

Lights Out

Vol. 16 | Issue 1 | March 2023

Dealing with
Homesickness

Why Boarding Schools are
Embracing Safety Apps -
*and How they
Actually Work*

Adopting a Proactive
Media Approach

The Seven Principles of
Effective Team Building



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ON THE COVER

Year 11 Beach Awareness Course - Aquinas College, Perth

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Are we *Doing our Job?*

Imagine you are a new boarding parent and the idea of sending your child to boarding had never crossed your mind until your circumstances changed a few months before the school year started. Where would you start? How do you know what boarding school can best serve your needs? What thoughts might go through your mind?

My first thoughts would be - how do I know they will look after my child properly? How can they prove this to me? Do they measure themselves against anything? How can they get help when something goes wrong?

Now, I do know I'm a little biased when I look at these ideas - but I would be very confident that many of your new parents would have been thinking the same thing. So how do you know you've got it right for the moment and kept up with all the rapid changes occurring in our industry? Do you measure yourself? Is there anything you can do to ensure you can answer their questions with real confidence? Of course there is.....

Many boarding schools over the last few years have reached out to see if we could help them by reviewing their boarding operation and sharing ideas garnered over many hundreds of visits to schools and a deep understanding of the one thing we have to measure our success: ASS725:2015 Boarding Standard for Australian Schools and Residences. I must admit this is one of the great joys of my work, getting the chance to talk with all boarding and many key school staff, parents and the boarders themselves about how things are operating, and then producing a detailed report on the strengths and weaknesses of the program being reviewed. These are not only asked for by schools who feel they are struggling - quite the opposite in fact, as strong boarding programs are often very keen to become even stronger, and 'outside eyes', especially those with a good deal of boarding experience, provide this opportunity.

Other schools are very keen to get detailed responses from well designed surveys of boarders and boarding parents, and use these questionnaires to gauge how well their boarding

programs are working. Parents need to be asked regularly about how they view a school's boarding program, and requested to provide responses which can guide the development and expansion of key programs to assist the boarders. Those within our care, too, need to be able to voice their opinion on how boarding is going, and be respected for their opinions and advice. Surveys such as this satisfy a number of the sections of the Boarding

Standard which expects regular feedback from parents and boarders.

And the exciting development is the completion of our Certification Scheme. With the lockdowns and border closures of Covid behind us we have been able to finalise the scheme we began putting together back in 2017 which includes two levels of self-assessment to ensure all items within the Standard are covered,

and now a Certification inspection and the ability to happily be a Certified Boarding School. Two trial schools have helped us ensure the program is robust and workable, and given us an understanding of the work involved and the time it takes, and we will roll out the option to all schools in the next few weeks.

But why would you do any of these - as they all cost money, and we all know money is tight in our schools? The simple answer is because they satisfy the one and only Standard which exists to ensure our boarding schools and their programs are up-to-scratch. The longer answer is because if we don't continually appraise ourselves, measure ourselves and ensure we are providing an appropriate standard of care for our boarders we will start to fall behind and struggle for enrolments as the boarders will be going elsewhere - where the School is meeting the Standard.

Food for thought - I'm more than happy to chat in greater depth if you are interested. ■



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IMAGE BY STORYSET ON FREEPIK



EMERGING BOARDING LEADERS PROGRAM

The Emerging Boarding Leaders Program is designed to equip participants with a tailored leadership plan, management skillset and a clear understanding of their career pathway of leadership in the boarding community.

ABSA has partnered with key experts who will collaborate with participants to enhance their ability to provide a high quality, faster-tracked journey to leadership.

One of the key outcomes of the program is to foster a pool of dedicated, passionate and competent leaders ready to take on key roles in the boarding industry.

For more information contact the ABSA office at absa@boarding.org.au



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Dealing with *Homesickness*

Dear Nan, Pop ... I went through a rough patch as regards homesickness but I think I'm over that now ... also the food is not as bad as people would have you believe. Today (that's Tuesday) I had a bad day homesick-wise and was invited to be the Headmaster's Personal Assistant for the day. I analysed an article in the Sydney Morning Herald ... and wrote a reply to the editor ... hopefully it might get printed in Wednesday or Thursday's edition ...

Most of those working in the school boarding industry have ways of dealing with a bad case of homesickness in boarders. Just as well. The start of any school year (when this article was written) is always a high-risk time for homesickness. It was no different for this young man whose mother shared the letter her son had written when working through a bad bout of homesickness.

His letter to the Sydney Morning Herald did not get published and my interventions did not work for he was withdrawn from the school a fortnight later because of an inability to cope with homesickness.

Could I have managed things better? Probably, although at the time, I felt I had done everything possible:

On Sunday the boarders went to mass in St Andrew's Cathedral, which reminded me of home badly for some reason. We then went to the revolving restaurant ...

Even allowing for the fact that "mass" has probably never been experienced within the Anglican stronghold of St Andrew's Cathedral, the experience of Holy Communion had clearly made an impression on the boy and caused him to be homesick. Herein lies a painful truth. Homesickness can emerge like a recalcitrant weed in a

carefully tended garden. Despite the most diverting of activities being planned and the most diligent of pastoral interventions, the battle against homesickness is not always won.

This evening, I met a Year 12 boy called Tom who helped me out and took me for a run and a hit of tennis ...

None of our initiatives worked – not even him winning the game of tennis.

This was an experience that brought me back to earth and caused me to wonder at what else I could have done. It also taught me that there is not always a miracle cure for homesickness – except perhaps, time.

That said, some 40 years in boarding schools have taught me a few ways of dealing with the problem of homesickness.

Firstly, it's important to recognise that homesickness can manifest itself in many ways. It is not always revealed by tears snuffled into a pillow at night. Homesickness can also express itself in depression or anxiety – and occasionally both.

Some boarders hide their homesickness completely. This is where a wellbeing check-in is a useful instrument. These short and quick surveys can be employed to assess whether our boarders are

flourishing. There are many options in the market to choose from.

The successful handling of homesickness is enhanced if there is a culture of care and respect within the boarding house. A homesick boarder that is teased for being pathetic and weak is a boarder having to deal with multiple miseries – bullying as well as homesickness. Such insensitivity can also lead to an intensification of the homesickness problem. Therefore, paying conscious attention to the cultural climate of the boarding house is important. A cultural audit can be helpful if there are misgivings about the response by boarders to such issues as homesickness. Some boarding houses have linked their cultural audit to a bullying survey.

A good boarding house presents as a "home away from home" and not as a barrack room or Dickensian poorhouse. A boarder should be allowed photos of home on their pin board, and a stuffed cuddly thing on their bed. Talking of cuddly things, a boarding house that has a friendly dog or cat is a boarding house that has a powerful instrument to help with homesickness.

A problematic issue with homesickness is that it can propagate secondary complications such as shame, embarrassment and low self-esteem. This is particularly likely if insensitive teasing and bullying is visited upon the homesick boarder. Again, habituation of kindness and enculturation of empathy are important antidotes. This can be assisted by a careful choreography of "buddies". Little can be more comforting to a homesick boarder than to be partnered with a caring student who freely admits to having fought similar battles when they first arrived at the boarding school.

A lessening of the shame homesickness can bring can be assisted not only by boarding staff showing warmth and understanding, but also by them saying that homesickness is entirely understandable. Even more than understandable, it is admirable. Homesickness reveals a great love for family and home. Every effort needs to be made to remove the sense of shame and embarrassment associated with homesickness.

One of the most important things a boarder can do when they are homesick is to talk to someone – both to a member of staff and to a fellow boarder. Tutor sessions and other formal pastoral gatherings can be useful in this regard. During these times, boarders can be invited to report a confidential score out of ten as to how they are travelling. However, little is more effective than observant staff who are active when on duty and noting the body language of their students. To this should be added a caring buddy with a good supply of tissues, a ready laugh and a fondness for sharing hot chocolate.

An interesting issue is whether a school should allow boarders to call home or go home in their first few weeks at school. There are arguments for and against. Some control over the amount of communication with the home in the initial weeks can be a good idea as much to spare the jangled nerves of parents who might otherwise be overly alarmed by exaggerated tales of woe.

A judicious compelling into the boarding experience can be a good idea in the initial weeks. This allows time for an informed judgement about boarding and for time to have dulled the homesickness. An interesting compromise is to allow boarders to write a letter home – with a little written each day, and the letter posted – but only at the end of the first fortnight.

Keeping boarders busy can help distract from homesickness. This busyness should not be the product of petty or mindless tasks. It should be found in worthwhile tasks. Particularly effective are activities that involve helping or caring. This can range from charity work, tending the gardens, managing the fish tank, or manning the homework help desk. When

helping another, feel-good endorphins are released in the brain – and these can assist with dissolving feelings of homesickness.

Activities can be even more healing if they are pleasurable, such as helping to run a dance or piling into a minibus to watch a professional game of footy. Film nights, games nights, lack-of-talent nights are just some of the myriad of other activities that can be used by boarding staff. To this can be added a wide range of sporting competitions. A homesick boarder should be kept busy, otherwise introspection and moroseness can set in.

The homesick boarder should also be kept positive. A key to this is engendering hope and providing the homesick boarder with something they can look forward to – even if it is only the forthcoming holidays when they can return home. Keeping a boarder positive is also helped by celebrating their birthday and acknowledging their achievements. A delightful initiative several boarding schools use is to get staff and students to write anonymous notes of encouragement and appreciation to each other. These notes are posted

electronically or in print format, after being vetted by boarding staff.

There are many other initiatives that can be taken to reduce homesickness in a boarder – but little is more effective than staff with warm and empathetic hearts and a devotion to the wellbeing of their students.

It is much more effective than getting the homesick to write letters to the Sydney Morning Herald. ■



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Staff Property in the Boarding House- *Who is Liable if it is Lost, Stolen or Damaged?*

(ORIGINAL ARTICLE PUBLISHED IN SCHOOL GOVERNANCE ON 22 MARCH 2017- UPDATED HERE FOR LIGHTS OUT)

There seems to be a common misunderstanding among many boarding school employees (and general school employees) that anything that they bring to or store in a boarding facility can, and will, be covered by the school's insurance policy. This includes vehicles, laptops, mobile telephones, clothing and a wide assortment of other personal items.

Unfortunately, and more often than not, this is not the case. Generally, only school property is covered by the school's insurance policy.

Most employers have internal policies that make it clear that they will not be liable for loss or damage to the personal property of the employee while at work. Sometimes exceptions to this general rule can include:

- where the loss or damage was caused by the employer or another employee in the course of their employment (for example a ride on lawnmower driven by grounds staff being accidentally driven into a parked staff member's car)
- where the loss is caused by the employer's faulty or damaged property and equipment
- where the employer requires the employee to use their own property for work purposes and the personal property is damaged during the course of the work being undertaken.

It is best for an employee not to make assumptions and to clarify with their employer whether damage or loss to their personal property will be covered by them and in what circumstances.



Disagreements between a disgruntled employee and a school administrator are not uncommon as to who is liable for a loss or damage to personal property suffered by a school employee. These disagreements are problematic in that they take time to resolve, and can cause feelings of ill will between employees and employers. The best way for an employer to manage this issue is to ensure that

there are internal policies dealing with loss or damage to the personal property of employees and ensure that staff are aware of the policies. Problems can arise where there are no policies and employers make ad hoc decisions to sometimes compensate and other times to not compensate without any clear rationale or consistent approach.

INSURANCE POLICIES*

In some cases, non-government schools will take out extra insurance to cover the damage or loss to personal property of students and staff. Some schools also take out cover for injuries to students for non-Medicare medical expenses incurred within Australia that are not subject to a Medicare rebate or not recoverable from another source. If students and staff travel overseas, travel insurance usually covers injuries and medical treatment as well as loss or damage to personal property.

Schools usually have insurance covering damage to members of the public and to the property of third parties not connected to the school arising from school activities.

Schools commonly obtain the following types of insurance:

- general public and product liability insurance (this includes injury to students where the school is liable)
- volunteers' personal accident insurance
- property insurance including in relation to glass
- breakdown of mechanical and electronic equipment

- general property insurance
- business interruption
- crime cover
- directors' and officers' liability cover.

In addition, as mentioned, some schools take out cover for student medical expenses not covered by Medicare and, in some cases, schools also take out cover for student personal property insurance or this will be included as part of the student medical expenses cover.

*This insurance information is general in nature and can vary from State to State. Please refer to your own school's insurance coverage for detailed specific information as to what can be claimed.

MOTOR VEHICLES

Motor vehicle damage is unfortunately often one of the most common forms of staff claims against schools. A school will generally not have insurance policies that cover staff motor vehicles. Where a staff member's car is damaged by the driver of another motor vehicle on school grounds, the matter is between the two motor vehicle owners and their insurers in the same way that it would be if the incident occurred at a shopping centre carpark.



If staff are injured traveling to or from work or while they are working, they can usually make a workers' compensation claim for their medical treatment and, in some circumstances, receive compensation for their injuries.

It is common for schools to allow boarding staff to drive onto or park their cars in the school grounds to attend to their boarding duties. However, it would be advisable for the school to advise the staff that, where the school makes vehicle parking spaces available, cars are parked at the owner's own risk and, if they are damaged, they should contact their motor vehicle insurer.

USING PRIVATE VEHICLES FOR WORK PURPOSES

This issue can arise in the context of school boarding where from time to time students will travel in the private motor vehicle of a boarding staff member. Many schools only allow this in rare or exceptional circumstances and have specific policies covering this. In other situations a member of staff will be using their private vehicle for work purposes. Damage to a staff member's vehicle in this situation is generally not covered by school insurance policies and the staff member will need to make a claim on their own motor vehicle insurance policy.

Work health and safety issues can also arise where a staff member uses their own

vehicle for work purposes. Employers are required to ensure that they are able to provide a safe place of work. A safe place of work may include the worker's own car. Employers should take steps to ensure that, when they require a staff member to use their own vehicle, the vehicle is road-worthy, insured and fit for purpose and that the driver has the appropriate licence. Records should be kept where employees use their vehicles for work purposes. Employers should have a detailed health and safety policy covering use of private motor vehicles for work, safe driving, taking rest breaks etc.

SUMMARY

School security should allow for safe and secure storage of school and boarding staff personal property both during school time and after hours in the boarding facility. As a minimum, schools should advise their boarding staff that motor vehicles and personal items including mobile telephones and wallets/handbags are the responsibility of each staff member. They should be advised to ensure that personal items are covered by their own home and contents insurance and a list is taken of any personal property kept at the school and filed with their direct line manager.

Schools that do not have procedures and clear boarding staff understanding of their own liability regarding their personal property should contemplate how best they can deal with these situations that arise from time to time. And they will... ■



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AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

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Prep4School

We're teaming up with Dr. Chris Thurber to deliver Prep4School content in Reach portals!

Prep4School is a collection of animated, multi-lingual videos created by global leading clinical psychologist in boarding schools, Dr. Chris Thurber. These videos teach new and returning students the keys to social, emotional and academic success.



Looking to the Future *in Australian Boarding*

Harry climbed the spiral stairs with no thought in his head except for how glad he was to be back. They reached their familiar, circular dormitory with its five four-poster beds and Harry, looking around, felt he was home at last.

J. K. ROWLING, HARRY POTTER AND THE PRISONER OF AZKABAN

In a world that is rapidly changing, how do we prepare the students in our care to meet the future demands required to succeed? What are the essential skills they will need to think differently, to be agile, to have creative zeal, and to be able to pivot and change as the world changes around them? How can we build cultures that promote empathy, knowing that this quality is critical to our society's wellbeing? Around the globe, these are questions that ebb and flow through classrooms and university lecture halls, shaping contemporary pedagogical approaches that influence both people and policy. Yet, as we continue to ride the wave of the digital era, it has become more evident than ever that learning can and does happen all around us, all the time. With this in mind, it is useful to examine the way contemporary pedagogy and pastoral care has evolved within boarding schools, spaces that are unique in their ability to shape the holistic culture of learning, and where academic pursuit meets the equally important tenet of social-emotional skill-building.

AN AUSTRALIAN CONTEXT

To someone who has never called themselves a 'boarder', the phrase 'boarding school' may conjure any number of images in the mind: the cold and unforgiving Welton Academy of Robin Williams' *Dead Poets Society*, the gothic halls of the Hogwarts Castle, where magic and danger go hand in hand, or perhaps the eerie

Appleyard College, fictional boarding house of Peter Weir's seminal film, *Picnic at Hanging Rock*. Yet the contemporary boarding model is not one clinging to rigid archaic traditions, nor does it feature fantastical wands and wizards. Rather, today's Australian boarding school is one representing a modernised sector, with great attention paid to specialised pastoral care programs and focused academic support. For many young people today, boarding offers an opportunity to partake in co-curricular activities and cultural immersion that are simply not available in rural and remote parts of the country (Anderson 1994). Further, current approaches in boarding place family involvement at their centre and prioritise fostering strong interpersonal relationships not only among families, but between the students from all cohorts (Wheare 2006).

AN APPRECIATION FOR DIVERSITY

Undoubtedly, the cultural diversity that exists within a boarding community is central to its value, not only to the student's sense of self, but in their capacity as a contributing member of society. At St Margaret's, there is an understanding that mutual respect, and respect in the midst of difference, sits at the core of our institutional culture. So how does this enhance boarding students' preparedness for their lives after school? Katherine Phillips (2017) asserts that diversity makes

for better learners. More specifically, that those who learn in a diverse environment have a higher propensity for deep concentration, and when surrounded by people from different backgrounds, will become more creative and collaborative in their disposition. She writes, "the fact is that if you want to build teams or organisations capable of innovating, you need diversity. Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision making and problem solving." Indeed, this is something that we observe regularly among our boarders who spend their school terms living with peers from China, Hong Kong, Vietnam, Solomon Islands, Papua New Guinea and regularly make trips to the regional and remote homes of their dormmates. Take, for example, the boarder-day girl long weekend, a St Margaret's tradition that sees boarding students host their day-student peers at their homes and properties across the state. This initiative has led to strong, positive rapport-building for boarding students and day girls alike, who treasure the opportunity to spend time learning about one another while broadening their perspectives in the process.

THE BOARDING CULTURE

In a contemporary boarding school, students live in a place where a group's collective wellbeing is valued alongside that of the individual. In our boarding house, as in any community, certain agreed guidelines are essential, and the viewpoints of others must be considered. In many ways, this social learning is one of the strongest forces among boarding students as they become experts at managing group dynamics and developing a strong capacity for problem-solving in their daily lives. Indeed, educational psychologist



Linda Stade (2020) observes that boarding students are often well-poised to pursue leadership; their demonstrated ability to resolve conflict, guide others, enact tolerance, and their honed social skills giving them an advantage in this arena. At St Margaret's, great emphasis is placed on these skills. This emphasis is formalised through programs such as St Margaret's PLUS, which provides opportunities for students to acknowledge and formalise such skills, noting their connection to future professional successes. In practice, the St Margaret's PLUS initiative provides each student with a profile of the learning that they have engaged with outside of the academic curriculum. This platform then draws together these activities to create an overview of the skills they have developed as a result. In this way, St Margaret's PLUS works to develop a whole picture of students by promoting engagement and well-roundedness in a way that can be used to demonstrate aptitude and suitability for the roles of the future.

STAFF MATTER

The capacity of staff to foster curiosity, empathy and belonging is central in boarding schools, just as it is in a classroom. With this in mind, targeted professional development and training that upskills boarding staff is paramount to the success of students in their care. This professional skill is not limited to comprehensive knowledge of duty of care and child protection, but also encompasses cultural awareness training, mental health first aid, and specialist student-support programs to make sure every student is able to thrive. It is through this highly-attuned staff support that students are able to flourish, and to fulfill their potential in the world that awaits. ■

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Positive Transitions

Brisbane Grammar School

As I reflect on the orientation weekend, an integral element of BGS Boarding's Positive Transitions program, I am left with one question: Why didn't I introduce this initiative earlier?

Firstly, I have to confess that the program is based on a touch of smart borrowing. As Henry Ford once said, "Copying isn't the issue. The issue is knowing what to copy". I therefore readily share with you that at my previous school in England we would invite international students to join early and, having led aspects of that weekend, I could see the relevance and value of that experience to Brisbane Grammar School.

Equally, the catalyst for me to introduce our orientation weekend lies firmly in seeing boys struggle to come to terms with leaving home. Often, with just half a day in boarding, and with the conflicting demands for staff of returning boarders, boys had to face the considerable challenge of adapting to both boarding and the classroom. Four years later, the orientation weekend is now a very well-established aspect of the program. And, as term gets underway, I can readily see that most, if not all of our new boarders have, through the opportunities offered, built the foundations needed for a positive

residential experience. They have formed strong bonds and relations to those who have also started in recent weeks, and they know the prefects and staff very well indeed. They are increasingly familiar with their surroundings and have assimilated well to the routines that exist in both Griffith and Harlin House.

We know that boarding can be challenging and that the transition to living on campus has many layers. Supporting the boys in their journey by investing in a program that ensures connection, familiarity with a new environment – and being comfortable with new routines and processes – is at the heart of a smooth transition.

As ever, there have been some real highlights along the way. Our Outdoor Education campus at Pepperina Hill once again delivered a wonderful backdrop to our Saturday team building and campfire experience, beneath what was an authentic and spectacular chandelier of stars. That excursion was then complimented by our re-imagined Amazing Race, which

ensured our boarders are now aware of the school's key buildings and its history, including the somewhat more eclectic pieces of information such as the number of stairs in Harlin House.

There is, of course, much more to the program than the orientation weekend. The hard work started in 2022 in connecting with families. That was built upon by the 'Teams' Pre-Orientations meeting and the first week of school has also been used to further assist new boys to build relationships with our existing boarding population. From a recreation session on our school oval to a more formal House Family tug-of-war competition, to a twilight tour of Brisbane and Mt Coot-tha and an Acknowledgement of Country on the Boarders' Lawn, the raft of experiences has extended far beyond the weekend.

This year has also seen us introduce the Positive Transitions Handbook. I am grateful to the current and former families, and indeed boarders, who so readily contributed to what became a treasure trove of information and insight for new families. Supplemented with a list of items to prepare, or actions to complete, it was as rewarding to compile as it was to share. At the very heart of Positive Transitions has been the relations that have been fostered and cemented.



I am especially grateful to the boarding prefects who once again have set a strong agenda for the year ahead and the residential team for their willing contribution over a long weekend.

In closing, why didn't I introduce this earlier? For me, a combination of factors delayed my using such a salient initiative. We needed students and staff to align and be ready for such a seismic change to the start of the year. Having learned and seen at first hand the value of our efforts, the next question is what else we can do to assist our young men in adapting to life in their new 'home away from home'? ■

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The Science Behind *Finding and Matching Tutors and Students*



As education continues to evolve, personalised learning has become an essential part of helping students achieve their academic goals. Tutoring plays an essential role in facilitating personalised learning, but it is not enough to simply match a tutor with a student and hope for the best. There is a science behind matching tutors and students, and it's a process that requires careful consideration.

At Team Tuition, we have developed a comprehensive recruitment and training process that helps us match our tutors with the right students.

FINDING AND DEVELOPING MENTORS

We believe that the foundation for success lies in the relationships between our team and their students. Our Academic Personal Trainers (APTs, tutors) are highly skilled in developing connections with their students, and we have a unique approach to achieve this.

Our Academic Personal Trainers (Tutors)

We employ university students as mentors for our students as they provide a fresh perspective and are relatable role models who are familiar with the current school curriculum. University students also provide valuable insights into the university application process. This approach is grounded in social learning theory, which emphasises the importance of modelling and observation in the learning process.

Assessing Potential

Our recruitment and training process is geared towards selecting APTs (tutors) who can connect effectively with students to achieve the student's targeted outcomes. We utilise a three-step recruitment process to analyse an applicant's ability to mentor, recognise and provide appropriate study strategies, and support a student academically.

1. The Phone Interview

Our phone interview is specifically designed to test different skills that we know are essential for effective tutoring. We also ensure that the applicant's values are aligned with our INSPIRE values - Integrity, Nurture, Service, Passion, Innovation, Resilience and Empower.

2. The Tutoring Role Play

During their practical interview, we put all potential Academic Personal Trainers (tutors) through a tutoring role play scenario. This scenario assesses the applicant's ability to provide mentoring and academic support to a student.

3. The Student Plan

The final part of the practical interview is the creation of a student plan based on a synopsis of a student's needs. This assesses the applicant's ability to identify and provide the academic strategies to support students in their sessions. The student plan scenario is also based on a student with learning difficulties. This is aimed at gauging their ability to work with a range of student needs.

Training

All of our Academic Personal Trainers (tutors) undergo in-depth initial training to ensure that they possess the necessary skills and knowledge to support their students. Our initial training has two phases.

Phase 1 - Online Modules

New Academic Personal Trainers (tutors) are first enrolled in our online training program where they complete a number of modules. These modules go through the essentials of how to be a tutor and include holistic, psychological approaches as well as evidence-based learning techniques. The modules also include how to utilise the A Team Tuition STAR (Secrets To Academics Revealed) Program in sessions with their students.

Phase 2 - Practical Training

The practical training, which is undertaken in a group setting, embeds the learning from the previous online training phase. It provides our tutors with practical based activities that can be used in sessions with their students. This practical training phase helps tutors learn how to adapt their lessons and



communicate effectively with each of their students.

During this phase, we also emphasise the importance of emotional intelligence in building a positive and productive relationship with our APTs' students. Our training includes developing our newly appointed APT's communication, active listening, and interpersonal skills to create a safe and comfortable learning environment that caters to the unique needs of each student.

Ongoing Personal Development

Many tutoring companies provide little to no additional training or support to their tutors after their initial onboarding. At A Team Tuition, we prioritise the ongoing investment in our team of Academic Personal Trainers through our leadership structure, support team, and upskill modules. Our upskill modules develop the skills our APTs may need for specific students, such as upskilling in learning difficulties, exam anxiety, online sessions, and holiday tutoring. Our Tutor Success Managers support their APTs to evaluate and improve their sessions by offering guidance, motivation, and support. By involving every member of our team in their area of specialisation, we provide a collective input to help guide our students towards success.

FINDING THE RIGHT TUTOR FOR EACH STUDENT

At A Team Tuition, we have a team that is dedicated to finding the best possible match for each student or school program. Our team takes into consideration a number of factors that include location, subjects, and fit for the student or school.

Location

Firstly, the team considers the location of both the tutor and the student. Having tutors that live nearby their student or program allows us to have sessions in-person, and in an environment that is conducive to learning. This also allows for the sessions to be convenient for our families and makes it more likely for students to attend.

Subjects

Matching tutors and students based on the subject matter is critical. Regardless of your location, it is important to find a tutor who is not only knowledgeable in the subject but also has a passion for supporting this learning. This helps to keep the student engaged and motivated throughout the tutoring process.

Suitability

We also consider the personality fit for both the APT and the student. We understand that every student is different so

we have APTs with different personalities to support the wide variety of students requiring support. When matching APTs for our school programs, we specifically look for confident tutors that are capable of engaging students in a group setting. We understand that each student is unique which is why we strive to ensure that every student has the opportunity to succeed.

By matching students with APTs based on suitability, the ability of the APT and student to build a positive relationship is exponentially enhanced. This relationship between an educator and student has significant effects on the students and their education and ultimately a positive impact on the student's attitude, motivation, and engagement. There are also studies that demonstrate a positive impact on school attendance and test scores.

The science behind finding tutors and matching them with students is complex, but it's a process that is essential for ensuring academic success. Having a comprehensive recruitment and training process, along with a specialised matching team, ensures A Team Tuition can create personalised learning experiences that help students achieve their academic goals. ■

AUTHOR:

Kiah Heron
Marketing & Communications
Coordinator
A Team Tuition

Boarding Fees Increase at the Highest Level in 5 years *but Still Below Inflation*

The average increase in boarding fees has risen to record levels in 2023 as higher inflation has put additional pressure on family and school budgets.

Our latest analysis of fees as part of the 2023 Edstart School Fees Report has found that boarding fees increased by an average of 4.72%, the highest rate in five years and almost double from 2.56% last year. The larger increase is due to higher inflation in the economy which has driven up the cost of food, energy bills, staffing costs, and cleaning, leaving many schools with no choice but to cover the higher expenses with additional parent contributions.

Despite this, many boarding schools have tried to balance the impact on their budgets with the cost of living pressures on families and have chosen to minimise fee increases where possible. This has seen the average increase sit well below current inflation of over 7% (See figure 1).

We also found that almost 9 in 10 boarding schools are keeping their increases under inflation, well up from previous years (See figure 2).

WA RECORDS THE HIGHEST BOARDING FEE INCREASES

The largest increase in boarding fees was in Western Australia at 5.20%. This is the most dramatic change across all states compared to last year, where the state had the lowest average increase of 1.02% (See figure 3).

Western Australia, Queensland and NSW all had higher increases than the national average, with Victoria sitting with the lowest average increase at 4.29%.

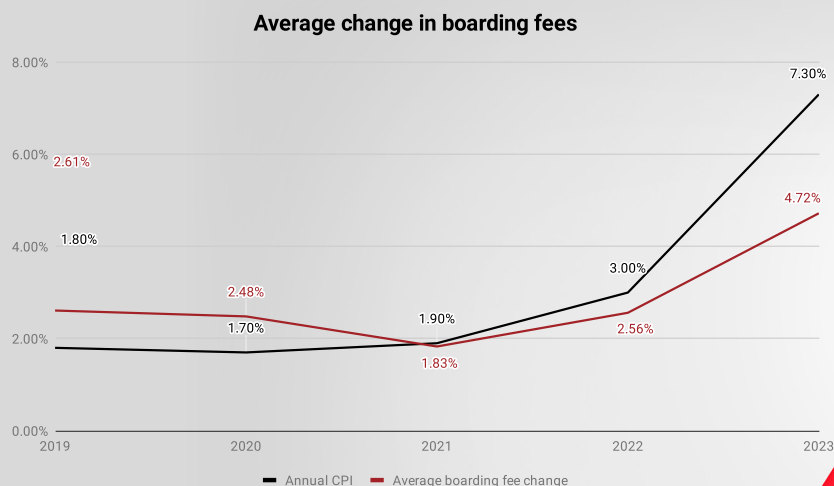


FIGURE 1: AVERAGE CHANGE IN BOARDING FEES

PARENTS WITH LOWER INCOMES RECEIVE MORE FEE RELIEF THIS YEAR

Similar to boarding fees, average tuition fees have also increased at a higher level at 4.49% nationally, up from 2.90% in 2022. However, we saw a range of fee increases across the country where there was a correlation between the demographic of a school's parent community and the average fee increases.

Under the Federal Government's Quality Schools Package, each school is given a Capacity to Contribute (CTC) score which measures a school community's capacity to contribute to the ongoing costs of running the school. As part of the transition to the new funding model, all CTC scores from 2023 are now set according to the Direct Measure of Income (DMI) based on the median income of parents or guardians.

We found that schools that have scores below 100 with families on lower incomes had smaller average fee increases of below 3.5% compared with schools above 100 where parent incomes are higher (See figure 4).

As schools with very high CTC scores, above 130, have traditionally received less funding on a per-student basis in the past, they are less impacted by the recent changes and have increased their fees at a slightly lower rate.

HELPING FAMILIES MANAGE FEE INCREASES

With larger fee increases in 2023, it's important to make sure our families are prepared and have access to flexible options that allow them to align fees with their budget. Schools are also responding by providing more flexible payment options to their families, and we're seeing a substantial uplift in the number of schools partnering with Edstart to offer this.

You can download a copy of the 2023 Edstart School Fees Report at www.edstart.com.au/report

AUTHOR:
Jack Stevens
CEO
Edstart

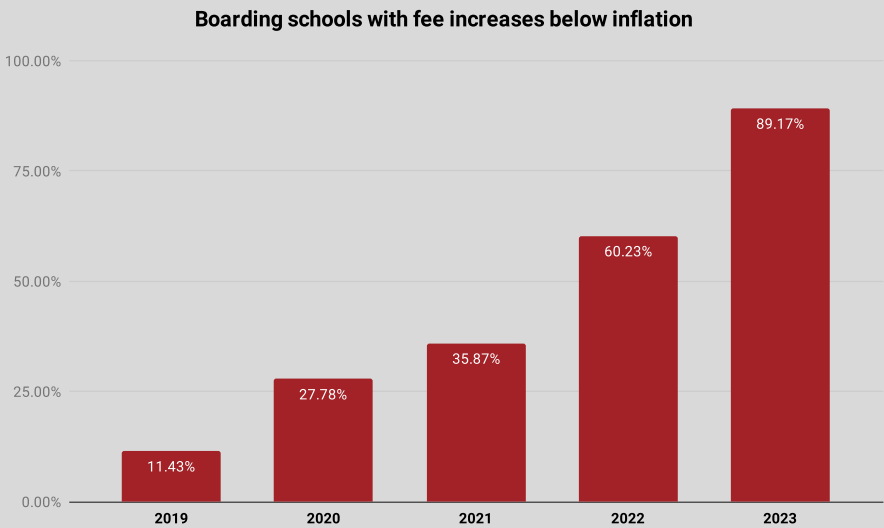


FIGURE 2: BOARDING SCHOOLS WITH FEES BELOW INFLATION YEAR TO YEAR

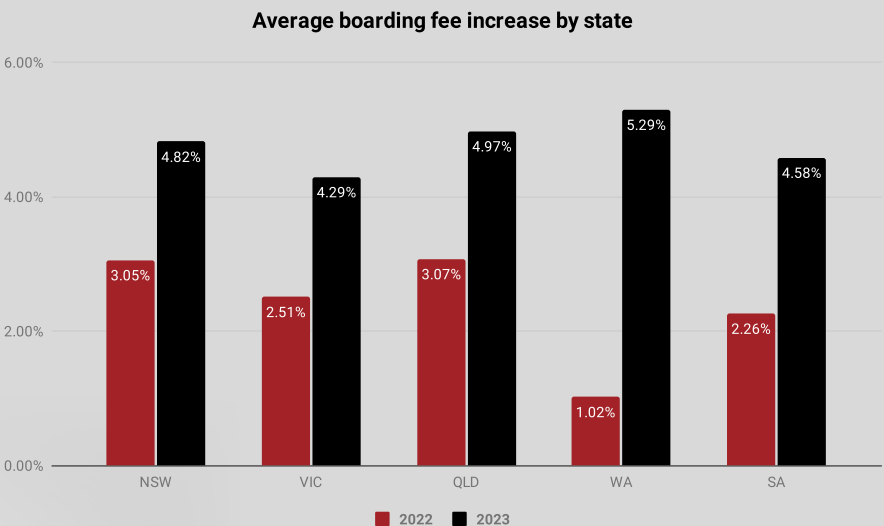


FIGURE 3: AVERAGE BOARDING FEE INCREASE BY STATE

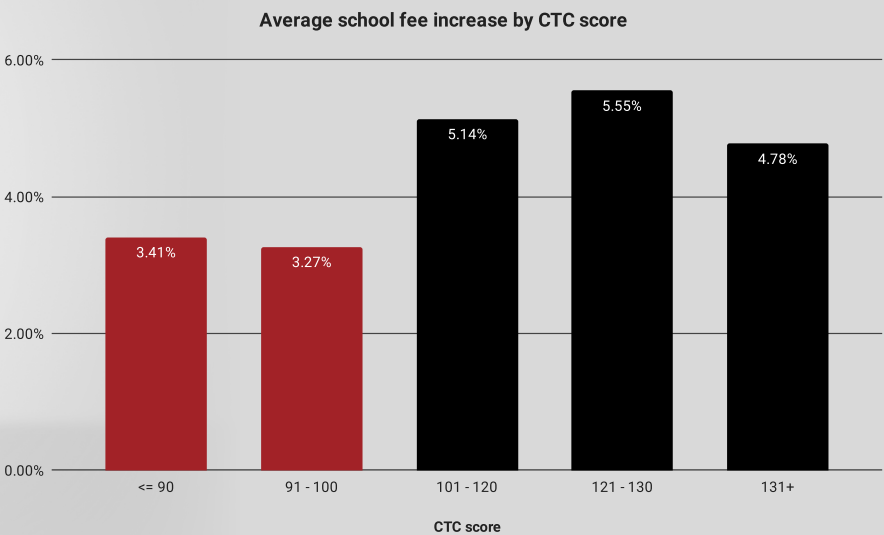


FIGURE 4: AVERAGE SCHOOL FEE INCREASE BY CTC SCORE



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Simple, fast and affordable ways to pay your tuition and other fees.



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KEY LEGAL ADVISOR TO EDUCATION PROVIDERS

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LAWYERS

Boarding schools are governed by a complex array of legislation and regulations due to their unique nature. The legal issues that Australian boarding schools may face in 2023 are likely to stem from:

PSYCHOSOCIAL HAZARDS



The recent amendments to the Work Health and Safety Amendment Regulation 2022 in harmonised jurisdictions have crystalised boarding schools' duty to identify and manage psychosocial risks and hazards for anyone in the workplace, including students, teachers and support staff. Specific hazards schools might consider in their risk management processes include:

- Social isolation and loneliness
- Stress and anxiety
- Homesickness
- Bullying and harassment
- Substance abuse

CHILD PROTECTION REFORM



States and territories are reviewing child protection regulations. For example, in Queensland, the Child Protection Reform and Other Legislation Amendment Act 2022 (the Act) was passed in May 2022 to amend both the Child Protection Act 1999 and the Working with Children (Risk Management and Screening) Act 2000. The amendments aim to:

- Reinforce children's rights
- Strengthen children's voices in decisions that affect them
- Improve how we work with First Nations children and families
- Streamline, clarify and improve the regulation of care

VAPING IN SCHOOLS



Schools already know about the prevalence of vaping by students. Studies now confirm that school students use e-cigarettes or 'vapes' more than cigarettes. Where the longitudinal risk of vaping is still unclear, schools should consider how they discharge their duty of care to students.

Part of that strategy may be regular searching of students. Schools should consider the limitations of their powers to search students' possessions and the notice required to be given before searches are carried out. Policies and procedures around searching should be clear and regularly communicated to students and the school community.

PRINCIPAL WHS OBLIGATIONS



Under harmonised WHS legislation Principals are 'officers'.

As an officer, even in sector-based schools (where issues of WHS management and spending are centralised), principals have specific and non-delegable WHS duties. They may face personal prosecution if they fail to discharge those duties.

In view of these changes, principals and leadership teams must take personal and proactive responsibility for managing safety, particularly in view of the risk of vaping and psychosocial reforms.

Navigating these issues, in the context of schools, is difficult. Please call us to discuss this at any time.

OUR TEAM

Colin Biggers & Paisley is a national leader in education law. We work with the largest education providers in Australia across P-12, day and boarding, vocational education and early childhood services. Through this work, we have developed unique experience identifying and managing the legal risks faced by the education sector and helping our education clients to prepare for change, prevent hazards and protect against the various risks and challenges facing schools today and in the future.

From advising boards, leadership teams, principals, bursars and commercial managers, child safety coordinators and OHS officers on matters including corporate governance, parent complaints, industrial, employment, safety and safeguarding, legislative compliance, transaction, policy and procedures, IT and cyber risk, insurance, property, contract, construction and family matters, Colin Biggers & Paisley is your school's one-stop legal partner.

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SIGN UP for our regular Education Spotlight and HR Highlight webinar series here: www.cbp.com.au/general/subscribe

VIEW the latest Education Spotlight webinar here: <https://vimeo.com/779059751/48db4d986b>

Five Options *for Getting More Done*

We already know about the five options for getting more done - two are about letting less work in (say no or negotiate, which is a partial no), delegation is about letting it in but not doing it yourself, and two are about getting more done yourself - better systems, and being less of a perfectionist (which I call, slightly controversially to make the point, “doing it less well”).

Many time management ideas fall into these five things, for example jobs to do lists are a system, and knowing your best time of day is a system.

But it's worried me for a while now that some things fall into the overlaps, for example having a way to deal with interruptions is a system for saying no, and using zoom instead of going to see a customer is a system which involves doing something less well (but a lot quicker!).

Multitasking is a not-recommended system which leads to doing things less well (and more slowly in the end too!). Procrastination is a substitute for saying no, and needs a system (e.g. breaking things into chunks or putting them in our diaries) to overcome it.

So I thought about the overlaps...

And then an article about the circle of fifths (it's a music thing) gave me the idea of how TWO diagrams of the five circles

could show us ALL of the possible overlaps - there are ten.

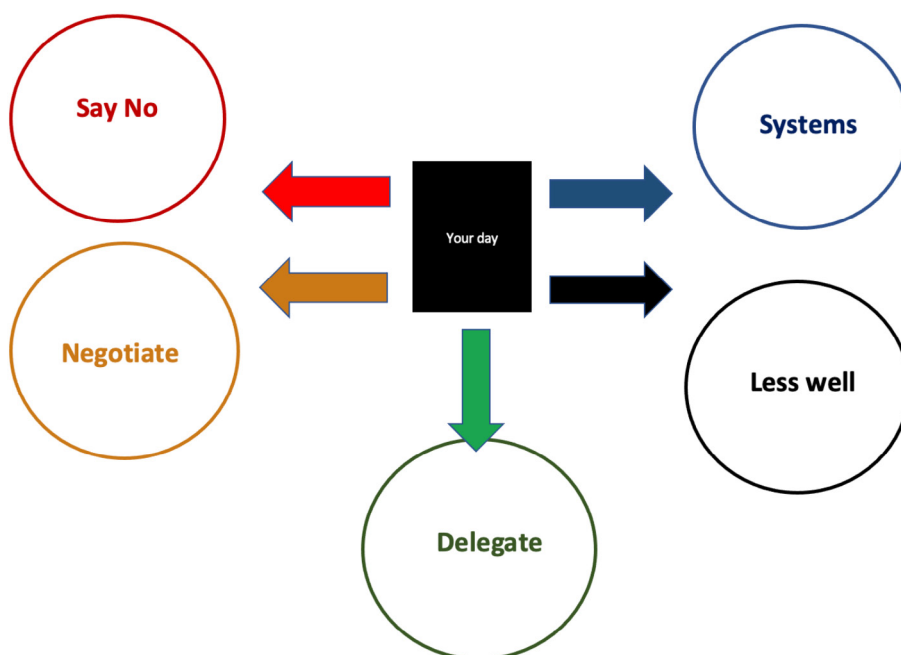
So here it is, a new and unique structured way to think about time management, never published or seen by the world before. I hope you like it:

1 - There will be things you'd like to say no to, but because you care about the relationship you have to at least do SOME of. So a shorter visit to your in-laws, emailing some basic instructions to a customer, helping a computer-illiterate friend once but they have to write notes so that next time they can do it themselves - you would be rude to just say no to this kind of thing, but it's not high on your priorities so it's OK to negotiate over how much time they get.

2 - Training up a member of your team so that you can delegate to them in the future. Getting them to do part of a job, and then most of it, until they reach the point where they can do all of it. Coaching until you can delegate. Whose job is it? Well, it's in the overlap, and you're the boss so you can say it's theirs.

3 - If they will do it less well than you, but only slightly less well - give it to them. This is the only way they can learn. They will go from 80% as good as you to 90%, 100%, and maybe even 120% as good as you. So it's only a temporary price, after which we have TWO people who can do the job at 100%, and you are freed up to do even bigger tasks, or to leave, or go on holiday, or get promoted. If you wait for them to reach 100% before you delegate you'll have to wait for ever. But of course if they are only at 30% you have to coach them rather than delegate.

4 - Using Zoom instead of going to see someone is an example of using systems which mean a saving of time, but the job



is done less well. Avoiding travel by zoom is often like this. But it's done well enough. Especially if you visit them half the time and use zoom the other half. Other examples might be to offer customers AI rather than a person. Although who knows, AI might be quicker and more accurate than a person, as well as saving you time and both you and the customer money.

5 - Interruptions need a system for saying no - whether it's a sign on your door, a signal you use like wearing a red hat or putting on headphones, rules about which times of day you are available and when you're not, and even a carefully worded way to say that you can't be interrupted at the moment, these are all systems for saying no. This last example could apply to more than interruptions - a form of words to say no. I've been working on a standard wording for my PA to use to turn away high maintenance questions and requests for 1:1 coaching which I get via LinkedIn messaging many times a day!

6 - Meetings are mixture of a negotiation and an (often bad) system - the game is to only come to part of it, get the meeting done in the shortest time, have the meeting less often, influence what's on the menu, not have too many people there, stop people rambling and keep them to the point, and get actions agreed - and all this when you're probably not chairing the meeting, so it's all about influencing the others, negotiating, to get the system to be as efficient as you can get it.

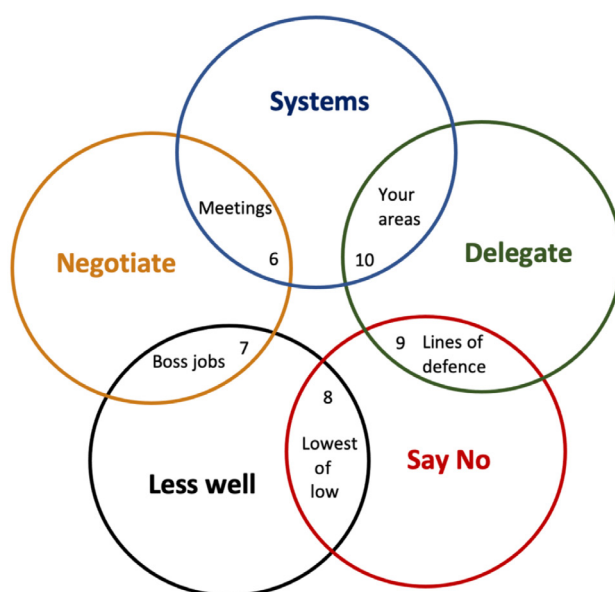
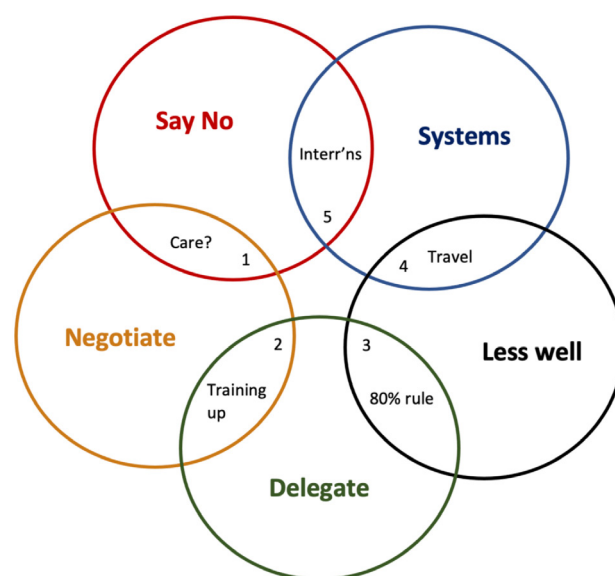
7 - Jobs for your boss (or for the organisation's systems) have to be done - e.g. your weekly time sheet, the monthly budget or sales forecast, the project progress report, etc. Saying no to them isn't an option. But can you negotiate to do them less well? And remember this doesn't mean full of mistakes, it means doing them well enough so they are fit for purpose without any unnecessary perfection and detail creeping in. But you have to agree this with your boss rather than just hoping they don't notice, because every now and then they WILL!

8 - The worst jobs of all, the ones that are pointless and bottom of your list, should really be candidates for saying no to, but sometimes they just can't be avoided, so doing them less well is your fall-back. Can you do the absolute minimum so that at least you can't be accused of not doing them at all?

9 - When you're busy (you always are!) your first line of defence should be "Can I say no to this?" and if not then the second is "OK, it has to be done, who can I give it to?" You have failed if you have to do it yourself! Because everything should be delegate-able. If you can't delegate it now then who can you train up to do it next time? So the only question is whether to say no to it, (the harder option for you), to save your team the work when you let it in and give it to them. You are the guardian of their workload.

10 - Your systems should be set up so that everything can be delegated. There should be nothing that falls between the cracks so that it is only owned by you. Your job is to make sure everything is owned by someone (and only one person, not shared) and that everyone knows what is theirs, so that when a job comes in you don't have to make a decision, or tell people whose it is - they just know. A system for delegating everything.

Onwards and upwards! ■



AUTHOR

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Literacy For Kid's New Feature to *Closely Track Students' Reading Skills and Tips for Using Online Tools in the Classroom or at Home*

Literacy and numeracy are fundamental to a student's ability to learn at school and to engage productively in society. Improving literacy development is a priority for many schools going into 2023.

The development of Literacy and Numeracy Progressions has been identified as an area for national action. In support of the ACARA National Literacy Learning Progression in the Australian Curriculum, Literacy for Kids has developed **TELL: Tracking Evidence in Literacy Learning**.

TELL supports teachers by proving observable indicators of reading skills. It provides a view of specific reading skills' level and how it develops over 12 months – with four checkpoints a year (one per term).

A successful literacy program's content must be aligned with literacy outcomes. Literacy for Kids guarantees that your students work through engaging, quality content that focuses on essential skills in the core strands of literacy. Inbuilt assessments provide targeted instruction and provide teachers with data and reports on individual reading levels.

How can staff use online tools to boost literacy levels?

We've come up with 10 suggestions for teachers, tutors and parents on how to include online tools to improve students'

literacy levels:

1. Utilize online reading platforms with interactive e-books and activities.
2. Incorporate educational games and simulations to reinforce literacy skills.
3. Use online assessments to track student progress and identify areas of need.
4. Utilize virtual whiteboards and collaboration tools for group activities.
5. Provide access to online resources, such as articles and videos, to support reading comprehension.
6. Use online dictionaries, thesauruses and writing tools for word reference and writing support.
7. Offer virtual reading groups for students to discuss and analyse texts.
8. Use online storytelling tools and platforms for creative writing exercises.
9. Provide virtual writing workshops for students to receive feedback and improvement suggestions.
10. Encourage independent research and information gathering using the internet.

We've surveyed teachers, parents and learners to gain their feedback on utilising technology and online learning platforms: Why do students enjoy using online learning tools?

- interactive and engaging content
- immediate feedback and progress tracking
- customisable and individualised learning experiences
- convenience and accessibility
- choice of topics that appeal to the students
- gamified and fun approach to learning
- collaboration and social interaction with peers
- ability to learn at their own pace
- integration of technology into learning so that it's more 'fun'
- improving their digital skills and competencies.

How do you use an online learning platform (successfully!) in the boarding house or at home?

Perhaps you are a parent looking for a program to use at home? Are you a staff member or tutor wanting to utilise an online resource for boarders? There are several strategies that can help students achieve success with an online reading program. After all, you want to get your money's worth and results!

A. Set clear goals

Before starting the program, set specific, measurable goals for what you want to accomplish. For example, do they complete one activity a day? Or is it three tasks a week? Is the child's goal to improve their spelling? Setting a goal will help the student to stay motivated and on track.



B. Create a schedule

Establish a regular schedule for completing the program and stick to it as closely as possible. This will help them stay organised and avoid procrastination.

C. Get support

Does the program offer guidance and support? Can it be adjusted if the content is too easy or too difficult?

D. Practice active reading (relevant to literacy programs)

Instead of just passively reading the material, actively engage with it by taking notes, summarising key points and asking questions. Encourage them to use the topics for creative writing or an opportunity to research further.

E. Get feedback

Meaningful, authentic feedback is what kids love. Our comprehension quizzes offer feedback for each question and hints for seeking the correct answer. Utilising feedback should be used to improve reading skills.

F. Stay motivated!

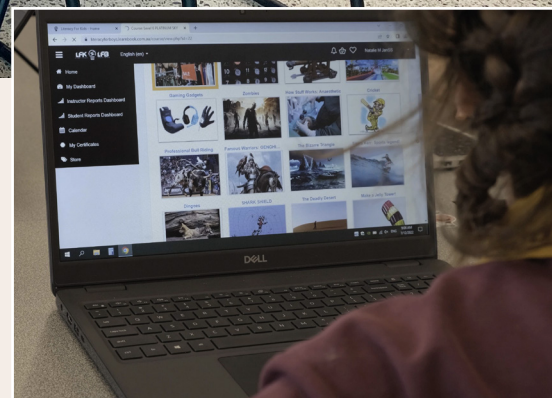
Reward your learner for meeting milestones! Continue to remind them of the end goal but offer rewards along the way.

G. Don't give up

If your learner faces any difficulty, don't give up. Maybe they need a short break or they need an adult to explain a concept.

Overall, online tools can be used to engage students in a classroom by providing an interactive, personalised, gamified, accessible and collaborative experience. This can help to make reading more engaging and enjoyable for the student, which can ultimately lead to an increase in reading fluency and comprehension. LFK is a valuable teaching tool tailored to the needs, strengths, and interests of students. This is what sets our program apart - rich, engaging literacy experiences that gets results.

Literacy for Kids, which stemmed from the successful Literacy for Boys program, is currently in 40+ schools around



Australia and NZ. Contact us for your free trial and see how we can work with your school to improve literacy. ■

Read our Case Study article showing that 100% of Year 6 students improved their reading comprehension using Literacy for Kids. - www.literacyforboys.com.au/literacy-for-kids-100-improves-reading-comprehension/

AUTHOR:
Tanya Grambower
Founder
Literacy for Kids

Maintaining a Hygienic and Safe *Sleeping Environment.*

Boarding schools, by their nature, offer students the opportunity to live and learn in a close-knit and supportive environment. This can be a wonderful experience for young people, providing them with the chance to develop close relationships with their peers and teachers, while also receiving a top-quality education. However, this type of living environment also poses certain challenges, particularly when it comes to maintaining a hygienic and safe sleeping environment. This is where mattress protectors come in, and why they are a vital part of any boarding school's infrastructure.

Protect-A-Bed® mattress protectors serve two key functions in boarding schools: practical protection and financial protection. When it comes to practical protection, mattress protectors provide a barrier against spills, stains, and allergens. By using a mattress protector, boarding schools can help ensure that students stay healthy and comfortable throughout their stay. It's no coincidence that PROTECT-A-BED® is Australia and the world's best selling mattress protector brand. As inventors of the first mattress protector products and the category, SleepCorp® has continuously created new technologies, processes and fabrics to remain at the forefront of bedding protection, delivering market-leading efficacy.

The financial benefits of using mattress protectors are also clear. Mattresses are a significant investment, and it is important to do everything possible to protect them. By using a high-quality mattress protector, boarding schools can help to extend the life of their mattresses, saving money in the long-run by avoiding the need to replace them as often. By using a Freshotel® Australian made mattress

protector the lifespan of a mattress can be increased by protecting the foams from moisture, which causes them to deteriorate faster. Furthermore, the cost of repairing or replacing a damaged mattress can be substantial, and can quickly add up if multiple mattresses are affected. By using a mattress protector, boarding schools can help to reduce these costs, ensuring that their budget is not being depleted by unnecessary expenses.

In addition to the practical and financial benefits of using Protect-A-Bed® mattress protectors in boarding schools, there is also a significant impact on the overall quality of life for the students. A good night's sleep is essential for both physical and mental well-being, and this is especially true for students who are trying to excel in both their studies and their sports. By using Protect-A-Bed® mattress protectors, students can benefit from 40 years of research and product development (sleeping on a super-quiet, breathable sleep surface), ensuring the best possible sleep and helping them to perform better in both the classroom and on the playing field.

At Freshotel®, we understand the unique challenges that boarding schools face, and we have developed a range of mattress and pillow protectors to meet those needs. Our products offer superior stain and allergen protection, ensuring that students stay comfortable and healthy throughout their stay. In addition to being waterproof (industry highest absorbency of 2.8L on a King Single) and breathable, our patented Miracle Layer® provides a viral barrier, helping to prevent the spread of germs and bacteria, including COVID-19 (Independent laboratory testing passing standard ASTM F1671 Level 4 as developed by the prestigious CDC (Centre for Disease Control and Protection) for viral resistance in surgical gowns). Our naturally-derived antimicrobial Fresche® treatment also provides additional protection – kills 99.99% of bacteria and inhibits bacteria, fungus, mould, mildew and odour, further ensuring the health and wellbeing of students. Our products also help mitigate the 'back-to-school spike' in asthma (<https://www.nationalasthma.org.au/news/2023/parents-urged-to-avoid-feb-back-to-school-spike>).

Bed bugs have once again become a problem in Australia. They are nocturnal parasites, which means they rest during the day and are active at night, are commonly found on beds or mattresses, and feed on human blood. Their bite typically causes a large, reddened and itchy weal that fades to a red spot. They hide in mattresses, mainly along the seams and in luggage. We have a fully encased mattress and pillow protector range that incorporates our patented BugLock®. This innovative technology helps to keep bed bugs out, ensuring that students can sleep soundly and comfortably. Our bed bug protection products are an essential part of any boarding school's strategy for keeping students safe and healthy. Freshotel®

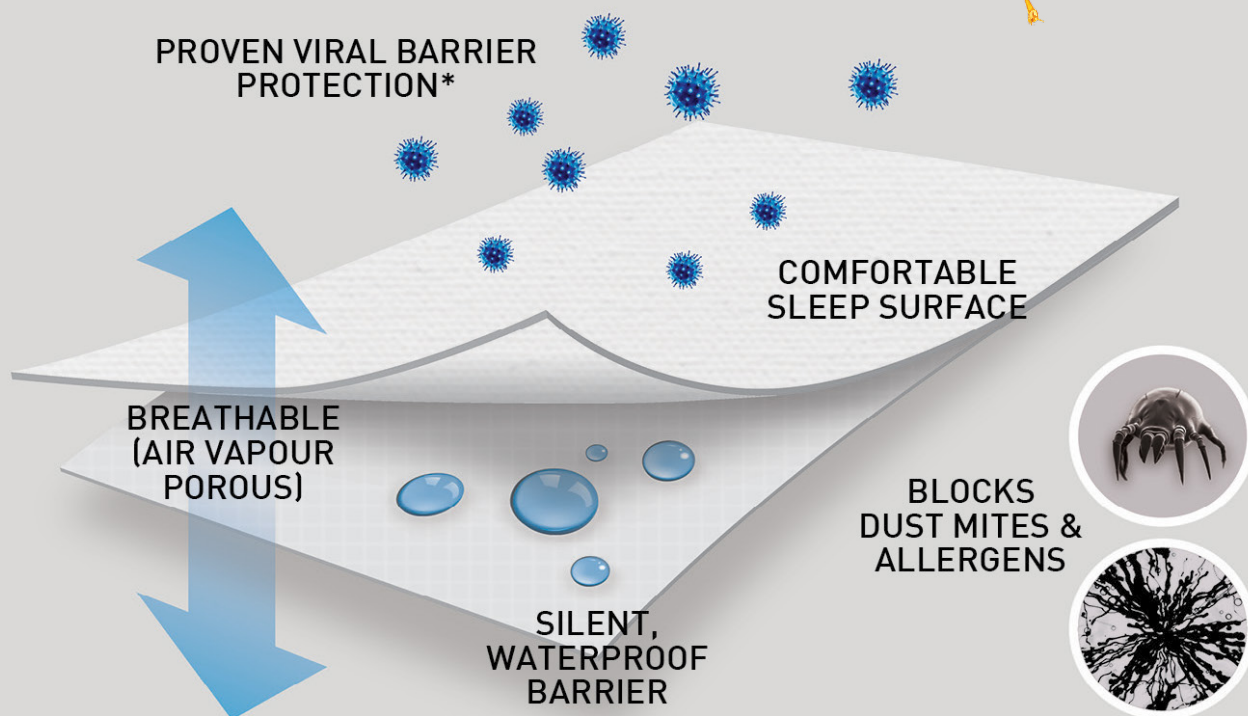
recommends all mattresses be fitted with BugLock® encasements for the entire lifespan of the mattress.

The efficacy of our products have been recognised by The National Council of Australia's Sensitive Choice Program and the Eczema Association as Sensitive Skin Tried and Tested and has been approved as a Class 1 medical device by the TGA.

In conclusion, mattress protectors are a vital part of any boarding school's infrastructure, offering practical and financial benefits that cannot be ignored. By using high-quality Australian made products from Freshotel®, schools can ensure that their students are comfortable, healthy, and safe, while also protecting their investment in their mattresses. Whether you are looking to extend the life of your mattresses or protect against bed bugs, our range of mattress protectors provides the perfect solution. So why wait? Invest in the protection your boarding school needs today. ■



MIRACLE LAYER®



* Independent laboratory testing passing standard ASTM F1671 Level 4 as developed by the prestigious CDC (Centre for Disease Control and Protection) for viral resistance in surgical gowns.

Adopting a Proactive *Media Approach*



Much of my time is spent advising my clients on ways to manage negative issues. But I also spend a lot of time advising organisations on how to tell the really positive stories about what they are doing. Adopting a proactive media approach to tell the story of your organisation and getting that story into your local paper, TV, radio or online publication, relies on a range of strategies.

I have decided to cover off just some of tools that I have found really beneficial over the years. Of course nothing is hard and fast in this area and there may be other tools that you have used to which these tips can be added.

Think like a journalist

I think this is one of the keys to securing media coverage of any story – you need to not only think like a journalist but you also need to understand the environment within which they work. Across the board, newsrooms today are smaller than they used to be with fewer journalists. This is universal across most outlets and means simply that journalists don't

have unlimited time. The way that you can make their job easier is to be really clear about why your story is worth telling, and think about that first before you approach them. For example, what is the new or interesting angle of the story you are proposing? Does it add to a debate or coverage that may already be running in the media, and how does it do that in a new way? What makes your story unique and why would it be interesting to readers, viewers or listeners? Stories are the lifeblood of journalism and the media. It doesn't matter whether its online, print, TV, Radio, a blog – what really matters is the strength of your story. One of the great ways to learn and understand this more deeply, is to be a really active consumer

of the media and stories that are relevant to you and your organisation. That means reading, watching and listening to education stories and reflecting on what elements make up those stories, what the angles are of various stories, what makes those stories unique, and how the journalist has communicated that.

Understanding different media can have very different needs

Thinking like a journalist also revolves around really understanding that different media can have very different needs when it comes to storytelling. For example a print or online journalist will have different needs to tell a story for their readers compared to a radio or TV journalist telling the same story to their listeners or viewers. Understanding and knowing about these differences, and how you can help provide a journalist with what they need, is key. For example, TV is all about pictures and good interview talent. So too are online publications which want video and photographs as well as someone good to interview. Radio needs good interview talent who are able to compress the key

elements of the story in a short, preferably ten second sound bite. Again, by becoming an active consumer across all media types, that will help you become familiar with the different needs of different types of media.

Preparing your pitch to a journalist

Having a strong pitch for your story is essential to quickly capture the interest of a journalist in your story. These tips will help you prepare your pitch and hopefully increase your chances of getting your story picked up.

1. Know the journalist you are pitching to

Don't send a story pitch blind. Rather spend some time reading the stories that the journalist has written recently and ask yourself some questions. What stories do they focus on? What topics interest them? How does your story fit with those interests? Does your story add something to an article that the journalist has previously written? Some time spent here doing a little bit of research will help enormously.

2. Know the audience of the media platform

Again, understanding the publication you are pitching a story to and its audience is really important. Audiences vary widely depending on the publication, and journalists frame their stories to their audience and their interests. Ask yourself the question; why would your story be relevant to the audience of the publication you are pitching to?

3. Think about the story elements that will be relevant

Stories are made up of many elements and having these well thought through and prepared ahead of time, is crucial. For example, who will you be putting up for interview to tell your story? What quotes have they prepared to articulate the story in a concise manner? Do you have photographs or video to support the story your organisation wants to tell? If not, can you suggest where the journalist may be able to source some? IE, can they come to you and take photos or film? Do you have any data to support what you are saying or your position – for

example, do you have a survey or perhaps some research that you can share with the journalist? Are there any third parties who you can point the journalist to that will endorse what you are saying. For example, a professional association or perhaps members of your own community. Thinking about story elements and how you can assist the journalist by providing these to them will significantly help your case when pitching a story.

Relationships really matter

Having relationships with your local reporters or those who cover education state-wide or even nationally, is really important. Not just for proactive media but also for crisis management. The more you engage with journalists, the better you can tell your story in the good times and the bad. ■

AUTHOR:

Julian Brophy,
Perception Partners

The PATCHWORK of Boarding



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Making Boarders' Lives Better

www.boarding.org.au




**NATIONAL
BOARDING WEEK**

14-20 May 2023



Financial Education 101 *for Boarders*

It has never been easier to design and deliver a simple financial life skills program for your boarding students using the resources of ABSA's long-term partner The Wealth Academy.

<p>All Courses Boarder Financial Life Skills Monthly Challenge</p> 	<p>This course provides a monthly challenge to be implemented by senior boarders or boarding captains, for the benefit of peers and other boarders. Each challenge is a simple to implement activity that builds financial literacy and capability.</p> <p>Challenges include: video vignettes, board game design, humour and money, charity fundraiser and an online search.</p> <p>Ten challenges from February to November, but pick and choose, adapt and adjust to suit your setting.</p>
<p>All Courses, Boarding Stories and Perspectives for Boarders</p> 	<p>This course provides articles, interviews and opinion pieces by and for boarders. All topics within focus upon boarder financial education, wellbeing and capability.</p> <p>Topics include: Living within your means; Learning financial life skills from Sport, Don't call it a club, Protected from the real world and I crashed!</p>
<p>All Courses, Educator / Facilitator School Kids, School Stories</p> 	<p>This course shares the opinions, beliefs, views and perspectives of secondary students from 15 schools across Australia. Students share their views of financial learning and their financial concerns for the future.</p> <p>Schools include: Churchie, Heathmont College, Nudgee, The Southport School and Toowoomba Grammar.</p>






The Wealth Academy has bundled six different courses that boarding house staff can use to flexibly design their own financial life skill learning experiences for boarders. Directors of Boarding have complete control.

Note:

- TWA courses are designed for a responsible adult (boarding staff, teacher, parent) to lead boarders through a variety of activities. No specialist skills or knowledge are required.
- The adult instructor logs in and leads the process. The instructor should peruse the courses and activities within beforehand to choose the topics and activities which best suit the boarders.



Instructors may develop a boarding-house specific yearly program for different ages and groups of boarders by mixing and matching the topics from across TWA's courses.



<p>All Courses Financial discussion starters</p> 	<p>This course provides facilitators with 20 conversation starters related to a variety of financial life skill and capability topics. It is useful for school and boarding wellbeing and pastoral care programs.</p> <p>Each starter has a video introduction that prompts boarders to respond, discuss, debate and question the content.</p> <p>Topics include: budgeting, gambling, taxation, mindset, superannuation, habits, phones, best buys and more.</p>
<p>All Courses, Boarding, Parents Boarding: Helping parents and boarding staff guide financial learning</p> 	<p>This mini-course is a course for parents of boarders and boarding staff. It shares specific boarder research and articles that supports a commitment to financial life skills education for boarders.</p>
<p>All Courses, Parents, Educator / Facilitator Preventing Youth Debt</p> 	<p>This course provides parents, teachers and youth leaders with information and activities focusing on youth debt, specifically unmanageable and unplanned debt. It provides background information and reasoning that justifies the importance of youth financial education.</p>

HOW TO START

1. Sign up to The Wealth Academy's online course website. (It's free to sign up.)
2. Peruse the range of courses on offer, including the bundle **Boarder Financial Capability and Wellbeing**. (It is cheaper for the boarding house, and you have greater choice of topics when you purchase a bundle, rather than individual courses.)
3. If your school policy prevents you from ordering and paying for a subscription online, send TWA a purchase order and we will send you an invoice. After payment, we will then send you your login and password details.
4. Contact us to arrange a Teams, Zoom or Google online meeting, to show you around the courses, discuss how best to use them and answer any questions. (Fees apply only if you choose not to subscribe to the annual bundle.)

Comments

<p>Mai</p> 	<p>In the first year I plan to use all the courses as they are. But hopefully, in the second year, I can mix and match the course content to suit different needs I have in the boarding house.</p>
<p>Jimmy</p> 	<p>There are over 500 activities and 80 topics in this bundle. Wow. There is something here for all of our boarders.</p>

<p>Jenny</p> 	<p>The secret to success here, is routine. These lessons need to be scheduled. They need to be bite sized, short, sharp and directed. They also need to be regular.</p> <p>Once the routine is established, it will be hard to stop.</p>
<p>Mark</p> 	<p>I can create my own specific program from the large range of topics within these courses. Brilliant!</p>

For further information, contact the TWA team at admin@the-wealthacademy.com.au ■

Adair Shares a Legal Perspective *on Teenagers, Consent and the Law.*



Recently The Rockhampton Grammar School hosted Adair Donaldson who is a Toowoomba based lawyer and the creator of the acclaimed preventative law resources, Putting Youth in the Picture and Fall Out. These resources educate young people on the legal consequences of areas including consent, social media, and use of technology.

Adair led conversations with parents, students and staff providing real life scenarios involving decisions made by teenagers, and what the outcomes looked like. In the afternoon session Boarding staff came together to explore Duty of Care of students in boarding, and the legal perspective. Adolescence can be a tricky time to navigate, and decisions made without much thought may have long term impacts. Boarding staff engaged in robust conversations about best practice regarding duty of care and how we can keep mentoring the young people around us on ways to stay safe. The message that was overwhelmingly resonated throughout the afternoon was about starting the conversation.

Leave arrangements and implications around Host leave was a conversation people were particularly keen to explore. While staff always encourage positive visits to hosts during term time, it is also sometimes a vulnerable situation for young people if arrangement while out are not what they were expecting. Boarding staff were all able to share experiences where they knew of students who had an issue when out on leave. While it doesn't happen all the time, most staff were able to recall a scenario where a child had come back from leave and wasn't comfortable at some point. Often students' motivation to get to a "gathering" or spend time with another student overshadowed their knowledge of the environment they

were entering. Students in this situation are always encouraged to contact the relevant support staff who can provide guidance when these circumstances arise. Staff reported that the majority of the time people hosting students took the responsibility seriously and provided great care.

During the afternoon session staff spent with Adair he was able to provide some clear guidelines about what to expect for some of these scenarios. Having been exposed to these situations before in his work as a lawyer, Adair was able to give staff some real-life outcomes and suggest some preventative steps to help teenagers with decisions. Education around consent and the law was highlighted in the presentation, and staff were urged to be in discussion and encourage students to make safe plans around attending events. He was also able to demonstrate safe practices for people who may be considering hosting an event and encouraged people to register gatherings through the Party Safe website.

Mr Donaldson believes that young people who have a chance to discuss and problem solve through these situations will be equipped to deal with issues as they arise.

"If you show them the issues and then challenge them to come up with solutions themselves they will do that. You can see the degree of empathy and kindness they show to each other."

It was great to provide our boarding community with an opportunity to engage in "real conversations" about social issues surrounding young people." ■

AUTHOR:

Donna Grant

Director of Boarding

The Rockhampton Grammar School

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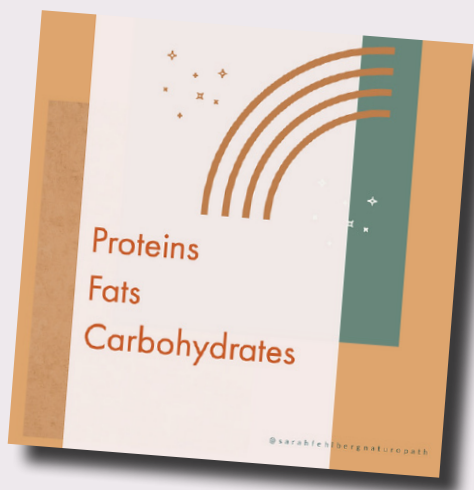
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Adding More Nutrients in; *MACRONUTRIENTS*



You've all heard of them, right?

They are your big players in Nutrition.

- Protein (Amino Acids)
- Fats (think Omegas, Good Fats, Lipids)
- Carbohydrates (our body turns this in to Glucose for brain and muscle fuel)

Then there are the

- Micronutrients - Vitamins and Minerals

SO - what does this have to do with your Mental health right now?

How about absolutely - EVERYTHING.

Nutrients - Macro and Micro - have an important role on your mental health in terms of your Mood, Energy & Function. For example - Ever felt post lunch fatigue? How about late night alertness? Ever thought that this may be a direct result of what you ate that makes you feel this way?

Lets talk about GOOD FATS first and foremost. Good fats are SUPERSTARS for your brain and cannot be made by the body you must get them from your diet!

Think;

- Nuts, Seeds, Fatty Fish & Plant Oils
- Chia, Hemp, Flaxseed - these are crucial little critters for the health and maintenance of our brain health and in turn our mental health!

Good fats allow our body to feel "safe" - they have a sustained release in our body when we eat them, meaning our blood sugars remain balanced and do not spike up or down.

If our body feels "safe", we stay in a state of calm and balance. When your brain and body know its fed with adequate good fat, you will feel sustained, happy, balanced. When you look over this in your diet your blood sugar could wane - meaning go up and down - and much research has suggested that changes in blood sugar can also feel like anxiety and vice versa. So get those good fats into every meal, they will help right now!

It's when we eat saturated fats which compromise brain health over a long period of time that they can play with our mood and feelings. Saturated fat is obtained in our diet from excess animal sources and overconsumption of packaged foods.

PROTEIN

Protein is broken down into Amino Acids by our body and is needed for growth, development, synthesis and repair. Inadequate protein in your diet will directly effect how you feel and behave. The building blocks of protein (amino acids) contain the pre-cursors to our neurotransmitters.

Our happy hormones! - think - Serotonin, Dopamine, etc.

Amino acids help carry chemical messengers between neurons- thus effecting our

- Mood
- Sleep
- Alertness and
- Weight

Adequate protein is key - and read that word again - Adequate, not an over-intake of powders and shakes. When a nutritionist says adequate - know I'm talking about WHOLE FOOD, not packed or powdered crap.

CARBOHYDRATES

Different carbohydrates equals Different Symptoms.

High Glycemic Index carbohydrates such as white bread cause a rapid release of glucose into the blood and shortly after comes a dip in our blood sugar - and with it so does our attention, mood and energy. You may crave sugar after this because your body feels like it needs it to feel energised again after such a big slump, and so the vicious cycle CAN continue!

On the other hand, Oats, Grains, legumes and Nuts/Seeds have a slower glucose release, which provides us with level mood, attentiveness and energy for longer periods of time, without the so called "dip".

Next time you are reaching for a quick sugar or processed white carbohydrate, see if you can simply CHANGE the option - note I didn't say "remove", I said change.. Can you have brown versions of your white high GI (glycemic index) friends? Brown rice instead of white, wholegrain seedy bread instead of white for example. Oats mixed with nuts and seeds instead of packaged cereals.

My point here is we should come back to basics before trying to play with our Macros and removing a complete portion of what is MEANT to be in our diets and



start honing in on how we can make our food choices **WHOLE**. That starts with making a complete meal with whole food, every meal!

A balanced diet will help your brain from going from one direction to another, so to speak, eg fatigue to awake, moody to down. Our brains benefit from a steady supply of Macro and Micronutrients (more on Micronutrients later).

The antioxidants found in an abundance of fruit and vegetables fight off free radicals that can destroy brain cells - enabling the brain to work well for longer periods. In order for the brain to function optimally - it needs **FUEL** and **LOTS** of it! 20% of our energy resources are used by the brain...predominately in the form of **CARBOHYDRATES!** - which our body digests and changes into glucose (or you may have heard of this as blood sugar) .

The frontal lobe of the brain is so sensitive to sudden drops in glucose that a change in mental function is one of the most common signals of nutrient deficiency - yet we still read an article that says remove a food group to get to our "goal" without seeking proper, informed, professional nutritional advice!!!

SO WHAT CAN YOU DO WITH THIS INFORMATION?

- Food - combine your Macronutrients into EVERY, SINGLE, MEAL.

- Remember Protein doesn't come from a packet.
- Good fats are **GOOD** for you.
- Carbohydrates are necessary for healthy brain function, hormones and mood - swap your whites for whole-food brown versions. Think **COMPLEX** (slower release) over **HIGH GI** packaged foods.

Leave with the notion of adding nutrients back into your diet instead of removing. Removing doesn't equal health and wellness, it means nutrient deficiencies and fatigue in the long run as well as failure to adapt to exercise and stress ■



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The Seven Principles *of Effective Team Building*



1. Establish a clear vision accompanied by strong values

Spend time with your team discussing your mission, your vision and your reason for being. When your 'reason for being' is articulated and shared, and this sense of purpose is mirrored in the values espoused by team members, people experience greater intention in their actions. This serves to provide an anchor during times of challenge. A clear sense of vision allows your team to view future actions through the lens of the team's vision and mission, driving alignment and cohesiveness. Be prepared to take the time to revisit these values and your vision regularly and be open to suggestions from your team for tweaks and changes as time goes on. This is a healthy sign of growth and development – and a reflection of a healthy working environment.

2. Prioritise knowing your staff as individuals, learning about how their strengths can contribute to a greater whole

How well do you really know the individuals in your team? As a leader, have you prioritised learning about the background, interests, experiences and driving forces for those working with you? Building opportunities to take an authentic interest in each member of your team can yield enormous benefits; not only as a consequence of the heightened motivation an employee feels when they are 'seen', but also in terms of your improved sense of how best to use individual strengths and interests for the betterment of the team as a whole. In a Boarding School context, this might be as simple but as significant as discovering that one of your staff is a Lego fanatic who would love to run a program for your Stage Four



students on a Thursday after study time! It is equally as valuable for your team members to 'see' you as a whole person and not just a role or title.

3. Create a culture that is open to feedback and different perspectives

It can sometimes be challenging and confronting to receive feedback from members of your team. As a leader, your first instinct may lean towards a resistance to feedback and to a minimisation of opportunities for staff to provide this feedback. New leaders, in particular, may worry that any negative feedback is a reflection of the success of their leadership. The reality is that normalising feedback, and the constructive delivery of it, is essential for the success of any team. The strength of a leader lies in their capacity for openness to feedback and their modelling of the receiving of it with discernment and appreciation. Creating regular opportunities for open evaluation of practices allows your team members to feel an authentic sense of agency.

4. Be a role model for energetic, enthusiastic and joyous interactions

We all know that energy is infectious. As a leader, the energy you bring to your role has a significant effect on the climate of a working environment and on the well-being of your team as a whole. At Be Challenged, one of our core values is to 'be playful'. We deliberately prioritise this value because we recognise that playfulness drives joy and happiness in the workplace, with the delightful by-product of increased

creativity and team synergy. When they are given the freedom to think differently for a short period of time, people can reboot and reset their thinking.

5. Be prepared to delegate and to recognise the capacity for growth of the members of your team

Experienced leaders know the challenges, as well as the benefits, of learning the skill of delegation. Delegating effectively can be one of the most challenging skills to learn, but the benefits to a leader and to an organisation are significant. Just as teachers are aware of the benefits of challenging their students to move to new levels of understanding and performance, so too it is our responsibility to allow our team members to be challenged and to demonstrate their capabilities. Consider whether your fears are resulting in the controlling of too many elements in your workplace. Is there the chance that this feels stifling for those who work alongside you?

6. Take time out to prioritise the celebration of 'wins'

As educators, you are aware of the

significance of celebrating a range of 'wins' for your students. The impact on their sense of self-efficacy and their motivation cannot be underestimated. In our society, we have ritualised this acknowledgement of our students in many ways, from merit awards to Speech Nights. Sadly, as leaders, we can forget the impact and significance of pausing to recognise successes within our teams. The relentlessness of work, and the perpetual challenges it throws at us, can seem overwhelming unless this cycle is punctuated by acknowledgements of your staff and their achievement of deadlines, the culmination of projects or their embodiment of values. You might like to consider scheduling the sending of an email each Friday afternoon, acknowledging a commendable action from a member of your team each week?

7. Prioritise professional learning as a team

The requirements for professional development in Education are significant, and this is accentuated further in a Boarding School context. In addition to regular professional learning around

Child Protection and Safeguarding, First Aid and CPR, educators are keen to learn about pedagogical theories which may significantly impact upon their educational outcomes in the classroom. While this Professional Learning is valuable and vital, it is important to consider the fracturing impact that the COVID-19 pandemic had on team dynamics in schools – particularly for those with Boarding Houses. Focus on team dynamics which build cohesiveness and foster the well-being of staff is therefore equally important as a means of building capacity and synergy moving forward.

If you are interested to learn more about how Be Challenged can partner with you in the delivery of programs to enable effective team building in your Boarding School, please contact Oliver oliver@bechallenged.com.au or Lisa lisa@bechallenged.com.au ■

AUTHOR:

Lisa Kelliher
General Manager
Be Challenged

**SAVE THE
DATE**

Making Boarders' Lives Better

ONLINE

Tuesday 16 May 2023 9:30am–3:40pm EST

International presenters combined with local knowledge will make this a day for all boarding staff to learn, grow and develop.

For all levels of Boarding Staff.

Topics Include:

- Are we ready for the next generation of boarding?
- Being friendly, but Not Friends
- The Art of Active Listening and Understanding
- Body Image (Eating Disorders / Body Dysmorphia)
- How do we make boarding houses a safer place for kids?
- Boarding Staff Panel - Feedback from the Coalface



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Why Boarding Schools are Embracing Safety Apps - *and How they Actually Work.*

When you think of mobile phones, there's a good chance safety apps aren't at the top of your list.

Yet boarding schools like Toorak College, The Geelong College, and St Brendan's College have started to adopt safety apps to provide an additional layer of support for their students.

"I'd recommend Lifestream [safety app]... it gives that extra peace of mind that students can access instant emergency help at the tip of their fingers", said Natalie - Director of International and Boarding at Toorak College.

So why is Natalie recommending Lifestream?

To understand that, take a step back and picture a family emergency that doesn't require a call to Triple Zero.

Imagine a group of teenage boys heading into the hills for some mountain biking, and your son punctures his tyre and twists his ankle away from accessible roads.

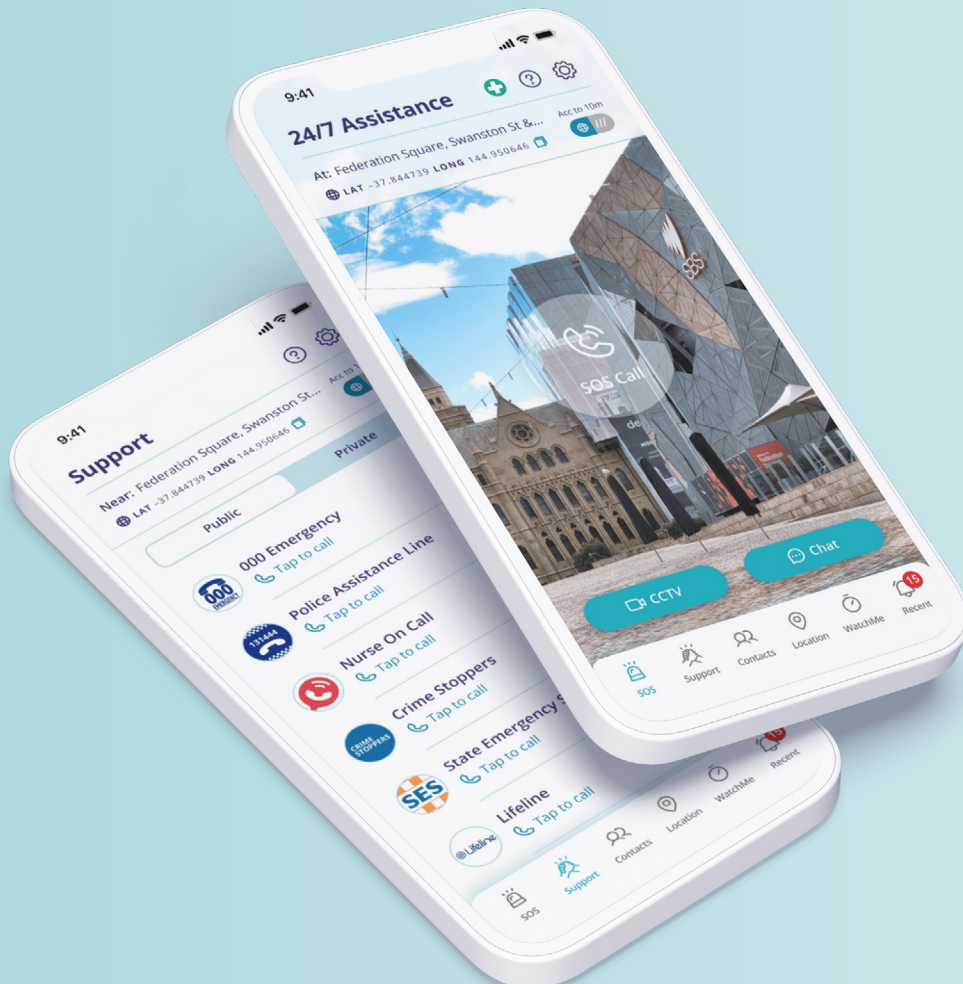
A call for the ambulance isn't going to be very helpful, but your son needs help!

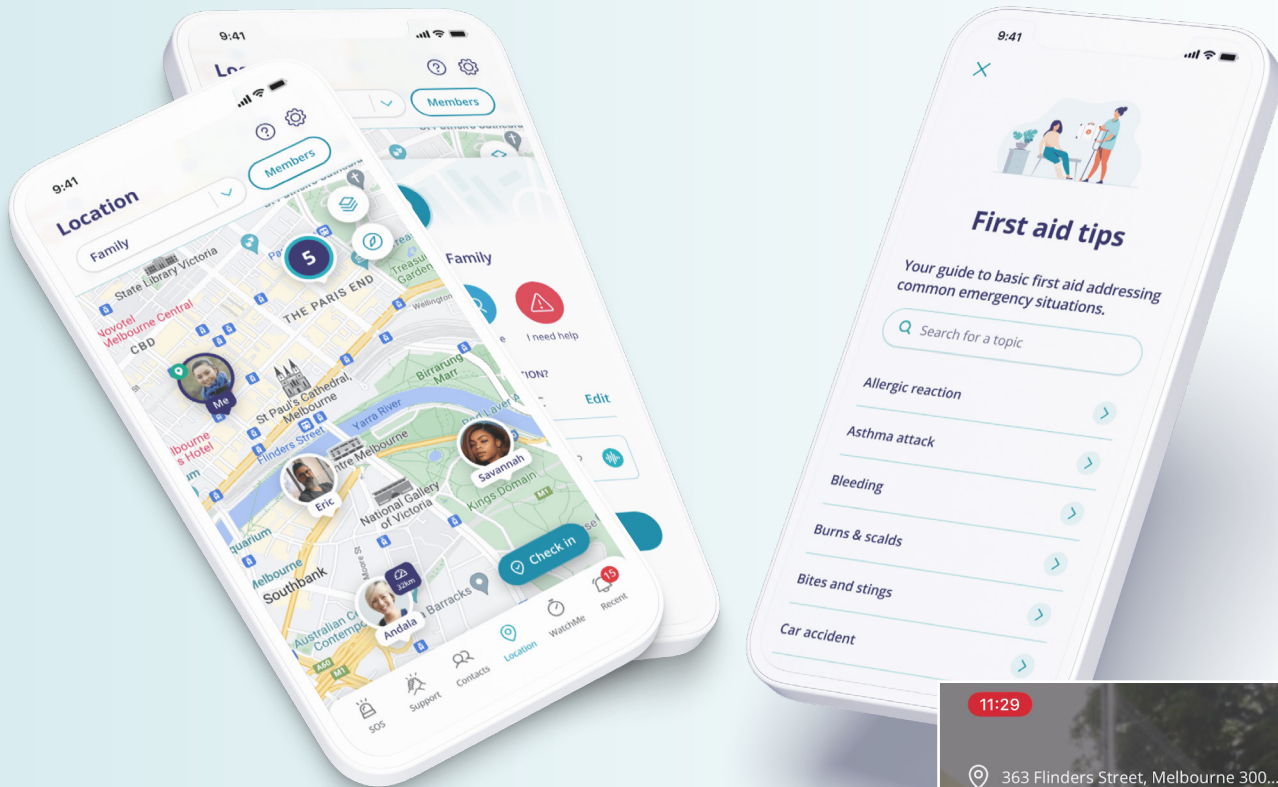
Lifestream safety app provides access to phone features that aren't used by traditional phone support—such as video, connection to CCTV, GPS locations, and text chat.

Your son can use the phone's full functionality to get access to a trained operator who can notify the appropriate emergency contacts, show what the damage to his ankle looks like, and share the precise location of where he is.

It's easy to see how this is useful in a boarding school environment - where leave forms are used regularly, extra-curricular activities happen off-campus, and children are away from their loved ones. This extra layer of security is a powerful way for boarding schools to make sure their staff and students are safe.

Lifestream ran a recent trial that reported three of four students would feel safer having Lifestream on their phone and 87% of the students using the app would be happy to recommend Lifestream.





COMMON SAFETY APP QUESTIONS

Q: Why do I need a Safety app?

A: Safety apps can help with all the situations where you don't know whether to call Triple Zero - a safety app assists you whether it's a non emergency or emergency situation.

During an emergency you get effective help with a professional response centre who can provide additional assistance by already knowing who you are and where you are.

Q: What does Lifestream do?

A: Lifestream is a personal safety platform with 24/7 connectivity to a response centre, all coordinated for you with a mobile app.

Q: Why will my child want to download an app where they can be tracked?

A: Lifestream is not a tracking app or device. Tracking only works when someone clicks the SOS button to seek help or chats with our response centre and when activating the WatchMe function.

Q: What is the WatchMe function?

A: WatchMe is a proactive way to request help with on-demand monitoring.

Q: When I need help, why would I use Lifestream instead of calling Triple Zero?

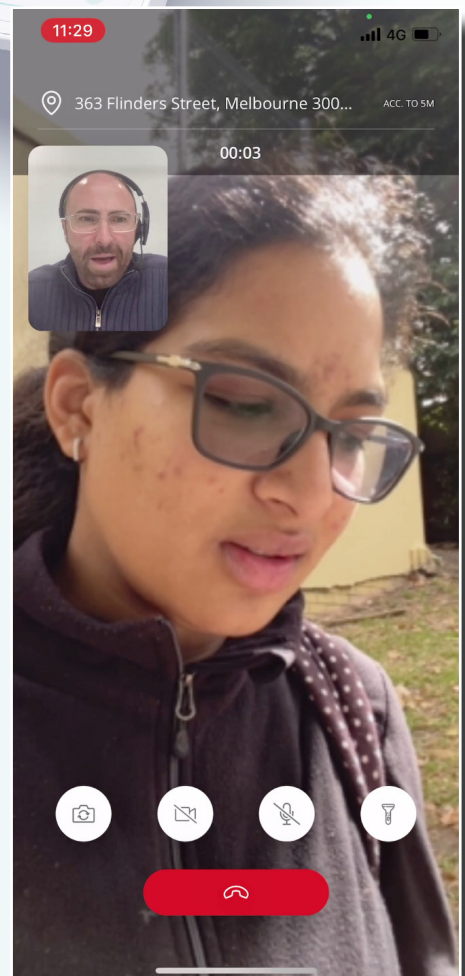
A: Lifestream is not a replacement for 000. We bolster the triage process by getting you help and knowing who you are, where you are, and having access to your surroundings with video calls. We can also offer help with voice calls and chat functions.

Q: How is my data stored when I sign up to Lifestream?

A: Guardian Lifestream complies with the Australian Privacy Principles (APP).

Q: What is the price?

A: Lifestream is offered as a freemium model - basic features are available to anyone, with further support and professional services available on a pay-by-plan basis. Contact us to discuss options. ■



Live call example

AUTHOR:
Jhanvi Punjabi
Coordinator
Guardian/Lifestream

Welcome: New Principals



Robert Henderson
Principal
Aquinas College
Salter Point, WA

AQUINAS COLLEGE - WA

Aquinas College welcomed Robert Henderson as Principal in January 2023. Rob is the first Old Boy ever to lead the school after graduating from the College in 1979; a significant, historical moment for Aquinas College.

This will be Rob's fourth Principal appointment, the culmination of a four-decade career in education that has had a balance of both co-ed and all boys' schools. Most recently, he was Principal of John XXIII College in Claremont. He is well versed in the challenges of the role, but has a simple formula for success. "You've got to love the students; love working with the staff and have a real passion for Catholic education."

Rob is excited by the progress he already sees the school making, particularly in the development of the arts, having a strong indigenous presence at the school and an increasing emphasis on character education. He also recognises the importance of not overlooking the fundamentals of a good education. "Ultimately we want to provide an environment that is conducive to developing really good young men into the future, and that can't just be measured by an ATAR score or secondary graduation certificate." ■



Mr Jordan Smith
Principal
Esperance Anglican
Community School
West Beach, WA

ESPERANCE ANGLICAN COMMUNITY SCHOOL - WA

Esperance Anglican Community School is excited to announce the appointment of Mr Jordan Smith as Principal of the School.

Jordan has executive level experience having served as Head of Middle School at Serpentine Jarrahdale Grammar School – now Court Grammar School (September 2012 - March 2016), Head of the Secondary School at Ellenbrook Christian College (April 2016 - 2018) and more recently as the Associate Principal - Middle School at John Septimus Roe Anglican Community School (2019 - present).

At his previous schools Jordan had oversight of all pastoral care and curriculum matters for the relevant Senior School and Middle School; and is passionate about the individual development of each child. He has a clear vision that education

must be about personal growth and wellbeing at all levels, with each individual given the opportunity to specialise in those areas where their talents and interests lie.

Jordan holds a Master of Education Degree, specialising in Leadership and Management. As a teacher, Jordan has taught Health and Physical Education, Outdoor Education and Mathematics.

An accomplished footballer, Jordan has previously played for the South Fremantle Football Club in the WAFL competition and represented Western Australia. He has run numerous marathons and completed Ironman triathlons, is a keen cyclist and a passionate West Coast Eagles supporter. Jordan is married to Anna and they have a two-year old son, Judd. ■



Michele Wakeham
Principal
Gippsland Grammar
Sale, VIC

GIPPSLAND GRAMMAR - VIC

In November 2022 Michele Wakeham was appointed as Gippsland Grammar's Principal.

Gippsland Grammar Board Chair Brendan Shepherd said the Board was unanimous in its utmost confidence that Mrs Wakeham was a strong leader for the Gippsland independent school.

Mrs Wakeham has been Gippsland Grammar's Acting Principal since June this year. Prior to that Mrs Wakeham was the school's Deputy Principal after moving to Gippsland in June 2021 from Trinity Grammar School in Kew. Previously Mrs Wakeham received an acknowledgement from Associated Public Schools of Victoria for more than 10 years of longstanding teaching excellence at Geelong Grammar, Melbourne Grammar and Scotch College.

Michele has a passion for innovative teaching and learning as well as an inspiring enthusiasm

for cultivating a strong community across the school's three campuses.

As Principal, Mrs Wakeham will oversee Gippsland Grammar's two Early Learning Centres and two junior campuses in Sale and Bairnsdale and its senior campus and Boarding House in Sale.

"Gippsland families are so lucky to have access to this level of educational excellence while still enjoying the numerous benefits of living in regional Victoria. I am completely dedicated to leading the school as Principal and my family is equally thrilled to further anchor ourselves in this brilliant region," Mrs Wakeham said.

Mrs Wakeham's family includes her husband Laurie, who is Gippsland Grammar's Head Grounds-person, and sons Trystan, Rhys and Bryn, who are all students at St Anne's Campus. ■

Welcome: New Principals



Craig Merritt
Principal
John Paul College
Daisy Hill, QLD

JOHN PAUL COLLEGE - QLD

Mr Craig Merritt was appointed as the sixth Principal of John Paul College in 2023. Craig's teaching and learning experience in co-educational schools spans more than 30 years. Before commencing at JPC, he was the Principal of St Luke's Anglican School in Bundaberg.

After graduating from the University of Queensland, Craig commenced his teaching career at Ipswich State High School, before moving into leadership positions at Hillbrook Anglican School and Whitsunday Anglican School.

Craig is committed to academic excellence; inclusive and diverse leadership within a modern multifaith context; building a strong sense of community. Craig's wish for all JPC students is for them to feel empowered to develop a strong

sense of positive character, to be optimistic, to excel, and ultimately to be an instrument of positive influence in their communities. He will continue to deliver on our promise to all students, To Educate, To Inspire, To Make a Difference. ■



Erica Thomas
Principal
Kincoppal-Rose Bay School
Vaucluse, NSW

KINCOPPAL-ROSE BAY SCHOOL - NSW

Erica Thomas commenced as Principal of Kincoppal-Rose Bay in January 2023. A highly experienced and passionate educator with a strong focus on academic excellence and student wellbeing, Erica is an advocate for the positive influence of modern education.

With a career in education spanning over 30 years, Erica has held a number of senior leadership positions in independent schools across NSW including Acting Principal, Deputy Principal and Head of Senior School at Queenwood and Director of Teaching and Learning and Director of Boarding at Kincoppal-Rose Bay. Since 2014, Erica was Head of School at Newcastle Grammar where she oversaw a significant transformation of the school.

Erica holds a Bachelor of Education (Macquarie University), a Masters of Education (University of New England) and a Graduate Diploma in History (Monash University). She is an active member of the Association of Independent Schools Advisory Council. ■



Julia Shea
Principal
Methodist Ladies' College
Melbourne, VIC

METHODIST LADIES' COLLEGE - VIC

Methodist Ladies' College (MLC), an independent day and boarding school in Melbourne, welcomes its 9th Principal, Ms Julia Shea.

Julia is a leading advocate for all-girls education and has extensive experience in education in a single-sex setting.

Prior to MLC, Julia was the Principal of St Peter's Girls' School, an ELC to Year 12 Anglican School in Adelaide, for nine years. Julia has also worked at two pre-eminent boys' schools in Sydney – Sydney Grammar School and Newington College.

Julia holds a Master of Educational Administration, a Bachelor of Science, and a Diploma of Education. Mathematics is her passion, and she has co-authored a series of HSC Mathematics

textbooks for Cambridge University Press.

She says, "I feel honoured to join MLC. MLC is a school with a proud history and vibrant culture. Students come from all over the world to reap the benefits of MLC's broad and balanced curriculum for learning and wellbeing. By integrating learning with wellbeing, MLC students graduate with a sense of purpose, self-worth, and confidence that serves them for life. It has been wonderful to see how our Boarding House builds upon this with a dedicated and innovative boarding wellbeing program to further support the exceptional culture of care our boarders' experience" ■

Welcome: New Principals



Narelle Hunt
Principal
Mount St Bernard College
Atherton Tablelands, QLD

MOUNT ST BERNARD COLLEGE - QLD

Mount St Bernard College has welcomed Narelle Hunt to the role of Principal at the commencement of the 2023 school year. This Year 7 – 12 Boarding College comprised of both boarding and day students from the Atherton Tablelands, Far North Queensland, Torres Strait Islands and Northern Territory. Boarding caters for both male and female students and builds a sense of family and community amongst staff and students.

Narelle comes to the College with 30 years' experience, having taught and led in both government and Catholic schools in Queensland and Victoria. With a passion for inclusive education, Narelle embraces the cultural diversity of the College and strives to ensure equitable educational opportunities for all students. With a Masters in Education, Special Needs, and a Masters in Instructional Leadership, Narelle has the academic skills and knowledge of evidence based strategies and data informed practices to ensure she can build the teachers' capacity to improve student outcomes.

Narelle is a passionate educator who is looking forward to the successes and challenges that leading a school creates. She values the partnerships that can be made with families and community members and looks forward to being able to participate in the remote visits to communities to meet with the families. "Mount St Bernard College is an incredible place to commence my first principalship. The students are incredibly friendly and genuinely enjoy being at the College. The staff are innovative and engaging educators who have the best interest of their students at heart. This is a place where we can really make a difference through the provision of quality education delivered by caring and compassionate staff." ■



Mark Staker
Principal
Pembroke
Kensington Park, SA

PEMBROKE - SA

Mr Mark Staker joined Pembroke as Principal in July 2022. Mark is an experienced educational leader with undergraduate and postgraduate qualifications in English, History, Communications and Educational Leadership. Most recently, he was Senior Deputy Principal at Wenona School in North Sydney. He is thoroughly committed to developing a school culture that values relationships and fosters personal excellence through continual improvement within a respectful and caring community.

Mark is passionate about Pembroke's boarding program and the key role it plays for both boarding students and the wider Pembroke community: "As a co-educational boarding school proudly borne from two great boarding schools – Girton

Girls and Kings College in 1974, the recent 2022 amalgamation of our girls and boys boarding houses to become one 'home' as the Pembroke Boarding House has created a unique new heart for our school. It is the beating heart of Pembroke – authentic, diverse, and truly inclusive. Here you find students from across the nation – rural South Australia, from nearly every state in Australia, international and of course our wonderful First Nations students. Young men and young women working together, and sharing the mantle of leadership – living, learning, and caring side by side. It is a privilege to lead a school with such heart!" ■



David Roberts
Principal
Prince Alfred College
Kent Town, SA

PRINCE ALFRED COLLEGE - SA

David Roberts joined Prince Alfred College as its 12th Headmaster in Term Three of 2022. David came to PAC from Newington College in Sydney where he was the Deputy Headmaster and Head of Stanmore (7-12) Campus. He has a record in academic, pastoral, boarding and co-curricular leadership at leading independent schools, including St Leonard's College, Geelong Grammar School where he was Director of Student Welfare at their Timbertop Campus (Year 9 Boarding) and then a Head of House of one of Geelong's senior boarding houses (Cuthbertson House), and prior to that at Caulfield Grammar School.

During his six-year tenure at Newington, David delivered significant improvements in academic performance, pastoral care programs, the boarding experience, policy and risk management, and staff engagement and wellbeing.

David said he was "deeply honoured" to have joined the PAC community. "Walking into the College, there's an immediate sense of pride and purpose which is a wonderful environment for our students, teaching staff and wider community. I'm excited to explore what we can achieve in the years ahead." ■

Welcome: New Principals



Daniel Lynch
Principal
Sacred Heart College
Adelaide, SA

SACRED HEART COLLEGE - SA

This year Sacred Heart College, Adelaide welcomes its 21st Principal, Mr Daniel (Dan) Lynch. Dan is a well known and highly regarded leader in Catholic education and a valued member of the Australian Marist community.

Following four years as Principal at Christian Brothers College in Adelaide, Dan returns to Sacred Heart where he served as Deputy Principal between 2015 and 2018.

A capable leader of faith and learning, Dan had previously been Deputy Principal at Nazareth Catholic College, Flinders Park, as well as Director of Pastoral Administration at St Michael's College, Henley Beach.

Dan holds a Master's of Educational Leadership from Australian Catholic University, along with a Bachelor of Education from the University of South Australia. He is currently engaged in further postgraduate study in Governance at the Australian Catholic University.

He is committed to fostering a strong sense of belonging and family spirit particularly amongst the Boarding community of Sacred Heart College.

Dan is married to Jess and they have three children, Eliza, Ruby and Ted. ■



Trent Driver
Principal
Scotch College
Adelaide, SA

SCOTCH COLLEGE - SA

Scotch College Adelaide has welcomed Trent Driver as the tenth Principal of the school from the start of 2023. He joins an ELC to Year 12 school with a thriving boarding community of South Australian, interstate and international students.

Trent has joined Scotch after experience in diverse schools in New South Wales and Queensland. An Economics teacher by trade he has worked across public, Catholic and Independent schools in both single-sex and educational environments and brings postgraduate qualifications in both Economics and Educational Leadership. He comes to Scotch after eight years as Deputy Head (Academic) at Newington College in Sydney, with its long-standing boarding program for a diverse range of students.

Scotch's recent completion of the innovative Purruna Spencer Newton Wellbeing Centre and

its opening at the start of 2023 will be a jumping-off point for new conversations about wellbeing, in all of its forms. "Our understanding of wellbeing, for all members of a school community, has changed over the years and schools have elevated responsibilities in that space now. Wellbeing does not occur in a timetabled slot, an assembly presentation or an online module in the real world. Embedding it as a language, a habit and a practice in academic, cocurricular and boarding life for staff and students ensures our programs will have impact" Trent says.

"I am honoured to be part of the story of a school of Scotch's reputation, and excited to be part of such an inclusive community that wants the best for all of its students". ■



Richard Ford
Head of College
Scots All Saints College, Bathurst,
NSW

SCOTS ALL SAINTS COLLEGE - NSW

Mr Ford was appointed Head of College in 2022 and brings a wealth of education experience with over twenty years leading independent schools across Australia including Launceston Church Grammar School, St Andrew's Cathedral School and Newington College.

Mr Ford's contribution to education in Australia has been recognised by being made a Fellow of both the Australian College of Educators and the Australian Council of Educational Leaders.

A commitment to ongoing learning and growth has seen Mr Ford complete a Bachelor of Arts History Honours (University of Sydney), a Graduate Diploma of Education (University of New England), a Master of Leadership and Management in Education (University of Newcastle), a Global

Executive Master of Business Administration (University of Sydney), a Certificate in Residential Care (Australian Catholic University), a Certificate in School Management and Leadership (Harvard University) and the Australian Institute of Company Directors Graduate Course.

Mr Ford has authored a number of articles, Australian curriculum textbooks and online teacher training courses for university students across Australia which was developed during the years he spent teaching in the School of Education at the University of New South Wales. ■

Welcome: New Principals



Glen Seivers
Principal
St Augustine's College
Cairns, QLD

ST AUGUSTINE'S COLLEGE - QLD

St Augustine's College, Cairns welcomed Mr Glen Seivers into the role of Principal. Originally from the ACT, Glen's teaching career spans 25 years. St Augustine's is the oldest Marist school in Queensland and enters its 94th year in 2023. Glen's wealth of experience in Marist education holds him in good stead to authentically lead the charism.

Having worked in boarding in the UK and having been a Director of Boarding, Glen has a deep understanding of students coming from remote and rural communities. Glen plans to foster the

mission of St Augustine's boarding to deliver a quality education to students from Northern Australia.

Glen has been at St Augustine's for ten years and was Acting Principal last year. He has a well-formed understanding of the College's context, the Cairns community, and has built strong relationships with staff. Glen has recently completed Master's Degree in Educational Leadership and is well placed to lead St Augustine's. ■



Veronica Parker
Principal
St Brigid's College
Perth, WA

ST BRIGID'S COLLEGE - WA

Veronica Parker was appointed as Principal to St Brigid's College, Lesmurdie, at the commencement of Term Three, 2022.

Commencing her teaching career in a remote Aboriginal community led by the Loreto Sisters, Veronica has served almost 30 years in Catholic education. She has worked across primary, secondary and tertiary settings in remote, rural and metropolitan locations.

Veronica commenced her career as a primary teacher in the Kimberley region of Western Australia. As opportunities presented themselves, she moved to teaching in a secondary setting and then for a few years at the University of Notre Dame, and as a Consultant for Catholic Education. Her work in the region spanned 18 years.

Her most recent position was as Vice Principal at Ursula Frayne Catholic College, Victoria Park, a K - 12 College located close to the city of Perth. She held this position for ten years. It is here where

Veronica's love of the Australian chapter of Mercy, through the story of Ursula Frayne was formed. The journals, stories and tradition of Mercy were lovingly shared by the Sisters of Mercy and the faithful laity who continued the Mercy legacy.

Throughout Veronica's professional life, she has drawn on the expertise of those she has worked with and attributes her career success to the mentoring and coaching she has been provided. Veronica's academic studies have enabled her to complete a Bachelor of Arts, Bachelor of Education, Graduate Certificate in Religious Education, Professional Certificate in Instructional Leadership and a Master of Education in Leadership and Management.

Veronica is a mother to three amazing young men. Her sons, William, Michael and Jeremy are all talented in their own fields and she enjoys the laughter and noise of the family home. Married to Geoff, they share a love of AFL, cricket, road trips and coastal holidays. ■



Matthew Brennan
Principal
St Gregory's College
Campbelltown, NSW

ST GREGORYS COLLEGE - NSW

Matthew is a deeply committed Marist, having spent 29 years working and leading in four Marist schools, in three states and four dioceses. In each of these schools Matthew has held positions of responsibility and leadership: as a House Dean at Marist College Canberra, Senior Boarding Coordinator at St Stanislaus' College, Bathurst, Director of Boarding and Deputy Headmaster/Head of Senior School at Saint Gregory's, Relieving Principal at Parramatta Marist, and most recently, College Principal at Saint Augustine's College, Cairns. Significantly, for 17 years, Matthew has held leadership positions in Marist boarding schools.

Matthew is a highly regarded Catholic educator. He has made significant, valued contributions to education policy and practice through engagement at the tertiary level with James Cook

University, and Western Sydney University, as well as through peak bodies including the National Catholic Education Commission, the Australian College of Educators, and the Australian College of Educational Leaders. The Australian Indigenous Foundation presented Matthew with the "2014 Award for Outstanding contribution Nationally to Indigenous Education". For Marist Schools Australia, Matthew has been a member of the Professional Standards Committee and made important contributions to a range of Marist school reviews as a panel member. ■

Welcome: New Principals



Amanda Shuttlewood
Acting Principal
St Hilda's School
Gold Coast, QLD

ST HILDA'S SCHOOL - QLD

St Hilda's School is an all girls Pre-Prep to Year 12 Day and Boarding School located on the Gold Coast. Mrs Amanda Shuttlewood has been appointed to the role of Acting Principal for 2023. Amanda has a long career of 30 years in education with experience as an educator in Central Queensland, Singleton, New South Wales and the Gold Coast, Queensland. Amanda also spent time teaching in the Norfolk county in England. During Amanda's career, she has spent the majority of her time working in Anglican Schools on the Gold Coast in deputy positions and more recently as the Head of Junior School at St Hilda's School. Amanda also brings a deep understanding of boarding to her role as she was a boarder herself at a school in Central Queensland. The

appointment of Amanda to the Acting Principal role provided consistency within the school community and allowed Amanda's Anglican Schools experience and her knowledge of the Gold Coast region to serve the St Hilda's School community further. ■



Daniel Crump
Principal
Stuartholme School
Brisbane, QLD

STUARTHOLME SCHOOL - QLD

In 2023, Stuartholme School appointed Daniel Crump as the 19th Principal. Daniel is no stranger to the Stuartholme community with his mother working in the boarding house when he was a child. It was a 'coming home' moment when he was welcomed to the position of Deputy Principal at the commencement of 2020. Soon after, Daniel ably took up the role of Acting Principal on numerous occasions throughout 2022 and was essential to Stuartholme's success during the pandemic, still achieving academic and co-curricular success.

Daniel came with over 20 years of experience in education and commenced his career in far north Queensland. Having worked across primary, secondary, and tertiary contexts in single-sex girls' and co-educational schools, he has experienced

a variety of leadership roles within State and Catholic education.

Daniel's strong passion for academic success and wellbeing has been at the forefront of Stuartholme's growth- "I am honoured to be leading a modern and dynamic day and boarding school. I am excited and passionate about cultivating a home away from home where young people have the opportunity to flourish and thrive in a safe and nurturing environment, whilst honouring the rich traditions of a Sacred Heart education". ■



Jane Ball
Principal
TH School Hoa Lac Boarding school
Vietnam

TH SCHOOL HOA LAC BOARDING SCHOOL - Vietnam

I am Jane Ball, the Principal of the TH School Hoa Lac Boarding School. I have been working at TH School for six years and have the privilege of being promoted to Principal this year.

I have over 20 years of teaching experience, starting in the state education system in the UK as a Mathematics teacher then moving into the private boarding sector in the UK and now Vietnam.

I am enjoying visiting the provinces of the boarding students and developing the community spirit of the school and as a Principal I am to foster a nurturing environment and supporting students to ensure that everyone achieves their

full potential both academically and socially emotionally.

I also want to empower my teachers to take ownership of the school so that we develop a wide range of extra curricular activities and cross campus events. We have to remember that students and teachers are what makes a school great. To achieve this we have to work together to build a strong foundation on which everyone can thrive. ■

Welcome: New Heads of Boarding



Geoff Chambers
Head of Boarding
Calrossy Anglican School,
Tamworth, NSW

CALROSSY ANGLICAN SCHOOL - NSW

Last year Mr Geoff Chambers was appointed as Head of Boarding at Calrossy Anglican School (Tamworth) and in 2023 he leads our residential team into its 104th year of operation as a Boarding School.

Mr Chambers has been a member of the Calrossy staff for over six years and during that time has served in Boarding as well as a member of the English faculty at Calrossy. Geoff's experience in Simpson House and Boys' Boarding was one of the reasons for him applying to lead Boarding in the school, having experienced first-hand the positive impact made through residential education in regional NSW. He possesses a strong commitment to the wellbeing and academic growth of students in the residential setting. Mr Chambers leads a strong staff team encompassing boarding for girls on the Brisbane Street Campus and Simpson House for boys. Of particular note in 2023 is that Calrossy House, in which the Boarding office is situated, has been part of the school for 100 years

this year and so celebrates its Centenary.

Previous to Calrossy, Geoff has worked with the Anglican Church, in Redfern, Sydney and Tamworth, as a paid ministry team member prior to teacher training. He has been an outstanding teacher of English in the classroom and his involvement in Extension English courses has produced wonderful outcomes for students at Calrossy. He was educated in Sydney but has come to love living in North Western NSW. He is married to Sarah and has three children enrolled in the school. He has a strong interest in Chess and providing a 'value add' for boarders.

Geoff explained, "I am delighted to be the leader of a dedicated staff team, committed to the flourishing of Calrossy Boarders and look forward to the many challenges of growing our community and working in partnership with parents and students in this important task." ■



Lawson Waser
Head of Boys Boarding
Canberra Grammar School
Canberra, ACT

CANBERRA GRAMMAR SCHOOL - ACT

Lawson has been a staff member at CGS Since 2015 and worked within Boarding the past seven years. He has worked in a range of roles within the School including as a PDHPE teacher, MiC Water Polo, Assistant Head of Sport and Assistant Head of Boys' Boarding. He is committed to student wellbeing and has a passion for pastoral care of all students with a focus of belonging within the boarding setting. He is committed to developing students' academic, physical, spiritual and social aspects of education along with building strong individuals of good character.

"As an educational leader, I believe in developing the whole individual to enhance their academic,

pastoral and co-curricular domains. These domains are fortified with the underpinnings of a sense of belonging, high expectations and celebrating achievements".

Lawson is committed to developing the best staff team so that CGS can provide the highest level of care to our boarders in an environment that fosters connection and the wellbeing of each individual student and staff member.

Lawson lives on campus with his wife Caitlin and two children Hugo and Tilly, with Hugo attending pre-school at CGS. ■



Todd Harnwell
Director of Boarding
Christ Church Grammar School
Claremont, WA

CHRIST CHURCH GRAMMAR SCHOOL - WA

Christ Church Grammar School is delighted to announce the appointment of Todd Harnwell as Director of Boarding for 2023. Todd brings a wealth of knowledge and experience to the position, having worked at Christ Church in various roles for the past seventeen years. Prior to commencing as Director of Boarding, Todd held the position of Residential Year Group Co-ordinator for Years 7 and 8 and was instrumental in launching the On Board Program, an initiative designed to help Year 6 and 7 students transition into boarding. Before this, Todd spent five years as a Head of House within the day school, implementing a range of health and wellbeing initiatives across the Senior School.

Todd is committed to supporting the holistic development of the boys in his care through a highly individualised and personalised approach. Moving forward, the Christ Church boarding community will focus on three core elements of every boy's experience: community, culture and care. Students will be challenged to make meaningful contributions to their School and wider community and strengthen the already supportive and inclusive boarding culture, deeply rooted in the School values, whilst being afforded the highest level of support, guidance and care from a team of dedicated boarding professionals. ■

Welcome: New Heads of Boarding



Claudine Wiesner
Head of Campus
Djarragun College – Cape York Girl Academy
Cairns, QLD

DJARRAGUN COLLEGE – CAPE YORK GIRL ACADEMY – QLD

Cape York Girl Academy welcomed Ms Claudine Wiesner to the role of Head of Campus. Cape York Girl Academy provides boarding facilities for First Nations young women disengaged from education and young women with children wishing to complete their education. It is a familiar environment for Claudine who took on the Acting Principal role of Cape York Girl Academy in Term 3 2021.

Claudine has held various leadership positions across Children and Family services, Education policies and reform in Cape York and the Cairns Region for over 14 years. Most recently, Claudine was Head of Wellbeing at Djarragun College. Claudine brings her leadership experience,

formal training and education in Psychology and knowledge of Cape York to the Djarragun Community. Her passion is supporting young women and mothers to become their best self through education opportunities in a nurturing environment. ■



Jane Murray
Director of Boarding
Santa Maria College
Attadale, WA

SANTA MARIA COLLEGE – WA

Jane Murray has been appointed as the Director of Boarding at Santa Maria College, commencing her role in January 2023.

Jane's previous role at the College as Year 11 Dean of Students, overseeing all pastoral, academic and social opportunities make her uniquely qualified for this role. Jane also has qualifications in Business Administration and over two decades of teaching experience in girls education.

Having been a boarder herself in South Australia, Jane has a unique understanding of the challenges of transitioning into a boarding environment. Jane believes in providing a warm and nurturing home away from home for boarders - a place of

kindness, laughter and opportunity for every boarder to flourish.

Jane has a great passion for giving back to our boarding school community after having her own positive experiences. ■



Josh Williams
Director of Boarding
Scots All Saints College
Bathurst, NSW

SCOTS ALL SAINTS COLLEGE – NSW

We welcome Mr Josh Williams to the Scots All Saints College community as the new Director of Boarding for 2023. Making the move, with his wife and two children, to NSW from Western Australia, Josh brings with him almost a decade of Boarding experience. Coming from Bunbury Cathedral Grammar School, where he served as Assistant Head of House, Residential Year Group Coordinator and most recently as Deputy Head of Boarding.

An Australian Team representative in rowing in his youth and avid sportsman, Josh brings a wealth of experience and skills to the PDHPE department and looks forward to utilising his skills in this area to support boarders before, during and after school.

Josh is passionate about building community within boarding and is looking forward to working with an excellent team, boarders and their families at Scots All Saints College to build upon the culture of inclusivity and respect which underpins the three great boarding houses on campus ■

Welcome: New Heads of Boarding



Alistair Boland
Director of Boarding
Shore School
North Sydney, NSW

SHORE SCHOOL - NSW

I have been fortunate enough to have worked in several excellent schools, and in wonderful boarding communities for many of those years. While at Geelong Grammar, I was Head of a boys' boarding house and Head of the Geelong Grammar School 'Timbertop' campus. I worked in the terrific boarding community at Melbourne Grammar School alongside Mike Shaw, a great Housemaster.

As Head of Boarding at Hale in Western Australia, I was privileged to work with some fine school leaders, specifically Ross Barron, then Head of Senior School, and Stuart Meade, a superb Headmaster. Then followed a break from boarding, during which I moved to South Korea for many years and was the Secondary School Principal at

an international school in Busan. It is my absolute privilege to have been appointed Director of Boarding at Shore School, where I hope to work with the very dedicated Housemasters and the wider boarding community. ■



Fiona Hepi
Director of Boarding
St Brigid's College
Lesmurdie, WA

ST BRIGID'S COLLEGE - WA

Fiona Hepi was appointed as the Director of Boarding at St Brigid's College in Term Three, 2022. She is also the College's Head of Secondary, and sees the dual roles as complimenting each other. Having joined us as a primary educator in 2004, Fiona has held a variety of positions at the College.

Her passion and enthusiasm for life is infectious, as is her desire to empower our boarders, by nurturing and supporting, to take charge of their own lives and be confident, capable members of the wider community. Fiona hopes to achieve this by creating a homely atmosphere of warmth, support and care. It is her desire that the young women who leave our boarding community, do so knowing that they have an opportunity to succeed in whatever they choose to do.

Fiona's goal is to create a community which is the preferred boarding choice for families seeking this option for their daughters. This will come from outstanding leadership and management of students and staff with the emphasis on building a cohesive and effective team. Importantly also, is the provision of quality programs within the boarding context, and effective, flawless communication with all, especially parents. ■



EMMA OLDERSHAW
Acting Head of Boarding
St Francis De Sales
Regional College
Leeton, NSW

ST FRANCIS DE SALES REGIONAL COLLEGE- NSW

St Francis College Boarding House was very pleased to appoint Emma Oldershaw as the new Acting Head of Boarding at the end of 2022. Due to a change of circumstance, namely the current Head of Boarding James Hopper moving to St Patrick's College Ballarat as the new Director of Boarding starting Term Two 2023, Emma will be the Acting Head of Boarding until a replacement is found.

Emma has an excellent understanding of the day-to-day routines and challenges in boarding. Emma has over seven years' experience working in the St Francis College Boarding House in Leeton. She has worked in both the male and female houses.

Emma understands the role of Boarding Supervisor is to serve and care for the young learners in residence. It is about being a reliable, fair, honest and a constant person in each child's life. Emma is always encouraging each child to value, respect and accept other people for who they are and what they believe.

During Emma's tenure at St Francis she has developed strong relationships built on respect, compassion and warmth with not only the boarders but also with their parents and the broader St Francis College community. ■

Welcome: New Heads of Boarding



Tom Coupland
Head of Waterford House
St Joseph's Nudgee College
Boondall, QLD

ST JOSEPH'S NUDGEE COLLEGE - QLD

The Nudgee Boarding community are thrilled to welcome Mr Tom Coupland as Head of Waterford House. Tom joins the Nudgee Boarding Leadership team after extensive boarding experience at St Joseph's Hunter's Hill.

Tom was a boarder himself, hailing from a cherry farm in Young, NSW. His experience as a student, along with his roles in boarding, curriculum and coaching, see him well-placed for his newly acquired role. Tom has already demonstrated a student-first approach in all that he does and built strong relationships with the young men in his care.

Tom, along with his wife Jacqui and son Huxley, have seamlessly been embraced by the Nudgee Boarding family and make a great addition to our thriving community. ■



Joe Murdock
Director of Boarding
St Mark's College
Port Pirie SA

ST MARK'S COLLEGE - SA

As a Boarder himself for four years, Mr Joe Murdock comes to St Mark's College with firsthand experience of moving away from home for school.

For the first time in 21 years, St Mark's Salesian House welcomes a new Director of Boarding, Joe Murdock and his vision for a more connected boarding community and a boarding house built for growth.

Joe holds a Bachelor of Education and a Masters of Education (Wellbeing) and has previously worked at St Peter's College Boarding (Adelaide) and has taught Mathematics and English in a secondary setting over the past 5 years.

Joe is excited to be part of St Mark's College, offering boarding students a supportive learning and living environment. The unique five-day boarding experience offers students a balance between school and home life and allows them to access quality education while maintaining those important ties with family, friends and their community. ■



Thuy Do
Director of Boarding
TH School
Hanoi, Vietnam

TH SCHOOL - Vietnam

Ms. Thuy Do joined TH School, Hanoi, Vietnam in 2021 as Director of Boarding amid a challenging time of Covid. Still, Thuy and her team have done their best to cope with the challenges while bringing fresh air and positive energy to the house, creating a sense of belonging with the motto "Kindness is key."

Prior to TH School, Thuy worked for her U.S Department of State's AEIF award winning project Empowering Young Vietnamese People through which her team sought to equip youngsters of Vietnam with communications and soft skills for their personal development and future growth. Ms. Thuy Do also has extensive experience working with students of different ages in her capacity as English language teacher and Operations Director at May School. Being an educator herself, Thuy seeks every opportunity to empower young people and inspire them to be better versions of themselves.

Ms. Thuy Do is one of the first few Vietnamese people receiving the ABSA training courses to

run a boarding house of international standards. And now under her lead at TH School Hoa Lac Boarding, the caring house supervisors are dedicated and committed to create a warm and healthy environment and a true happy house for the students to live and learn.

With Covid behind us in Vietnam, businesses in general and education in particular are back to full operations. Everyone is working hard to make up for lost time and bring about new achievements. At TH School, the boarding staff encourage students to manage their time and utilize favorable conditions to further their success, academically, mentally and physically. TH School is happy to welcome students from all over the world to join its boarding programme and the True Happy House. ■

Welcome: New Heads of Boarding



Jason McDonald
Director of Boarding
The Friends' School
Hobart, TAS

THE FRIENDS' SCHOOL - TAS

The Friends' School in Hobart, Tasmania has recently appointed Jason McDonald as their new Director of Boarding from 2023 onwards. Jason has been at The Friends' School since 2018 and most recently has been the Head of the Mathematics Faculty for the past three years.

Jason first had a taste of boarding back in 2002 where he and his wife both worked as residential supervisors for the Rockhampton Grammar School in Rockhampton, Queensland while at University. When the role of Director came up at The Friends' School in late 2022, both he and his wife were very excited and keen to reconnect with the boarding fraternity. Over the last three years Jason has worked as an Assistant Director at Walker House student accommodation, which reignited his passion for boarding. Providing a

caring, nurturing and supportive home away from home is his main focus, where students can achieve academic excellence.

"You learn so much from boarding that you don't at school. The life skills that students will take with them are invaluable and sets them up to transition into adulthood with minimal change and feeling less anxious. We not only develop our Boarders academically, but we also develop them as people, to think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective," he said. ■



Sharon Currie
Director of Boarding
The Glennie School
Toowoomba, QLD

THE GLENNIE SCHOOL - QLD

The Glennie School was pleased to announce the appointment of Ms Sharon Currie to the role of Head of Boarding, commencing Term 4 2022.

Ms Currie needed no introduction, as she is a much-valued and respected member of the Glennie family, having been a member of staff since 2016. Ms Currie has a great affinity with the girls from her previous roles of Careers Advisor, Student Welfare Mentor, and a Head of House.

Passionate about student welfare, Sharon has completed a Masters of Education in Guidance and Counselling. Her goals are to create a caring and welcoming boarding environment where students feel valued, feel a sense of belonging and feel able to succeed.

After a Term in the role, Sharon feels privileged to be part of The Glennie School's wonderful boarding community. She particularly enjoys offering support, care and advocacy for the girls, their parents and the staff who call boarding their 'home away from home.'

With so many wonderful things happening in boarding at the School, the appointment of Sharon is already having a huge impact on Glennies tight-knit boarding community. ■



Elizabeth Birrell
Head of Boarding
Toorak College
Mt Eliza, VIC

TOORAK COLLEGE - VIC

Ms Elizabeth (Liz) Birrell recently joined Toorak College as the Head of Boarding in January 2023, after moving down to Melbourne from Canberra. Liz brings with her a wealth of knowledge, experience and enthusiasm.

Liz is a highly accomplished teacher and boarding leader with extensive experience in both primary and secondary boarding schools in Australia. She has worked in both academic and pastoral roles within Boarding at Wenona School, PLC Sydney, Emanuel School and The King' School, Tudor House. Originally from Sydney, Liz joins the Toorak College Community from Canberra where she was most recently the Head of Boarding at

Canberra Girls Grammar School. Liz is a qualified P-12 Music Teacher with previous experience as a professional singer and performer.

Liz has settled into Toorak College, getting to know students, families and staff within the boarding and wider school communities. Her caring and warm nature has made her transition into the boarding school seamless. ■

Welcome: New Heads of Boarding



Louise Firth
Head of Girls' Boarding
Westminster School
Adelaide, SA

WESTMINSTER SCHOOL - SA

Louise joins Westminster School as the new Head of Girls' Boarding, working closely with Director of Boarding/Head of Boys' Boarding, Andrew Junge. Louise has worked in Adelaide's Scotch College Boarding House as a Supervisor and Activities Coordinator. More recently, Louise has been working at St Peter's College as a Maths and Psychology teacher, coordinating Maths enrichment, as well as tutoring Mathematics in their boarding house on a weekly basis. Louise has an undergraduate degree in Human Nutrition and Post Graduate Master of Teaching. While Louise is foremost the Head of Girls' Boarding, her working hours are complemented with a teaching load in SACE Stage 1 Psychology. Louise is settling well into Westminster Boarding, building a natural

rapprochement with Boarding girls and their families, which got off to a flying start with one of Westminster's renowned Boarder Parents' Weekend. Being a very active person who loves the outdoors, Louise has moved quickly into encouraging boarding girls to join in some amazing walks and outdoor activities in and around Adelaide. ■



Marissa Fiacchi
Boarding Health and Wellbeing Coordinator
Westminster School
Adelaide, SA

WESTMINSTER SCHOOL - SA

Marissa is a Westminster Old Scholar who started her career in events, media and marketing. But she switched to Nursing to pursue her passion for wellbeing and health, working across a number of areas: orthopaedics, general medical, cardiac thoracic, emergency and ICU. Marissa was initially engaged as a School Nurse with a focus on Boarding. However, during the pandemic it became evident that Marissa's skillset took her well beyond that ambit. A new role emerged during this difficult time that has allowed Marissa to broaden her responsibilities and expand the application of her professional and personal skillset. She thrives on working with students, families and the Boarding community, and involving the School community to help support Boarding

students. Working across both Girls' and Boys' Boarding Houses, Marissa is highly respected by Boarding families who know her support is not just for their son or daughter, but the whole family throughout the year. ■



Renee Coventry
Head of Boarding
Wilderness School
Medindie, SA

WILDERNESS SCHOOL - SA

Renee Coventry commenced as the Head of Boarding at Wilderness School in January 2022. Previously, she worked in a variety of educational settings across Australia and Internationally. As a trained classroom teacher Renee has taught both Primary and Middle School students and held leadership roles including Primary School Principal, PYP Coordinator and Deputy Principal. Most recently she was based in China for Caulfield Grammar School as the Deputy Head of Nanjing Campus. Following the onset of Covid-19 in 2020 Renee was instrumental in establishing Caulfield Grammar School's residential expedition program to the Northern Territory. Renee holds a Masters

of Educational Leadership (Flinders University), Bachelor of Education (Griffith University), and a Certificate of School Management and Leadership (Harvard Business School). ■



From the Chair *Jaye Beutel*

I am delighted to write my first article as Chair of the board. Having been an active member of the Australian

Boarding Schools Association since 2011, I am genuinely honoured to be given this opportunity to give back and support members in the same way I have experienced unwavering and unrivalled industry specific knowledge and assistance over the course of my boarding journey.

I look forward to working with all stakeholders within our industry which will in turn provide the insight required for my board colleagues to govern our organisation not just now, but well into the future. 2022 marked another year of significant growth for ABSA, in conjunction we have undertaken a broad review of our business and look to implement the newly formed strategic plan. We are certainly entering yet another exciting phase for ABSA.

It is hard to believe we are at or nearing the end of the first term of 2023. For the first time in three years we began the school year without the full implications of an ongoing pandemic – seemingly commencing the under ‘normal’ circumstances. I will admit, it has been refreshing being able to manage and embrace core

school business without these complications. Although, I am sure that the lessons learned over the past few years have forever shaped our school communities into new ways of working and stepping back into pre-COVID times will not be same. In any event, I trust that our member schools have enjoyed the first stages of the new school year.

The new year brings along several new boarding community leaders and heads of school across Australia and throughout the Asia-Pacific region. Congratulations to all new leaders within our wider boarding community. ABSA looks forward to working closely as you start your journey in your role and onwards.

Late September this year will see the return of the ABSA International Boarding

Conference, set to be held in the picturesque city of Hobart. I am looking forward to the potential this conference provides not just in terms of bringing individuals from across the industry together, but what it offers in terms of a platform to share and learn about contemporary practices, as well as realising our efforts as an organisation in meeting, maintaining and exceeding our Boarding Standards.

Congratulations to Tom Dunsmore, ABSA General Manager, who has been seconded to take on the Director of the Residential Community and Certification at Torres Strait Kaziw Meta. Tom has been with ABSA for over 11 years working diligently in support of Richard and our boarding school network. It will certainly be a change for us not having him easily accessible, however this opportunity will not just be an outstanding benefit to the Torres Strait Kaziw Meta group and their community, but to us as an organisation when he returns with the real world knowledge that this experience brings with it. I wish Tom, his partner Jez and their young family all the very best for the journey ahead – an exciting adventure indeed. We look forward to hearing from you often and learning more about boarding in the Torres Strait.

All the very best for the remainder of the first term of the year. I trust that it be a positive, productive and joyful journey for your school community. ■

Making Boarders' Lives Safer

Save the Date

International Boarding Conference
24-27 September Hobart, Tasmania

THE GLENNIE SCHOOL

Chartwells is excited to announce the commencement of our new partnership, at the beginning of 2023, with The Glennie School in Toowoomba. With over 130 boarding girls, as well as the day students, this comes as a welcome new change for the entire Glennie community.

The start of 2023 has seen an extensive refurbishment programme of the school dining hall, which brings the boarders and the day students together, including a brand new retail concept for the school. The introduction of stone surfaces, a modern visual appeal, an open kitchen, additional lighting and redesigned counters have transformed both the boarding and retail spaces providing the perfect backdrop for our Chartwells catering service.

The new look and feel, combined with a genuine commitment to fresh produce, presentation, and friendly service has ensured the opening weeks of this new partnership have created a true sense of community at the school. The next few weeks has plenty in store for The Glennie School girls, with street food pop ups and our first theme days. We look forward to seeing this renewed focus on how a commitment to quality food can continue to enhance and grow the school community long into the future.

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

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Chartwells



before.



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Your School FEATURED

WOULD YOU LIKE YOUR BOARDING SCHOOL FEATURED IN LIGHTS OUT?

We plan to feature at least two schools each edition. All you need to do, is write a brief article (400 to 1000 words) and send us some high resolution photos (300dpi).

Send all files to: absa@boarding.org.au
by 1st May 2023

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Boarding Around the World



AUSTRALIA DUTY OF CARE LEVEL 2 WORKSHOP - Essential Information

28 April - St Patrick's College
Townsville

NATIONAL BOARDING WEEK
14-20 May

'MAKING BOARDERS' LIVES BETTER'

Online Boarding Staff
Conference
16 May - Virtual

DUTY OF CARE LEVEL 2 WORKSHOP - Essential Information

17 May - Marist College
Ashgrove

DUTY OF CARE LEVEL 2 WORKSHOP - Essential Information

23-24 May - Virtual

'MAKING BOARDERS' LIVES SAFER' International Boarding Conference

24-27 September - Hobart

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<https://www.boarding.org.au/training-academy>



NEW ZEALAND ANNUAL HUI

31 May - 2 June - Christchurch

TABS

USA

TABS SUMMER SESSION
24-28 July - Boston University

TABS 25TH ANNUAL CONFERENCE

16-18 November - Boston

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



UK

BSA VIRTUAL ONE DAY CONFERENCE -

Boarding Future Project
20 March

ANNUAL CONFERENCE FOR HEADS -

Making a difference
2-3 May - Bristol

ANNUAL BOARDING CONFERENCE -

Fresh perspectives
6-7 June - Bristol

HEALTH AND WELLBEING CONFERENCE

10 July - Virtual



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

Making Boarders' Lives Better

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