with the ability to track students in real time to an unlimited number of locations, on or off campus. To track using electronic card, RFID, biometrics, by GPS and even geo-fencing.

Boarder Thumbnail View

Legend:

- Boarding House (Red)
- Library (Purple)
- Sport at Barker (Blue)
- D&T (Green)
- McDonalds (Blue)
- With Parents/Guardian (Green)
- Gym (Green)
- Music (Purple)
- Hornsby (Yellow)
- Pool (Black)

Buttons: Filter Options, Bulk SISO

Boarder Grid:

- ADAMOVICH, M
- ARMSTRONG, S
- BARTLEY, J
- BOLTON, J
- BOLTON, T
- BROCKENSHI

Quick Sign Out Modal:

Quick Sign Out:

- Boarding House
- D&T
- Gym
- Music
- School
- Sport At Barker

Quick Sign Out OFF CAMPUS:

- Hornsby
- In Residence
- McDonalds
- With Parents/Guardian

Next Approved Off Campus Leave:

Type	Leave Date	Return Date	Host	Destination
No	Leave Request			

Page 3 of 1,131



REACHing the Endpoint is just the Starting Point

Likewise, managing large number of students at sign-in or sign-out can be a time consuming task for schools and this was the experience at Brisbane Boys College. We have worked with BBC to design a bulk sign-in, sign-out feature in REACH to accommodate bulk numbers of student movements in or out of any single location with a single transaction.

The Emergency Button is another great development and the brainchild of Ben Manifold from The SCOTS PGC College in Queensland who imagined that valuable location tracking information in REACH could be utilised in times of lockdown or evacuation at a school. The result is a powerful tool to help manage a high risk situation. At the press of a button REACH will provide an immediate incident alert to all staff and provide them with a list of students on campus, their last known location, and a student list for roll call. REACH will even automatically notify all off-campus students in this instance to request they confirm their off-campus location.

Perhaps the most complicated and challenging modification driven by schools using REACH has been to enhance the flexibility of the Leave module. Leave is unquestionably the engine room of REACH and by working closely with schools such as Christ Church Grammar School in WA to accommodate very specific requirements we have been able to ensure that REACH can adequately cater for any leave event that a school may require. The sophisticated REACH Leave Approval Matrix allows schools to create any number of leave types, transport types or locations. Leave can be limited to any single group of students, limited to when it may be available by time or set up as recurring leave. In addition the sequence of notifications for all stakeholders can be set as can who gets notified for any leave event.

Direct integration with existing school databases via API is another major milestone that will provide efficiency dividends for all schools on REACH. We have worked closely with Melbourne Grammar to achieve our first direct link into Synergetic and similar links are being constructed into Maze, TASS and other common school databases.

Other ongoing feature improvements such as single sign on, staff rostering, suites of reports, kitchen meals by medical condition and offline caching which allows REACH to

“In one sense this is the essence of Covey’s habit number two..... begin with the end in mind”

operate when network conditions are poor or not available are all being driven by the vision of REACH users.

In one sense this is the essence of Covey’s habit number two.....begin with the end in mind. The concept that all things are created twice. Firstly in our minds and secondly as a physical creation. So it is the imagination of REACH users that will be the driving force for future development.

All ABSA members are invited to test REACH with their own private data portal where live data can be utilised with full security. Call 1300 215199 or visit www.reachboarding.com.au for more details.

Leave Type Details ✕

Leave Type Name:
Overnight leave with host

Leave Notes:
 Notes are required to be filled in

Allowed to apply:
Year 11 ✕ Year 12 ✕

Approval Matrix

Approver	Approval Order	App. Notification	Rej. Notification
<input checked="" type="checkbox"/> Leave Approver	3rd ▼	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> SMS <input type="checkbox"/> PUSH	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> SMS <input type="checkbox"/> PUSH
<input checked="" type="checkbox"/> Parent	1st ▼	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> SMS <input type="checkbox"/> PUSH	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> SMS <input type="checkbox"/> PUSH
<input checked="" type="checkbox"/> Host/Guradian	2nd ▼	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> SMS <input type="checkbox"/> PUSH	<input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> SMS <input type="checkbox"/> PUSH
<input type="checkbox"/> Boarder	N/A	<input type="checkbox"/> Email <input type="checkbox"/> SMS <input type="checkbox"/> PUSH	<input type="checkbox"/> Email <input type="checkbox"/> SMS <input type="checkbox"/> PUSH

If Leave Approver selected, involve ONLY the following staff.
Steven Montgomery [Administrator] ✕

If Leave Approver selected, DO NOT INVOLVE the following staff.

➕ Save
➕ Cancel

Happy Holidays

AUTHOR
Mika Browning
Director of Boarding
St Michael's Collegiate

“Plans are in place to use each of the holidays to explore different parts of Tasmania”

The introduction of the four term year in Tasmania, was an opportunity to reflect and reshape the way we managed the school holidays for our boarders. St Michael's Collegiate, The Hutchins School and Fahan; which are all single sex day and boarding schools based in Hobart, regularly have a handful of students who do not return home for the holidays. Our options were to stay open (this was financially not viable) or homestays; while financially sound, these were not enjoyed by students and quality homestays were becoming increasingly harder to source. It was time to seek a new solution. The answer was to be found within an already robust co-operating schools relationship.

The Heads of Boarding from all three schools have a strong working relationship, with combined boarding activities playing a significant role in our boarders' social calendar. We decided to utilise our joint resources to create a holiday boarding program for our international and interstate population that was enriching and enjoyable for the students and also financially responsible.

Now in its second year, this approach is proving popular with students and parents. The program operates in the Term One and Term Three holidays, catering for approximately 20 boarders from the three schools. The boarders all move to the The Hutchins school, which was recently refurbished and covers three floors, this allows us to operate co-edu-

cational in what is normally a single sex environment. The staffing is shared between the three schools, with a male and female supervisor on duty at all times, overseen by a Head of Boarding from one of the three schools. The program is crafted to give the students a holiday that includes rest, relaxation, adventure, and study.

In the recent Term One holidays we celebrated Easter with cryptic and traditional egg hunts, as well as an outing for fish and chips on Good Friday. The boarders then travelled for five nights to the Hutchins Camp which is in a small shack community in the south of Tasmania. While there they had a traditional Aussie shack style holiday complete with fishing, kayaking, bike riding, body boarding as well as campfires, board games and cooking. Many students opted to sleep in tents just for the fun of it. This section of holiday away from technology and other distractions is a great time to wind down and enjoy the natural beauty that Tasmania offers. On returning to the boarding house there were movies, Wii challenges, ice skating, as well as time to finish that holiday homework. In the Term Three holidays, we offer structured and supported study time in preparation for the examinations. Plans are in place to use each of the holidays to explore different parts of Tasmania, so that the students have a broader Tasmanian experience than could be traditionally offered during their time at Boarding School.





Happy Holidays



We have seen many benefits for the students. It provides the students with a holiday experience that is different from their average weekend; providing material for them to actively participate in the inevitable “What did you do in the holidays?” conversations. It encourages the boarders out of their rooms, off the internet and out of bed! Probably, the aspect most enjoyed by the students, is interacting with different people. Increasing their social network, having different people to talk to and do things with, gives them all a break from their everyday peer groups. They also appreciate having different staff to relate to. Working with other staff, has also proved beneficial for staff, as it is a great opportunity for informal professional development, as you observe how others relate to the students and the protocols that the other schools have in place. It also provides lots of time for professional conversations as you enquire of each other “How do you deal with?” “What do you think about?” Holidaying with the students, means staff have time to develop different relationships with the students than is possible amongst the larger numbers and busy-ness of term boarding.

There have been challenges in implementing the program, and how to balance the staffing so that people get a holiday has been a significant one. Each Director of Boarding covers

nine nights over the four weeks of holidays, and this is negotiated with each other so that it fits with family and other commitments. It is also important that our expectations and values marry with each other and that our communication is excellent so that students are not confused by what is expected or take advantage of any gaps. We are currently developing a handbook, specifically for the program to help with this.

At the end of the day, it is the well-being of our students that is paramount in our decision making, and the decision to run this program and work a little more in the holidays, is well worth the joy and opportunity we see it offer the students. It is quickly becoming a valuable add on and marketable addition to our already excellent boarding and educational offerings.

Some words from the students:

“This has been an incredible holiday experience!”

“The memories from this experience are irreplaceable...one of a kind!”

“It felt like a real holiday, a time to unwind, make great friends and it was fun!”



Habitual

AUTHOR
Paul Tolliday
Head of Boarding
Shalom Christian College

Six o'clock and the start of another day. Wendy laid in bed and stretched, but as she did she brushed against her bedside table and realised something was wrong. The table was fine but she instantly realised that the gear she had left on top of it, beside her, was missing.

It was now strange to realise that for as long as she could remember Wendy had been using. Not seriously, she believed, but serious enough that the thought of her supply going missing was causing a deep chill right through her body. Innocent occasional recreational use, instigated by her parents originally, had now grown to what really was a full-blown addiction. Irregular use had escalated to a daily habit that was now such a constant in her life that even broke her sleep most nights.

Wendy's family had seen the warning signs and had often tried to intervene, but with no success. It was scary for them that their once engaging daughter was now interacting with them less and had quickly grown distant from them while she lived in their house. They had sought help but Wendy was in constant denial of having a problem.

Wendy was once a top grade student, who was focused and courteous, but now she is easily distracted, constantly on edge in school and at home, and always looking for the next fix. At one stage her family had tried to get her to detox by taking her camping, where the isolation would cut her off from her supply,

but that seemed too short lived – back home and she was straight back on it again.

The concern is now too that she is branching out into other areas, her single product fix isn't enough and she has access to a large variety of alternatives that are equally or more addictive and deadly.

Wendy quickly jumped out of bed and searched around on the floor – nothing! She pulled back the doona and looked in her bed – nothing! She scanned around and began to panic – this was her life on the line, or missing. Her greatest joys and her darkest secrets, wrapped in a cover that epitomised her, was not visible.

She checked her drawers and then threw her pillow on the ground. There was a bang and when Wendy checked inside the pillowcase it was there. How it had got there was a mystery, but that didn't matter now as the only thing that mattered was that she had it.

I had seen her throw a tantrum when she been caught using in school – no remorse, just cries that she had a right. Others had told me about when she had said vicious things that had hurt them without her even caring as she thought because she wasn't physically there it 'didn't matter'.

Her breathing levelled out just from holding it and she could feel her heart-rate drop. She stared, oh so briefly, and then, without hesitation, she swiped her finger and unlocked it. Immediately she was straight in as she pressed against the tablet. Why was her phone so important to her? Why say that "I'd die without it", if it wasn't at least partly true? Why let anyone into her world, yet keep her family out?

A simple and probably inadequate answer is that she has become a cellular user who has allowed her values to be dictated by society and her provider, and her worth determined by how many times she is liked. I'm scared that one day I will come home and find her written off – off her face(book) and with her heart all a twitter. Some call it Vodaphonia, others Telstraitis, or Canc-Optus and it's spreading to destroy us all.

“Irregular use had escalated to a daily habit”





Providing Practical Wisdom for our Boarders

AUTHOR

Dr Steven Middleton
Head of Life Education
The King's School, Sydney

“Make your bed first!” Life Education Lessons from the NAVY SEALS and Teddy Roosevelt.

A challenge for educators based in residential schools lies in finding a balance between the intellectual nourishment provided by the academic hours of schooling and the holistic development of the individual in their “in-term home.” With this sort of thinking in mind, I have considered how we can leverage those extra moments of time we have with our students outside of class to ensure that we are preparing them for life beyond secondary schooling in a like manner to their day school counterparts.

As an English teacher, I find the power of story so wonderful to convey messages and communicate values whether through anecdotal form or through the provision of writ-

ten stories based around selected themes of values. At The King's School we use the wonderful “Learning Leadership” series by Dr. Tim Hawkes, which uses the power of story to illustrate values through the practical wisdom provided by historical and contemporary figures as part of a distinctive personal development program devised for students in Year 8-11. On occasion, the lessons from these texts are supplemented by material gathered through individual teacher research, or that wonderful form of information gathering—the “viral email.” Earlier this month I received an email from a parent who thought I may be interested in an address given by US Navy Admiral Bill McRaven. McRaven drew upon his experiences of training NAVY Seals to inspire students at a commencement service at The University of Texas. These types of speeches have gained prominence since the internet enabled mass sharing of content across global contexts but the 10 Life Lessons McRaven shared got me thinking. His commandments are simple but profound but his first “Make your bed in the morning,” had some implications for residential staff. Now, I am certain that we all insist that rooms and dorms are tidy before students depart for the day or for leave yet have you ever thought of the worth of developing these routines. The Admiral's reasoning was quite basic, namely that the simple act of making one's bed, repeated everyday built self-discipline and enabled anyone to start the day with a routine and a goal which once completed gave a sense of accomplishment. It's an interesting perspective and relates nicely to our students as they begin their own day in a positive manner.

“With self-discipline, anything is possible.”

“It is hard to fail, but it is worse never to have tried to succeed.”

“Believe you can and you are halfway there.”

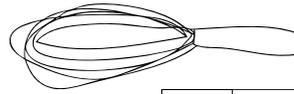
“Far and away the best prize that life has to offer is the chance to work hard at work worth doing.”

I am sure these quotes seem familiar and could quite feasibly be quotes taken from any billboard advertising the latest mobile phone or banking opportunity, yet their practical wisdom means they continue to have message for young people today. These quotes

and many others are attributed to Theodore “Teddy” Roosevelt, the 26th President of the USA who was in office from 1901-1909 and is regarded as one of the great characters of American History, due to his robust persona and his practical philosophy on life and success. Suffering from asthma as a child, Roosevelt adopted a strong exercise regime and spent time in Dakota as a cowboy before entering politics. The image of him in a buckskin coat riding a horse has been popularised by his reanimated appearances in the “Night at the Museum” movie series. Trivia buffs may also be aware that Teddy Bears are named after the President, following his own encounter with and refusal to shoot a black bear whilst hunting in 1902.

**“With self-discipline,
anything is possible.”**

As a President, Roosevelt remains popular today, adorning the Mt. Rushmore monument with Lincoln, Jefferson and Washington as one of America's greatest leaders, is due to his simple reflections on life which often deliver profound impact. Some of his famous quotes might serve as inspiration for the students of your House as they approach the demands of the winter season and increased academic challenges in the lead up to examinations. Roosevelt provides one example but why not draw upon Shakespeare or the Bible to convey powerful messages? The use of quotes around a House to inspire and instruct is nothing new, but when combined with the story of the character making them, you may well find a captive audience. Further, don't ignore the power of anecdotes, stories and quotes as vehicles to reinforce the values which we promote which define what could be termed as good education for young men for life, and although simple, their wisdom is profound. The time we get to spend with students in residential life is a wonderful opportunity to prepare them for life and some simple use of a range of ideas and stories can impart practical wisdom. What stories and routines do you employ to communicate values for life? If you get a chance, let me know.



LAPG EDUCATION



Smart Food

Ever seen your students yawning, looking tired or losing interest in the classroom? This could be a case of the missing 'smart food' link! Smart Food equals Smart Thinking and having the right food at student's fingertips can quite literally change their focus.

LAPG Education implements a 'Smart Food' program into all of our Independent Schools and Colleges menus and cultures. The program is based on time, size and age appropriate menu design underpinned by a commitment to prepare the freshest foods using quality, seasonal produce. This is critical to the process and that's why having the best chefs on site helps us to fulfil the Smart Food thinking way of life.

Mornings can be one of the toughest times of the day for a student if they have not started off with a healthy breakfast or, in some cases, any breakfast at all. Chia seeds sprinkled over natural muesli or yoghurt are full of the essential Omega 3 oils and add some-berries and you have additional fibre, vitamins, minerals and antioxidants to give you the best start to your day!

Not only that, these foods give longer lasting energy and improved concentration associated with learning and better school performance.

Across Australia we are helping students get the best out of their academic minds by following the Smart Food

Guidelines. These principles have been based primarily on the Australian Dietary Guidelines Eat for Health Standards, with further detail taken from nutrition principles recommended in the National Heart Foundation's Right ingredient guidelines for healthier recipes document... Not only is it benefiting the student's wellbeing, but the range and choice of foods are proving very popular.

Too many students today rely on 'energy drinks' and other quick energy fix snacks that are not sustaining. Instead we incorporate items such as our own 'energy slice', in to our menus, which contains chia seeds, sunflower seeds, cocoa powder and much much more. With a focus on the five core food groups to provide a healthy balanced diet our chefs are spoilt for choice with higher nutrition quality ingredients on hand such as whole grains, brown rice, quinoa, dark leafy greens, berries, olive oils, garlic, cocoa, to give our meals an extra boost of vitamins/antioxidants/minerals.

The use of Low GI ingredients also enable us to become creative and innovative in our sites, the following recipes are testament to this.

“Smart Food equals Smart Thinking”

WE LOOK FORWARD TO SEEING YOU AT OUR BOOTH
AT ABSA IN SEPTEMBER

Energy slice

LOW GI, EGG, GLUTEN AND DAIRY FREE

Ingredients

1 cup sunflower seeds

½ cup pumpkin seeds

½ cup sesame seeds

¼ cup chia seeds

2 cups shredded coconut

1 cup dates soaked in 1/3 cup boiling water

1 cup dried cranberries (finely chopped)

½ cup cocoa powder

¼ cup honey

Method

Pulse the sunflowers in a robo coup until fine, add soft dates and honey.

Combine rest of ingredients and press into a lined pan.

Chill until set and cut into bars..



Crackers

LOW FAT, EGG, GLUTEN AND DAIRY FREE

Great for cheese platters, top with avocado and cottage cheese etc.

Ingredients

300g sunflower seeds

50g Chia seeds

100g black sesame seeds

160g flax seeds

3 Tbl spoons psyllium

1 tsp sea salt

Method

Combine all ingredients and leave to sit for 20 minutes.

Spread mix out on greaseproof paper lined oven trays.

Bake at 150°C for 1 hour 30 minutes.

When cool break up and store in freezer.

Contact

For further details on how we can help you, please contact:

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Boarders Set the Tone

AUTHOR
David Anderson
Shore School, North Sydney

In a school that comprises a large population of boarders, the atmosphere, tone and academic success of the school can be strongly influenced by the attitude of the boarding community.

Traditionally boarders participate at a very high level in the life of the school, accelerated by their spirit and residence on campus. Living on campus allows boarders to maximize their opportunities to benefit from the school.

For many years, despite such favorable conditions for the boarders, there was strong peer pressure among the boarders to favor and specialise in particular activities and not to experience other options available at the school. This was particularly common in boy's boarding schools. In many schools particular sports and co-curricular pastimes were very popular however the boarders as a group did not always volunteer enthusiastically for every activities - sometimes this included academic pursuits! Boarders who were talented in less popular co-curricular activities quickly perceived the lack of support from their peers and the understanding that many of their individual talents were not appreciated by the general boarding community.

Teachers have always been aware that boarders excelled and were interested in some of the options in the school program and not others. Sadly for many generations the academic attainments of the boarders was not always expected to keep abreast of the day population of the school.

The Christmas holiday break provided all educators the opportunity to reflect on the previous school year and evaluate changes that were planned or unexpected. On a more formal scale the School assesses the previous year when planning the future. One milestone at the conclusion of each year to gauge the success of the school are the results of the senior students in external examinations.

At Shore School, North Sydney the School has enjoyed continued improved academic results in the Higher School Certificate. In 2013 fifty-five percent of Year 12 students were placed in the top 10 percent of students in NSW. The boarders were equally represented in these results and seventy percent of the boarders attained HSC results in the top twelve percent of students across the State.

When diagnosing the reasons for academic

growth in teaching and learning in a school there are many dynamics in the culture of the school that may contribute. The general discipline of the school, professional development of the staff, school facilities and resources are all components contributing to the academic culture of a school. The interest and support of parents regarding the academic improvement of the school is also important. Additionally if the school has a wholesome boarding sub-group who enthusiastically embrace the academic aims of the school the group will have an important influence on the learning culture of the entire school population.

Today the level of interest and hard work that the boarders demonstrate in all educational programs available on the Shore campus is indeed exciting. An improved understanding and sympathy between boarders regarding their individual academic talents and skills has been a very healthy development in recent years.

The willingness to assist each other academically of an evening has been very encouraging and for the first time last year day students were often observed joining groups of boarders in study sessions.

In achieving academic determination the boarding community is united individually and collectively to do well. Boarders also are not demonstrating as much bias towards other activities that the school experienced in the past. Their tolerance and understanding towards all curricular and co-curricular activities is much more sophisticated today.

At Shore it has been clear that the boarders have greatly increased their desire to achieve academically and have in their senior years supported each other to reach their individual potential. In many ways the enthusiasm that the boarders have made attending the Study Centre, Holiday Workshops and evening tutoring program has in fact provided academic leadership to the remainder of the school. This has promoted a stronger attitude across all students year by year. The more expansive attitude the boarders have extended into games and co-curricular activities including mock trials, drama, music, debating and the choir is all positive and more inclusive.

Without doubt the attitude and behavior of the boarders is highly influential across the entire school population. The boarding staff are delighted to support the broader interests



Boarders Set the Tone



“Living on campus allows boarders to maximize their opportunities to benefit from the school”

of boarders. In the end however nothing is as powerful as a change in ‘peer’ attitudes allowing the boarders to make individual choices and gain support of their boarding friends of all ages. A successful population of boarders living on campus will help to reinforce the aspirations of success for the whole community. The boarders must be aware that without setting out to do so they are a strong influence as role models for the entire student body.

It has taken a long period of time in schools and across Australia to openly recognise praise and success and not underestimate the potential and good fortune of all people. Our boarding communities can set the tone and reflect a positive and supportive learning environment.



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A Word from the Chairman

AUTHOR
Garth Wynne
Chairman
Australian Boarding Schools Association

“The challenge of preparing young people for the future is complex”



The effective management of any organisation requires attention to operational effectiveness and strategic action. These two elements need to be balanced so as to ensure that the organisation remains true to its intent in its current circumstance, while ensuring it prepares for the future. ABSA works in exactly this circumstance as it seeks to serve the needs of all those people impacted upon by its member schools, be they students or staff, parents or alumni or members of the wider community.

With this in mind the Board of ABSA took time to reflect on the strategic direction of the organisation in May with experienced consul-

tant Mark Vincent of Insight Plus. Mark will be one of the speakers in our upcoming conference and our strategic plan will be part of our business through the conference. I could not be more pleased with the progress already achieved in unfolding the actions of this plan by our Executive Director, Richard Stokes.

It is important that we remind ourselves of just how fortunate we are to have Richard's enthusiasm and energy devoted so completely to ABSA. Evidence of this is reflected in the quality of the programme of speakers at our upcoming conference, so organised by Richard. I know that we will be both inspired and challenged by what we hear and experience over the three days on the Gold Coast.

The challenge of preparing young people for the future is complex and we need to be focussed by a clear understanding of the needs of these young people. This conundrum draws me to an extract that I was reminded of recently from Toffler's, Future Shock (1970) where he quoted psychologist Herbert Gerjuoy:

‘The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.’

I wonder to what extent our residential communities are focussing on learning as a part of their ‘residential curriculum’. The answer may be found on the Gold Coast? I look forward to seeing you there!



AUSTRALIAN
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Visit the ABSA website
for more information at
<http://www.boarding.org.au/1833/conferences/>

28SEPT-1OCT 2014



2014 ABSA NATIONAL CONFERENCE

Coming Events

AUSTRALIA

28 September - 1 October 2014

ABSA National Conference
Gold Coast, Queensland

Duty of Care Workshops

Check out www.boarding.org.au for details

20 October 2014

Queensland State Seminar, St Margaret's Anglican Girls School

22 - 23 October, 2014

ICPA Queensland State Conference, Townsville

12 November 2014

WA Seminar day with Andrew Fuller, MLC, Perth

17 November 2014

WA AGM and End of Year Dinner

21 November

NSW End of Year Cocktail Party

USA

4 - 6 December, 2014

TABS Annual Conference, Washington DC

UK

The Boarding Schools Association offer many varied courses throughout the year - these can be seen at:

www.boarding.org.uk/400/events

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We plan to feature two schools each edition.

All you need to do, is write a brief article (400 to 1000 words) and send us some high resolution photos.

Send all files to:

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