



lightsout

AUSTRALIAN BOARDING SCHOOLS ASSOCIATION LTD.

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YVONNE O'NEILL

Yvonne O'Neill is a true leader whose skills and attributes have gained the respect of students and staff at Nudgee College. In particular, the Indigenous communities, both within and beyond Nudgee College, see her as a strong advocate...

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EDUCATION IS THE KEY

When she's not attending lectures, Carlie Smart now also works part time at the Australian Indigenous Education Foundation (AIEF), a non-profit organisation that provides boarding school scholarships and career pathways...

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TEST OF LEADERSHIP

At the recent successful annual Australian Boarding Schools Association Conference in Canberra a number of teachers and boarding supervisors shared stories about the behaviour of their final year students during the concluding days...

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DUTY OF CARE



TO ORDER VISIT WWW.BOARDING.ORG.AU



‘Everybody knows how to raise children, except the people who have them’

P.J. O'Rourke

by Michael Carr-Gregg



It isn't often the case that I gain any great insights from going to see my dentist. But last week was different. I was quietly waiting my turn for my annual "wallet-ectomy" when a mother walked in with her 6 year old son, who I'll call Elvis (not his real name). Beautifully dressed in designer clothes, Elvis made a beeline for the toys which are neatly stacked away in a corner of the waiting room and after a few minutes of screeching noises, proceeded to hurl them all over the waiting room, narrowly missing an elderly lady sitting near me.

Elvis' mother was the picture of insouciance, seemingly completely absorbed in her 2 year copy of the Readers Digest, and took no notice of what her son was doing, how it was impacting on others or the commotion he was causing, it was almost as if he had gone into a parallel universe.

After what seemed like an eternity, Elvis was summoned by the receptionist as it was his turn to see the dental hygienist who worked alongside the dentist. The receptionist said in

a reasoned, kind voice "...now before you go in, do you mind just putting the toys away?" The child turned on the receptionist and in a loud, rude voice said, "why should I? They aren't mine!" Showing some Mary McKillop-like qualities, the receptionist replied "...Well, you were playing with them and it would be nice if you'd put them back where you found them."

"You can't make me! Do it yourself!" came the reply. With this, Elvis strode off towards the hygienist – leaving those of us in the waiting room open-mouthed with disbelief.

"Never mind, I'll do it", said Elvis' mother obviously embarrassed by our amazement - then dutifully scuttled around the room and hastily collected the toys and placed them neatly back in the corner of the room.

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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 and send us some high resolution photos.

For further information, go to page 24 of this newsletter or contact ABSA.

Important notice regarding the ABSA telephone number

ABSA has recently changed it's telephone number. Please direct all your calls to the new number below:

0425 557 672

ABSA also asks that you replace the old number with the new number in your telephone contacts and phone books.

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Chatting with the receptionist long after Elvis had left the building - presumably with sparkling teeth, she confided that this style of parenting was very common and that similar scenes are often repeated and she was seriously considering ditching the toys. Many of the parents who brought their children to her office exhibited similar levels of indulgence that she said often defied imagination.

Perhaps the former Australian of the Year and child health expert Professor Fiona Stanley, who in 2008 (The Sunday Telegraph September 28, 2008 12:00AM) stated that one in five Australian mums and dads are unfit to be a parent because they either lack the means or the life skills to raise children - might have been correct.

An Australian Childhood Foundation report revealed that more than half the parents in one of their surveys lacked confidence in their parenting and 80 per cent wanted more information about parenting but were too afraid to ask for advice for fear of being stigmatised as a poor parent.

Australian Boarding schools now find themselves in the midst of this national parenting crisis. Too many parents are hesitant to set limits or boundaries, let alone use moral language. Basic manners, like please and thank you appear to be disappearing.

The impact of this type of parenting is ubiquitous and being seen at schools where for instance, recently a student who was suspended from school for serious misconduct, was consoled by his parents with \$75 and instructions to 'forget about it and have a good day in town', while other parents are told by their children that they don't have to attend school because it's their birthday or

that they have to buy a new car because their friends say the one they drive is 'so yesterday'! But it is not just at school or dentist's waiting rooms that we see the ramifications of this type of parenting. Young people who can't sing or dance constantly audition for nationally broadcast talent shows and appear broken-hearted when a judge tells them honestly (probably for the first time ever) that they are hopeless and will not be the next 'big thing'.

Although these may appear like a haphazard collection of current trends, all are rooted in a single underlying shift in Australian culture: the relentless rise of narcissism which stems from this permissive indulgent parenting.

Narcissism means having a grandiose sense of self. A narcissist thinks they are superior and entitled to better treatment than others. Narcissists aren't particularly interested in warmth and caring in their relationships. While having confidence is admirable, overconfidence with an inflated, unrealistic sense of self not caring about others is not.

Many of these children lack emotional warmth and caring relationships, constantly seek attention and treasure material wealth and physical appearance above everything else. When things don't go their way, the narcissist might get angry or even violent.

The message that permissive parenting can create self-centred and irresponsible children and adults needs to ring out from the hilltops. The alternative is too horrible to contemplate - a generation of Australian children with no inner compass or compassion for other people. This is indeed a case when too much love is not love at all.

Michael Car Gregg

Do you have **GAP's** in your boarding roster?

Letz Live specialise in the recruitment of GAP / Residential assistants from around the world.

More information can be found online at www.letzlive.org/boardingschool
or by calling our office on (07) 56770735.





Trajectory of *Excellence*

By Dr Tim Hawkes

If you stand directly behind a person firing 30 calibre projectiles over 600 metres, and if you have a telescope trained on the space between his Barnard rifle and the target on the Hornsby rifle range, you will receive a lesson in ballistics. Despite the bullet travelling at supersonic speeds and covering the distance in about two thirds of a second, you will see the shot. You will also notice that the bullet's trajectory is significant, with the shot rising and falling nearly two metres before hitting the target.

Matthew Syed in his book *Bounce* suggests that one of the most important factors in fostering good performance in a student is whether they have been placed on a "trajectory of excellence". Parents, boarding staff and coaches who had the commitment, the time and the vision to launch their charges on that trajectory of excellence, will eclipse those who cannot raise their expectations beyond the average.

Syed reports on a study undertaken in 1991 by Anders Ericsson, a psychologist at Florida State University. Ericsson studied three groups of violinists. One group was outstanding, another was good, and the last group was only of average ability. The finding that Ericsson discovered was that by the age of twenty, the outstanding group had put in 10,000 hours of practice, the good group 8,000 hours of practice, and the average group 4,000 hours. Nick Bollettieri, who runs the famous tennis academy on Florida's west coast, an academy that has produced Agassi, Courier, Hingis, Sharapova, and Kournikova, amongst many others, requires his athletes to have an "appetite for practice and hard work". Bollettieri says:

They may arrive thinking they can cruise their way to success, but they quickly learn that nobody got anywhere in life without working hard, by showing tremendous discipline and by taking responsibility for their actions. (Syed, page 126).

Syed also recounts an audacious human experiment when a Hungarian by the name of Laszlo Polgar advertised for a wife and married



her in 1967. He declared that any parent could produce a world champion and proceeded to test this theory when Klara provided him with three daughters, Susan, Sophia and Judit. Laszlo's daughters became the greatest female chess players of all time. Polgar stated:

Children have extraordinary potential, and it is up to society to unlock it ... the problem is that some people for some reason do not want to believe it. (Syed, page 60).

The secret to outstanding performance at school is probably no different in that:

- High expectations
- Parental support
- Purposeful practice are essential.

The idea of "purposeful practice" is particularly important for students. There is a natural tendency for some students to want to show off what they can already do rather than to risk failure by exploring the limits of their true potential. No practice session should be concluded unless there is clear and demonstrable progress beyond that which they were able to do at the start of the lesson. The next essay handed in must be of a higher standard than the previous essay. The music must be played with a greater fluency than

before. The sporting performance must be undertaken with greater skill than previously.

Unfortunately, standing between pedestrian performance and excellence is the grind associated with practice. However, if the prize is attractive enough, and if the self discipline is great enough, this pain barrier can be overcome. Syed writes:

It is only possible to clock up meaningful practice if an individual has made an independent decision to devote himself... he has to care about what he is doing, not because the parent or teacher says so, but for its own sake. (page 58).

Boarding staff can do a great deal in launching their students on a trajectory of excellence, because they can impose the rigour, the application to study, that might not always be the natural inclination of their students. Routines can be established, habits of work and a restless pursuit of excellence can be engendered that can transform the average student to an excellent student.

Dr Tim Hawkes
ABSA Chairman
November 2010

7 Ways Exercise Creates *Happiness*

By Jodie Arnot,

Director of Healthy Balance Fitness (www.healthybalancefitness.com.au)



1. Natural chemical high

Exercise is a natural and healthy way to enjoy a “high”. Exercise releases endorphins (feel good chemicals in the body) and helps release or “burn off” of excess adrenaline which contributes to a stressed or edgy feeling. Serotonin contributes to a range of functions including appetite, libido, sleep and mood. Research has found that regular exercise can alter serotonin levels resulting in improved mood, a sense of well being and reduced levels of depression. The effect of exercise is immediate and can last for up to 12 hours.

2. Distraction from worries & stress

Have you ever been stuck in a cycle of worry where the more you think about the problem, the worse it seems? Or how about stuck in a frustrating day that saps your energy or makes you want to blow your top? Removing yourself from your desk, a stressful home situation or even your own thought patterns and going for a walk, a swim or some other exercise can be an oasis giving you a distraction, relief or perspective.

3. Protects against anger

Exercise, even a single bout of it, has been found to have a robust protective effect against the buildup of anger. A study from the University of Stuttgart, published in the Journal of Exercise & Physiology suggested that if you are likely to be in an anger producing situation some exercise beforehand will help. I recommend energetic forms of exercise like jogging, boxing, boot camp, aerobics to really blow off some steam before a stressful situation.

4. Increases energy

Surprisingly expending some extra energy a few times per week actually leads to increased energy overall, due to an increase in cardiovascular fitness. Having some extra energy up your sleeve will fight fatigue and boost motivation leading to an improved sense of wellbeing.

5. Social outlet

Exercise can be a fun, social outlet. Whether with a personal trainer with whom you have great rapport, a friend or family member you walk or play tennis with, a sports team, an exercise group or class, you'll have fun, enjoy some laughs and a chat and be reminded that people can be a great source of happiness, support and inspiration.

6. Builds confidence and self-esteem

Feeling fitter and stronger, and knowing that you're doing something to improve your health is a great confidence builder. I have seen people change from worrying about their appearance or age, to celebrating their new ability, endurance, strength and fitness achievements. Regular exercisers usually view their bodies as capable, rather than flawed.

7. Sense of achievement

Fitness is an excellent arena to set targets and goals and to follow a path to achieving them. Setting your sights on a fitness event or even setting your own target is a great way to have a sense of purpose and then celebrate an accomplishment. It's a healthy high like no other! You might like to choose a walk, ride or fun run to participate in, or set yourself a target of working up to a certain number of pushups, a number of flights of stairs to walk, or a number of exercise sessions in a month.

If regular exercise seems like a big commitment to fit into an already stressful and busy schedule simply focus on one workout at a time. Remember the mood benefits are immediate!

By Jodie Arnot,

Director of Healthy Balance Fitness

(www.healthybalancefitness.com.au)



Boarding Food

Conrad Mathais

St Joseph's College, Hunters Hill



Parents (mostly mothers) will often ask at information days and during interviews, "what's the food like? Is it as bad as it was when I was a boarder?" A good answer is "much like it is at home.."

Eating is a serious, somewhat one dimensional activity for boys. Girls often see it as part of wider social and cultural experience. Meals in boarding can be divided roughly into three types.

- Those that work.
- Those that could have worked, but were badly prepared.
- Those which don't work because the students don't like the product.

Most boarding meals work unless the kitchen is significantly dysfunctional. Time for change, and quick change. Setting aside the dysfunctional, there are some basics.

Take note of the things which work and which the students enjoy. They show this by their behaviour in the dining room, by the way they leave their plates, and by the amount of bread which is consumed with a meal.

Wet dishes are an essential part of the food budget process. They can be made more palatable by introducing a texture factor. Students will often turn their noses up at a chicken wet product, but will show interest in something which has a pastry or crunchy topping.

Similarly, tuna mornay is often hard to sell, but grilled fish cakes will usually go out the door. Boys, particularly, like texture contrast. You can move something cheap by putting a crunchy coating around it.

Start the week with a popular dish, and end it the same way. Communication with families takes place at the beginning of the week and the end of the week. Similarly, the beginning and end of terms should have memorable meal moments.

Dietary advice is like political advice – it comes in all shapes and sizes. Dieticians have their biases just like any other professional. It sometimes helps to get a second opinion. Imposing dietary constrictions on the catering people without taking them with you, and without getting some form of assent from the customers, means that it won't work easily, if at all. There has to be some consensus. Finally, there's no point in having overly rigorous dietary constraints in the dining room if the tuckshop, canteen, or local dormitory are selling saturated fats and cans of coke.

Food is sometimes a handy target for students if something else is happening, or not happening. Year 12 students are sick of school, generally, and often hone in on food as a scapegoat. You have to live with that – but try and find some way of varying the process (not just BBQ sausages in bread with a can of soft drink). Roast a few legs of lamb on an outdoor BBQ and carve it off for them into sandwiches or rolls – in front of them. They'll talk about it for a week or more.

Food Committees give everyone a warm feeling, but are seldom effective. The constituent members have little in common. Frequent non-confrontational discussions with students about food will tell you more. Having the chef stand there at delivery points also helps. If she or he engages the students, they will often learn lots. Finally, avoid publishing menus. It's too restrictive to the catering planning, they become a caricature if even a week out of date, and they take the mystery out of the process. Menus and sausages should be a mystery.

Food can sometimes seem a no win situation to boarding administrators, and there's certainly a measure of uncertainty about it all. However food, like laundry, bus timetables, and homesickness, are all portions of life's rich pattern – certainly they seem more attractive in week one than in week ten of any term – but food issues are seldom terminal, and are often fixed with a Tim Tam icecream.

Conrad Mathais
St Joseph's College, Hunters Hill

Yvonne O'Neill

By Susie McDonald



Yvonne O'Neill is a true leader whose skills and attributes have gained the respect of students and staff at St Joseph's Nudgee College. In particular, the Indigenous communities, both within and beyond Nudgee College, see her as a strong advocate in the pursuit of better educational outcomes for Indigenous students

Mr Daryl Hanly
College Principal

Loretta (Yvonne) O'Neill is a Nhunggabarra woman. She was born in 1975 and raised in Goodooga — Nhuggal country 854 kilometres north-west of Sydney on the banks of the Bokhara River in New South Wales.

She is the youngest of five for whom her mother cared for alone after her father left to make a new life in Sydney. He has since remarried and has two more children, but the family all come together for family celebrations.

From kindergarten to Year 10 Yvonne attended Goodooga Central School, where she captained primary and high school, along with various sporting teams. It was in these formative years that Yvonne's leadership skills emerged. 'I liked looking after, or thinking that I had to look after, other kids,' she said. 'The school was big on sport. I represented Goodooga at every sport you could ever think of and often went to the regional titles.'

Yvonne left home at 16 to finish school at Mackellar Girls High in Manly Vale, a Sydney suburb, and boarded at Biala Hostel in Allambie Heights — an Aboriginal hostel for girls. A city school was a new experience for the young girl from the bush. 'Me going to school at Mackellar was like many of the [Indigenous] kids who go to school at Nudgee

College,' she said. 'Mackellar had a population of over 1000 girls and Goodooga has a population of 250 at best!'

Yvonne still keeps in touch with her Biala house parents, who cared for up to 20 Aboriginal girls and drove them to school each day, saying they were a big part of making her who she is today.

Yvonne's time in Sydney was not without difficulty. Like the Indigenous boys who leave home to come to school here, she said, people treated her differently because they thought she was trying to be something other than Aboriginal. She was the first in her family to finish Year 12 and says it is one of her proudest achievements. 'I struggled in school but I knew I had to finish no matter how good or bad I was doing,' she said.'

She became interested in art at Mackellar after reconnecting with her father in Sydney and she would sit with him and watch him paint. 'My father was Tex Skuthorpe. I knew he was a pretty good artist, but I didn't really know to what extent,' she said. 'He was awarded Aboriginal Artist of the Year by NAIDOC in 1990–91. I tried to paint but I couldn't so I did a series of photos of my hostel parents' children playing on the beach, eating vegemite sandwiches and really simple stuff. It was

the Year of the Family and I had two or three pieces selected to be hung at Parliament House for the year and put on postcards.'

Yvonne also had a month-long exhibition at the Manly Art Gallery for an initiative called Express Yourself..

After school Yvonne continued to immerse herself in sport, at one point playing touch football, netball, basketball and rugby league. She stayed on at Biala Hostel for a year where she became the weekend recreation officer. After various jobs as an Aboriginal tour guide and a cocktail waitress in Darling Harbour, Yvonne then completed a certificate in building and construction. She was then accepted into the Queensland Police Service through a new initiative to encourage more Indigenous people to join the service, seeing it as a way to help her people.

'From a young age I knew that I wanted to work with Indigenous kids and show them that there was a better way in life,' she said. 'Coming from a small community I saw a lot of families in hardship and what the kids went through and their cycle of life they could not get out of.'



'Mum really worked on us and we knew that there was a better life because she's always told us that we could be whatever we wanted to be. We were always told to never forget difficulties in our lives but that you can't let it hold you back from what you want to do.'

Her time at the Police Academy led Yvonne to realise that she really was more interested in seeking out a mentoring role, a career path followed today by all of her siblings who are employed by the Attorney General and Juvenile Justice Departments, the Aboriginal Housing Committee and Wellington Jail.

After illness and major knee surgery, Yvonne's career path changed direction several times, including stints as assistant coach for Brothers Ipswich women's rugby league team and as a security officer at Brisbane Airport. She finally found her desired career path when she started as Indigenous Support Officer at the Aboriginal and Islander Independent Community School, known as the Murri School, on Brisbane's south side. With over 200 students from Prep to Year 12, it was Yvonne's task to organise camps and the purchase of new sporting equipment through specialised funding in conjunction with Sport and Recreation Queensland.

Yvonne learnt of the position on offer at Nudgee College through a friend. 'I didn't really know what to expect but I was told just to have a go,' she said. 'I knew nothing of Nudgee College, Catholic education or the north side but I went for it and have not looked back.'

Dean of Identity Chris Ryan said Yvonne had made a huge difference since arriving at the College. 'From the first time I met Yvonne I was struck by her comfort with herself,' he said. 'She is a natural person who is honest, generous and humorous. The Aboriginal and Torres Strait Islander boys of Nudgee College have benefited greatly from her authenticity as an Aboriginal person, her sporting and creative abilities and passions and her capacity to build genuine relationships in the community.'



Many of those who attended the ABSA National Conference had the pleasure of meeting Yvonne O'Neill. Her painting for our conference is quite outstanding, as is the one done by those lucky enough to attend her workshops.

'She continues to help us connect with a wider network in Indigenous education and care and to give generously to our school and the wider Edmund Rice community in helping us to understand and reconcile with the past while building a better future for all students who come to school at Nudgee College'.

Yvonne is thoroughly enjoying her role at the College, and finds it particularly rewarding. 'The best things about working at Nudgee College are the freedom and trust that Daryl [Hanly] has in me to do the right thing by the College for the kids and also seeing the kids actually graduate from Year 12. Last year we had 11 Indigenous kids graduate, which is quite astounding.'

'The hardest thing is seeing them go and when I have to ask kids to leave. It is a hard decision to make, especially knowing that they won't have an opportunity like this ever again. But it's also important to understand when this is not the right place for them.' Yvonne has gained the respect of students, parents and staff at the College. Dean of Students Paul Begg praised her as an asset to the College community.

'Yvonne is an incredible asset and a genuine and authentic leader. Her style promotes to the boys the need to be responsible and to be in control of their lives and that each decision they make impacts on their journey. While her focus is with our Indigenous boys, her connection with all of the students in the Equity Program is

significant as well. She highlights to them that while they derive their identity significantly by their past, or the difficulties faced in their lives, it is the choices they make now that shape their future. This is not a mantra she preaches to the boys; it's one she lives by and displays to all in our Nudgee College community.'

Yvonne agrees that one of her proudest achievements is working at the College with the kids and knowing that she is fulfilling her ambition of changing other lives in a positive way. 'For example, without me selecting Thomas Boase to come here, he probably wouldn't be going to ADFA next year — those are the types of things I'm proud of — about making a difference in those circles.'

Yvonne's other great passion to helping Indigenous kids is rugby league. She has done everything from being a player to being president of Australian Women's Rugby League and is the current chairperson of Queensland Women's Rugby League. In 1995, Yvonne was the first Aboriginal to be selected in the Australian women's rugby league team and she was a member of the first Australian team to compete at the inaugural World Cup in 2000.

Next to completing Year 12, playing for Australia and receiving her first rep jumper from league legend Keith Holman was Yvonne's proudest moment. 'Getting my first jumper was very big for me and my family,' she said. Sure to rank highly on Yvonne's greatest honours lists, once the reality sets in, is

being commissioned to paint a cross for the Canonisation of Mary MacKillop in Rome later in the year. She has also been asked to paint a personal artwork for the Pope, and is overwhelmed by the honour.

'At the Mass in the Vatican for Mary McKillop, the procession will be led in by a cross that is made by Nudgee College and painted by me. Nudgee College will lead the rest of the world into the Vatican! I'm really overwhelmed they've asked me to do that. I've only been painting since 2004 but I suppose the works I have done, like the Christian Brothers' cross and the cross for Nudgee College and some other significant Catholic pieces, have been seen and liked by a lot of people.

'Mary MacKillop was largely about helping Indigenous people and every area she went to she did a lot with the Indigenous people and that is what the Mass and my artwork will be about.'

Yvonne did not always see herself as an artist, despite the talents of her great-grandfather, her father, brother and sister. Initially she found it very difficult to put brush to canvas. However, toward the end of 2004, a very good friend asked Yvonne to paint her something.

'I didn't really want to paint because I thought I was not good enough to do the traditional paintings,' she said. 'I can only thank my good friend for keeping at me until I completed a painting for her, because now I love to paint.'

'I'm so very proud to be Aboriginal, to be a Nhunggabarra woman and to be able to express myself through my painting, and at the same time helping other people understand my culture and me.'

A few friends saw her first painting and more wanted them. Demand has since snowballed. Yvonne has painted emu eggs, boomerangs, crosses and hopes kangaroo skins will be next.

'Painting gives me this feeling of great pride,' she said. 'I'm so very proud to be Aboriginal, to be a Nhunggabarra woman and to be able to express myself through my painting, and at the same time helping other people understand my culture and me.'

Reprinted from St Joseph's Nudgee College magazine "Nth Degree".





'My Dreaming at Nudgee' was given to Mr Daryl Hanly, Principal of St Joseph's Nudgee College, by Loretta (Yvonne) O'Neill.

This painting represents how Nudgee College has made me a part of their family and how I am so proud to be part of it. It represents what Nudgee College stands for — coming together to create something special in everyone, believing in everyone, giving a young man not only the chance to grow and become better, but everyone that is part of the Nudgee College community.

The circle at the bottom to the left represents Ross Oval — my first real experience at Nudgee College. This rugby game was one of the best games I have ever witnessed, with Nudgee College winning against Ipswich Grammar with seconds to go; and of course the staff match I played in. The circle above Ross Oval is Wilkes Oval, another focal point at Nudgee College. The circle in the middle is the first building at Nudgee College, the heart of the College where my first office was.

The vines represent the growth of the College and the young man; the leaves and fruit that fall from the vine is the learning and knowledge that is given to the young men of Nudgee

College and also the people that work at there. The Emu is my mother, which represents me.

The Duck is Nudgee College. You will notice the Duck is looking up towards the Emu, welcoming the Emu into the community. The small circles with the white dots around them are the different people and different cultures that are a part of Nudgee College. Some areas are shaded with coloured dots and some are not. The shaded dots are my personal experiences here at Nudgee College so far; the unshaded areas are experiences that I will have in the future here.

The Times they are a-changin

David Pyman

St Peter's College, Adelaide



Come mothers and fathers
Throughout the land
And don't criticize
What you can't understand
Your sons and your daughters
Are beyond your command
Your old road is
Rapidly agin'.
Please get out of the new one
If you can't lend your hand
For the times they are a-changin'.

Bob Dylan,
From the album The times they are
a-changin', Columbia Records, 1964

In 1964, folk singer Bob Dylan sung these immortal words, and in doing so managed to eloquently sum up the feelings of a generation. He tapped in to the generational divide that separated the 1950's style parents and the new generation that was about to embark on the hedonism of the 1970's.

Today, in 2010, we, the staff of Australia's Boarding Houses have seen that indeed the times they have a changed!

It was no so long ago, that before the infiltration of desktop computers in every room, or the ability of laptops to remotely access the internet, that one of the great challenges facing Boarding staff was in getting the students to stay inside the Boarding House!

In those P.F. days (Pre-Facebook that is), it was not uncommon for the students to spend hours outside, playing sports such as

basketball, netball, cricket, tennis, football, rugby or any range of outdoor activities that was the flavour of the month. The challenge for most staff was to get the students back inside, for events such as dinner, or heaven help us, study!

It is upon reflection of this that we can see just how much has changed. Today's students are almost permanently connected to each other. Social networking is the norm and it is an almost 24 hour obsession.

Our students also have a wide range of 'life' experiences that we could have barely imagined. In just one afternoon, they can enjoy a realistic experience on an alien planet, be part of the D-Day landings, spend time as a low-life thug or as part of a crack assault team. In doing so, these students would be happy to go days without ever seeing sunshine! Amongst the many issues this



presents, is the emerging understanding of the effect a lack of sunshine can have.

It has been suggested in some journals that a lack of sunshine can affect the production of melatonin in the body which may lead to side-effects such as depression, weak bones and muscles, obesity and even Ricketts in young children. (Is it any wonder then that the stereotypical view of the computer nerd is one of an over-weight and somewhat pasty looking person??)

At St. Peter's College, we have used the introduction of new web-filtering software to assist in tackling this problem head on. The new software, Websense, gives us a great deal of control as to what and when students are able to access different parts of the internet.

In reviewing the students use, we decided on creating two different web filtering profiles. These two profiles have been listed as Social and Study. The Social profile allows students access to social networking, youtube, messenger, iTunes store and many other sites that are considered to be for leisure purposes. During these times students are free to surf the internet within the constraints of the usual protective practices applied to internet access.

The Study profile allows students access to only those websites which are considered useful for study purposes. As such the websites that seem to have the ability to make several hours disappear at a time, such as social networking, youtube etc... are completely blocked.

Once the two profiles were established and the wide range of possible websites accounted for, the major challenge of implementing the profiles at appropriate times began.

For the Monday – Thursday schedule we have implemented the following schedule (note 1st homework runs from 7:00 pm until 8:30 pm, supper begins at 8:30 pm and Year's 7, 8 & 9 head to bed at 9 pm):

Start Time	End Time	Access Filter
0:00	6:00 am	No Internet access
6:00 am	3:30 pm	Senior Student Filter as per school
3:30 pm	7:00 pm	Social Filter
7:00 pm	8:30 pm	Study Filter
8:30 pm	9:25 pm	Social Filter
9:25 pm	12:00 am	Study Filter
12:00 am		No Internet access

Friday nights are obviously different and thus allow a significant amount of social time.

Start Time	End Time	Access Filter
0:00	6:00 am	No Internet access
6:00 am	3:30 pm	Senior Student Filter as per school
3:30 pm	22:30 pm	Social Filter
22:30 pm	12:00 am	Study Filter
12:00 am		No Internet access

On the weekends, we have made two conscious, if unpopular decisions. The first is to limit the amount of time gaming is allowed. In doing this we are trying to achieve two aims; the first is to ensure we don't refuse our Boarding students the same enjoyments their day student friends enjoy.

The second is to ensure the health of our students, by limiting the time cooped up inside on games. This balancing act has been conducted in consultation with our parents, student body and in particular our student leaders.

The result is a gaming ban and use of study filter from lunch time until mid-afternoon.

Start Time	End Time	Access Filter
0:00	8:30 am	No Internet access
8:30 am	10:30 am	Study Filter
10:30 am	12:30 pm	Social Filter
12:30 pm	3:30 pm	Study Filter
3:30 pm	5:30 pm	Social Filter (Gaming Allowed)
5:30 pm	10:30 pm	Social Filter
10:30 pm	12:00 am	Study Filter
11:30 pm	12:00 am	No Internet access

This block-out of time wasters and gaming has certainly proven to be successful (if initially unpopular with our Junior students)!

It has been most noticeable during this time that instead of disappearing into the abyss of facebook, myspace, youtube or Call of Duty 4, our students have used the afternoon to get out and about in the sunshine. Suddenly, the students that were struggling to see sunshine on a weekend are out riding bikes, kicking balls around and generally getting the sunshine health professionals recommend.

Whilst there is no doubt the times they have a changed, with careful consideration, discussion and implementation, procedures can be put in place to 'encourage' your students to venture out from their caves and in doing so, turn back the clock in one small but vital way.

David Pyman
Assistant Head of Boarding
St. Peter's College

Education is The Key

Andrew Penfold,

CEO, Australian Indigenous Education

"One day my Nan took me along when she went to see a lawyer from Kempsey who did pro bono work in Bowraville once a month. While he helped Nan send off forms about her stolen generation and stolen wages claims, he was telling me how many other Indigenous elders he helped."

"He made me think about how many people I could potentially help. I realised the great satisfaction that would come with knowing that I could make a difference in the lives of people who weren't as fortunate as I was to go to a good school, a school which helped me realise the opportunities I had upon finishing my HSC and going university. That's why I'm doing a law degree now."

'I first met Andrew at a BBQ at my Nan's house. Now that I know how AIEF helps students, I think it's just awesome what we do and how we develop relationships with students and communities and continue to help students even after they leave school.'

- Carlie Smart

When she's not attending lectures, Carlie Smart now also works part time at the Australian Indigenous Education Foundation (AIEF), a non-profit organisation that provides boarding school scholarships and career pathways to empower young Indigenous children to access the opportunities Carlie acknowledges she had as a student at St Vincent's College, Potts Point.

Established in 2007 to build a future for young Indigenous students like Carlie through quality education and careers at Australia's leading schools and companies, AIEF currently partners with boarding schools in New South Wales and Queensland. Together, AIEF partner schools educate and care for over 400 Indigenous students. "The schools we partner with constantly inspire us," comments Andrew Penfold, who heads up AIEF.

Andrew explains, "In the AIEF Scholarship Programme we partner with leading boarding schools in Australia that have a demonstrated commitment to Indigenous education and relationships with Indigenous communities and families and all appropriate student support and pastoral care."

"We enjoy strong partnerships with schools that enable us to each do what we do well. This gives schools the autonomy to select and enroll students. Schools are the experts in providing pastoral care and developing

relationships with families and communities, so we leave that to them while we offer the financial support that enables a school to confidently develop a long term commitment to an effective Indigenous education program."

Daryl Hanly, Principal of St Joseph's Nudgee College and a strong advocate of the well developed Equity Program at Nudgee College agrees, "We are indeed fortunate to have the support of AIEF as we strive to improve access to better education for our Indigenous students."

"We assist our partner schools to establish and maintain a sustainable number of Indigenous boarders by underwriting an agreed number of boarding places for Indigenous scholarships at each school on an ongoing basis. This means our programmes and activities are focused on the educational and career needs and objectives of the Indigenous students above all else," Andrew added.

In mid-2009, AIEF signed an agreement for the Commonwealth Government to contribute \$20 million to the AIEF Scholarship Programme, with AIEF undertaking to raise an additional \$20 million from individual, corporate and philanthropic investors. This \$40 million joint venture underpins AIEF's target of educating 2,000 marginalised Indigenous children in financial need through a sustainable, robust 20-year business model, and supporting

them in their transition from Year 12 to tertiary education and meaningful, productive careers, in partnership with government, private, philanthropic and corporate investors.

Current AIEF Scholarship Programme partnership schools include Kincoppal-Rose Bay School, Presbyterian Ladies' College Sydney, Pymble Ladies' College, St Catherine's School Waverley, St Scholastica's College and St Vincent's College Potts Point in New South Wales and Marist College Ashgrove, St Peter's Lutheran College, St Augustine's College Cairns, St Joseph's Nudgee College and The Cathedral School Townsville in Queensland.

The Indigenous students at these schools come from more than 100 different home communities in metropolitan, regional and remote parts of the country, and the Year 12 students graduate well educated and work ready.

AIEF has also established partnerships with other organisations including the Catherine Freeman Foundation, St Joseph's College Hunters Hill and Shalom College at the University of New South Wales. As well, the AIEF Post-School Pathways Programme assists Indigenous school leavers in the transition from school to tertiary study and employment, and engages with AIEF corporate partners to leverage their resources and skills in this process.

"As our funding base grows we look forward to partnering with more schools and other organisations and offering more scholarships in other states," enthused Andrew Penfold. "Our goal is to empower 2,000 marginalised Indigenous children through education and supportive pathways to realise their potential, break the cycle of poverty, take responsibility for their own futures, and become leaders and role models to serve their communities and the broader society."

The AIEF Scholarship Programme is a 'school-led' model – it does not impose a one-size-fits-all or prescriptive approach but supports individual schools to implement their own responses to Indigenous education in their own way. "We stand behind our partner schools and provide funding for Indigenous scholarships while



our partner schools are responsible for their core competencies of student and family relationships, education and pastoral care”, said Andrew. “Importantly, we advocate choice and opportunity for Indigenous children and their families.”

AIEF Scholarships supplement payments from ABSTUDY and students’ families to cover the costs of students attending school, including boarding and tuition fees and some incidental expenses such as books, school excursions and uniforms.

“We are indeed fortunate to have the support of AIEF as we strive to improve access to better education for our Indigenous students.”

AIEF’s task is to deliver the funding that will break down the financial barriers that exclude Indigenous children from a greater level of participation in high quality schools.

In the words of AIEF Patron Sir William Deane AC KBE, “One of the fundamental lessons which could be learnt from past efforts to address and overcome the appalling problems of Indigenous disadvantage in our country is that, always and most important, in fighting every aspect of Indigenous disadvantage, education is the key.”

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Middle: Sania Whap, left, a Year 10 AIEF Scholarship Student at The Cathedral School in Townsville
Above: Carlie Smart, Indigenous law student at UNSW, works part time at AIEF.

The Six Key Vulnerabilities in *Negotiation*

By James Delrojo



On the other hand, if a seller has a time sensitive solution and the buyer has lots of options then the closer the deadline comes the greater the vulnerability of the seller.

Vulnerability Number 5: Strong need

If your need to make the deal is stronger than the other party's need to make the deal then you are in a vulnerable position, as soon as the other party becomes aware of this situation. For this reason skilled negotiators develop the ability to disguise their true level of need.

Vulnerability Number 6: Ego

The moment that you start operating on ego then you have opened yourself to all manner of manipulation by a skilled negotiator. A good salesman of luxury items uses his client's ego to help him inflate the price and sell things that the buyer neither needs nor wants. Ego is too expensive to take to the negotiation table with you. Leave it outside.

Vulnerability in negotiation is something to protect yourself against and also something to capitalise on if it is the other party who is vulnerable. Look for the signs of vulnerability and become skilled at all the techniques that allow you to protect yourself from it and also to capitalise on it.

Negotiation is a mental and emotional game. Much of the result is dependent on the emotional strengths and vulnerabilities of the parties and, of course, their skills at capitalizing on these strengths and vulnerabilities. I will discuss six key vulnerabilities to be aware of in negotiation.

Vulnerability Number 1: Fear

There is an old Chinese proverb that says that more sick people are killed by their own fear than are killed by the disease. If a skilled negotiator smells fear in his opponent then he will quickly introduce tactics to capitalize on that fear.

There are all sorts of fears that weaken your position; fear of missing out, fear of messing up, fear of looking stupid and fear of being out negotiated are some of the more common fears that make you vulnerable to the skills of an experienced negotiator.

Vulnerability Number 2: Greed

Nothing leads to rash decisions faster than greed. Greed allows you to be manipulated and it is the greatest ally of conmen. Most

people have some degree of greed and it is important to be aware of this in yourself and manage it, and also be aware of it in your opponent and capitalize on it. Any time that you are negotiating any form of investment, be particularly aware of influence of greed.

Vulnerability Number 3: Ignorance

If you don't know what you are doing then it is hard to do a good job. There are two areas where ignorance can create weakness in negotiation. The first is lack of knowledge of negotiation techniques and strategies. The second is in poor pre-negotiation research.

Vulnerability Number 4: Time limits

I like to think of negotiators as either the sellers or buyers. Buyers are the people who need solutions and sellers are the people who are providing the solutions.

If a buyer has a strict and impending deadline and they are having trouble finding solutions then they are vulnerable to a seller with an appropriate solution.

About the Author: James Delrojo would like to help you by giving you his ebook "Unleash the Success Power of Your Mind" (valued at \$27) completely FREE.

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Be Positive and Mindful

By John Hendry, Geelong Grammar School

BELIEF AND LIFE

Believing is the most mental thing we do (Bertrand Russell). All conversation is in one way or another attempting to have others see the world 'our way'. We enter dialogue for no other real purpose. We 'believe' in what we say, we want others to so believe, we direct people to do so through conversation, debate, story telling, through conversation, debate, story telling, through 'the techniques of persuasion'.

If we are transmitting true beliefs we will gain ground in the power of ideas and others will comply (believe) more readily because of our power. False beliefs eventually are exposed in time and "die". The message conveyed must in the end be true to stay alive in a living evolution sense. False beliefs do exist and do have a life

for a time but in the end truth will rule. Deception in the end is counterproductive to individuals and to communities (institutions, society).

Genuine well-being is determined by the internal beliefs about life. The cultivation of optimum mental states to promote contentment requires the elimination of the afflictive thoughts and emotions that undermine well-being. Negative emotions disable and distort positive emotions through fear. The 'keeping in perspective' argument is also fear regulated. The fear of harm dominates thinking and stimulates negative emotion with the orchestra of negative beliefs in charge.

The challenge is to work to be positive to have positive belief for such a state generates

an uplifting thought process and thus a physiological response which builds further opportunity of well-being promoting positive emotions and positive beliefs. Meditation can present a disciplined way of establishing a positive mind through careful attention to positive purpose/belief. Neuroplasticity studies confirm the physiological brain changes when the positive belief/emotion rules. Meditation facilitates this action and resultant positive physiological (and life) responses. Physical exercise also promotes the generation of this positive neuroplasticity circumstance. The focusing of the mind is important in this process. The focus has to be on the positive to generate an increased well-being state. To think is the secret to will."



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Nine Years On: *A Reflection*

by Daryl Hanly

Principal, St Joseph's Nudgee College



Photo: Gary Lynagh Photography

In September 2001, I accepted the position as Principal, St Joseph's Nudgee College, Brisbane. The notion of being Principal did not concern me in any way. Nor did I perceive that being the first Lay Principal would be too much of a challenge.

I had already completed five years as Foundation Principal of Kirwan State High School in Townsville. This was followed by eleven years as Principal of Kelvin Grove State High School in Brisbane. A further five years had been spent as Director of the Centre For Leadership Excellence, an initiative of the Queensland Government.

This exposed me to the work of many Principals and Aspiring Principals while I facilitated leadership courses for them. Two years as Director of Education Queensland International was serendipitous inasmuch as it prepared me for the necessary relationship with Nudgee International College, a separate entity on our campus, as well as with the requisite knowledge for providing education to international students.

However, St Joseph's Nudgee College presented two elements in which I had no previous experience as Principal. Firstly, this role required the Principal to be Faith Leader of the College Community. Secondly, the role involved being Principal of what was recognized as a premier Boarding College.

My experience in boarding had been limited. As I student I spent two years at St Brendan's College, Yeppoon. At that time, the majority of the school staff were Christian Brothers, with lay teachers being an oddity. This experience had left me with a very positive impression of the pastoral approach used by the Christian Brothers. I was exposed to living in a student community for the first time, and I developed skills appropriate to this context. St Brendan's also introduced me to the "culinary delights", which emerged from the kitchen!

In 1972, I took a position as Head of English, and Resident Supervisor at the newly opened Queensland Police Academy. The care model was militaristic, with endless inspections of rooms, uniforms, clothes cupboards etc, with equally militaristic consequences

for transgressions. This approach caused challenges for both staff and students, in terms of its capacity to create community.

So, with this background, I launched into the role in January 2002. What then are some of the things I have learned over the past nine years?

My first decision was that I was not going to live on campus. Experienced Principals, as well as the Christian Brothers could see wisdom in keeping a "refuge beyond the gates", to allow for family time. As a married man with two sons, I saw the need for a high presence within the Boarding Community to be balanced by time with my own family. For me, this has worked very well. After nine years, I still have a very supportive family who see me for "quality" time, and never complain about the work demands which are part of being a Principal of a large Boarding College, with in excess of 300 boarders, and almost 1200 day scholars. I am sure that it was this balance which encouraged me to take a second five year contract, as well as agreeing to stay on for a further three years after that.



Needless to say Boarding created for me a greater opportunity than I had experienced before, to become closer to the boys and their families. This aspect I enjoyed immensely.

I became acutely aware of the power of “family presence” in the boarding community – married staff whose families enjoyed life on the campus. The boarders revelled in their contacts with these families, as did the children enjoy their interactions with the boarders. What concerned me was that in the Boarding Houses, we still employed, in the main, the Monastic Model which was appropriate for the Christian Brothers. Very quickly, we moved to increase the female presence in our Boarding Houses with outstanding success. There is no doubt that the tone within these Houses softened very quickly. At the same time we began to focus on increasing the number of “family unit” supervisors, as well as selecting single supervisors with some “life experience”.

Culture change was difficult to achieve with young male supervisors who had been in Year 12 the year before. The “family” model was further extended through moving from “horizontal” or year based Boarding Houses to “vertical” or multi year based Boarding Houses. Although there was initially parental objection to this initiative, the advantages of the diminution of the tribalism associated with who “owned” the House, and who could safely visit, became obvious.

Needless to say Boarding created for me a greater opportunity than I had experienced before, to become closer to the boys and their families. This aspect I enjoyed immensely.

I was able to discern fairly quickly who, along with the Boarding Staff, were the key “carers” of the boys, and what an amazing network of carers it was. The medical staff were often the first port of call for the sad, the lonely, the homesick and the troubled. These wonderful women continue to play an integral role in the physical and emotional wellbeing of the boarders.

The catering staff observed accurately changes in the social interactions of the boys in the Dining Room, and were always proactive in pointing out the boy who “seemed a little down”. The advocacy for better meals, or a repeat of favourites, also fell into the capable hands of this group. The women in the laundry

took obvious pride in the manner in which they laundered and mended the boys’ clothes. The ongoing valuing of these groups is integral to creating that necessary “family” culture within the Boarding Community.

Perhaps my greatest learning has been the power of a community to develop tolerance of diversity, through a caring for each other which is not superficial. We are indeed fortunate at Nudgee to have the legacy left to us by the Christian Brothers. Helping those “at the margins”, those in need, brings to our College a richness of experience which is impossible to achieve to the same extent, in a Day School. The presence of refugees, orphans, sons of

parents who can no longer care for them, boys who are emotionally troubled or who have come to us for a second chance, all add to the richness of the moving mosaic that is Nudgee. Dedicated staff across the whole College come together to support these boys, some of whom are Day Scholars, on their life’s journey.

As I approach my tenth year as Principal of this great College, I have become more acutely aware of the privilege I have been afforded in leading this Community, and the debt of gratitude I owe to my family, the staff and in particular the students, for allowing me to become part of their journey.

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Preliminary Insights and Research Directions

Brad Papworth (ABSA), Andrew Martin (University of Sydney),
and Paul Ginns (University of Sydney)

This article reports preliminary insights of a longitudinal project aimed at examining the role of attendance at boarding school in students' academic (e.g., motivation, engagement, achievement, academic resilience) and non-academic (e.g., life effectiveness, satisfaction with life, self-concept, quality of life) outcomes.

OBJECTIVES

The ABSA study will highlight key factors which may impact on the boarding experience, attempt to disentangle them to gain a better understanding of how these factors interact and the significance of their impact on student growth (see Fig. 1). Essentially, it seeks to examine differences in academic and non-academic outcomes between day and boarding students.

INTRODUCTION

Although there is anecdotal evidence suggesting that students at boarding school benefit from the experience, little large-scale and longitudinal research has been conducted to better understand the processes and phenomena under focus. While research conducted thus far has been good, it has been limited to relatively few boarding schools (e.g. Downs, 2002; White, 2004) or limited to relatively narrow outcome measures (e.g. Han, Jamieson, & Young, 2000; Whyte & Boylan, 2008), and so findings and conclusions are susceptible to the idiosyncrasies of those individual schools, with relatively limited applicability across the sector.

In shaping perspectives and predictions for this research, it is evident there are numerous theoretical, empirical, and applied positions that have a bearing on what might be predicted about boarding school effects. Research and theorising around a number of perspectives, including extracurricular activity, attachment, access and equity, tradition and stereotype reinforcement, 'total institution', are illustrative cases in point. Similar forms of education, such as residential education and experiential education, are also considered.

At this time, no research has shed light on which perspective explains the bulk of effects – hence another reason for the importance of this current investigation.

Preliminary Information on Participants

- 15 schools across each state in Australia (8 boy's, 3 girl's, 4 co-ed)
- 4,517 high school students (30% female, 70% male)
- 2,955 day students (65%), 1426 boarders (32%)
- age range 10–21 years, av. 14.5 years (SD=1.74)
- grade range Y6–Y12, av. Y9.5 (SD=1.37)
- average distance between home and school for day students was 0–49km and boarders 200–499km
- average length of time boarding was 2.9 years (SD=1.4).
- 87% English Speaking Background, 11% Non- English Speaking Background
- 4% Aboriginal, 5% overseas
- voluntary participation, but where possible, whole-school populations of both day and boarding students

MATERIALS

- 204 item, self-report questionnaire
- Academic outcomes assessed included:
 - achievement (NAPLAN results)
 - achievement-related behaviour
 - approaches to learning
 - motivation and engagement
- Non-academic outcomes assessed included:
 - satisfaction with life
 - well-being
 - interpersonal relationships
- Perceived climate of the boarding house or school
- Big Five Personality Inventory (Lounsbury, et al., 2003) to assess personality
- Students' general and family demographics

The initial phase of the study will conduct systematic, large-scale quantitative analyses of academic and non-academic outcomes establishing cross-sectional data on boarding and day students, as well as shedding light on the reliability and validity of survey measures, and mean-level differences between boarding and day students and as a function of key demographics (see Fig. 1). The second phase of the study in 2011 will assess transition and causal modelling by assessing the same students a year later using the same measures (see Fig. 2). The third and final phase will involve hierarchical linear modelling to assess the influence of the boarding environment (characteristics of boarding houses and schools) on academic and non-academic outcomes of individual students.

At this stage, only preliminary, descriptive analyses has taken place as the complete dataset was not available. Further analysis to more fully investigate the nature of mean-level differences between boarding and day students and as a function of key demographics will take place in the coming months before Time 2 data collection commences in early 2011.

DISCUSSION

Do boarders differ from day students in terms of their academic motivation and engagement? Do boarders have particular approaches to learning which are helping or hindering them? What achievement-related behaviour is successful? Are there particular stages of high school in which boarding is particularly influential in shaping areas of personal growth and academic development? Do these areas of academic or non-academic outcomes remain stable or do they change as boarders move from year to year?

Does distance from school or a students' regionality influence make a difference to their experience of school? Are there some personality types more suited to boarding than others? Is there a difference in outcomes for



boys and girls and how does this compare in single-sex and co-education environments?

How do day students compare on these measures of academic and non-academic outcomes and what can we learn from them? Due to the large scale nature of this study (204 questions), this project now has a wealth of data (approx. 8,500 students) which can be mined to answer these questions, and more.

This only represents Year 1 data collection and analyses. Next year we start the process all over again and will then be able to investigate how these effects change over time. The ABSA research is the result of the support and effort of many teachers from approximately 25 schools from each state of Australia – the sector should be very proud of the frontier of boarding research it is pioneering internationally.

For further information about this study, contact Brad Papworth:

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Ph: (02) 9683 8490.

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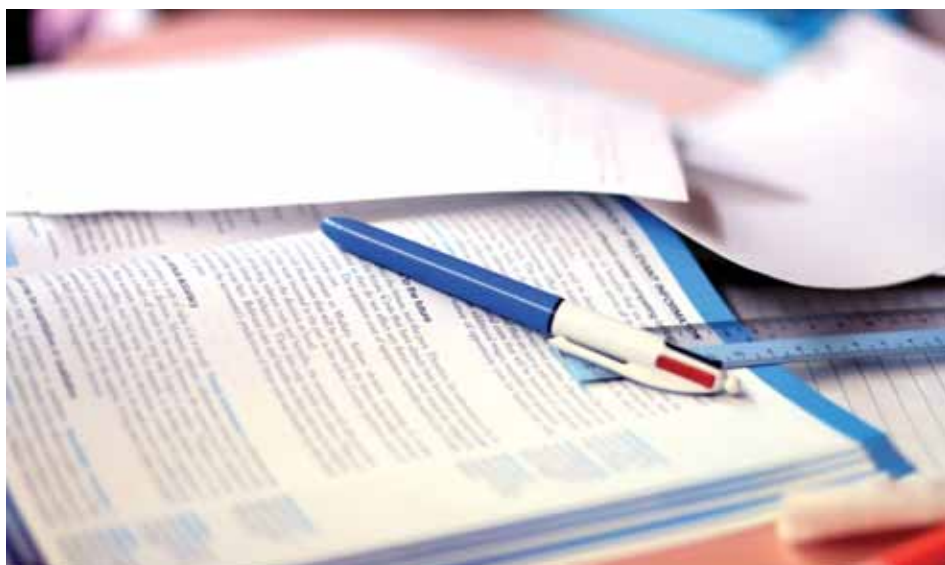
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Test of Leadership

By David Anderson

At the recent successful annual Australian Boarding Schools Association Conference in Canberra a number of teachers and boarding supervisors shared stories about the behaviour of their final year students during their concluding days in the classroom and at valedictory celebrations marking the finale of their school days.

Traditionally at the conclusion of Term 3 in NSW the senior boarders finish their education at school and retire from co-curricular activities. The break for Year 12 from the normal daily routine of the school, in readiness to sit their final examinations, removes the students from many of the activities and social interaction between fellow pupils for the first time in their school careers.

The final phase of their education can prove problematic for these students, particularly residential students, as Year 12 boarders continue to live on campus but do not participate in the daily routine that they have become familiar with since Year 7. The change for the senior students is rather swift as only a few months before this time the same older students had been the focus of the wider body of the school performing major roles in all aspects of school life. Their performance had also been keenly followed and supported by the teachers and the parents of the senior boys and girls.

Suddenly life changes when Year 12 students are no longer required at the 'coal face' of the school program but encouraged to revise and study their academic work leading toward the HSC. For the first time they are expected to embark on an individual study program and their withdrawal from classroom and co-curricular activities can reveal their preparedness and level of maturity to face the final school challenge leading to their life after school.

The rather challenging period in the life of senior boarders is also a time when staff in the boarding houses can make some interesting observations and arrive at some important conclusions about the success or failure of many of the life skills and leadership programs that the school has instilled in the students throughout their journey through secondary school.

**The aim of developing all young men and women is for them to be true to themselves and others
Students should not change their personality or conduct only to suit certain situations.**

One particular long term program that schools have introduced to students is the qualities and characteristics of good leadership. Independent schools have designed sophisticated programs to demonstrate the qualities of leadership and have dedicated expensive resources in an effort to illustrate and honour examples of outstanding leadership throughout history.

In addition pastoral care programs, House system and the appointment of leaders in almost every co-curricular and sporting activities of the school demonstrates an effort by schools to express trust in senior students and provide opportunities to lead younger students or members of their peer group to create experience in assisting in school management. Leadership skills are also extended to community service programs and the appointment of school prefects. Senior students also perform roles assisting teachers to organise personal development camps and outdoor educational programs.

In boarding houses senior students are expected to administer house duties and to be role models to other boarders. They are required to take a high level of responsibility ensuring the boarding house is a safe, secure and harmonious environment to allow every boarder to find an important place in the boarding community and school.

It is therefore very enlightening for boarding house staff to observe the actions and behaviour of senior pupils during the transition time between their final days in the classroom and the rather long preparation time for the final school exams.

The behaviour of Year 12 students can be surprising at this time. Some students who have had major responsibilities at school and who have been sound role models to

other students do not necessarily behave in the same way once the formal activities of the school have concluded. This is a time when students will demonstrate whether they have understood the full virtues of leadership in all aspects of their lives or whether their interpretation of leadership is confined solely within the context of the school.

Schools are hesitant to promote 'muck up days' for fear of the students disrupting the remaining students or attracting negative publicity to the school. One of the final tests of maturity, self discipline and leadership among school leavers can be evaluated by staff and parents according to the performance of school leavers during their departure from the school. This time does result in some senior pupils illustrating a very different side of their personality and displaying a lack of consideration for others about the school or the good name of the school.

It is widely reported that the reaction and behaviour of many students during their final weeks of their education disregard many of the standards and rules that they had previously reinforced as appointed and respected senior members of the school.

As these students focus beyond school and their seniority is no longer as purposeful as it was some months earlier can result in their behaviour deteriorating. Some students can revert to anti social behaviour, interfering with the personal property of others and damaging school facilities. This behaviour confuses younger students who for the majority of the year considered the same pupils as good role models on campus.

Most importantly if juniors witness such behaviour they may copy these actions by older students when their time comes. Such poor examples of behaviour can therefore



be repeated year after year and cause embarrassment for fellow leavers and school administrators.

Schools must not dismiss this final phase of the performance of their students just because they are about to leave the school. The regular programs associated with leadership must clearly focus on responsibilities after school and not only when a pupil is at school age.

It becomes very disappointing for the staff of the school to witness the immaturity of some students at a time when it was hoped that the students were equipped for their senior adolescent years. It is deflating for staff to notice the change of behaviour of some students once a few barriers linked to discipline are removed. Peer pressure and excitement can diminish the self control of some students as they assume their wings of freedom attempting to defy the rules of the school to attract attention upon themselves.

The overall behaviour of the graduating students does provide teachers with a very important evaluation of the success or failure of their efforts to cement the knowledge of personal characteristics such as respect, loyalty, honesty and consideration for others.

All staff committed to the responsibility of Year 12 students must not dismiss the behaviour of departing students because they will not be members of the school community in the future. The performance of the senior students requires close evaluation and reflection and steps should be taken in the school's pastoral care program to ensure that the expected good behaviour of the students should continue during the departure of senior students from the school.

The behaviour of the senior students at the conclusion of their education is a very accurate barometer of the student's attitudes and feelings intended for their school and toward their accountability to younger members of the school body and teaching staff

The aim of developing all young men and women is for them to be true to themselves and others. Students should not change their personality or conduct only to suit certain situations. At 'break up' time many of our students can look forward to sharing the conclusion of their complete school experience with their parents and teachers. This celebration can be spoilt if their self or group discipline is not respectable at this time.

Schools must adopt a no tolerance attitude to final day impractical activities. Due to the excitement of students any organised 'muck up' day celebrations result in poor displays of student behaviour and influence the tone of the school. The activities can become dangerous and disruptive and bring shame to the school that offending students will regret once they leave the school.

On the other hand celebrations that are well planned and managed by the school and also receive full student cooperation can be celebrated and enjoyed by the entire school community. Many end of year activities are designed to be a very positive final contribution by Year 12 and are directed to community service activities intended to assist wider society. It is very satisfying for all concerned to conclude the school year on a high note it reflects a mature student body who appreciate their school experience and are equipped to take on new and exciting experiences.

David Anderson

Have You Noticed The



By Michael Ryan, Business Development Manager,
Scholarest (Australia PTY LTD)

The portion plate has been designed to help you achieve a nutritious and varied diet that is suitable to your lifestyle.

HAVE YOU HAD TO WORK ON REACHING THE SAME SERVING AS THE PORTION PLATE?

Most people eat much more meat and carbohydrates than what is shown on the portion plate. But we need 5 serves of vegetables per day and are over-consuming both meats and carbohydrates daily. The portion plate shows you can still have a plate of food without over-indulging. The same quantity of food but in different proportions can make all the difference.

PLATE TOO SMALL?

Eat slower. Your stomach is the size of your fist, so a plate of food is more than enough

for a meal. Maybe you eat too quick and the food you take in doesn't register? Think about your eating habits and if they are going to help you be healthy.

NOTICED IT'S HARD TO BE HEALTHY WHEN EATING OUT?

When you eat out, meals almost always are not adequate in the vegetable servings. Meet the Portion Plate guidelines by sharing a main with a friend and ordering a side of vegetables or salad. Choose an entrée size for your protein option and a light option to meet your vegetable portions.

EATING RIGHT BUT STILL NOT LOSING WEIGHT WHEN YOU WANT TO?

You just might be eating too much. Today's lifestyle means long hours at school or work, working hard. However think about how frequently in a day you would be active – puffing for a sustained period of over half an hour? Struggling to find the last time this happened? You may be working hard and long hours, but it doesn't always equal hard physical work. Keep your energy levels up during the day by being active regularly. Stretch every 20 minutes, go for a walk instead of that biscuit break, and choose a suitable small portion at main meals.



Marketing for The Future, *at Whitsunday Anglican School, QLD*

Dr Linda Vining Face



Palm trees, clean beaches, tropical offshore islands, open fields and attractive single-level air-conditioned school buildings offer a relaxed lifestyle in Mackay, North Queensland, where Whitsunday Anglican School is expanding to meet the needs of a growing community.

The school is 23 years old, and, as the only regional boarding school in the Mackay region, has a market advantage.

In 2012 it will add full-time boarding to weekly boarding, when it opens an extension allowing it to accommodate 78 boarders.

Director of Admissions, Mike Partridge, said the boarding school draws enrolments from families in the mining industry (coal in the hinterland), the farming community (Mackay is the largest sugar producing area in Australia), the growing tourism industry and increasingly the professional urban community.

The school is planning to promote itself more widely in the future and is networking with international markets by developing links in Korea, India, Hong Kong and Europe." "We have a lot to offer international students because of our safe environment and proximity to major universities (UQ, QUT, CQU and James Cook University)."

I met Mike at the School Marketing Aforia in Adelaide this year where he told me he took up the new position of Director of Admissions at WAS in 2004. Before that he was an English

teacher and rowing master at The Southport School on the Gold Coast. His career has always been in schools, first as a tutor and teacher at Emanuel in London and then at Shrewsbury School in West Midlands UK.

"Marketing is an essential part of my role at WAS and includes tours, scholarships, admissions and following-up enquiries," he said. "The personal touch makes all the difference to families and really entices them to visit the school."

"Schools operate in a competitive marketplace and I think that school marketing has been good for schools. Competition forces us to be accountable and to sharpen our focus. Every member of staff must understand the school's values and that everything we do reflects on the school and adds to, or subtracts from, its reputation."

Whitsunday Anglican School has been working to build an academic culture to position it in professional and international markets and it is proud to say that the school is now described as one of the top 15 schools in Queensland.

"We are marketing for the future and recruiting for our waiting list," said Mike.



Above: Mike Partridge from Whitsunday Anglican School in Queensland with Jacki Dalton, Director of Marketing at Newington College in NSW looking at the new Early Learning Centre at Prince Alfred College in Adelaide, South Australia, during the 2010 School Marketing Aforia.

Dr Linda Vining is the Director of Marketing Schools. She runs the annual School Marketing Aforia which will be held in Melbourne in August in 2011. Her contact is (08) 8260 7077 or office@marketingschools.net

Coming Events

USA

2 – 4 December 2010

TABS Annual Conference
Baltimore, Maryland

3 & 4 February 2011

Residential Life Workshop
Saint Andrews School
Boca Raton, Florida

UK

2 – 4 January 2011

Annual Conference for Housemasters
& Housemistresses
Forest of Arden, Coventry

16 – 17 January 2011

State Boarding Schools' Association
Annual Conference
Maidstone

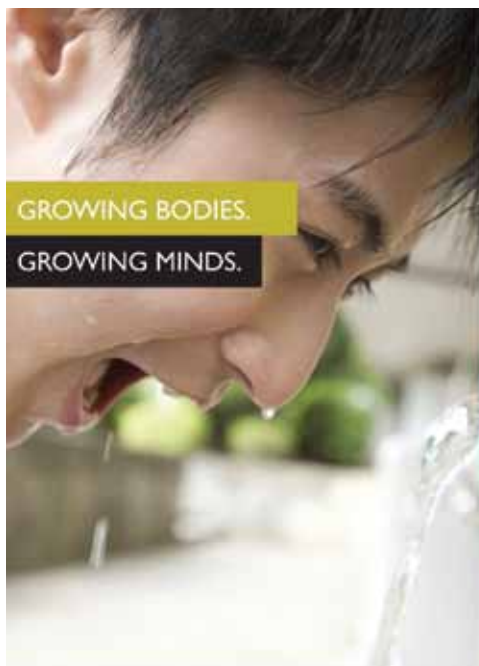
27 – 29 January 2011

Annual Conference For Deputy Heads
Cheshire

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 500 words) and send us some high resolution photos.

Send all files to; lightsout@boarding.org.au by 15th February 2011.



EAT

Our commitment to delight our customers with great tasting food that contributes to their own wellbeing.

LEARN

Our commitment to enhancing the understanding, fun and experience of students and residents; creating the knowledge they need to lead a healthy life.

LIVE

Our commitment to a safe and sustainable environment that supports the health and wellbeing of our customers, clients and the wider community.

Scolarest

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