

Lights Out

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ON THE COVER

Kinross Wolaroi School Boarding - Farm Visit.
(See back cover for the whole story)

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Rebecca, Depression and a Tree

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Almost ten years ago, while kicking a football in a local suburban park with my son, I came upon an oak tree with seven bunches of flowers at the bottom of it. Stuck to the tree with some tape, was an aching sad note from the younger brother of a girl, who a few nights earlier had ended her life at the tree which had become an instant shrine to her memory.

By coincidence, a few days later I was contacted to offer help to her grieving family and friends. In talking about this girl, my recollection was that it sounded as if she suffered from what seems to be a rapid onset, and terribly severe, depressive episode - an illness that distorted her moods, destroyed the basis of her rational thought and finally eroded her desire to live, all of which she had skillfully concealed from her family.

It sounded as if she had a solid base of warmth, friendship and love, all of which should have been a potent and positive amulet, a countervailing force, against future unhappiness. Despite all this, for reasons no one will ever truly know, she finally slipped her psychological moorings and succumbed to a savage, lacerating, black suicidal depression.

As another school year draws to an end, memories of the park and its sad tree come to mind, especially because last year saw a ten year high in youth suicide levels, and this week, new research (<https://www.mja.com.au/journal/2018/208/8/paediatric-mental-and-physical-health-presentations-emergency-departments>) landed on my desk published in the Medical Journal of Australia by Professor Harriet Hiscock and her team, showing an alarming tripling of mental health presentations to accident and emergency departments and a doubling of presentations for deliberate self harm amongst early and middle adolescents.

The research is yet another a wake-up call for boarding staff, parents and doctors to be alert to tell-tale changes in our boarders. One of the greatest challenges for boarding schools in 2018 is the early identification of these students at risk, along with prompt referral.

Most schools now have first class student welfare teams, displaying levels of skills and confidence unheard of 20 years ago. But if this system is to work, staff must also play a part in monitoring the mental health of the young people and alerting welfare teams to signs of trouble. The trick for all workers with young people is to look for a change in normal behaviour. Some teenagers with depression display subtle tell-tale signs, in that they may look sad or are tearful more frequently than they had previously. In others, they may be constantly irritable, tired, listless, or uninterested in activities that used to give them pleasure.

In contrast to our first girl, a case in point is Rebecca (not her real name), who presented with a six-week history of feeling miserable most of the day, most of the time. Boarding staff reported that in the past month or so, her generally happy disposition had been replaced by irritability, temper tantrums, arguments and unexplained tears. Interestingly she had stopped singing in the choir, had pulled out of her netball team and was withdrawing to her room after dinner, no longer sitting with her friends, instead preferring to be on her own. Her grades at school had slipped and she found she could no longer concentrate or focus.

When interviewed, Rebecca described a real change in her sleep patterns, including difficulty falling asleep, restlessness, early awakening, excessive sleeping, taking more naps, wanting to go to bed after school and going to sleep earlier at night. Staff had also noticed changes in her eating behaviour, with Rebecca eating much more than usual with some weight gain, which made her feel even worse. She also said that she felt she did not have enough energy to get through the day, complained of headaches and stomach aches.

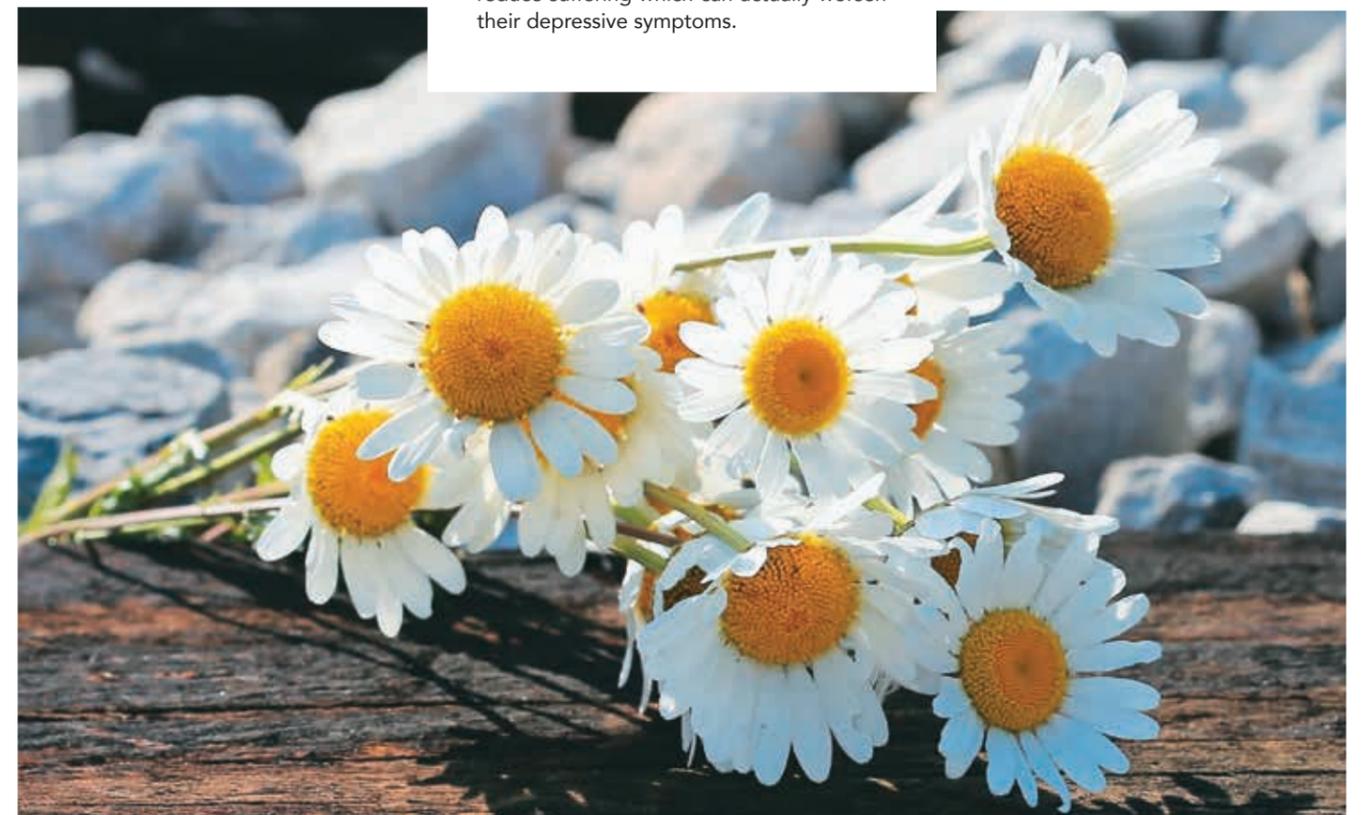
But one of the most striking signs that all was not well, was her repetitive comments to her friends such as "I'm no good", "I can't do it", accompanied by a refusal to even try activities or to do anything around the boarding house. These profound feelings of worthlessness or low self-esteem, are commonly observed in young women with depressive illness.

Rebecca told me that she had reached a point, where she no longer found anything interesting enjoyable or worthwhile. Everything that was once sparkling in her life had now become flat. Every thought, word and movement had become an effort. This battle was waged within the corridors of her mind, where she was progressively besieged by a barrage of seemingly automatic negative thoughts, that plagued her with guilt and bid her regard herself and much of her life as worthless dull and boring, simply draining her of her life energy.

Thankfully, Rebecca reported no self-harm behaviours or preoccupation with death, which can all too often accompany depressed moods. Some young people can make comments about not caring whether they live or die, may give away prized possessions, or talk about how life would be different if they were no longer alive. Others will use alcohol or drugs as a way to reduce suffering which can actually worsen their depressive symptoms.

Happily, Rebecca responded well to a combination of talking therapy, some web-based programmes like MoodGym, a smart phone app called Smiling Mind which taught her mindfulness and with the help of carefully monitored medication was gradually able to re-engage in boarding life. Ultimately, it was a combination of concerned staff, an alert welfare team at school that picked up on the symptoms of her illness and a skilled, empathic GP and quick referral, that got her the help she needed.

So what is the take away message? Staff who suspect students may be depressed and suicidal must immediately arrange for a referral to a psychologist as soon as possible. Perhaps if we can get better at this, there will be fewer lives snatched by such darkness, fewer shrines at the foot of trees and fewer families left with such agonising questioning. But the Hiscock study tells us we cannot rest on our laurels.





Helping Our Boarders to Disconnect

AUTHOR
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We all know that being connected to others is essential, especially in boarding - so the title of this article might sound counter intuitive. It tells the story of an initiative that has really taken off at St Hilda's School, and which has prompted hundreds of our girls to rethink how and when they use technology.

Earlier this year at assembly, I offered a gift to our students. It had begun with a conversation about positive relationships and how messaging others very late at night can be problematic, and how research has shown that putting aside our technology at night can help us enjoy more sleep. So in response to this, I offered to buy an alarm clock for any girl who would commit to putting away her technology at night. I suggested they recruit a support person - maybe a boarding staff member, parent or sibling.

I asked the girls to email me why they would like a clock and I was completely taken aback with the responses. I thought I might need to buy a dozen clocks. I am pleased to say, I have given away nearly 200 alarm clocks!

We live in a world that says it is good to be connected, and it is bad to be disconnected. We all do it. I check emails when on holidays. I ask my daughter to message me when she arrives somewhere. Sometimes we even message people when we are in the same room.

We try hard not to be disconnected, and sometimes we even become afraid of it. Have you ever sat on a plane on a runway and texted a friend or family member knowing that when the plane takes off you will be unable to communicate and it seems strange, annoying and disturbingly uncomfortable?



So, the message we get is: "Connected is good, disconnected is bad". But what if always being connected isn't all we think it is? Media critic and philosopher William Powers, author of "Hamlet's Blackberry - Building a Good life in the Digital Age", puts it like this:

He argues very powerfully that having times of disconnection can be very good. In fact, being disconnected can give you space, time and permission to be yourself. Disconnecting from technology can help you to be reflective and creative rather than reactive. Rather than hearing everyone else's voices, you give yourself the gift of time to hear your own voice. Powers argues: "To enjoy your own company is to be at ease not just with yourself, but with everyone and everything in the universe. When you're inwardly content, you don't need others to prop you up, so you can think about them more freely and generously."

The clock I have given our girls is a gift - it is a way to wake up without a phone or an iPad by your pillow. But it is more than that. It is symbolic of a decision to take time to disconnect. To let your mind wander. To find peace in your own thoughts and view of the world. To give you space to sleep and dream uninterrupted. To know that you are enough and you don't need others to be telling you who you are or how valuable you should feel. It is a symbol of freedom.

If the girls emailed me, I bought them each a clock. The emails were amazing, some girls expressed their own thoughts about technology and its power over us. Here is an excerpt from one of the emails:

"On Monday night I was having dinner with friends ...I had forgotten my phoneI was just so surprised by what was happening around me. I was sitting on a table with all my friends and during the dinner there was no interaction at all between us. Everyone was sitting there on their phones. As I didn't have my phone on me I was bored and wasn't sure what to do with myself. I then tried to have a conversation with the girl sitting next to me and it wasn't great because she wasn't engaging with me. This helped me realise the kind of world we live in. As much as I love my phone I believe that there are times when it should be put away. I haven't brought my phone to school all week and haven't used it much at home as it is test week and I have been trying to focus. I was so surprised by how much work I had gotten done without having my phone there to distract me. I think it would be a great idea to have an alarm clock. ... This week has been so great and I just feel like a much happier person!"

This reflective St Hilda's student understands the argument Powers proposes: "Our computers and mobile

devices do wonderful things for us. But they also impose a burden, making it harder for us to focus, do our best work, build strong relationships, and find the depth and fulfillment we crave."

Already we have seen that this little clock has helped our girls to start letting go of that burden. How fabulous that a simple gift might be a first step towards developing focus, good study, building strong relationships and finding depth and fulfilment. To follow up on the program, we surveyed the girls and the results were stunning. The data shows that the clocks have not only helped them to sleep better but have empowered them to reconsider their broader use of technology.

At St Hilda's, we are inspiring our young women to achieve their full potential. We are optimistic that our girls will continue to think deeply about the ways they engage with their world through technology and will feel evermore confident to make time to disconnect.



Balancing Student Safety and Privacy in the Boarding School

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Picture this scenario: a 16-year-old boarder asks permission to visit a day student's house for study and lunch on the weekend. The boarding house supervisor knows that the boarder's parents would prefer to know which day students their child is associating with, mainly because of their child's epilepsy, which, although controlled by medication, may cause a seizure. No one in the school community knows that the boarder has this condition except the boarding staff. Should the boarding house supervisor provide the day student's parents' details to the boarder's parents to allay their fears? Should the boarding house supervisor tell the day student's parents of the boarder's health condition? What role does the boarder's consent play?

Privacy laws, the Boarding Standard and the APPs

According to the latest quarterly report from the Office of the Australian Information Commissioner (OAIC), the education sector is the fourth most likely organisation to be impacted by a privacy breach. It is important that schools, including boarding schools, understand their obligations under privacy laws and the Australian Boarding Standard (Boarding Standard).

The Privacy Act 1988 (the Act) regulates the handling of personal information by schools (including boarding schools), requiring schools to comply with the Australian Privacy Principles (APPs). The APPs set minimum standards for the collection, security, storage, use, correction, disclosure of and access to personal information.

Additionally, boarding schools should follow their privacy obligations under the Boarding Standard, including Standard 3.6 (a) to ensure the personal privacy of all boarders and Standard 6 (d) to provide appropriate security and privacy for all boarders.



Types of Information covered in the Act

- Personal information - information or an opinion about an identified individual or an individual who is reasonably identifiable.
- Sensitive information - any information or opinion about an individual's racial or ethnic origin, political opinions, religious beliefs, sexual orientation or practices, or criminal record.
- Health information - any information or opinion about the health or disability of an individual and the individual's expressed wishes about the current or future provision of health services. Health information should not be disclosed to third parties unless the boarding school considers that it is reasonably necessary to disclose it to maintain the health or safety of the student.

Boarding schools should comply with the APPs at all times as any breach in relation to personal information about an individual, is 'an interference with the privacy' of the individual. The OAIC has authority to investigate any breaches and impose enforcement or other monetary remedies.

The Act and Consent

The Act does not distinguish between adults and children in terms of consent. The APP Guidelines provide that if it is not practicable or reasonable for a boarding school to assess the capacity of individuals less than 18 on a case-by-case basis, the entity may presume that an individual aged 15 or over has capacity to consent, unless there is something to suggest otherwise.

Balancing Privacy in a Boarding School

So, let us turn back to our scenario. *Should the boarding house supervisor reveal information regarding the day student's parents or the boarder's health condition and are there any exceptions?*

Under the Act, the day student's parents' details are personal information associated with the day student, meaning the boarding house supervisor should not reveal this information to the boarder's parents without the consent of the day student's parents. The same goes for telling the day student's parents of the boarder's health condition. If the information is revealed, it may constitute a 'notifiable data breach' (NDB) under the Act. Boarding schools have NDB obligations when the breach is likely to result in serious harm to any individuals whose personal information is involved.

There are a number of exceptions, the most relevant being a Chapter C Permitted General Situation - for boarding schools, this means that the information to be revealed relates to lessening or preventing a serious threat to the life, health or safety of any individual. In this case, as the boarder's epilepsy is controlled by medication, it may not be deemed a serious threat to the life, health and safety of the boarder. Another consideration for boarding schools in practice would be that by revealing the health condition to the day student's parents the school community could also inadvertently learn of the condition, with another potential case for an NDB.

Does the boarder's consent change this?

The boarder in our scenario is 16. If it is not practicable or reasonable for the school to assess the capacity of its boarders to consent, it can presume that this boarder

has capacity to consent. If the boarder consented to sharing their health situation with the day student's parents, or, if the day student is the same age and consents to sharing their information with the boarder's parents, the boarding school would be permitted to share the information.

Privacy in Practice for Boarding Schools

There are nearly 200 non-government schools in Australia that cater for boarders. In practice, privacy issues in a boarding school should be dealt with as part of the broader school privacy policy through dedicated privacy collection notices and a boarding enrolment contract, which generally seeks the consent of the boarder's parents for all identified issues.

All boarding schools should have policies and procedures in place, available to both boarders and their parents, which outline the school's approach to disclosure of personal

information and student privacy. There are also many sensitive issues for boarders which they may not want the school community to know. Health conditions are only one example, but this can also include night terrors, religious practices, famous or sick/terminally ill parents, or a boarder's previous serious illness.

Each school boarding house should have its own identity, however they must all have the same cultural foundation as their associated day school, expectations of their students and identification and mitigation of risks. Issues such as privacy must be mitigated in each boarding house in a similar manner as in the remainder of the school.





Girlbeing @ Seymour

AUTHOR
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Wellbeing is so important to us at Seymour that we have our own word for it; Girlbeing. The word Girlbeing takes everything that is important about wellbeing and puts the emphasis on our girls. At Seymour our girls come first. They are the focus of everything we do. Any decisions we make are first and foremost considered through the lens of what is the best for our girls.

With Girlbeing at the forefront of our minds, we introduced the role of a Wellbeing Coordinator, or should I say Girlbeing Coordinator, within our Boarding House in 2017. Now, most Colleges have wellbeing teams positioned and located in the College, but we wanted to take this support to the next level. We wanted a Girlbeing Coordinator positioned in our Boarding House, working full time, proactively supporting the wellbeing issues and challenges that our girls might face. I really believe that if you have a proactive approach to wellbeing issues, this is the secret to having a positive and healthy boarding environment.

Our Wellbeing Coordinator, Bella Barbato, has a psychology honours degree, has experience supporting young people and is enjoying bringing her psychology knowledge and skills into our boarding community. Bella has formed excellent relationships with our girls and also meets regularly with our wellbeing team in the College; which consists of our College psychologist and two College counsellors. Being able to refer to our Wellbeing team when necessary and having that network of support for the boarders is vital to their success and happiness.

Within boarding, through our Wellbeing program, our practice is to introduce consistent and regular wellbeing activities that help form the fabric of our boarding



community. It is through these regular and consistent activities that we promote a culture of healthy wellbeing. We have introduced dog walking sessions (with my two terrier-cross dogs; Moses & Ralph), art classes, cooking classes, yoga sessions, body balance and most recently we've introduced board games nights. Bella has also introduced tea stations throughout the Boarding House, providing the girls with different herbal teas to help with everything from managing stress to getting a better night's sleep. We believe it is in the conversations over a cup of tea, competitive board game or mindfulness colouring-in activity, that the real wellbeing work is done. When the girls feel relaxed, happy and comfortable they are most likely to open up to you. Activities help to form the foundations from which these conversations develop. Most importantly, the girls are loving the focus on their wellbeing and our boarding community is definitely feeling a happier and more mindful place as a result.



In addition to our Wellbeing Coordinator, I have also introduced an Academic Coordinator, a Middle School Coordinator, an Activities Coordinator and an International Student Coordinator, each of whom look after their own specific areas within our boarding community. This means that rather than one person trying to be all things to all girls, we have experts in their own specific areas ensuring our girls needs are being met. Our Academic Coordinator supports the academic success of our boarders by addressing individual boarder's academic needs and meeting regularly with their teachers in the day school. Our Middle School Coordinator works very closely with the Middle School boarders, organising specific Middle School events looking at issues the girls might be facing; from helping them get better organised



to managing friendship challenges. Our Activities Coordinator devises activities for every Friday, Saturday and Sunday to keep the girls busy and engaged. These activities might vary from rock climbing, to shopping trips, to surfing trips. And finally, our International Student Coordinator looks after the needs of our International boarders, who are thousands of miles away from home and experiencing a new country and culture. Our International Coordinator speaks fluent Mandarin and so translates all our publications to ensure our International parents are kept up to date with everything that is happening in our boarding community. These five coordinators (Wellbeing, Academic, Middle School, Activities and International) form the senior leadership team within our boarding community and ensure our Boarding House



is offering the very best level of support to our girls.

In my six years in boarding, more and more I am seeing the importance and need of having excellent wellbeing support in our boarding environments. It is fundamental that we have staff with the appropriate skills in place to be able to support our boarders and any wellbeing needs that might develop. No longer is a reactive approach to these challenges good enough, we must be proactive in our approach to ensuring the boarders in our care are well and healthy. With the introduction of this Wellbeing role, we are taking this seriously at Seymour. Although we are in the early days of implementing this role, we are excited about what we will be able to achieve. We will keep you posted.





Shifting the Perspectives of Boarding Pioneers through Academic Programs

AUTHOR
Makaela Fehlhaber
A Team Tuition

At A Team Tuition, we envision a holistic method when it comes to student transformations. For boarding school students, this holistic approach is pertinent in order to provide tailored support to suit the needs of newly independent students. When we were approached by The Southport School (TSS) in 2017 about ways in which we can adopt our personalised service to assist a group of boys in boarding, we came to the realisation that there is an evident gap between boarding youth and the traditional structure of boarding learning.

Since then, we have expanded our service through our recent partnership with the Australian Boarding School's Association to establish boarding transition programs in not only TSS, but also Ipswich Girl's Grammar School and St Joseph's Nudgee College, targeting around 150 boarding students from Years Seven to Twelve.

The Struggles of Boarding School Students

Boarding school students are inherently more likely to experience a turbulent educational experience. With the primary demographic of boarding school students being from rural, remote and regional Australia, many boarding students have had minimal exposure to classroom environments prior to making the move. These students have developed their educational abilities via distance education with limited face-to-face interactions. With an absence of integrated learning, these students tend to struggle even more with the technologically advanced construction of well-established schools and how learning has evolved beyond pen



and paper. Thus, the sharp transition from independent learning into communal living and study may potentially detriment the learning experience of these students if their prior education engagements are not addressed or recognised in the process.

Executive Director of ABSA, Richard Stokes, has found through his role that "one of the things our boarders have to do is become independent very quickly. Some students are good at that, and some aren't. Independence is one of the challenges that every boarder must face."

General Manager of ABSA, Thomas Dunsmore reiterates this viewpoint and acknowledges that it's quite easy to distinguish day students from boarding students based on the way these students interact within groups. Accordingly, for some students, the rigid structure of quiet communal study does not match their former learning methods, requiring students to essentially re-find an effective way to learn without the guidance of their parents.

The A Team Difference

What differentiates our approach from traditional study programs is our emphasis on identifying the hurdles that boarding students must overcome and formulating appropriate academic strategy to suit their educational needs while providing an element of mentorship. Each and every one of our boarding transition programs has been tailored to align with the values of the school, their boarding houses and the needs of each boarding student. We then integrate our personal touches into the program by breaking students into groups based on their learning languages, current grades or behavioural traits. Our School Programs Coordinator and Current Program Convenor for TSS, Matthew Judkins has assisted the Program Convenors in ensuring this is prominent across the board.

"We work with each school to form groups of students to maximise productivity while minimising distractions and behavioural issues. To do this, we consider the APT's evaluation of each student's behaviour, the school's statistics on behaviour, diligence

and grades, as well as the school's understanding of each student's social circle and behaviour. Ultimately, each program is tailored to the needs and expectations of the school to achieve our long-term goal of self-directed learning," states Matt.

"We recognise that these programs cannot be generalised and implemented in a formulaic way. Although the certain key elements of content assistance and academic strategy features in all programs, each program is distinctive from the other in both form and substance. We are working with, and must therefore accommodate, young men and women from 12 to 18 years old with different backgrounds, family circumstances, cultures, learning methods, strengths and weaknesses."

Our first boarding transition program at TSS, has seen students in Years Seven and Eight flourish as a result of this personalisation. Former TSS Program Convenor, Brittany McEvoy, recognised that a bunch of rowdy boys are unlikely to learn effectively through rote learning, or silent study and instead, she incorporated

physical activities centred around English, Maths and Science in the form of weekly challenges into the program. "One week the boys had to complete a certain number of questions and get the correct answer to have a shot at throwing paper into a bin with a 1 metre radius. Another challenge required the boys to figure out the right amount of water to pour into a bottle to be able to successfully bottle-flip it on four different surfaces," recalls Brittany.

Whilst these activities allowed the boys to jump up on their feet and have a little bit of fun, they were also learning how to calculate the perimeter, circumference, volume and area of shapes! One of the most distinct features of the TSS program is the rewards system designed by the accumulative efforts of the eleven Academic Personal Trainers running the program. Noting that these boys are at the start of their high school journey, they're still on the cusp of transitioning out of rewards that you'd typically receive in primary school. The rewards system was created to encourage their learning, but to provide them with rewards that will ultimately accumulate over time to praise continuous hard work as opposed to single flows of effort.

The second of our programs at Ipswich Girl's Grammar School is comprised of students from Year Eight all the way to Year Twelve. The obvious distinguishing factor between this program and TSS, is working with a group of girls as opposed to boys. In addition to this, subjects expand beyond Maths, English and Science to include humanities and business. Due to the fact that a large portion of the students are in their senior years of schooling, the sessions are more "content heavy" with less time for fun activities during the weeks of assessment. St Joseph's Nudgee College follows the same lines as IGGS.

Envisioning the Future of Boarding

Being a part of a program that is transforming the lives of boarding students has really shaped our perspective on how academic programs leave a lasting impact when personalised. When talking with

many of the Academic Personal Trainers from these programs, they have found the programs to not only have a lasting effect on the students, but also on themselves. APT Keelan Hood found the most rewarding part of the TSS program to be "seeing the boys grow and becoming more confident in themselves. Being by their side knowing that I'm making a difference to their lives is very satisfying. Most of these boys don't see their parents for months on end so I consider myself the big brother that they never had." Brodie Chong, the Convenor at Ipswich's Girls Grammar School considers being part of the program to be "the most intrinsically rewarding experience" by "creating genuine connections with the students while watching them fulfil their academic potential is very rewarding."

When sitting down with Richard Stokes and discussing the academic programs within the various boarding colleges, he revealed that he envisions a focus on academic strategy will be the solution to lifting academic support within boarding houses. Boarding has become almost the forgotten sibling of schools and as a system designed to provide added support on top of content that has been delivered in ordinary schooling, the goal is for this perception to be altered.

"We have a very strong strategic plan particularly over the next three years to make sure that we become the go-to body when it comes to boarding, and this certainly involves A Team's program. We want to place academic standards at the forefront and develop systems to certify and show how the boarding programs are doing well."

For A Team Tuition, we want to be able to provide this level of support beyond our pre-established programs to be able to teach students not only the secrets to academic success, but to maximise their potential in all aspects of life. We're hoping that our formalised partnership with ABSA will allow us to continue the streams of success throughout boarding in Australia.



The Importance of the First Response

AUTHOR
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Special Counsel
Holding Redlich

It is prudent to draw attention to the importance of the first response made by a boarding house staff member on important issues, such as accident reports, abuse knowledge or suspicion, or allegations against the staff member.

The first point is that it is important not to be pressured or bullied into making an immediate response, particularly if one is shocked or upset by the issue raised. The approach to take is to make clear to the person requesting the response that as it is a serious matter you will take it seriously and prepare a careful response.

The contexts in which this can arise includes an allegation against the teacher (for example of assault, improper touching, negligence, conflict of interest, misuse of moneys or corporate credit cards etc.), or accident reports, or mandatory reports of suspected harm, or statements in relation to a possible WorkCover claim. In each of these situations the first version given can be extremely important in determining the outcome.

Where the allegation is of some type of misconduct many types of cases can arise. The "big three" are, of course, criminal proceedings, disciplinary proceedings by the employer or professional registration proceedings. More rarely discrimination cases or actions for damages for compensation can arise from such matters.

Accordingly, it is vital that the staff member provides a careful and accurate account of the conduct which is relevant. It is prudent to obtain assistance from your Union and in appropriate cases through the Union from the Union's solicitors in the preparation of such statements. To an important extent one "lives or dies" by the first response. If it is given too quickly without the benefit of advice or careful consideration or when in a state of shock, important matters may be left out or inappropriate statements may be made.

When a staff member (with the later benefit of calmness, an opportunity to consider the matter fully and to have the benefit of advice), gives a different (usually more complete) version, then (although in our experience it is very understandable that the versions differ), persons reading version two may be reluctant to accept that it is truthful.

To give a couple of simple examples it is very common in our experience for staff to omit from a statement relating to physical intervention the lead up activities, particularly directions given by them, which make the physical intervention much more appropriate than it seems without the inclusion of the directions given to the students beforehand.

In relation to **accident statements** it is very important from a legal perspective to know what has been done by way of preparation in respect of safety. A simple example is warnings about raising of hockey sticks in a hockey match. If the staff member omits these safety instructions from the first version of the statement then for the reasons set out above their credibility may be in question if that is only included in a later version.

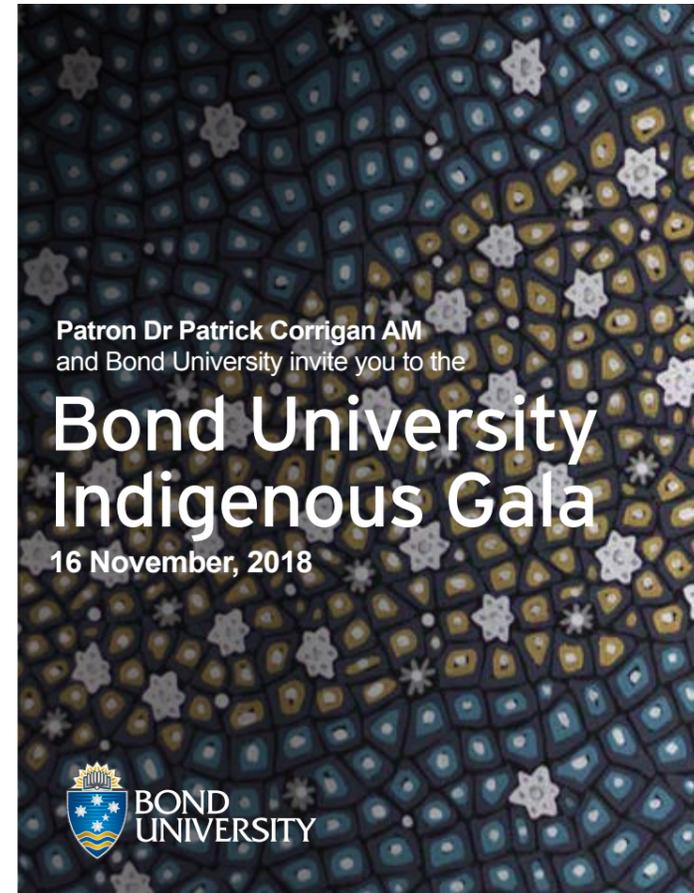
In relation to the reporting of **suspected abuse or harm to a student**, as well as completing the report required by the employer or by statute, we recommend that immediately before completing that report, the staff member should sit down and write out a factual account of what happened. For example "Student X came up to me in the playground and told me she was uncomfortable with Mr Y because he did (xxx) to her". That statement will be vital as the basis of making reports and as the basis for police statements or giving evidence. It is vital to have a really accurate and early record of the matters which may be the subject of evidence in a Court perhaps a year or two later.

To sum up:

- if it is important it is important to do it properly;
- do not be pushed into preparing a rushed response (particularly where it involves an allegation against you);
- have the confidence to say "it is a serious matter – I will deal with it that way and I will provide you with a careful statement";
- take advice from or through the Union where that is appropriate.

The first response is vital. Try to make sure it is as accurate, careful and of course honest, as can be done.

There will be (hopefully rare) circumstances where the question is whether to make a response at all. Legal advice is always appropriate in those cases.



Join us for an inspiring evening as we celebrate Indigenous culture and our students achievements.

Proceeds support Indigenous scholarships and students.

Book online at bond.edu.au/gala

Location: Sports Hall, Bond University

Time: 6pm for pre-dinner drinks
7pm start

Tickets: \$235 per person or \$2,350 for a corporate table.

Includes gourmet dinner and beverages.

Dress: Cocktail attire



New South Wales Symposium 2018





Helping Boarders Flourish

Taking a Proactive Approach to Student Mental Health

AUTHOR
Garry Jowett
Managing Director
Reach

The mental health of students is an area garnering increased attention from school communities. This is appropriate as about one in seven young Australians aged between 4-17 experience a mental disorder each year. Of the 45% of Australians who develop a mental disorder at some point in their lifetime, 50% will have their first experience by the age of 14, and 75% by age 25.

Despite improved knowledge of its importance, and increased amounts of school-based resources (such as MindMatters and Headspace), student mental health is still an area many schools feel ill-equipped to deal with. This is clearly demonstrated in Phil Riley's research on principal health and wellbeing, with the source of stress: "mental-health issues of students" experiencing the sharpest increase for Principals since the research began in 2011. For secondary school leaders, this ranked third highest out of 19 stressors in 2017, only behind the "sheer quantity of work", and "lack of time to focus on teaching and learning".

The reason student mental health is such a large source of stress is likely due to two reasons: 1) Mental health is largely a black box. Teachers and school leaders are not trained psychologists and therefore do not have a high level of mental health literacy; and 2) the current approach to mental health at school is largely reactive. If a child presents as distressed, or having a diagnosed disorder, there is a scramble to ensure the student has access to appropriate services, such as counselling and pharmaceutical interventions.

Enter *Flourishing at School*. Developed by Perth psychology firm, People Diagnostix, *Flourishing at School* is a software platform that enables schools to take a proactive approach to student mental health. The same platform can also be used with staff. Based on the tenants of positive education (first established by psychologist, Martin Seligman and made popular due to the likes of Geelong Grammar School), it involves first understanding, then developing the "pillars" of good mental health.

Not only has the positive education approach proven to increase wellbeing and reduce the likelihood that adolescents will experience mental disorders, it has also been linked to greater academic success. This is important for educators as it means time spent at school on wellbeing initiatives does not need to come at the expense of academics – in fact it can assist students excel.

"This is a primary level intervention to make sure our pupils are mentally fit and healthy, rather than our reacting to a problem occurring later on."

John Gale, Director of Boarding, Heathfield School (UK)

The *Flourishing at School* platform includes the Flourishing Profile survey to ensure a rigorous and data driven application and assessment of wellbeing initiatives at school. Rather than seeking to identify students who are experiencing poor mental health, the survey assesses the degree to which they have established the mental health pillars of positive emotions, engagement (or flow), positive relationships, meaningfulness and accomplishment. It also assesses current nutrition, exercise frequency and sleep (quantity and quality) as these are also known to influence wellbeing.



To assist both individuals and schools, data insights are available from an aggregate level down to an individual student level with feedback suitable for the intended audience (e.g. student versus student welfare representative). A large and growing database allows for benchmarking comparisons against cohort and sex norms. To enable positive action to take place, results are linked to wellbeing education and evidence based activities.



Despite only launching in late 2017, *Flourishing at School* is already gathering international attention with uptake from schools in the UK, Germany, Canada and USA.

Heathfield School in Ascot was the first school outside of Australia to adopt *Flourishing at School*. Director of Boarding, John Gale, was instrumental in its implementation, and is making excellent use of it in a boarding context.

"This is a primary level intervention to make sure our pupils are mentally fit and healthy, rather than our reacting to a problem occurring later on. It is particularly useful in a boarding school, where we have such prolonged periods of contact with pupils, including involvement in their sleep and nutrition.

We get the results immediately and even where they show that a girl is flourishing it gives advice on maintenance and further improvement. The same programme allows us to analyse the quality of the school's wellbeing and mental health interventions and where we need to develop further."



Chris Jeffrey, Head of Bootham School in York, also understands the benefits of using *Flourishing at School* as a proactive mental health initiative: "while it cannot, of course, address pressures of workload or stress outside school, it can promote the development of skills, mindsets and knowledge that make individuals better prepared to face and respond positively to the challenges that come from such things."

Director of Student Life at The Hill School in Pottstown, Pennsylvania, John Giannikas, is introducing *Flourishing at School* in the 2018/19 school year. "The exciting thing is that *Flourishing at School* takes an abstract, and at times hard to understand concept – student mental health, and breaks it down in such a way that any teacher can look at a child's results and immediately comprehend where he or she is at. The same platform also informs what evidence based activities the child can perform in order to realise improvements in order to stay well and/or optimise their wellbeing".

REACH Boarding is proud to be partnering with People Diagnostix on the

implementation of *Flourishing at School* in boarding schools throughout the world and also with the display of student results in the REACH student profile screen. This will enable pastoral care to be proactive and enhanced by data, with teachers having access to their student's most recent as well as historical wellbeing survey results.



Everyone is well aware of the pressure young people face now, and will continue to face as they continue into adulthood. *Flourishing at School* enables staff and students to develop lifelong strategies to care for their own mental health, and be successful at school and beyond.

To find out more about Flourishing at School, you can visit the website: www.flourishingatschool.com, or contact your REACH Boarding account manager directly. It will also be promoted through the National Education Initiative (headed by beyondblue) when the website launches in late 2018.



Remind Them That They're Special

AUTHOR
Dr Tim Hawkes OAM
Founding Chairman of ABSA
Director of Training In Leadership



Introduction

Throughout the day, our boarders get dirty. This is no great news to those who operate within the boarding world. However, it is important to recognise that our boarders don't just generate cheesified socks, grass-stained trousers and sweat-scented blouses. They pick up a lot of social and emotional rubbish as well.

Most day students have the singular advantage of going home at the end of the day to a family that will adore them and provide the antidote to the put-downs, pay-backs and corrosion of well-being suffered throughout the day. Our boarders are not so fortunate.

For this reason, our boarding houses need to be run by those who are actively on the look-out to affirm, encourage and provide the warmth necessary to encourage chilled souls. After a day at school, a boarder does not need to meet with an organisational machine given to roll-calls and carping lectures about noise levels. They need to meet with a smile, listening ear and a pastoral heart that will provide the social salve necessary to help a student remember they are special.

Remind Them They Are A Miracle

Yes - there are some students that are quite narcissistic enough without having to tell them they're special. Yes - there are rather too many children who still subscribe to the notion of the universe revolving around them. No - it is still necessary for boarding staff to remind their charges they are awesome.

Don't know what to say to a down-cast child? Say nothing. Just listen. Be content to be there. That, in itself, is a gift. Why? Because the true currency of affection these days is time.

Thereafter, things can be said, each nuanced by the unique needs of the moment. One of the things that can be done is to remind a student that they are a miracle of creation. Nothing like them exists on trillions of stars, planets and galaxies. Even on this planet, there is no other person with their gifts, their understanding and their history. They need to understand that their story is unique and the world is a better place because they are part of it.

Engage In A Touch Of Positive Psychology

The 'positive psychology' movement has swept the world in recent decades and has influenced well-being programs in scores of boarding schools. But, what exactly is positive psychology?

The 'father' of positive psychology is generally acknowledged to be Martin Seligman, whose research in the 1960s at the University of Pennsylvania centred on what is was that made life fulfilling.

Martin Seligman suggests there are three main ways to happiness. These are:

- Live a life that is ENJOYABLE. Spend time with those you love. Make friends. Experience pleasant things such as great holidays, interesting hobbies and fun entertainment.
- Live a life that is ENGAGED. Immerse yourself in something that is good to do. Lose yourself in activities that exercise your gifts.
- Live a life that is ESSENTIAL. Contribute something to the world. Discover what you were put on this planet to do. Find something meaningful to engage in that helps others. On the basis of the above, it can be helpful to remind our students that:
 - Positive people smile a lot. They have memories of a great weekend, the enjoyment of good friends and the realisation they played a terrific game of football.
 - Positive people are busy. They get into the 'zone' and become totally adsorbed by something they feel to be worthwhile.
 - Positive people are givers rather than takers. They live a life that blesses others and not just themselves. Such people often have a humanity, a strong sense of justice and a desire to do that which is right.

Encourage Your Students To Get Properly Dressed

It's not just at the end of the day that our boarders need a bit of encouragement. A morning routine that helps them assume a positive mind-set can also be useful. Encourage them to:

- Wake up to the possibilities the day will bring*
- Switch off anything that alarms you*
- Wash away the grime of accumulated negativity*
- Dress with confidence*
- Style yourself a winner*
- Smile at the mirror*
- Eat a wholesome breakfast of goodness*
- Step out with confidence*
- And, in your wake, leave the wafted scent of good deeds*

A useful discipline to share with boarders is to encourage them to spend four minutes of quiet meditation each morning, thinking about what they want to achieve in the next twenty-four hours. The routine suggested could look like this:

- The first minute: Relax. Still your mind. Mentally remove yourself from all the things that clamour for your attention.
- The second minute: Mentally recall the many things you are thankful for in your life.
- The third minute: Think through the ways you can be a blessing to someone who needs it.
- The fourth minute: Decide what you are going to do that will improve your performance in some area of life.

Four minutes is the minimum, not the maximum. Some students might be able to spend several more minutes on each of the exercises described above. Generally, the more time spent meditating on these things, the more likely they are to bounce into the day with a positive mind-set.

Remind Your Students Of The Tricks To Remaining Positive

It can be a useful to remind boarders that there are things that can be done which can impact positively on well-being. For example:

- Mentally decide to be positive. Choose to act as though you are happy, even if you don't feel like doing so.
- As far as possible, remove yourself from the things, events and people that make you unhappy. Choose to be with those you find encouraging and supportive.
- Engage in positive self-talk. Remind yourself that you are awesome, you are



unique, you are a wonder of creation.

- Never catastrophise things that happen and never say, 'I can't do it'. Say, 'I can't do it YET!' Visualise positive outcomes.
 - Use modern technologies. There are many great Apps out there that can be downloaded to give support when dealing with worry, stress and anxiety.
 - Think about the good things you have in your life. Recognise, that in comparison with many in the world, you are probably better off than many others.
 - Look after your body. You generally feel better if you feel comfortable about your body and have it functioning well. Therefore, watch the diet, exercise regularly and endeavour to sleep well.
 - Try and find positives in the negatives. Bad stuff can teach you things.
 - Engage in acts of kindness. Such behaviour can help you feel good about yourself.
- Periods of 'low mood' are not uncommon in most people's lives. All of us journey through high points and low points. In many ways, the low points are useful. Why? Because they help to define our high points! However, if you suspect low points persisting in a boarder, or if you suspect any thoughts of despair and even self-harm, it's important to get the boarder to seek immediate medical help.

Encourage Your Students To "Take The Helm"

A tragedy in life is that far too many people surrender control of their life to others. They develop a learned helplessness and become passive victims of whatever the world throws at them.

Our students cannot allow this to happen. They must take command and control of their life. This is not always easy because positivity can be easily eroded by people saying dreadful things about us. We can also fume over this and allow ourselves to get angry, bitter and depressed.

Our students need to be reminded that this is not clever. Why? Because they surrender control of their well-being, emotions and mood to the very people who want to harm them.

For this reason, we need to remind our students to take the helm. They need to steer themselves away from the people who have no right to mess with their mind. Encourage them to only allow people they love, respect and admire to influence what they think about themselves.

Taking the helm of your life means being in control and not giving in to circumstances. It is about deciding:

- Where I am now.
- Where I want to get to.
- How I am going to get there.

It's about recognising you are in control - of your emotions, of your well-being, of your life.

Conclusion

Depression is the fastest growing medical problem among young people. Therefore, encouraging our students to be positive is one of the most important things boarding staff must do.

Yes - life produces bad stuff. However, we need to remind our students that it also produces much that is good.

In sharing this sort of advice, what boarding staff are doing is encouraging resilience. The word 'resilience' comes from the word 'resile' which means, 'to bounce back'.

Even if bad stuff happens, most people can survive. Doctors tell us that a person can go on living even if they have their stomach and spleen removed. They can still survive if they lose 80 percent of their intestines, three quarters of their liver and one of their kidneys!

Coping mechanisms exist that can help our students survive the most challenging of situations. One the most important of these coping mechanisms is to meet with boarding staff that are warm-hearted, encouraging and infused with a little wisdom about what it takes to survive life's bumps.



Curiosity and Imagination; Learning for the Future

An International Study Program that Works

AUTHOR
Elliott Porter
Marketing Communications Specialist
Actura



In July over 400 students from Australia and New Zealand experienced CASE Space School, an unforgettable expedition to visit NASA in the USA. Immersed in two-weeks of experiential STEM learning to prepare for future success. Amongst these participants were many ABSA students, given an opportunity regardless of whether from a big or small school, city or rural, to be inspired by the greatest minds driven by curiosity. Within these ABSA students the team at CASE had the pleasure of welcoming ABSA scholarship winners Ella from Huntingtower, and Callan from St Joseph's Nudgee College.

CASE Space School at NASA

For many young students the expedition can be a daunting prospect; two weeks away from home, in another country, surrounded by new faces, and new challenges. Personal Development is the foundation on which the CASE Space School program is built upon and is often described as the most impactful part of the program. The team at CASE provide extensive support to help students overcome their individual challenges, including presenting and teaching Harvard University professor Dr Tony Wagner's Seven Survival Skills, a set of STEM-based skillsets designed to empower and prepare students for 21st century challenges. The students are immersed in critical-thinking scenarios, cutting-edge technology, simulated missions to mars, astronaut training equipment, but also to inspirational speakers who've lived and breathed hard-work and dedication to achieve what few manage. These personal interactions and stories with fellow inspiring humans such as CASE Special Advisor and Astronaut Nicole Stott is a chance to ask questions with a mentor, role-model and passionate achiever.



"Along with these amazing activities, we had wonderful presentations from many guest speakers. Nicole Stott talked to us about life in space and her experience on the international space station. She also discussed the challenges and rewards of working with people all over the world. Nicole was engaging and inspirational to listen to, as was Tom Nolan. Tom struggled throughout school but kept persevering to achieve his goal of becoming a marine biologist. He taught us to never give up on ourselves and our dreams."

Ella, Huntingtower

At the end of the trip CASE Space school aims to have achieved two goals; to inspire curiosity and imagination in the student to pursue their goals, and secondly, to equip them with tools and dedication to achieve those goals, no matter how grand. For CASE Space School, the motto is as follows:
Dream big and commit to it.



"If someone was thinking about going to Space School I would tell them yes, it's a once in a lifetime experience. It will change the way you think about space and open so many new doors for your future and be just an amazing camp to go on. I wish I could do this camp again."

Callan, St Joseph's Nudgee College

The Spirit of Innovation

Reading through Ella and Callan's experience we feel immensely proud of the impact it has had on both their personal lives and educational focus. With eager anticipation as December's expedition fast-approaches, we are thrilled to see more students find their strength and passion in such a spectacular manner!

To all the schools, teachers, parents, students and the Australian Boarding School Association, we thank you for allowing the opportunity to inspire STEM focus in the next generation of young leaders and innovators, without your support such resounding success wouldn't have been possible.

"Throughout the trip, we received so much support and knowledge from the group managers and the CASE staff. This made my time there even more special. I enjoyed this unique experience tremendously and gained so much inspiration and insight into the diverse world of STEM."

Ella, Huntingtower

Looking to the Future

From the team at CASE, we wish Ella and Callan every success and look forward to following their bright future. To learn more about the CASE Space School program or read testimonials from other teachers, parents and students who have participated, please visit our website. With every expedition we seek to improve and innovate on the last, the California Association for STEAM Education's mission is to design and deliver the most inspiring and innovative STEAM based educational programs where students will acquire and master critical transferable skills for their future success. We look forward to meeting our December expedition students soon and encourage any schools interested to contact ABSA for more details.



Building a Bridge from Kindergarten to University for Indigenous Australians

AUTHOR

Laura Harvey
Partnerships Manager
Office of Alumni and Development
Bond University

Jondayah Martin was used to doing well at school.

Growing up on Thursday Island in the Torres Strait as the daughter of a teacher, she earned high marks all through primary school - especially for English.

It's one of the reasons she received a Yalari Scholarship to attend ABSA member school, St Margaret's Anglican Girls' School in Brisbane.

"It was a huge change," says Jondy, "from running around barefoot on Thursday Island in a singlet and basketball shorts, to a mainstream city school where I had to wear brown polished shoes and a panama hat every day."

"But the memory that really stands out is the day I got my first mark back from my English teacher: It was a 'C'."

"I was absolutely gutted. I'd gone from being one of the smartest kids in my class to someone who was struggling academically."

Jondy's experience of moving from a remote Indigenous community to a city-based boarding school is typical of what many Aboriginal and Torres Strait Islander students go through.

After living all their life in a small township surrounded by family and Elders, where cultural heritage and traditions set the community mores, they suddenly find themselves in a highly regulated environment where they're required to wear uniforms, hats and sometimes even blazers, with not a familiar face in sight.



And it was for exactly this reason that Bond University developed its award-winning *Yarning Up* experience several years ago.

Their idea was to take a group of boarding school Principals to a remote Indigenous community for five days to experience firsthand where their students are coming from and why it is so much more difficult for them to transition to boarding school life.

St Patrick's College, Townsville Principal, Paulina Skerman joined one of the early *Yarning Up* cultural immersion trips to Murray Island and Thursday Island in the Torres Strait.

"We have a number of students who come to us from the Torres Strait Islands and other remote Indigenous communities," she said. "The Bond University trip gave me an opportunity to speak to their parents and grandparents about the challenges they face - like not being able to attend parent information nights, or not being able to get involved with the P&F, or not being able to sit in the audience when their child received an award at a presentation day."

"We've since been able to address some of these issues through the use of technology - talking to parents via Skype or FaceTime, and live-streaming College events into remote communities."

"We've also been able to help our first year students make the transition to a larger school by allowing their mother or a significant woman in their life to spend the first three days in the boarding house with them."

Fellow ABSA Principal, David Shepherd from Ballarat Clarendon College in Victoria joined the most recent *Yarning Up* trip in 2017.

"What really stood out for me is that, regardless of the isolation and the differences in culture, language and lifestyle these parents have the same aspirations for their children as the parents I meet every day in Ballarat," he said. "They want their children to have a fulfilling, successful, happy life; to grow up to be whatever they want to be; to realise their dreams - even if they don't yet know what those dreams might be."

"The challenge is that these children don't have access to the same services and opportunities that our children take for granted - even here in a rural area."

"One Mer Island mother told us that there are year Seven-aged children still waiting for places eight months after the school year started because student accommodation is in such high demand. Her dream is to create a pathway from prep to school to training and employment with none of these gaps where children and young adults can so easily lose momentum and fall through the cracks."

In creating the *Yarning Up* experience, Bond's aim was to highlight this need and work with Principals to find ways to smooth the transition from primary school to high school. They have, in turn, taken the lead in transitioning Indigenous students from Year 12 to university and beyond.

"*Yarning Up* is just one facet of our overarching Indigenous Education Strategy," said Bond University's Director of Alumni and Development, Brett Walker.

"As a comparatively small university, Bond is ideally positioned to provide the one-on-one support that students from rural and remote communities need to ease them into the more independent style of university study."

"We offer a choice of Foundation Programs or Diploma-level studies if they're not quite ready for full degree studies and they benefit from our small, personalised classes and the mentoring approach of our academics."

"We have also established the Nyombil Indigenous Student Support Centre on campus, staffed by a full-time Indigenous support officer who guides them through



the University processes and becomes almost like a second mother while they are on campus."

"Not only has Nyombil become a meeting place where Aboriginal and Torres Strait Islander students from all over Australia can connect with each other; it is also a hub of Indigenous activities on campus and outreach programs, including our regular Jingerrri ('Welcome') barbecues which are held every semester, and the students' annual visits to schools in the Kununurra and Abergowrie communities."

"It has been immeasurably rewarding to see over 100 Indigenous students graduate over the past six years, with some continuing on to further study and others establishing successful careers in government, media, film, business, law and all manner of professional sectors."

"It is also fantastic to see how those students have changed the personality of the University itself, sharing their culture and achievements at Bond's Indigenous Gala and Art Auction which has become a major event on Bond's annual calendar, attracting more than 500 attendees and helping us raise more than \$2million to fund our Indigenous Scholarship Program."

Since the Program was launched in 2012, a total of 76 Indigenous students have

received a Bond scholarship, including Jondy Martin who has been studying Communications since January this year.

"I've only been on campus for a short time but I've already got a really cool group of friends here," she said.

"There's a strong feeling of family - that we're all empowering each other and that one person's accomplishment is an achievement for all."

"Most importantly, we all have that crucial drive and ambition; we're all here because we know that the only way to get what we want is through education."

As for a highlight of her first few months as a Bondie? That's easy ...

"I came first in class in two subjects and received a Dean's Award for Academic Excellence!"

"I didn't even know if I could go to university but here I am, loving every minute of it, studying something that I'm passionate about ... and topping my classes."

"I never expected that would happen ... and it was a really big deal for that little girl who was so upset when she got a 'C' on her English paper."





Hale58: Support for Senior Students

AUTHOR
Toby Trewin
Director of Innovation
and Research
Hale School



Ask any recent graduate of their final year at school and they will all attest that it goes very fast. In what is recognised as an important and busy year for our students, Hale School has set out to reimagine the offerings for our Year 12 students to make every opportunity count.

After extensive research and planning, the Hale58 programme was launched at the start of this year, offering a new option to meet the specific needs of our senior students. With the programme name taking inspiration from the founding date of Hale School (1858) and representing the after-school hours of the programme, this new extended day experience has been designed to meet the students' personalised wellbeing and learning needs with dedicated spaces and ongoing support in a supervised environment.

Hale58 sessions run from 5.00pm to 8.30pm on Tuesdays and Thursdays, plus some Sunday sessions in the lead up to exams. They are all run in the Forrest Library with tutors and supervisors on hand and designated rooms for different learning styles. Dinner is also provided in the Dining Hall, alongside our boarding students and staff. Students complete a session card each time for goal setting and as an impetus for tutor assistance when needed. Hale58 tutors are selected to cover a wide array of subject areas and for their mentoring skills in assisting the students through Year 12.



With a growing enrolment of over 50 day and boarding Year 12 students already, feedback from this new programme has shown the many positive benefits the Hale58 sessions have provided. Goal setting, access to tutors and a productive environment have all been appreciated by the students and enabled them to go through course work and revision with tutors and fellow students. Collegiality and collaboration between students has also been enhanced with numerous peer learning opportunities increasing the ability to understand subject-specific concepts and facilitate discussion to provide tips and explanations needed for certain topics.

Year 12 student Angus said the Hale58 programme had provided him with greater study support during this important final year of school.

"I joined the Hale58 programme because I thought it would be a good opportunity and would help me with my studies - and it did. Hale58 is different from what I do at home because at home I don't have access to all the tutors. The tutors at Hale58 can be really helpful because, since they graduated in the last few years, they both know and



are familiar with the contents of all of the different courses that I study and, thus, can help me with anything. There is also the opportunity to do some collaborative work with other students, which is quite useful."

Year 12 student

These evening sessions that conveniently follow sport training have been further complemented with a series of sessions

from a range of guest speakers providing unique learning experiences. These integrated presentations have covered a wide array of topics such as wellbeing, work-life balance, careers and study specific topics to expand the skill set of each student to thrive throughout their final year of school and beyond.



WA Symposium May 2018



The West Australian boarding community turned out in force this year to support the Annual Boarding Symposium with over 60 delegates in attendance.

The Symposium was hosted at PLC and our thanks go to Liz Langdon and Kirsty Nugent for the work they put into support this event with both the venue and the wonderful refreshments and lunch we were supplied with. All were delicious and the coffee vouchers for barista coffee was appreciated by all.

Our morning was opened by the extraordinarily talented 'Gorna Liyarn' indigenous dance group. They performed several dances and gave a beautiful 'Welcome to Country'.

This was followed up by the very knowledgeable Laura Allison, Director of Wellbeing at PLC who presented a most informative keynote address, 'A new direction - Wellbeing and the Lighthouse.'

Laura then gave us all a tour of the new PLC Wellbeing Centre. It was most impressive!

Laura's talk was a very easy segway for the next presenter, Anna Brindal, who is a registered nurse with a keen interest in neurological research. Anna presented new developments in this field and especially on the brain's extraordinary ability to rewire itself and how behavioural change is possible.

Following some much needed networking time, David Griffiths, Managing Director of Complispace explored 'Risk Management and Registration Compliance'. David energetically provided a practical guide for implementing risk management, and despite the fears of some there was not a nod or a snore to be heard! The information he provided was easy to understand and apply.

The event was well received with delegates leaving on a very positive note. Our appreciation to all who attended, all who presented and to the WA ABSA committee for the efforts taken to ensure this success.





Meet Carl Palmer

Former Boarder, Gappie, Travelling Teacher
and now Mentor to Thousands of Gap Year Assistants Internationally

AUTHOR
Nick Hare
Managing Director and Founder
Letz Live

Carl Palmer is a Brisbane Boys' College graduate who has landed his dream job as a Country Coordinator for Letz Live, combining his passion for travel with his unique experiences as a boarder, gappie and boarding master into his role managing Gap Year Assistants across Australia and Thailand.

Growing up in Inverell, a small country town in northern New South Wales, Carl moved to Queensland to spend his last four years of schooling as a boarder at Brisbane Boys' College, forming lifelong friendships, visiting friends at their home towns and understanding the significance of mateship and comradery.

When he completed high school, Carl made the decision to take a Gap Year with Letz Live, which turned out to be a pivotal moment in his life. His Gap Year led him to Thailand, where he was placed at the British International School in Phuket, working in the junior boys boarding house and primary school, assisting with Math, English and Physical Education classes.

His passion for rugby followed him to Thailand, where he assisted with the Senior Rugby Boys team, but rugby wasn't the only extra curricular activity he put his hand up for.

"I was adamant about completely immersing myself in the experience, so I got involved with as much as possible, helping out with school camps, excursions and lending a helping hand where needed, and as a result the staff made my time there very special," Carl said.

"While it was incredible to be able to travel to Laos, Cambodia, Indonesia and around Thailand during the school holidays, I think

the best part of the gap year as a boarding master, was the people I met, whom I'm still in contact with; the people made my gap year."

After a life-changing Gap Year abroad, Carl returned to Australia and secured a place at a University to study pharmacy, a career path he had been eager on since he was a teenager, but something felt different.

"I was always interested in pharmacy as a career, having worked in a pharmacy back home when I was a teenager, but while I was on my gap year I developed a love for teaching and it stuck when I returned home and that passion for pharmacy started to fade," Carl said.

As a result, Carl swapped test tubes for books and completed a Graduate Diploma of Education and travelled to the UK to teach and work in boarding schools, for the most part in and around Cambridge.

"I have always loved tutoring and helping others with their studies and my love for boarding was also a contributing factor for changing paths and heading to the career of teaching."

It wasn't long before his visa was set to expire and home began calling his name, and he returned to Australia where he began conversations with Letz Live founder, Nick Hare, after keeping in touch with him since his first bid overseas as a gappie.

"Having been a boarder, taken a Gap Year and worked as a teacher and a boarding master, I thought that my experiences and passion for new experiences and education could bring value to the team and the gappies heading overseas, because I've been there and experienced it first-hand."

Carl's passion for travel, gappies and teaching now sees him interview, manage and mentor Letz Live Gap Year Assistants in Australia and Thailand as a Country Coordinator for the organisation.

Highlights of his job include working with schools to understand how they operate and interviewing applicants.

"There is such an energy when you hear the excitement in their voices about the prospect of working in Australia or Thailand and being a mentor to young people, it's something that I can really relate to," Carl said.

Letz Live founder, Nick Hare, said having a past program participant with an undying passion for working with young people and education is a huge coup for the organisation.

"It's a real honour to have past program participants join our team; we now have four full-time employees who have personally experienced the thrills, challenges and rewards of living and working abroad on the gap year program with dozens more working on a more causal basis," Nick said.

"For me, it is very humbling that young people want to come back and work in our organisation and guide young people through their own personal adventure; it really is hugely rewarding not only for us, but also for our partner school network who offers such a wonderful experience."

Letz Live is a worldwide leader in providing overseas opportunities for young people and brings together work and travel in unique gap year programs that provide young people with a depth to their overseas experience that simply seeing tourist sites cannot.

Is your School and Boarding House Ready for a Data Breach?

AUTHOR
Kirsten Law
Marketing Programs Manager
CyberHound

Private schools and private tertiary educational institutions across Australia are now required to comply with the Notifiable Data Breaches Act which came into effect on 22 February 2018.

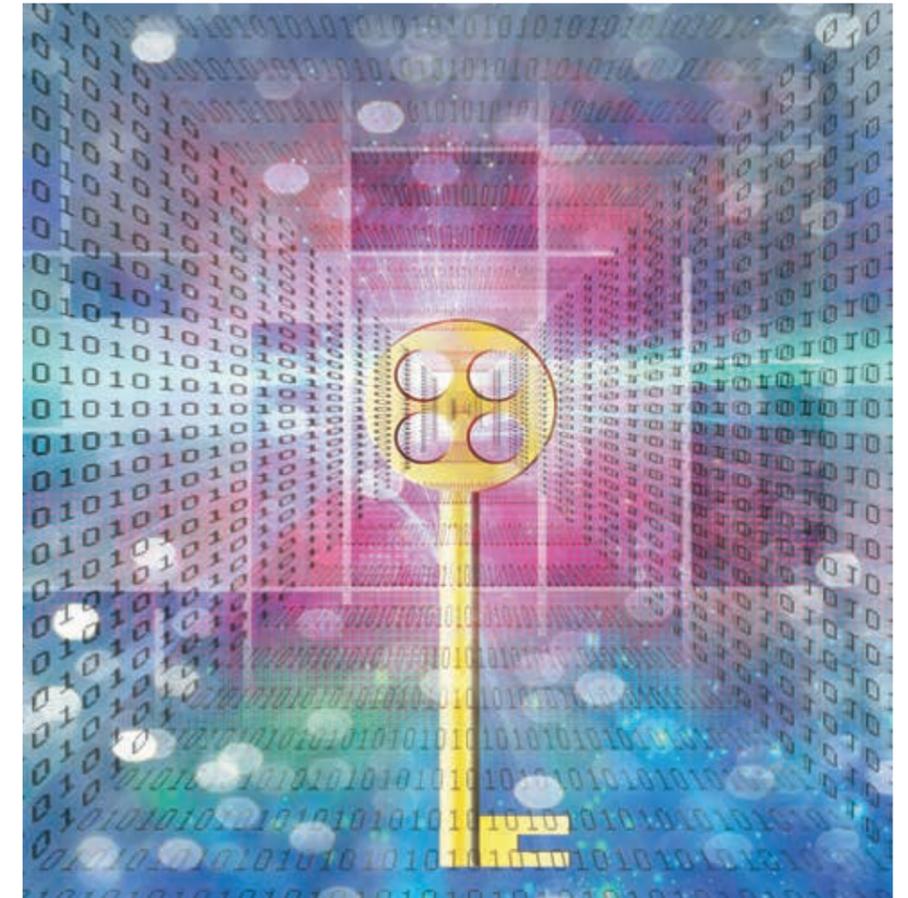
In the regular delivery of educational services and boarding house accommodation, schools obtain a range of personal information about students and families. This information is stored in online and offline records and includes photos of students, banking details, donor details, family information, contact details, academic records and health information in the form of medical records or through counselling services.

Data contained in these records is valuable to school communities, but can prove even more valuable to individuals seeking to do harm to schools or individuals within.

The Office of the Australian Information Commissioner (OAIC) released a report on data breaches in the period 1st April to 30th June 2018. This showed that the Education Sector is in the top four industries. Across the top four industries, malicious or criminal attack remains the larger constant source of breaches.

Schools have data breach notification obligations when a data breach is likely to result in serious harm to any individuals whose personal information is involved in the breach. This harm includes serious financial, psychological, emotional, or other harm.

Independent educational institutions need to consider their legal obligations under the Privacy Act 1988 and ensure secure handling of their school community's data. "Failures to comply with the Notifiable Data Breach scheme can attract fines up to \$2.1million." Office of the Australian Information Commissioner.



To assist schools and their boarding houses, leading cybersecurity and learning enablement provider CyberHound commissioned global law firm Norton Rose Fulbright to develop a suite of education-specific resources. These include simple checklists and user-friendly guides for schools to help prevent, and prepare for, a data breach.

CyberHound is providing schools with a key element of this suite of documents - Privacy compliance manual for schools. This manual provides assistance in understanding obligations in relation to data protection and management including practical guidelines to assist schools to comply with their obligations under the Privacy Act. CyberHound are offering all ABSA members a free copy of the Compliance Manual for schools.

CyberHound is also in a unique position to assist schools in securing their data and can share details regarding this with any interested parties.



To discuss the full range of data breach resources and how CyberHound can assist you with risk mitigation, please call 07 3020 3330 or email info@cyberhound.com.



A Way to Give and to Earn:

A Brighter Future for St Hildas' Girls in the West

AUTHOR
Mrs Leonie Jongenelis
Dean of Residential Life
St Hilda's Anglican School for Girls



There are many important learning opportunities in the rich environment of a boarding house and no more so than the ease in which lifelong social and emotional skills are gained. Explicit interventions can be designed to not only enhance the development of what is now being referred to as 'soft skills'; empathy, communication, collaboration, problem solving, tolerance, emotional regulation and emotional intelligence to name a few; but also to build more tangible and saleable job skills that can set a young person up to successfully give back to their community and to enter the workforce. A boarding community can provide opportunities for students to build on the skills that will set boarders apart from their non-boarding peers!

At St Hilda's our dedicated boarding staff are constantly looking within the boarding and school environment to create situations where our residential students can work toward long term goals of being able to have an employment advantage over others outside the school environment, given how challenging it is for many of them to hold down part time jobs. This is vital for those who wish to pursue tertiary studies but will need to subsidise their income by part time employment. It could also provide those who wish to move straight into the workforce some important experiences to add to their C.V.

One such opportunity in which skills can be honed and experience gained, is in the educational area itself. Homework is an important part of any boarder's life. They spend many hours developing sound study skills and time management. The weeknight evenings in boarding houses are consumed by the need to complete set tasks, revise for tests and write essays for assessments tasks. They already know how to be an effective member of a study group. Every boarding community has procedures and staff in place to support this learning process. Each school will provide homework supervisory staff in different ways.

At St Hilda's we have a mix of teachers and university students who take up these highly sought after positions. Tutors turn over regularly as they finish their own studies and head off into the workforce. Finding replacements can be time consuming as not all Tutors are equal. Many schools will employ high achieving ex - students as they are known quantities, this has certainly been the practice at St Hilda's. This is where the idea of 'value adding' to



these students before they have left school, with the aim of having a steady well trained pool of new tutors to draw from at the start of every new school year.

Tutor training commences in Year 10 and it is part of our service learning culture. Girls are encouraged to participate in the year 7 and 8 homework club which operates over the weekends in Terms three and four, in addition to the structured weeknight 'Prep'. The Club is open either the Saturday or Sunday afternoon depending upon the recreational schedule on offer. The aim of the Club is to help prepare the youngest student with the understanding that as they move on through school more time must be structured into their week to meet growing homework demands. With so many extra-curricular activities during the week and weekends, time from weekends must be allocated in addition to the formalised weeknight prep sessions. The Club provides an opportunity for our youngest boarders to develop study as a habit on weekends in a supportive learning environment. Year ten students who enjoy this experience and who show an aptitude for being able to engage positively in the environment with younger students are offered the opportunity to enter the formal Tutor Training Program in year eleven. Training is rigorous and is undertaken over the senior years at a pace that suits the trainee. The trainee tutors work alongside experienced senior tutors gaining knowledge on effective tutoring and mentoring skills.

Students who graduate through the training program are provided with a certificate for their Curriculum Vitae and they are the first to be recommended for both our evening tutoring needs as well as for any private individual tutoring that might be required. By the time these boarders leave year twelve they have a highly competitive edge as well as a healthy looking bank account!





Student Concierge Services:

Supporting the Boarding House Duty of Care

AUTHOR
Danielle Pringle
Founder
Student Concierge Services

Danielle Pringle, Student Concierge Services' Founder, knows all too well the how valuable peace of mind is to boarder parents - the comfort in knowing their children are safe, secure and well looked after in their school boarding house. 'As a parent of boarding school children, I depend on the boarding house as a substitute parent for our children - taking care of them as if they were at home.'

Parent to four boarding children in Sydney secondary schools, and a boarder herself when she was at school, Danielle decided that equipped with her knowledge and boarding experiences, she was best placed to assist schools in providing boarding house support services.

Student Concierge Services (SCS) is an Australian-based boarding support service assisting educational institutions and their boarding students; both domestic and international. SCS provides a vast range of services designed to aid schools in ensuring their boarding facilities and offering are first class.

Secure storage gives schools the ability to let their clean and clutter-free boarding houses over the holiday periods and gives assurance that belongings are safe. Laundry management and transport, travel and labelling services ensure a superior product is extended to prospective and existing students.

Transport Logistics: Safety is the Number One Priority



The demand for safe, trustworthy and reliable student transport has never been more prevalent as it is today. Recent news stories have highlighted the risks involved in booking transport via unreliable networks and the need for boarding house staff to know where their boarding students are at any given moment.

Aligned with a national transport group, SCS supports schools by co-ordinating student transport logistics such as airport transfers, transport to medical appointments, social events and sporting fixtures. Schools are able to organise journeys easily using the online booking system and can closely track student whereabouts. Drivers are all police checked and Working With Children certified, offering students that extra layer of protection.

Avoiding Risk Exposure



SCS stores student belongings securely offsite. This gives much-needed space back to schools, alleviating the need to allocate space for belongings on the premises and for a storage management system. It also allows schools to let their boarding houses over the holiday periods without a major clean-up operation and exposing schools to the risk and insurance issues in leaving student belongings onsite.

Items are housed in collapsible crates and cartons and are collected at the end of term and returned ready for the start of the next. SCS storage management is a seamless process that is greatly valued by parents, as it ensures boarding life is made easier for everyone.

Managing Laundry and Dry Cleaning

Dry cleaning, washing and ironing services are taken offsite by SCS, alleviating the need for laundry facilities and processes in the school and freeing up student time for study. Items are collected and delivered back to school promptly, ensuring students are always neat, clean and presentable.

Uniform Labelling

As labelling is a compulsory boarding school requirement, SCS ensures all student uniforms are named, using their labels which are ordered online. Schools no longer need to allocate rooms for lost property storage, allowing them to be able to put this space to better use.

International Boarding Schools Network



With the current high demand from overseas students for places in Australian boarding schools, SCS established the International Boarding Schools Network (IBSN). This network is devoted to providing boarding school solutions for international students and their families. Working closely with schools, agencies, students and families, IBSN specialises in recruiting and retaining international students at Australian boarding schools - attracting students throughout South East Asia.



On their recent trip to Vietnam, Danielle and Caralyn Dea, Director of International Education and Boarding at Toorak College in Mount Eliza, Victoria, met with agents and schools to promote Australia's boarding schools. Danielle reflects that 'after our introduction to a group of agents led by our partners in Vietnam, it became very apparent that this market is at an infantile stage. All parties need educating around this sector - not just the agents - but Australian schools too, as this market is so new. We presented to over 50 agents and not many had heard much about boarding schools here in Australia.'

With another trip to Vietnam planned for April 2019, Danielle, through IBSN, plans to drive into this market, highlighting the quality education and premium level of services offered by Australian boarding schools.



The Resilient Mindset

Andrew Fuller and John Hendry

Research on 193,000 young people has revealed a cluster of factors that together create the 'resilient mindset'.

The Resilient Mindset extends the concept of a Growth Mindset to make it more applicable for teachers and parents. Growth mindsets relate to self-efficacy and beliefs about personal capacity. Growth mindsets are differentiated from fixed mindsets in which the person believes they have a fixed level of intelligence and competence.

The modelling of the data indicates that the fixed/growth dichotomy is too simple. Students are rarely one mindset or the other. It is not a case of either/ or.

The Resilient Mindset is specifically attuned to learning and behaviours in classrooms. Resilient Mindsets are differentiated from anxious mindsets and avoidant mindsets.

The results of the research is that there are key actions to be taken by teachers, parents and students to develop a resilient mindset.

The establishment of a resilient mindset is related to increased engagement in learning, motivation and academic success. It also relates to the factor that most predicts success in life and in relationships- the ability to regulate our emotions.

The resilient mindset relates not only to how we see ourselves but also to how others view us as we attempt new tasks, make mistakes and learn new skills. Thus is why is directly relates to the cultures of schools and classrooms. Mindsets are developed in and

outside the classroom, in the corridors, on the sporting fields and at play

To create resilient learners, we have to deal with the ability to form relationships. Applying the research findings we can group students into 3 mindsets:

Anxious
Avoidant
Resilient.

The Anxious Mindset

The anxious mindset is where students' habitually freeze in the face of new challenges. Their levels of arousal overwhelm and panic them and they shy away from new experiences and opportunities for learning. Feelings of nausea, shaking, fear and panic often accompany this state. Other students in this mindset may attempt a task but rush through it get it over and done with as quickly as possible

Experiencing anxiety at these levels interferes with memory functioning and thinking.

The Avoidant Mindset

Students in this mindset are escapees from the demands of school. Habitually they respond to challenges with fight or more commonly flight. They may distract, dissemble, question the validity of the work, become angry, distant, incommunicative. The level of avoidance means these students become disengaged and distracting to others. Their anxiety can lower the motivation of other students.

The Resilient Mindset

Shifting the appraisal of challenges that invoke anxious or avoidant responses into a resilient mindset requires a positive, trusting relationship between teacher and student. This is the art of great teaching.

Being able to reframe tasks, to create support that overrides fear, to have students that have a sense of success and mastery is the basis of establish a resilient mindset.

The Resilient Mindset - Indicators

Anxious	Resilient	Avoidant
Reluctant to attempt challenging pieces	Has a go and persists	Gives up easily, shuts down.
Freezes in the face of challenges. Doesn't know where to start. Feels incapacitated	Gets stressed but resolves it through support (while there may be times of freeze or flight, the eventual strategy is tend, mend and befriend)	Flight. When confronted with a challenge, avoids, procrastinates or distracts.
Sees mistakes as personal failings	Sees mistakes as necessary to learning	Sees mistakes as not worth replicating
May blame self for difficulties. Feels ashamed and worries	Doesn't use blame/ shame	May blame others for difficulties. Feels ashamed and avoids it.
Energy is focused on pleasing people	Energy can shift appropriately	Energy is overly focused on escaping
Concentration is often focused on other people and their judgements	Concentration can flexibly shift between focused and diffuse; externally focused and internally reflective	Concentration is wariness. Vigilant
Sleep is often lessened through worry	Sleeps well	May sleep too long or be up playing computer games
Resilience fragile and dependent on social support.	Resilience is robust enough to overcome challenges and upsets. Resilience is present in the absence of social approval.	Resilience may appear good but be fragile in crises due to inability to rely on others
Decision making- seeks out others input, worries about what others might do	Decision making – can make independent decisions and can seek the input of other when useful	Overly self-reliant on making decisions alone. Reluctant to seek help from others
Feedback – seeks reassurance and may feel helpless	Feedback- seeks feedback in order to improve	Avoids feedback and may feel judged and threatened

Stay in touch with Andrew and receive updates

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An Academic Advantage

AUTHOR
Marcus Wilkinson
Director of Residential Life
Scotch College



Do Scotch Boarders have an Academic Advantage?

In our Residential Community here at Scotch we have slowly been developing our Academic program so as to create opportunities that will allow our boarders to achieve beyond their academic potential. In reality, boarders should have an academic advantage over 'day boys' because of the environment that is created, the extra availability of resources and the understanding that 'Prep Time' is normal and for everybody.

One of our initiatives to help drive our Academic Program was the appointment of the Residential Dean of Academics. This person's role has been to specifically oversee how our 'Prep Program' develops prior to boys arriving at Scotch to when they leave. The role is not a stand-alone position as it is in fact part of the Academic Leadership Team that is led by the College's Director of Teaching and Learning. With this role being part of this team, it ensures that what we are doing within the Residential Community is congruent of pedagogy that is occurring within the other sub schools.

So, how can Boarders gain an Academic Advantage?

For a family looking to send their son to Scotch they can begin their academic journey with us before even registering. Our Academic Check Up program allows families with boys in Year two and up the opportunity to take part in testing that will provide information about their son's



academic performance as bench marked against our current students here at Scotch. The results from these tests outline areas of strengths and challenges as well as providing access to resources that can be used to help improve each child. If a family would like, the test can be repeated each year and progress can be tracked from year to year.

Overall, this means that even before a boy arrives in a classroom here at Scotch we have developed an academic profile of him and have a very good understanding of what we need to do to either support or enrich him.

Once at the College the initial term or two is all about settling in, and often the schooling side of things can be more challenging than the living. Larger class sizes, higher expectations and work load can often cause a lot of stress in the boys particularly if they find they are struggling academically. The main areas our boys struggle with is literacy, and for the most part, this is what holds them back within many of their subjects.

To try and assist those boys with their literacy skills we have been able to provide them with access to the schools Multit Program. This program is individually designed to meet the literacy needs of each student and each boy spends one on one time with our Academic Support staff. All boys in Years seven and eight are immediately signed up to the web-based Literacy Planet Program. This program is used for 15 minutes at the beginning of every prep

session and can again be tailored to meet the needs of the students and is monitored by our Academic Support staff. Both of these resources are usually an add on cost for most families, but for boarders, we have been able to waive these fees.

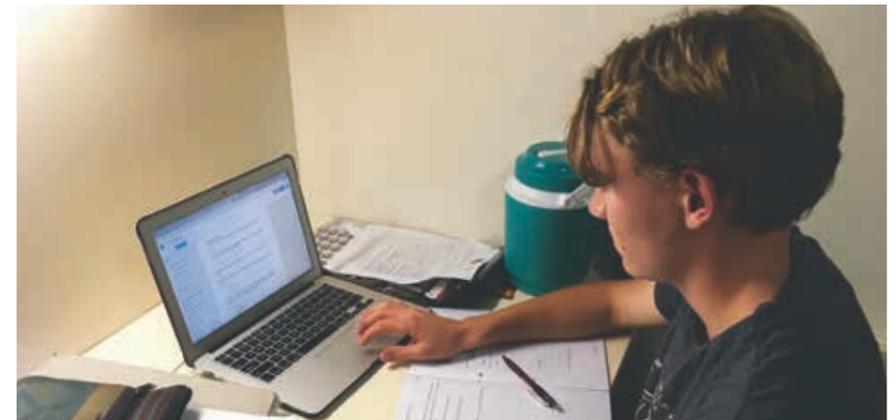
Once the boys are at the College our main aim during Year seven and eight is to develop good prep and study routines with the main focus being on organisation and time management. The boys are taught to look at their schedules and plan accordingly their homework and study requirements. We look to use these terms independently because both are different in regards to what the boys are being asked to do during each period of time.

We have teamed together with Elevate Education Australia to provide ongoing workshops and seminars to our boys from Year 7 through to Year twelve. Elevate's study skills seminars are designed to achieve behavioural change amongst students. It isn't enough that students simply understand what they need to do in their study. The challenge in any study skills program is getting students to use and apply the skills they learn.

Whiteboards have become a major resource for us. We are having them installed into all of the Senior House and Year Nine Rooms and use the whiteboard desks in the Middle School Library for the Year Seven and Eight. The whiteboards allow all the boys to not only plan for the future but also their individual prep sessions and provides an excellent conversation point for staff who can discuss what's on the agenda for the night or if there is any work they need assistance with.

Every night across all three of our Boarding Houses we have tutors employed to work with and assist our boys in all subject areas. On any one night we can have at least 15 people (that's a ratio of 1:5 in the Year seven, eight and nine houses and 1:13 in the year ten to twelve house) helping our boys during their prep time. Tutors are not the only people resource in the Boarding Houses as of course there are their peers. The opportunity for boys to bounce ideas off each other, study and work together is invaluable and this is certainly a huge advantage.

So, does a 'Scotch Residential Student' have an Academic advantage over a 'Scotch Day Boy'? We hope so, but, in the end, it's all up to the boys and whether they are willing to grab the opportunities presented to them.





Family Boarding

A Family Boarding Approach

AUTHOR
John Hill
House Parent of Stoneleigh House
Toowoomba Anglican College
and Preparatory School

As you all know working in boarding is time consuming, late night illness to early morning wake-ups - we are there through it all. However, what happens when you have your own family? Together as a team, my wife and I with our three children, Madeleine, Charlotte and Fletcher work in the Senior Boys boarding house at TACAPS. Here is our story:

Mr Hill:

I have always loved the boarding aspect of school. I began working as a resident in my university days. After I met my wife we moved away from boarding to fulfil the white picket fence dream. However, after a few years, I missed boarding and so we applied for a House Parent job at TACAPS.

My three children add another element to boarding. The boys are instant big brothers and have learnt quickly that my children look up to them. Cursing and inappropriate behaviour (although not all the time) has minimised, as the boys realise how quickly young children pick up habits - good and bad.

Most of you know what my job is about. I wanted to share with you my family's life within boarding.

Mrs Hill:

I am often asked what I love about boarding. The answer is simple. The students. In my case the 41 boys, who we welcome into our home each term. I endeavour to bring a "motherly" feel into a boy's dorm. I swiftly learnt that the quickest way to a boy's heart is through their stomach - especially baked goods!

I am fortunate enough to experience the highs and lows of teenage boys. My most treasured moment is "Mrs Hill takes over the dorm" nights where we play old school party games, watch movies whilst wearing facemasks and there is a lot of laughter and hijinks. My shoulder has seen many tears, from heartbreak to homesickness to missing out on a rugby team to exam stress. Both the good and bad moments make me realise how lucky I am to be in boarding.

I believe we are a unique boarding operation. My husband may have solely signed the contract to be House Parent at TACAPS, however, the school encouraged and included our entire family. My children are treated like siblings. Our children roam the dorms, play computer games, dig trenches in Queenie's Paddock, watch movies and simply play. The boys are accustomed to Fletcher's antics and quickly turn into mobile tackling bags when he is around. Charlotte verse the boys in the latest gymnastics strength exercise has quickly become a weekly occurrence and then there is Madeleine, who will join in any game the boys are playing.

The children of boarding parents:

Our three children frequently brag that they have 41 older brothers. Such bragging is often met with looks of concern or confusion. However, as our children continue to explain their family set up people begin to realise and understand how lucky they are. Our children have been given the opportunity to learn from 41 very different boys. Fletcher, our youngest, has developed an extensive vocabulary as he tries to keep up with his older brothers' conversations. Little do the boys know that they are helping shape and nurture our children in ways different to what we could do. We asked our three children what they loved about living in the boarding house and this is what they had to say.

Madeleine Hill (9 years old):

I like that boys taught me how to play touch football, how to ride a skateboard down the hill and always cheer me on at sporting events. They also looked after me at school when I was feeling sad.

Charlotte Hill (6 years old):

I liked that the boys taught me to ride my hee-lies and I get to celebrate my birthday with them and we have cake. When mum and dad were both working, the boys came to my AFL game and played with me in place of my parents.

Fletcher Hill (4 years old):

My boys play with me. We played superheros in the sandpit. I was the Hulk and they were the Flash.

Our Family Project - Pebbles and Coco:

At TACAPS we are fortunate enough to have a wide open space dedicated to the boarders. Queenie's Paddock is an untouched oasis for the students where forts are constructed, knees are skinned and dare devils are born. The Hill family was initiated into boarding by riding a paper-thin toboggan down a red dirt track. Plain. Simple. Fun!

Now, coming from a farming background, we saw potential in this paddock and with the help of our parent group, we were able to secure a small-scale agriculture grant. After much debate with the boys and our crew it was decided that we should add two more kids to our family. Pebbles and Coco joined our unique family as mere one week olds. Pebbles and Coco are our pet goats. The boys created a nursery for, and bottle-fed, the goats each morning and afternoon. Weekends were spent designing and constructing a paddock in Queenie's for the goats to call home. The majority of the boys come from farms and were able to educate others on how to fence, use a drill and lay the wire. Surprisingly, everyone was involved in one way or another including Madeleine, Charlotte and Fletcher.

As a family:

"My boys" coined by Fletcher, are included and involved in our family traditions. We celebrate birthdays, Easter, St Paddy's Day, Commonwealth Games, Halloween, Christmas and so on. The boys are in charge of decorating the house for each festive occasion creating, what we believe to be, a home away from home. These moments are filled with laughter and banter as costumes are worn and confetti falls like snow.

On the first day of holidays, quietness falls upon our house and there is a sense of something missing. As a family we thrive on chaos and noise. We opened our doors to not only create that homely, family environment for the boys, but to enrich the lives of our children and ours.

Working in a boarding house with a family is rewarding. Just immerse your family into boarding!





The Urgent Need for Financial Life Skills



Has there ever been a more important time for financial life skills education? No.

RESEARCH POINTS THE WAY

The research is clear when it comes to the importance of financial education.

- Young people are making more complex decisions at an earlier age than parents and that there is an expanding set of skills and knowledge that young people must deal with.
- A 28-year study has shown that money worries are increasingly keeping teenagers awake at night. In fact, financial stress is outweighing fears about the environment and global war.
- Based on findings of the Australian Psychological Society Stress and Wellbeing in Australia survey 2015, financial issues are considered the top cause of stress, and have been over the five years the survey has been conducted. In late 2017, ABSA and The Wealth Academy conducted a survey of parents regarding their perspectives on the importance of financial education.

The Wealth Academy and ABSA surveyed the perspectives of boarding parents in late 2017. Here is a representative sample of their views.

- The boarders are sheltered from the real world.
- Good idea to educate and cultivate financial life skills from a young age.
- This is an equally important education area right up there with spiritual, physical, emotional and their normal academic program. Balance is vital.
- The 'free for all' with my son's access to his private boarding school's Wi-Fi not only allows, but almost encourages, gaming when there's a moment of boredom. Many of the games that the boys like and play are unrealistic 'win money/gambling style' games. I believe all of this leads to the real possibility of a generation of young men



What are we teaching our boarders about the financial world in which they will live?

with gambling addictions. It's uncharted territory & it bothers me a lot. Even with the safe network we're told about, I feel a total lack of control over this. I think education on more realistic financial skills would take the sting out of the make-believe (& it would give the kids something else to do other than sit on their phones, computers or the damn PlayStation that they have in the boarding house!).

- I think this is a great idea, especially for boarders who don't necessarily have the opportunity to get part-time jobs while at school. Get some real-life examples — e.g. guest speakers.
- Financial life skills are so important because boarders usually live away from home straight after finishing boarding school. They need to find a job and budget with whatever allowance (if any) they receive from home. It's a lot for them to master when they're experiencing it for the first time.
- Would be extremely happy to have my son receive financial life skills education.
- Many kids doing VET courses don't do accounting or even maths as a subject in Year 11 or 12 & therefore don't have basic skills needed to budget, let alone understand saving.

PARENTS: How important is financial education for boarders?

- Essential- 61%
- Very important - 22%
- Quite important - 14%

PARENTS: Parents would appreciate information that can help them support the financial life-skills education of their children.

- Strongly agree - 47%
- Agree - 44%

PARENTS: Financial education should be part of the boarding school program

- Strongly agree - 50%
- Agree - 42%

PARENTS: Financial education is more important for boarders because they spend so much time away from home.

- Strongly agree - 39%
- Agree - 42%

PARENTS: External school partners (qualified accountants, planners, solicitors) should assist staff with the delivery of financial life-skills education.

- Strongly agree - 20%
- Agree - 58%

BOARDING SCHOOLS ARE NOW TAKING UP THE CHALLENGE!

St Hilda's Perth

The first time I met Ken and saw the resources of The Wealth Academy I knew that I had to find a way to build this into our duty of care for boarders at St Hilda's.

The importance of financial life skills, especially for young women cannot be emphasised enough. Historically in our society, women have not been empowered to be strong financial decision-makers. This has to change.

At St Hilda's we are committed to preparing our boarders to be aspirational in all aspects of their life, and as such I believe we have a responsibility to improve their financial capability so they can fully achieve those aspirations. We are planning opportunities for appropriate professional development with Ken to make sure we are using the resources appropriately and benefiting the boarders optimally. Financial life skills education should be a 'must do', not a 'may do'!

Leonie Jongenelis, Director of Boarding

Scotch College, Adelaide

We met with Ken wice to discuss how the resources of The Wealth Academy would benefit our boarders, and also strategies for implementation.

We decided upon a community partner approach because it gave us expertise to support our implementation model. Ken helped us to identify a local financial service professional. We met with Helen a few times initially ensuring we were all on the same page regarding our common goal of helping boarders to prepare for their financial future.

We now have access to the full range of resources offered by The Wealth Academy and we are also providing support to our parents, helping them to also guide the financial education of their children. We have decided to begin using the resources via an opt-in club approach whereby boarders who are interested can come to the sessions.

Our first session was on the Seven Deadly Money Sins. The conversation with the boarders was wonderful. They are looking forward to the next session.

David Scholz, Head of Boys Boarding

Caulfield Grammar, Melbourne

I have subscribed to the resource library of The Wealth Academy because I recognise the future importance of financial education for our boarders.

We are going to take a slow and steady approach to our use of these resources, working with Ken to build our capacity and find the best strategy to implement.

Ken recently presented an overview of the need, theory and resources of The Wealth Academy at a meeting with parents. The response from parents was great with many outspoken in their appreciation, and acknowledged the importance of this topic for their children.

Because Ken has an education background, he understands the complexity and challenges of schooling, and has been very supportive in helping us to move forward.

Tim Gallop, Director of Boarding

Haileybury Rendall School, Darwin

I recently met with Ken to discuss how our boarding program could make best use of The Wealth Academy's resource library, find partners to add local depth to the initiative, and to meet the needs of our Aboriginal and Torres Strait Islander boarders who come from a range of remote, regional and metropolitan communities across northern Australia.

We are very much on the same page regarding the dire need for our boarders to improve their financial capability, which will give them better life opportunities in their future. This was highlighted in a conversation I had recently with a parent from Tennant Creek who identified the need for increased financial literacy and capability in community kids.

Ken and I discussed the development of new resources specific for our needs, the importance of partnering with parents and carers, and ways to work together, ultimately to help boarders (and their families) be better prepared for their future.

I am now enacting a process that will make a commitment to financial life skills education a visible and sustainable priority in our boarding school. I am looking forward to working with The Wealth Academy to make this happen.

Andrew Junge, Head of Boarding

Qld Agricultural Training College

Developing strong financial knowledge and skills is important to young people, especially to youth who may have limited resources and access to financial education and services. The Wealth Academy range of resources targets young adults to build their understanding of financial capability and resilience. The building blocks approach empowers students to gain control of their money, set goals and achieve long-term, sustainable change in their money habits thus becoming successful contributing members of the community.

For borders at QATC the added benefit is that these building blocks will help them when they return to their farms and home communities, ultimately improving their capability in both personal and farm management in the future.

Philip Goodwin, A/Chief Operating Officer

Where to next? All students need help to navigate and interrogate that world. They need knowledge and skills to disseminate the good from the bad, and to develop processes for informed financial decision-making.

Financial education needs to start in the boarding school somewhere, by someone!

Ken Swan, admin@thewealthacademy.com.au



Use These Tips to Help Kids have Fun During Rainy Days

AUTHOR
Jenny Wise
Blogger

At a loss for how you can keep your students busy during the upcoming rainy season? When it's pouring outside, it can be hard to come up with fun, educational activities for kids to do inside. However, with the help of the internet, you can easily create ways to use this time indoors in positive, productive ways. If you're looking for lesson ideas for those cold, rainy days, look no further than these ace tips.

Have Kids Make Up a Story

If the weather is rotten outside, you can still have fun in the classroom by planning a story hour. Have children help make up a story as a group to work on their creative writing and social skills. You can use a picture book with no words or grab some art supplies and have them illustrate their own story. Creating a story as a collective group will help children practice essential skills, such as decision-making, creative thinking, and communication.

Create Useful Fun with Maths

Maths is such an important subject for children to master, but it's often the least favorite subject for kids to learn. You can help change this by developing activities that help children put maths to fun, practical use. By including everyday maths application activities in your rainy day plans, you can encourage students to sharpen the skills they will need as adults. They can use maths to build cities, shop, or even explore space. You can tailor these activities to specific ages and interests, so it's easy to find a maths activity any kid will love.

Design a Simple Science Experiment

Another crucial subject for children to gain experience in is science. STEM fields, including science, are rapidly becoming some of the most lucrative and fulfilling career areas for young adults to aspire to. You can foster an interest in science by



allowing children to take part in some simple but engaging science experiments. With a few basic ingredients, kids will marvel at how easy it is to make a glass of lava. Be sure to use safety equipment such as gloves, goggles, and aprons to keep things clean and safe.

Use the Weather in Your Lessons

Weather can be an interesting topic for children to learn about as well. So, if it is cloudy and cold outside, use the weather to help your kids learn about the environment around them. You can cover various forms of clouds and how they develop in our skies. Or, get really creative and have children make their own weather indoors. They can create a tornado using some dish soap and a jar, or use a few materials to make lightning. Hands-on activities are the best way for kids to learn about the weather and the world outside.

Get Everyone Moving

Dreary weather can put a damper on outside play and fun. But kids and adults alike need daily exercise to keep themselves healthy and happy. One way to have everyone get up and get moving without getting bored is to have a dance party. You can use online tutorials to learn classic dance moves, such as this thrilling routine. As the rainy season continues, choose a different dance to learn each week to help children burn off all that pent-up energy.

Have an Art Session

Being stuck indoors can be pretty stressful for everyone. Calm things down by allowing everyone some creative time during the day. Break out some art supplies and allow children to make some art. If you need something a bit more organized, find a step-by-step painting or drawing guide and have everyone create the same thing in their own individual way. Art is a great way to relieve stress and encourage children to explore their creative side.

Creating fun, educational activities for rainy days doesn't have to cause you stress. With a few online activities and a little planning, you'll have kids exploring and learning no matter what the weather brings!

Student Accommodation in Brisbane is Growing

AUTHOR
Liam Brizee
Business Development Manager
Student One

The whole team at Student One is excited to announce that our third Brisbane residence - *Student One Elizabeth Street* - will open for students in Semester 1 of 2019.

Student One Elizabeth Street will fulfil two major demands in the centre of Brisbane's CBD - refurbishing and reinventing Brisbane's historic Elizabeth Arcade, while also providing premium accommodation for up to 901 students across two towers. It will be our third residence to open in Brisbane's CBD, following *Student One Adelaide Street* and *Student One Wharf Street*.

The new residence will feature state-of-the-art study spaces and communal areas, including a rooftop cinema, apartments with courtyards and en-suites, and an expansive first-floor to service both towers. The majority of room types will be multi-share apartments, reflecting demand from students for accommodation that promotes community and friendships. On the ground floor below, the historic Elizabeth Arcade will be rejuvenated and restored as a 24/7 retail and dining laneway - with walk-through access from both Elizabeth Street and Charlotte Street.

With the opening of Elizabeth Street, Student One will now have a three-residence community with over 2,400 beds - exclusively for residents studying in Brisbane. Our new location sees us in our most central position yet. Directly behind Brisbane's Myer Centre and a mere three blocks from the Brisbane City Botanic Gardens, *Student One Elizabeth Street* will be the perfect choice for those wanting a community-driven student oasis in the heart of Brisbane.

Elizabeth Street residents will be just a short stroll away from Queen Street Mall, South Bank Parklands, Brisbane City Botanic Gardens, and QUT Gardens Point.



The University of Queensland and Griffith University will also be easily reached, owing to our close proximity to Brisbane's most-central public transport hubs.

Our Residential Life program will no doubt take inspiration from the city-centre location in order to provide our residents with premium experiences - promoting healthy bodies and healthy minds along the way.

The modern student living experience demands a higher level of comfort, convenience, safety, and personal development than ever before. In what has become a key focus for both students and parents, a host of opportunities for part-time employment will be hopefully be provided by Elizabeth Street's high concentration of neighbouring retail and dining precincts. Students will have their social lives and - we hope - part-time job opportunities at their doorstep, increasing the time available for their studies and professional development.

The modern university student is also now more of an individual than ever before. By adopting a holistic and modern approach



towards student living, we can give each resident an equal opportunity to reach their full potential. Those who book a standard room in a Five-Bedroom Apartment receive the exact same access to common areas, services, and facilities as someone staying in our Executive Studio. We will continue to keep pushing our sky-high standards to the absolute limit, knowing that the expectations of the greater education community are not far behind.

For the team at Student One, these expectations are what we focus on the most. Better facilities. Better services. Better safety. A better, more culturally-diverse community, and - most importantly - encouraging our residents in becoming better people.

As a proud member of ABSA, Student One is fully committed to supporting the interests and values of Australian boarding schools and families, who have invested the time, effort and guidance that has allowed students to realise their full life potential. We hope to welcome even more former boarders to our Elizabeth Street residence in 2019.



The Royal Commission Points the Way

Financial Life Skills for Boarders

AUTHOR
Ken Swan
Director
The Wealth Academy

The Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry has shown a side of the financial service industry that should worry every School Headmaster, Director of Boarding, teacher and parent.

The revelations thus far may not represent the whole industry, but they reaffirm the importance of financial education for students from all socio-economic grounds. For students who live away from home for such a large part of the year, financial education is even more imperative!

This short essay:

- describes only a few of the revelations that have come from the first two months of the commission, and
 - shares some of the findings drawn from our research of boarding parents in late 2017.
- In combination, they should be the stimulus that encourages every boarding school to implement a financial education program that is recurring, developmental and sustainable.

In the recent news

The following statements from news reports and also media statements from the leaders of our bank institutions are alarming.

Ethical failure

The emerging picture is of a corporate culture that is not concerned with protecting customers' interests. ... The commission's senior counsel assisting, Rowena Orr, has presented numerous instances of fraud, forgery, bribery and manipulated figures.

The Age, 20 March 2018

Credit cards ... financial stress

... the financial product most commonly driving people to financial hardship is credit cards. "It's quite frightening how much credit card debt is out there, and how many people's lives are affected by it."

ABC News, Michael Janda, 13 March 2018

Misconduct

The Royal Commission said on Monday it would be probing misconduct across all of the big four banks.

These include fraudulent home loan applications at National Australia Bank and Aussie Home Loans (owned by Commonwealth Bank of Australia); car financing deals by Westpac and ANZ; unsuitable credit card limit increases at Westpac; credit card fees at Citi; add-on insurance products sold by CBA; and unsuitable overdrafts and administration problems at both ANZ and CBA.

Financial Review, 27 February 2018

Bank bosses

There will be cases highlighted next week where customers have been treated unfairly by us. In many cases, our actions have had a significant impact on the financial and emotional wellbeing of our customers. This is unacceptable. Where we have made mistakes, we must and will take responsibility for them; we will make things right for our customers, and not repeat the same mistakes.

Mr Comyn, CEO, CBA

... the focus of the Royal Commission will again demonstrate that what occurred is regrettable and unacceptable.

They should not have happened in the first place, and they show that we haven't always done right by our customers or treated the community with respect. This is not good enough.

Andrew Thorburn, CEO NAB

In late 2017, ABSA and The Wealth academy conducted a survey of parents regarding their perspectives on the importance of financial education. Here is a sample of parent comments and a collation of findings.

- The boarders are sheltered from the real world.
- Good idea to educate and cultivate financial life skills from a young age.
- This is an equally important education area right up there with spiritual, physical, emotional and their normal academic program. Balance is vital.
- The 'free for all' with my son's access to his private boarding school's Wi-Fi not only allows, but almost encourages, gaming when there's a moment of boredom. Many of the games that the boys like and play are unrealistic 'win money/gambling style' games. I believe all of this leads to the real possibility of a generation of young men with gambling addictions. It's uncharted territory and it bothers me a lot. Even with the safe network we're told about, I feel a total lack of control over this. I think education on more realistic financial skills would take the sting out of the make-believe (and it would give the kids something else to do other than sit on their phones, computers or the damn PlayStation that they have in the boarding house!).
- I think this is a great idea, especially for boarders who don't necessarily have the opportunity to get part-time jobs while at school. Get some real-life examples e.g. guest speakers.
- Financial life skills are so important because boarders usually live away from home straight after finishing boarding school. They need to find a job and budget with whatever allowance (if any) they receive from home. It's a lot for them to master when they're experiencing it for the first time.
- Reality check on living expenses.
- Would be extremely happy to have my son receive financial life skills education.
- Many kids doing VET courses don't do accounting or even maths as a subject in Year 11 or 12 and therefore don't have basic skills needed to budget, let alone understand saving.

PARENTS: Financial education should be part of the boarding school program
Strongly agree - 50%

Agree - 42%

PARENTS: External school partners (qualified accountants, planners, solicitors) should assist staff with the delivery of financial life-skills education.

Strongly agree - 20%

Agree - 58%

PARENTS: Financial education is more important for boarders because they spend so much time away from home.

Strongly agree - 39%

Agree - 42%

PARENTS: How important is financial education for boarders?

Essential - 61%

Very important - 22%

Quite important - 14%

PARENTS: Parents would appreciate information that can help them support the financial life-skills education of their children.

Strongly agree - 47%

Agree - 44%

Where to next?

Will boarding students be exempt from the potential perils of the financial world in which they will live? Of course not!

All research into financial life skills education points in the same direction. The financial world is becoming increasingly complex and challenging, but at the same time more accessible and dangerous.

All students need help to navigate and interrogate that world. They need knowledge and skills to disseminate the good from the bad, and to develop processes for informed financial decision-making.

Financial education needs to start in the boarding school somewhere, by someone!





Debunking the No Carbs Diet

Why Your Body Will Outsmart You

AUTHOR
Sarah Jane Fehlberg
Naturopath, Nutritionist,
Herbalist, Personal Trainer
Forever Natural

I see it a lot, both as a naturopath and a personal trainer. People go on no carb, high protein diets because they think it will keep them lean and fit-looking, help them lose weight, and because they believe it's a healthy way of living.

I'm not sure where this misconception came from but I want to debunk it right here, right now.

Firstly, yes if we take carbohydrates out of our diet, bodies will shift. They will change, we may even lose some weight.

But where did we get the idea we can just delete a whole food group and still have optimal health afterward?

When we look at the science of it - how the body breaks down the three macronutrients Carbohydrates, Fats and Proteins for fuel - the whole thing starts to unravel.

No carbs, no energy

The primary fuel our bodies use for muscle function, brain function, working out and so on is glucose, which is stored in a readily available form called glycogen. Glucose is a form of... CARBOHYDRATE! To be able to function effectively, we need that fuel.

The secondary source of fuel for our bodies is from branch chain amino acids AKA protein. And the third is fat.

If we cancel our primary fuel source, we are telling our bodies to store fat for use as fuel instead, it is as simple as that. Removing essential nutrients also puts our bodies into a state of stress (more on this below).

And yes, it may work in the short term - but any diet or change we make will work, in the short term.

The detrimental effect of removing carbohydrates has on us in the long term means it's just not worth it.

The opposite of what we want

When we starve yourself of a macronutrient that our bodies need, our bodies will eventually work out a way to get that energy from another source.

Our bodies will outsmart our attempts to starve them. They will cling to fat like no tomorrow and break down our muscle to boot. That's right, hold onto fat and break down muscle - the exact opposite of what most people on low carb diets are trying to achieve!

Being in a constant calorie deficient state means being deprived of what our bodies need to stay healthy.

Hormone dysfunction in women is a big red flag when it comes to no carbs diets. That could mean heavier periods, increased cravings and PMS or no periods at all, or an imbalance of hormones causing mood swings and insomnia. It can affect our skin, immune system function, mood, fatigue, energy, the list goes on!

For men, testosterone is the most important hormone for metabolism of fats, building muscle mass and bone density as well as arousal, erections and libido and blood pressure.



Good Carbs

Brown Rice
Sweet Potato
Oats
Quinoa
Raspberries
Blueberries
Kiwi Fruit

Green Vegetables
Pumpkin
Beans
Lentils
Peas
Plantain
Parsnip

Low testosterone is a common condition of a restricted diet due to overtraining and undereating. Low testosterone causes fatigue, weight to hold around the belly and the inability to build muscle. A low fiber, high saturated fat diet (meat and no carbs) causes a drop in circulating androgen levels.

Most men I've met as a personal trainer want to grow muscle, but they fail to link lack of carbs with difficulty training and building muscle. They believe that protein grows muscles - but protein repairs muscles, there is a big difference.

A no carbs, high protein diet affects the way testosterone is produced. The body goes into starvation mode and triggers a stress response, which raises cortisol. When cortisol is raised the body is in "fight or flight" mode using the sympathetic nervous system. This overrides the normal functions of the body, especially hormone production like testosterone.

And from there a whole host of problems can develop including gastrointestinal issues such as bloating, upset stomach, changes in stool patterns and reflux.

Sabotaging your workout

Cutting the carbs will also hit us at the gym. Training performance relies on glycogen storage. Glycogen can only be derived by consuming complex carbohydrates before exercise.

When we sleep, our bodies consider this as an overnight fast. Glycogen, which is stored in our livers, is significantly reduced during this time - by about 80%.

So when we wake in the early hours of the morning and train on an empty stomach to "burn fat" or having only had a coffee - we are running on the stress hormone cortisol and/or caffeine. Over time, regular high-intensity workouts on an empty stomach not only affects hormone output and adrenal glands, but training performance.

Some carbs more useful than others

So now we know that carbs are an extremely important fuel source for our bodies. But not all carbs have the same nutritional benefit. We want to make sure we're eating complex carbs and not just processed sugar.

How to tell if a carb is complex?

Complex carbohydrates keep you fuller for longer and do not spike your insulin levels. A good rule is if there's a coloured version of something and a white one, choose the coloured. Brown rice over white, sweet potato over white etc. Above are some examples of complex carbs that are fuel of nutrients.

Sarah is a Naturopath & Clinical Nutritionist at New Leaf Naturopathic Health in Marrickville, Sydney, she is also available to rural and out of towners via Zoom and Skype. Her passion is helping people be the best they can be in life, with their training and with the way they eat.
Sarah@forevernatural.com.au



Tasmanian Symposium 2018

From the Chairman



Pauline Turner
Chairman

I was asked recently what I thought had changed in the world of Boarding. I had to think about this and the usual items came to mind, mental health, technology, etc. Then I realised what most commonly on my mind is the latest trends with young students coming through our Junior Schools. If Junior Schools are demonstrating a change in teaching methods, child behaviour and/or parenting styles then in a few short years that change will be infiltrating our boarding schools, and this means our boarding staff need to be ready for these changes to occur.

Why is this an issue? For generations boarding was about traditions and routines. Our schools functioned in much the same way year after year. However, over the last 20 years our students have gone through real generational change at such a speed that by Year twelve the students are asking why Year sevens behave so different to how they responded to a situation at the same age - they don't understand them. It seems to be a five year roll-over of changing attitudes, expectations and behaviour. You just think you understood what a child with helicopter parents will be like and a new wave comes through - just recently I heard of the Bonsai child!

Boarding staff are more aware and vigilant about issues around Mental Health than anytime in previous history. They have to know what are the new apps, websites, food fads, and on and on it goes. The influence of the technological world provides children with new options every few weeks. Our students are racing ahead and we need to stay close by, understanding and being prepared for what the next change will be.

I am grateful that love, compassion and encouragement is a failsafe for all our students. Being on top of new trends gives us that element of surprise that can open our students to realise we are trying to understand their world in a way that supports them to develop resilience and courage in the face of change. How we manage change impacts our students, and together we can learn from one another if we are willing.

The ABSA International Boarding Conference 'Opening Doors to the World' this year is exactly on the mark with understanding our Millennials, how we prepare to care for these children and the changes they will bring to our schools and boarding communities into the near future. This a conference not to be missed!

As this is the last edition of 'Lights Out' for 2018 I take this opportunity on behalf of ABSA to send our sincere thanks to all member schools for your support throughout the year. Thank you also to the ABSA Staff who manage an enormous schedule to keep our Boarding Schools informed and provided with up to date PD which supports boarding staff to grow and develop in their professionalism. It has been a wonderful year for the Association and I wish you all a wonderful end to 2018 as the year begins to draws to a close.

NATIONAL BOARDING WEEK



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

CREATING THE FUTURE FOR BOARDING SCHOOLS

12 - 18 MAY 2019



ABSA
International Boarding Conference
2 - 4 October 2018 - Crown Promenade - Melbourne

Coming Events

AUS

Visit www.boarding.org/our-events to see upcoming Duty of Care Workshops.

2 - 4 October 2018

ABSA International Boarding Conference
Melbourne, Victoria

2 - 3 March 2019

Taking the Reins Conference
Bond University
Gold Coast

12 - 18 May 2019

National Boarding Week



USA

29 November - 1 December 2018

TABS Annual Conference
Washington, DC

UK

3 - 4 January 2019

Annual Conference for Boarding House Staff
Manchester

30 January - 1 February 2019

Annual Conference for Deputy Heads
and Heads of Boarding
Brighton

7 - 9 May 2019

Annual Conference for Heads
London

NZ

Late May 2019

NZBSA Annual Conference

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Would You Like Your Boarding School Featured in Lights Out?

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

Send all files to:
absa@boarding.org.au
by 1st February 2019

ON THE COVER

At Kinross Wolaroi School we have a thriving boarding community, where close to half of our Senior School are boarding students. With such a large population of boarding students, KWS strives to offer fun and exciting activities to ensure that our boarding students are engaged on their weekends. This commitment saw KWS create a weekend Boarding Activity List, which changes each term. One such activity, saw our Year seven and eight boarding students head out to one of our many school properties, 'Leurella' near Blayney NSW. Our students laid mulch and planted over 250 new trees in rows, to create new wind breaks around the property. Our students even tried their hand at fencing, all whilst learning practical life skills. All of our students thoroughly enjoyed their time on the day and were extremely tired when they got back to their boarding houses.

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