

Lights Out

Vol. 14 | Issue 1 | March 2021

Do we really
Know it all?

The Rural-Urban
*Educational
Divide*

How to Build
*Student
Resilience*



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION

CREATING THE FUTURE FOR BOARDING SCHOOLS



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Christ Church Grammar School, Perth - paddleboarding

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Do we really know it all?

The last twelve months have given everyone a chance to ponder - to ponder the landscape of boarding staff in Australia, to ponder how we might all do a better job of looking after our boarders, to ponder just how demanding the Head of Boarding position really is, to ponder what support we need to do our job to the best of our ability, and to ponder what our vision is overall.

AUTHOR

Richard Stokes
Chief Executive Officer
ABSA

At ABSA we have been doing the same - we have looked carefully at how we were doing things, and worked hard to find better ways. We have used our Strategic Plan to focus on the key visions of our members, and looked at how we might fulfil the key areas of this plan before it is re-envisaged for the next three years. We have worked to plug holes, to expand horizons and provide better data for schools. And I've even started my Masters' in Residential Education - and will be researching how sustainable the Head of Boarding role actually is in today's boarding schools.

BUT WHERE IS THIS LEADING?

My greatest concern in our boarding schools at present is complacency - and I'm not talking about how we deal with the Covid epidemic. What we at ABSA have discovered is how important

our role is to provide targeted, specific boarding staff training. So many people have been reaching out for it. So many people have been keen to give us ideas for topics. So many people have registered for something we have run.

However, so many haven't. We have heard comments such as "we don't have time", "our staff aren't interested" or even "as a teacher I already have to do lots of PD".

I must admit I believe this is a cop out. Getting suitable Professional Learning opportunities for my own boarding staff over 30 years of running boarding houses was close to impossible - so I did it myself. I made sure every member of staff, from uni students who were paid in 'board and keep' to Heads of House with many years of experience, we all approached the idea of getting better at our boarding duties with a passion. Whilst a number of us enjoyed many PD activities as teachers, only a few really translated easily into our boarding work. However, almost all of the boarding learning opportunities translated really well into our teaching - especially those around developing positive relationships.

SO WHERE IS MY RANT GOING?

I believe every boarding house in Australia has a key responsibility - to provide at least 15 hours of professional learning opportunities for every staff member working there every year. Of course some of this will be Government regulated and critically important Child Protection training, updating to CPR or First Aid training and the like. But some of it needs to be specifically about boarding - how to be better at the important role we play looking after the teenagers in our care. Some of our Boarding Schools are already doing this really well - and that is just awesome. But to be honest, many aren't. Those boarding leaders make excuses and don't end up leading their boarding staff to be future focused and the best they can be. They take the easy way out. They get so bogged down with managing their boarding house that they forget the important role they have as a leader - to move their boarding house forward, to improve their staff and to develop their boarding program to best face the 21st Century.

WHERE DOES ABSA FIT IN?

Firstly, we don't profess to offer everything for every person. There are lots of good things available all over the country. But we do profess to offer affordable, easy to access, high quality training which any level of staff could relate to. The online Active Duty course is available free to anyone and only takes around 40 minutes to complete - I struggle to see why every single boarding staff member in this region of the world has not completed it. The webinars are targeted at different boarding roles, but over the year everyone will get plenty of chances to watch and learn and get better at their role. The certificate courses help everyone to 'deep dive' into a topic which is relevant to their work. And those of us undertaking the Masters in Residential Education through Buck-

ingham University - we are well on the way to our research projects.

Please don't be shy. Reach out if you have a topic you want us to look into. Reach out if you think we are heading in the wrong direction. Reach out if you want something researched. And reach out if you need help in accessing the PD - we are here to help.

So we don't know it all - in fact there is so much to learn. How can the boarding leaders in Australia play a critical part in continuing to make this country the best in the world when it comes to boarding practice? We can make sure our staff continue to develop, to learn, and above all to really do well at looking after those wonderful teenagers in our communities. ■



IMAGE - DESIGNED BY STORIES / FREEPIK

Our Boarders Mental Health *Entering Uncharted Territory*

Amy (not her real name) sits in front of me wearing her school uniform, crushed by what seems like the weight of the world on her shoulders.

AUTHOR
Dr Michael Carr-Gregg
Honorary Psychologist

She's just started Year 12 and seems to have zero enthusiasm, motivation or engagement for the year that stretches out before her. A few nights ago she started wondering if life was worth living.

She tells me she is sick of her parents, has not been sleeping well, has no energy for exercise, feels guilty for bingeing on fast food and says she's addicted to Instagram and Netflix. Above all she is consumed by anxiety about the strange and exhausting post-COVID times she and her friends live in.

When the second lockdown was initiated by the state Government in Victoria, Amy and I zoomed frequently and we discussed how the restrictions were necessary and that while it was going to be a bit of a psychological hill climb, there was a light at the end of the tunnel.

At times, Amy finds herself trapped on a coronacoaster ride of worrying thoughts that traverse family, friends, school and community.

When she is not focused on the UK and South African variants of COVID-19 that are 50 per cent more transmissible than the original virus, she talks of the impending vaccine rollout - and whether it will be effective.

She also worries about the impact of the global pandemic on her tertiary studies, travel plans and career aspirations.

In short, Amy is struggling to embrace the "new normal" which remains emotionally draining.

Amy's case illustrates the fact that the nature and extent of the psychological impact of the coronavirus, especially among young people, is yet to be fully appreciated.

Professor Ian Hickie of the Brain and Mind Centre at Sydney University posits that the mental health impact of COVID-19 represents a "shadow pandemic", one that is largely invisible, because "unlike the virus, you don't get sick in seven to 14 days. The factors accumulate".

Unlike many adults who have developed or drawn on friends and familiar routines for support, Amy and some of her peers have found it hard to shake off their psychological inertia post covid and some have developed anxiety and depression as a result.

Boarding staff need to recognise that we are entering uncharted territory and they need to be extra vigilant in 2021.

Research suggests that early identification, accurate diagnosis and prompt intervention by mental health professionals is associated with a much better outcome in the lives of young people like Amy.

Never has it been more important to help our students manage their post COVID journey, not just by making sure that they can access evidence-based mental healthcare but by encouraging them to invest in their own well-being especially when it comes to diet, sleep, exercise and mindfulness.

History teaches us that in times of war, Australians pulled together to defeat a common enemy and indications are that as a society, we have once again been successful in coming together as a collective to defeat multiple outbreaks of coronavirus.

The next challenge will be to unite around the mental health and well-being of our students and help those that are struggling rebound. Amy is counting on us. ■

Dr Michael Carr-Gregg BA (Hons) MA, PhD MAAPI Cert Child Internet Safety (UCLAN) Child and Adolescent Psychologist FOLLOW Michael on Twitter @MCG58 www.Michaelcarrgregg.com



© PHOTO CREATED BY WAHOMESTUDIO / FREEPK

Be a Great *Team Player*

An important aspect of being a great team player, and probably to success in life, is to be supportive towards your colleagues - and some people find this more natural to do than others. I must admit, I tend to focus more on the task than on the other people, and under pressure I might not do it at all - but that doesn't mean I should give up on myself!



AUTHOR
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So I've been thinking about what it would take to be the NICEST person ever. What do really great team players do, with respect to their colleagues? And I think there are THREE quick wins that nice people do, and here they are:

THANKING PEOPLE, COMPLIMENTING THEM, AND OFFERING TO HELP THEM.

THANKING your colleague when he or she has done something good; When were YOU last thanked? I ask people this on training courses and quite often they say "Not for a few months" or even "Never"!

It's free, it only takes a moment, it's only good manners, ... and it makes a big difference.

COMPLIMENTING people if they are good at something or have done a really good job - subtly different to thanking because it doesn't have to be anything they've done for YOU, just something they are doing well for the team

OFFERING TO HELP if you notice someone finding something difficult, or just short of time - this takes a bit more time than the other two but still, it could be just something small, like carrying something up some stairs, or drying up some tea cups while you chat to someone in the kitchen.

I saw an amazing video on youtube where they did an experiment and a guy has a load of boxes on a trolley and he lets a pile of them fall over in the street, and all the passers-by make tutting noises as they step over his stuff, and not a single person offers to help him pick it all up. Not a team at all!

You can do it by **PERSON** - for each person you know: have you done at least one of these recently?

Think of Fred first - have you thanked him, complimented him or helped him recently? What about Dave?

And you can also do it by **ACTIVITY** - can you thank someone today, compliment someone today, or offer to help someone today?

But is this all a bit manipulative?

Thanking people as a game to make them think you're a nice guy?

Well I would say that if you can make thanking or complimenting people a habit then it's no longer false or manipulative, it's become part of you, and you've become a better person and a better team player.

You could even make a little chart - make a list of who you work with, when you last thanked them, complimented them, or offered to help them, and maybe once you spot any glaring gaps (like you never do anything nice for Miles, or you never offer to help anyone!) you can make a plan for when you'll do it. ■

Communication Via Email???



IMAGE DESIGNED BY STORIES / FREEPIK

“The single biggest problem in communication is the illusion that it has taken place.”

George Bernard Shaw

I missed an important meeting last week because the only communication about it was via an email that came from an email address that I didn't have in my system. So, it ended up in my junk file. Needless to say I was not happy.

AUTHOR
Mel Kettle
Strategic Communication Expert
Speaker, Author, Mentor,
Facilitator, Trainer

This reminded me of CEO Ben Vasiliou's words at a conference we both spoke at recently. He said "email is for information, not communication".

The average office worker gets 121 emails A DAY, and I suspect this number has increased during Covid. We need to remember George Bernard Shaw's famous quote "The single biggest problem in communication is the illusion that it has taken place."

When we rely on email as a communication tool, too often we are deluding ourselves that we have communicated.

Unfortunately, email is the most widely used tool for business communication.

If you must use email, then consider how to make it better:

- Be clear in the subject line what you want the recipient to do – is the email for information only or do they need to action something? And if an action is required, when is it needed by?
- Don't 'reply all' unless it's absolutely essential, and don't even think about using BCC.
- Keep your message brief, especially if you're asking a favour of someone. I regularly receive emails that are 500+ words wanting free advice. 99% of the time I don't have time to read to the end, let alone reply! #deleteimmediately... If you are guilty of these emails, perhaps instead send a short email asking if the recipient has time for a quick chat to discuss XYZ.

And instead of relying on email to communicate ALL THE TIME, why not try picking up the phone and calling people. Or sending a text. Or walking around to

their desk (if you're back in the office!). Especially if what you need to communicate is important to you.

What are your thoughts about email? And do you have any tips on how to use it more effectively? ■

Mel Kettle is an expert at communication and engagement that builds trust. She is skilled at creating solutions that challenge thinking and behaviour. Today there are endless ways we can communicate. Mel works with her clients to create a practical strategy and action plan so they can engage with their people. Her clients are known for their ability to connect with clarity, compassion and consistency so they are renowned as influential leaders within their organisation and across their industry.

Misconduct Investigations – Care Required

Boarding House Managers face increasing responsibilities and increasing accountability in discharging those responsibilities.

AUTHOR
Andrew Knott
Special Counsel
Holding Redlich, Brisbane

DID THE EMPLOYER COMPLY WITH ITS "COUNSELLING AND DISCIPLINARY PROCEDURE"?

This required that:

"...a thorough and comprehensive investigation is carried out as soon as is practicably possible."

On 27 October 2020 Deputy President Saunders of the Fair Work Commission held that the termination of an employee, Mr Hatch, of WesTrac Pty Ltd, a Caterpillar equipment dealer, was harsh, unjust and unreasonable.

Reinstatement was not ordered, but payment of compensation exceeding \$28,000 was ordered.

THE BASIS OF THE DISMISSAL

Mr Hatch was dismissed "because WesTrac believed that he had an intent to steal from the workplace" some metal struts. Mr Hatch denied having had that intention.

THE PRINCIPAL ISSUE

As stated by the Deputy President:

"It follows from the principles set out above that for WesTrac to succeed in relation to its allegation of misconduct against Mr Hatch I am required to reach a state of satisfaction or an actual persuasion that WesTrac has proved that Mr Hatch had an intent to steal, while taking into account the seriousness of the allegation and the gravity of the consequences that could follow if the allegation were to be accepted."

It was held that that state of satisfaction was not reached.

There were three major issues considered: "First, having regard to the material inconsistencies between (a) Mr Matthews' statement and Mr Hatch's version of events, (b) Mr Honeysett's statement and Mr Hatch's version of events, and (c) Mr Matthews' statement and Mr Honeysett's statement, a thorough and comprehensive investigation required WesTrac to at least make reasonable attempts to speak to Mr Matthews and Mr Honeysett with a view to obtaining a better understanding of what they saw and heard, putting the main inconsistencies to them for their response, and inquiring into Mr Hatch's allegations concerning Mr Matthews' dislike of him. WesTrac did not take such steps.

Secondly, rather than making assumptions about various matters and relying on those assumptions to form an opinion as to the plausibility of Mr Hatch's account those assumptions and concerns should have been put to Mr Hatch for his response, particularly where the accusation against Mr Hatch was criminal in nature, namely that he had an intention to steal."

The third related to the involvement of a Mr Farrell in making the decision to terminate. After analysis, the conclusion was:

"It follows that on 23 April 2020 Mr Farrell was given inaccurate information because he was told that in the initial meeting with Mr Hatch he (Mr Hatch) did not provide any

explanation for his actions, whereas Mr Hatch did provide an explanation in that meeting and his explanation was consistent with what he said at all other times. A thorough and comprehensive investigation requires the investigators to provide accurate information to the decision makers."

Accordingly, the employee succeeded (to the extent, in respect of remedy, set out above) though the Deputy President was troubled by some of the employee's evidence.

SIGNIFICANCE OF THIS DECISION

Especially where the employer's own policies so provide, tribunals increasingly will examine carefully investigation processes. This is particularly true where criminal conduct is alleged.

As a senior English judge put it some decades ago:

"...the path of the law is strewn with examples of open and shut cases which, somehow, were not; of unanswerable charges which, in the event, were completely answered; of inexplicable conduct which was fully explained; of fixed and unalterable determinations that, by discussion, suffered a change."

Hence the need for great care.

MINIMISING RISK

Where boarding house managers have limited experience in investigating such matters, skilled external advice at the outset can minimise the risk of litigation expense and distraction, reputational damage, and potential unfairness to staff. ■

COVID-19 puts the brakes on school fee increases

Schools across Australia have not increased their fees this year to help families get through the pandemic. Our analysis found 40% of schools froze or decreased their fees, resulting in a drop in the average fee increase by more than half compared to 2020.

AUTHOR
Jack Stevens
CEO
Edstart

The latest annual Edstart School Fees Report analysed key trends in fees at 400 non-Government schools across the country. We found that the average increase in school fees, consisting of tuition and compulsory additional fees, has fallen from 2.83 per cent in 2020 to 1.05 per cent this year, with boarding fee increases down to 1.83 per cent.

Fee inflation has been in decline over the past 3 years, with the economic impact of COVID-19 accelerating this trend (Figure 1).

IMPACT OF VICTORIA'S SECOND LOCKDOWN

The economic impact of the lockdown due to the second wave of COVID-19 has resulted in Victorian schools recording the lowest fee increases in the country. The average increase is 0.40 per cent, which is well below the national average of 1.05 per cent.

This is a stark contrast to 2020 where Victoria recorded the highest fee increases across the nation, at 3.16 per cent.

	Average fee increase
National	1.05%
VIC	0.40%
NSW	1.74%
QLD	1.19%
WA	0.42%
SA	0.94%
TAS	1.56%
ACT	3.16%

MORE SCHOOLS ACROSS AUSTRALIA PROVIDING FEE RELIEF TO FAMILIES

Schools bucked the trend on fee inflation this year, with record numbers deciding to hold off on fee increases. Nationally, there has been a 33 per cent increase in the number of schools that did not raise their fees this year compared to 2020. This is a consistent trend across all states with almost half of Victorian schools holding off on fee increases for 2021 (Figure 2).

MOST EXPENSIVE SCHOOLS IN THE COUNTRY FREEZE THEIR FEES

The majority of the most expensive schools in the country kept their fees steady or had modest fee increases. This was most notable in Victoria and Western Australia where half of the top 10 most expensive schools had no fee increases in 2021.

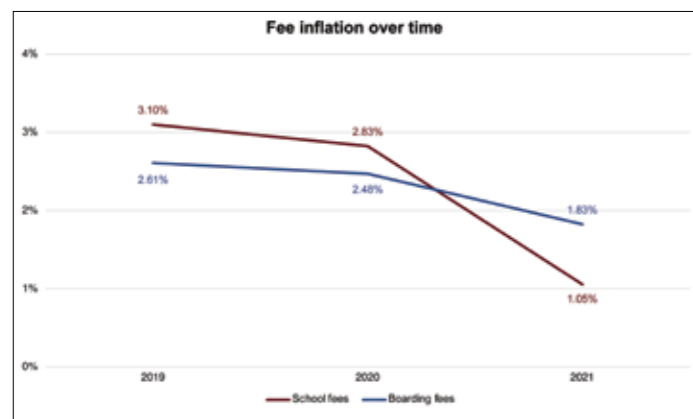


Figure 1

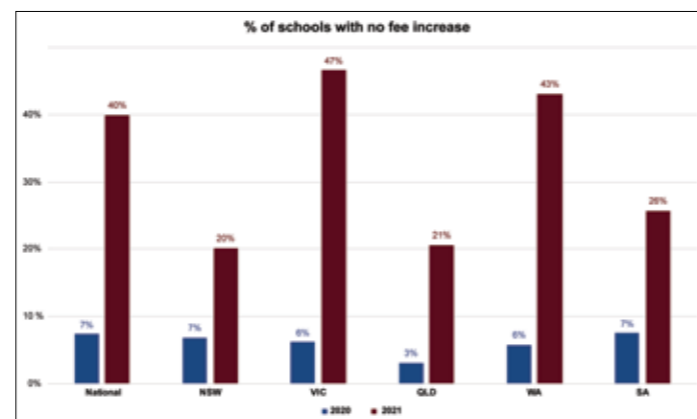


Figure 2

Farewell Phil Grimm

AUTHOR
Michael Silcock
Director of Boarding
St Patrick's College Ballarat

At the end of this year Huntingtower closes its boarding doors for the very last time, a time that also will mark the start of Phil's well-earned retirement. You may all be surprised to learn that Phil has not been a 'boarding lifer'. Phil did not have a love of boarding, but he certainly has a love and support of his wife, Jenny – and it was this that would lead to starting his journey in boarding.

Despite Victoria facing the economic impacts of a second wave lockdown and many schools not increasing their fees, they still hold the top spot for the most expensive school in the country at \$42,792. This was followed by NSW at \$41,870, WA at \$29,632, Queensland at \$29,450, SA at \$27,900, ACT at \$26,425 and Tasmania at \$20,420.

BOARDING SCHOOLS FOLLOW THE TREND

The national average fee increase for full-time boarding has fallen from 2.48 per cent in 2020 to 1.83 per cent this year. More than a third of schools did not increase their boarding fees with some decreasing them to provide relief for families affected by the pandemic.

The lowest boarding fee increases were recorded in Victoria at 0.59 per cent and Western Australia at 0.66 per cent.

HELPING FAMILIES MANAGE THE COST OF EDUCATION

Despite many schools holding off on inflating their fees, there have been an increasing number of families using payment plans, like what Edstart offers, to help them smooth out their cash flow. Instead of forking out large upfront fee payments, families are able to spread out their education costs into smaller, more manageable instalments. ■

For full details and to download a copy of our report, visit <https://edstart.com.au/report>.

many connections built a connection. In the immediate future Phil and Jenny will now move to the home they built on the beach in Mornington. Daily walks, rides, paddle boarding and dolphin watching, will now replace morning, noon and evening supervision.

In a beautiful twist of fate, Phil's daughter Hannah is now a qualified teacher and has just been appointed to the teaching staff at Huntingtower, so the 'Grimm' association will continue, a connection that all in the broader Huntingtower community will be grateful for.

I have known Phil for a number of years now and am privileged to have been asked to say a few words today. For all he has done for our boarding profession, and the young boarders at Huntingtower, I just want to acknowledge the humility of Phil, his kindness and his gentleness. I never saw him 'at work' at Huntingtower, but I say with confidence that the boarders under his care would have had a wonderful experience.

Phil, we shall miss your company and wisdom, we shall miss Jenny, but we know our paths (or bike paths) will cross again in the near future.

Thank you for all you have done. You will be sorely missed. ■

To those of us in boarding, we know that boarding is a lifestyle, not a profession. Phil speaks fondly of his time at Huntingtower, the many young lives he and his family have supported, the cycling enthusiasts he has helped foster and the memories that will last a lifetime. In Phil's own words "it's a life", with the

Why School Photos aren't JUST school photos...



13 chances. That's it!
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Leading Image School Photos Pty.
Ltd.

SO, YOU ASK – WHY IS THIS SO IMPORTANT?

Photos are a way to capture - by freezing in time - these moments we can't hold on to but would like to re-live again and again. They not only allow us to capture a certain moment in time, but also preserve it for many generations to come.

The unfortunate reality of life is that it passes us by all too quickly. Worse yet, we often don't realise it before it's too late.

One day you're bringing your precious little baby home from the hospital and the next thing you know you wake up to that "child" graduating school, starting a new life as an adult and then leaving the nest!

Memories are our most precious treasures that we cannot replace nor buy. They are powerful, tie us to people, places and emotions and make us who we are - in our own eyes and in

others. Memories of our days at school will become some of our most treasured as we age.

Memories generate emotions and photos manifest emotions in a way that words simply cannot.

Memories and stories of our family ancestry are directly connected to a child's self-identity and self-image which in turn can help to raise a child's self-esteem and confidence.

Psychologists Marshall Duke and Robyn Fivush of Emory University in Atlanta, Georgia conducted a research study



with various families and discovered that the more the children knew about their family history, the stronger their sense of control over their lives, the higher their self-esteem and the more successfully they believed their families functioned.

"Hearing these stories gave the children a sense of their history and a strong 'inter-generational self'. Even if they were only nine, their identity stretched back 100 years, giving them connection, strength and resilience," he said.

By letting your own kids see your photos from the past and the ones you take today, they become connected to their own story. They know the family members and ancestors who came before them and helped shape the world and person they see today.

Tangible photos authenticate. As the old adage goes "seeing is believing" and photos are the present's eyes in the past.

It goes without saying that most of us have family, friends, moments, and/or experiences from the past we would love to pass on to our children. Photos are the perfect medium for this educational experience. Sharing a story about your own childhood or a grandparent is wonderful, but seeing an actual photo makes the engagement much more profound, unique and memorable.

Capturing these moments in a child's life needs to be entrusted to a company worthy enough and who meets all the criteria; Leading Image School Photos



will not only meet your school's and parent's expectations, we will exceed them.

From their first prep school photo to their final Year 12 photo - we specialise in capturing these years for now and for generations to come.

With over 20 years experience in school photography, Leading Image School Photos is a group of local independent photographers operating under the one banner. Trusted, reliable, local, people with a passion to build a long-term relationship, we recognize that our partnership with schools and their communities is such an important part of the school calendar.

We operate across Qld, NSW, ACT, Vic and Tas, along with our branch partners in NT/SA Event Photo and WA FotoWorks. Utilising one of Australia's most modern professional digital labs, we have the ability to tailor a package that caters to your school's requirements and reflects its unique essence.

Value, Quality and Service are non-negotiable benchmarks that every customer is guaranteed.

Are you ready to experience the difference?

For further information please call us on 1300 084 586 ■



Is your site mobile friendly?

While an eye-catching design is essential, ensuring that your design works well on mobile is just as important. Most schools see 50-60% of their total website traffic coming from mobile – so having a mobile-first design is essential to having a “good school website”.

How easy is your site to navigate?

Can users get to important content in one or two clicks? The way you structure your navigation can greatly impact success by lowering bounce rates and increasing engagement. Clever does not always work when site visitors are familiar with other school websites and get lost on your site.

Does every page on your website have at least one call to action?

Without clear, direct, and engaging calls-to-action (CTAs) throughout your site, you may be losing out on important engagement opportunities. Do the CTAs resonate with the appropriate stage in the enrolment funnel? Do the CTAs use action words? What you say and how you say it can make the difference between a click and continuing to scroll.

Are you incorporating videos as part of your content strategy?

Video has been a growing medium, but for the first time in 2020, it became critical due to COVID restrictions for in-person events. As more users engage in video, video will be given higher priority in search and social media. And although that masterpiece school video is wonderful, authentic content, which is perhaps lower quality, has proven to drive engagement.

BEYOND YOUR HOMEPAGE

According to ABSA, “A boarding education is more than just classes. All boarding schools aim to promote the wellbeing of their boarders so that they can achieve both academic and personal success and fulfil their ultimate potential.”

So how do you best showcase what makes your boarding program unique? How do you help boarders see themselves as

part of your story? How do you convey your ethos and value to parents?

Highlighted below are great examples from boarding schools around the world who creatively showcase their boarding communities beyond the homepage, including several who serve diverse communities and exemplify thoughtful and thorough communications. Be inspired by spending some time on each of these sites!

Frensham

Frenshams’s opening line, “Everyone’s a boarder... not everyone sleeps over” immediately intrigues site visitors and encourages them to learn more. Their navigation keeps the five main actions on its website sticky while the hamburger menu opens up to the five main elements to choose from. The “Girls Say ...” section is sure to bring a smile for those evaluating a Frensham experience with words like laughter, respect and game nights! And notice the thoughtful use of the color purple through their site unifying while highlighting what makes them special.



Brisbane Grammar School (BGS)

Education is a key pillar of every school and Brisbane Grammar School’s headmaster video provides a comprehensive overview of the benefits of the BGS education. Scrolling further down the page the concept of the BGS Journey is bolstered by calls-to-action to key information including student wellbeing, outdoor education, art and sports, destinations, and student services. The photos used throughout the site help boys visualize themselves as being a part of the BGS story. >>>



Beyond the Homepage - Showcasing What Makes Your School Unique

You know how great your boarding school is, but do others? A school’s website is often the first interaction prospective families have with your brand. Does your website set you apart?

AUTHOR
Debbie Eisenach
International Marketing Manager
Finalsite

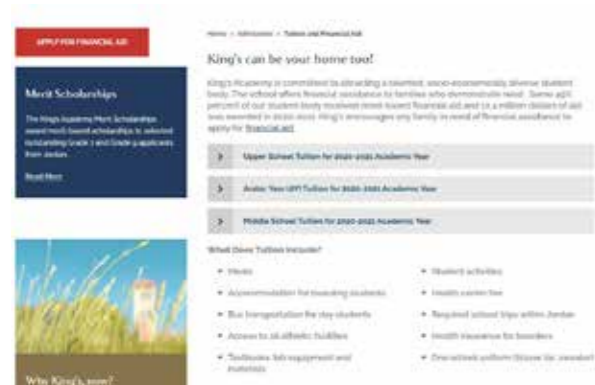
Building a website that unites, connects, and inspires your community is no easy feat and requires constant upkeep. So as we move further into 2021, assessing your website should be a priority. One thing the pandemic has taught us all, your Digital Campus has never been more important.

Let’s review some website best practice basics, and then dive deeper by looking at boarding schools in particular from around the world.

BASIC WEBSITE TUNE-UP TIPS

A school website content management platform enables schools to easily maintain and update their sites. Assuming you have a handle on daily website management, you should also answer:

While most schools continue to focus heavily on their homepages, they sell themselves short by not looking at key pages beyond their homepage.



UWC Southeast Asia (UWCSEA)

Based in Singapore, UWCSEA's boarding landing page is rich with imagery, testimonials, infographics and a fabulous day-in-the-life parallax scrolling page that informs, engages, and encourages visitors to stay. As part of a larger school, the boarding program is naturally separated out in a logical and informative manner.

Jerudong International School (JIS)

JIS in Brunei provides a comprehensive overview on their landing page with opportunities to explore more. From boarding mentors, to boarding life, to the boarding village - the feeling of community and family really shine through on this site, accomplished through a perfect blend of images, text and graphics.

Merchiston

Merchiston in Scotland provides an impressive boarding section that goes above and beyond. Calendars, blogs, images and FAQ all inform current and prospective families. The clever Weekend Life section is icing on the cake. Words alone are not enough, visit this site and you will be inspired.

Whitgift

Whitgift, a day and boarding school outside of London, leaves no stone unturned on their website. The attention to detail surpasses most sites; the "I am Whitgift" area will stop you in your tracks, succinctly conveying the unique attributes of the school's culture, values and mission.

King's Academy

Data shows that tuition pages have one of the highest bounce rates on any school website. King's Academy in Jordan makes tuition numbers easily accessible using an accordion element, while emphasizing value on the rest of the page, including a thorough financial aid description, a bulleted list of what is included in tuition, and a testimonial explaining what makes the experience so special.

KEY TAKEAWAY

Once you are satisfied with your homepage and its ability to grab attention, successful school websites anticipate what their visitors will want next. We know parents care about the bottom line, so your tuition pages really matter, whereas students will be spending their time in the boarding and student life sections trying to decide if your school is where they want to be. Your boarding school has your story to share and bringing that story to life online is important. With fresh ideas and the right tools, you can go beyond the homepage to showcase all that makes you unique, special and the right home for that student who is pouring over every page of your website with a smile. ■

I haven't been everywhere *but it is on my list.*

After years of school and studying, after months of contemplating what my future holds, after days of the anticipation of getting on a plane and leaving everything I know behind, I look back now and realise how much of my life has changed for the better. It is all thanks to the decision I made to take a Gap Year.

AUTHOR

Bianca Klopper
Gap Assistant - Blackwood House,
Gippsland Grammar

Growing up in South Africa and being able to travel with my family was undeniably amazing but it was time to be independent and in my heart I knew a life in Australia was calling my name. The best way for me to do this was to take a Gap Year.

My role throughout my Gap Year was a Boarding House Gap Assistant at Blackwood House at Gippsland Grammar School. My tasks included assisting our Head of Boarding and Supervisors with daily tasks and promoting the values of Gippsland Grammar and Blackwood House. Not only did I learn how to deal with different cultures, personalities and age groups but I also learnt a lot about myself.



On weekends off duty and during school holidays I went hiking, camping and did multiple road trips. Due to experiencing a Gap Year through Covid-19 I was limited to the things that I could do and see, however I was adamant about making the most of my experience. I helped out with school excursions, camps, sports and wherever I could lend a helping hand. I had been playing hockey for 12 years prior to my Gap Year and wanted

to continue so I started playing for one of our local clubs.

The best part of my Gap Year was the people I met, whom I still keep in contact with. None of this would have been possible without the opportunity provided by Letz Live, the training from ABSA, and most of all the guidance and support from my team at Blackwood House. It will always be a Gap Year to remember! ■



Future Financial Well being *and Financial Capability for Boarders*

Our financial world is changing fast! While we can keep up with the technologies that help us with finances, we may not be keeping up with the financial learning that our children need and the impact of those technologies. The following snippets are shared to keep readers informed and up to date on financial learning concepts and support.

AUTHOR
Ken Swan
The Wealth Academy

and then take those jars to the bank to be deposited.

The concreteness of all that has disappeared in many households. The visualisation that once occurred has also almost disappeared in many households.

The financial world has changed. Children are not learning about the real value of money through those visual and concrete learning experiences. The days of getting cash from an ATM are fast disappearing as well, so there is even less visualisation occurring.

I encourage parents to hold on to the concrete and the visual for as long as possible with your children. When children move straight to the abstract with their financial learning experiences, without seeing and experiencing the concrete movement of money, they will be getting a warped sense of value. For the future financial well-being of our children, we

must hold on to the concrete and visual for as long as possible. Keep it simple, Keep it concrete. Keep it visual. Keep a commitment to financial education!

THE PANDEMIC IMPACT

Many boarding families will have been impacted by the pandemic. A recent ABC article has emphasized how financial stress is on the rise across Australia and is a key concern for the National Mental Health Commission.

The report mentions financial security is key to our sense of wellbeing, but that's being crushed by the economic impacts of the pandemic such as losing income or having hours cut.

It's also affecting people of all socioeconomic backgrounds - particularly those with high levels of personal debt.

Financial stress is a very real stress and it impacts on mental health and wellbeing.

READ MORE

It is essential to note that this impact also affects your children, your boarders. They are not immune to this stress. In fact, as boarders, this stress may be extended because they are living away from home.

If you would like help with the development of a boarding financial education program please contact us at The Wealth Academy.

TEENFINCA

Teenfinca is The Wealth Academy's financial life skills e-zine for Australian youth. Teenfinca is an acronym for Teen-age financial capability.

In this issue

- Build your financial muscle!
- The importance of financial literacy and insurance
- How to make a financial decision!
- The challenge of keeping wealth
- Entrepreneurial teens
- 10 tips for improving your employability
- Teen anxiety and the pandemic

- My brain and financial learning
- Wants have consequences!
- Don't call it a club!
- Active minds, thinking financially
- Practising bad plastic habits: 45% of Aussies have unsafely shared their credit card details
- ETFs- Introduction to international investing

Go to this link to get your free issue.
<https://www.boarding.org.au/our-partners/the-wealth-academy>

ONLINE COURSES: BOARDING COMMUNITY INPUT

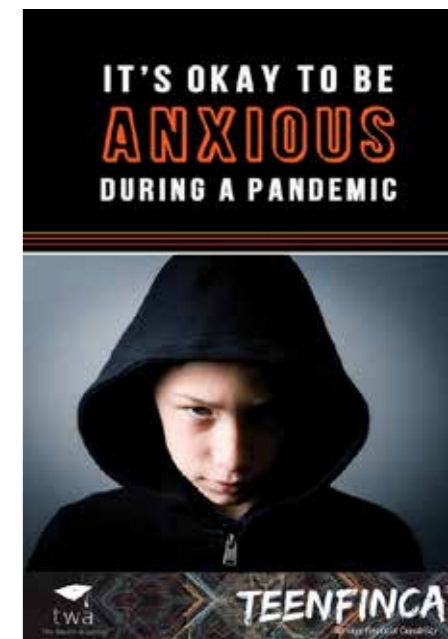
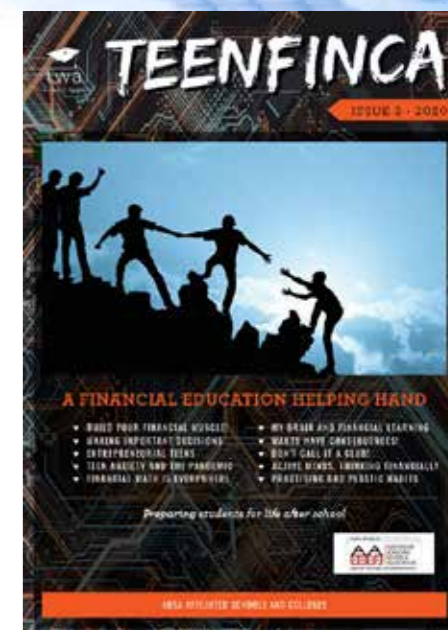
The Wealth Academy is building online financial capability and wellbeing courses for boarders and their families. You can assist.

Do you have views about what topics or content should be included?

Would you like to be involved in co-creating these courses?

Do you know ex-boarders who may like to be involved or interviewed?

If you can assist, contact Ken at The Wealth Academy admin@thewealthacademy.com.au ■



The Rural-Urban Educational Divide

Teneeka Hill (Boarding Transition Facilitator)
www.myparentconnect.com.au | info@myparentconnect.com.au

There are numerous reasons why rural and remote families choose to send their children to boarding school. A better-quality education, greater social interaction, increased sporting opportunities, or simply – because of their geographic isolation, they have no other choice.

AUTHOR:
Hannah Calcino
@the.urban.farmhouse

While rural education does not necessarily equate to a second-rate education in terms of quality; lack of resources, teacher retention and a federal education policy that favours urban schools means that a rural-urban education divide has developed, and this rift continues to grow. With approximately 60% of boarding students coming from rural areas, as a boarding school community, we are directly affected by the rural-urban education divide (Abernethy, 2019). Therefore, it is an issue that we should be passionate about and bridging this gap is something we should be championing for.

According to the Australian Council for Educational Research (2002), generally, irrespective of geographic location, a similar percentage of children are 'school ready' prior to starting their first year at school. Yet, despite school readiness, NAPLAN data has revealed that many regional and rural students make up to two years less progress than students in inner city areas between Year 3 and Year 9 (Goss, Chisholm & Nelson, 2016). Additionally, a study by the Mitchell Institute (2015) found that if you raise the national minimum standard for NAPLAN from a band 3 to a 3.5, only 54.3% of remote students and 24.4% of very remote students meet this new standard as opposed to 74.1% of metropolitan students (Mitchell Institute, 2015b).

The good news is that rural students are typically more resilient and academically buoyant than their urban peers.

This means that as learners, these students are more likely to manage the academic challenges that they face once they arrive at boarding school (Martin, et.al., 2014). Here's three things, we as a boarding school staff community, can do to ensure our rural boarders flourish in an urban schooling environment.

1. CREATE TIMELY PROFILES OF INDIVIDUAL LEARNERS

Having as much data on the child's academic abilities as possible will allow for early intervention and the ability to bridge deficits as quickly as possible. Inner-city educated students are up to two years in front of regional and remote students in some areas (Goss, et. al., 2016). Being proactive in bridging this disadvantage once they reach boarding school is paramount.

2. MAKE LEARNING RELEVANT

Rural students are more likely to disengage with their schooling in a metropolitan environment, as they feel the content is irrelevant to them. Providing subjects, or offering school-based traineeships, that are relevant to rural students is vital in improving engagement levels (Stokes, Stafford & Holdsworth, 1999).

3. UNDERSTAND WHERE THEY'VE COME FROM

As educators in a boarding school, it is our responsibility to understand the diversity that sits in our classrooms. A metropolitan environment is a stark contrast to where these children have grown up. Directly acknowledging the huge changes our rural boarders are managing and being actively interested in how 'home'

looks for them will not only earn you some brownie points, but it will provide a sense of belonging for the child.

Bridging the rural-urban education divide in our boarding schools is not going to be easy; but, for the sake of every rural boarding school student – it is going to be worth it. ■

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Life Skills for Boarders *with Bunnings!*

Bunnings will be supporting the life skill development of ABSA boarders through a series of hands-on learning events. Coming to a boarding school soon, Bunnings will be bringing along power tool and paint experts to host practical and hands on training for boarders, and of course, depending on current regulations around COVID 19, we will bring a sausage sizzle lunch!



AEG TOOL DEMOS

On the day, you can learn about and demo AEG power tools. AEG have over 120 years of experience in manufacturing power tools and are a Bunnings exclusive brand. AEG also provide onsite tool support when you need it with their fully equipped vans.

TAUBMANS PAINT DEMOS

We are covering all the basics with our Taubmans team putting together paint demonstrations and hands on tasks for boarders. Taubmans have been providing high quality paint for over 110 years with their industry expertise and dedicated teams.

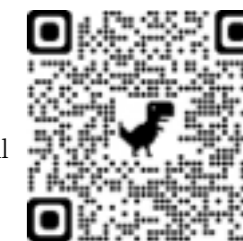
Look out for ABSA's live stream of this event and check out our DIY videos by scanning the QR code for what boarders will learn. Contact organisationsqld@bunnings.com.au for more information or to ask us how we can organise this at your school! ■



HOW TO PAINT A ROOM



Learning the basics about paint and application on the day to equip borders for all practical applications in their life



USING THE RIGHT POWER TOOLS



Understand the different power tools used for different job applications



HOW TO BUILD CABINETS



Learning to use the right tools for everyday jobs



HOW TO PAINT A DOOR



Paint skills to equip boarders in future home applications





The Lad Collective

on a mission to help Australian Boarders

For Brisbane brothers Bill and Ed Ovenden, the psychology of 'messy bed, messy head' was beginning to take a toll on their everyday working and social lives.

AUTHOR
Ed Ovenden
Co-Founder,
The Lad Collective
ed@theladcollective.com

When I was at school at St Joseph's Gregory Terrace I left my room a pig sty every day - bed unmade, smelly gym clothes all over the floor, dirty coffee cups on my desk and that

feeling of disarray and disorganisation seemed to follow me all day.

"Later, living in a sharehouse in Airlie Beach, the situation deteriorated even more. Every morning I just felt terrible.

"The psychology of 'messy bed, messy head' is true. I never had a clear head. At least Ed and I had mum to give us a hand, but we realise boarders at schools Australia-wide don't, and we want to help make life easier for not only the boys, but their parents, boarding staff and school principals."



Ed Ovenden said the mission of their Aussie startup, The Lad Collective, was to provide innovative and essential life products enabling young men like boarders to focus clearly on the important things in life whether it be study, sport or cultural pursuits.

He said The Lad Collective - with its witty catchphrase 'Get your Sheet Together' - empowered young men to take control of their lives with a range of essential life products for the bedroom, bathroom and laundry.

The Lad Collective's sheets, towels, bathmats and much more are easy to purchase, simple to use and guaranteed to make a young man's life clean, neat and tidy.

At the forefront of their vision is offering a subscription which delivers high-quality products to young men's bedrooms, bathrooms and laundries Australia-wide.

Their market research highlighted the fact that the Australian boarding community was underserved in the area of gaining full access to the bare living essentials on a weekly, monthly, quarterly and yearly basis.

"Going through Terrace, Ed and I knew a lot of boarders from other schools through sport and social events and we always admired their resilience, the way they coped spending prolonged periods away from home," said Bill.

"We now realise that behind the scenes, their parents had to make sure their

child was never short of toothpaste, shave cream, bed sheets or a comfy pillow.

"The Lad Collective aims to make the boarding experience a little bit easier by ending parents' last minute bolt to the shops to buy bare living essentials, or placing the onus on their sons to not only buy the essentials, but top them up when they run out."

The brothers said The Lad Collective had changed the game by producing easy-to-use fitted sheets with marked corner straps (bottom left, bottom right, top left and top right) to provide a visual reference point as to which corner goes where, and to make the task of pulling the fitted sheet corners underneath the mattress quick and smooth.

Top sheets had a logo placed directly in the centre to allow for easy positioning, pillow cases had invisible zips - no more weird flaps or buttons - and the colour palette was designed to hide unavoidable stains.

The Lad Collective's towel sets also spotlighted a hygiene issue faced by many men. The TLC logo effectively guides men to use one side for the upper body and the other for the lower extremities.

Quitting their well paid, full time jobs and taking the brand to market during the COVID-19 crisis speaks to the belief the brothers have in their product, as well as their knowledge of the target market.

"We've all seen the horror scene that a young single man's bedroom can become, and we've all bought living essentials, like bed sheets, that are grossly overpriced or poor quality," said Bill

"We surveyed over 1000 men before settling on their product range and the feedback we received was overwhelmingly positive.

"It was clear that young blokes weren't happy with the state of their living en-

vironment and wanted an easy solution,

"66% of men surveyed had never even purchased bedroom, bathroom or laundry products and 72% only washed their sheets once a month.

"We also interviewed many mothers of sons who were fed up with telling them to clean their rooms, wished their sons were more independent and were looking for some way to achieve that."

Bill said bed sheets had traditionally been marketed towards women, with industry leaders accordingly focussing their marketing efforts on offering varied colour pallets and synchronicity with trendy interior design schemes.

TLC broke that trend by marketing directly to men: offering a simple one-stop shop for essential products and a brand identity with a cheeky sense of humour and uniquely Australian feel that resonated with young men.

"Our direct-to-consumer e-commerce model creates a straightforward experience for parents and blokes wanting to skip a trip to the shopping centre and instead order a set of our sheets online which will keep their beds looking spick and span" said Ed.

We want to change the way blokes view their beds and create a movement which helps young men create the bedroom environment that they and their families are proud of."

Ed and Bill grew up on the Atherton Tablelands in Far North Queensland with their carefree life wandering through rainforests, swimming in crystal clear creeks and their feet permanently stained with rich, red volcanic soil firmly etched in their memories.

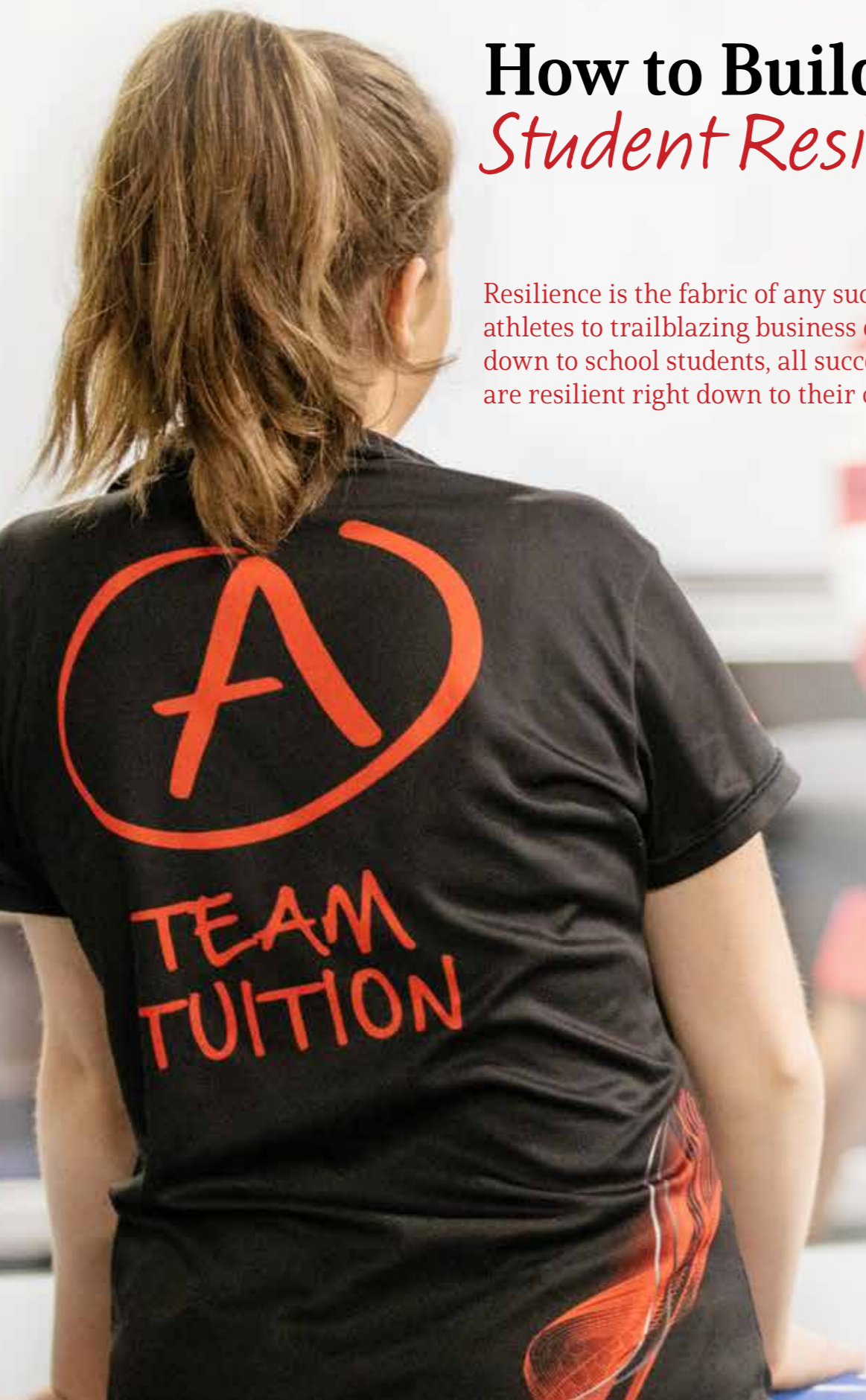
"Coming to Brisbane, the big smoke, was a huge jolt for us but at least we had our sisters and parents to make the transition a bit easier. Boarders don't have that and we hope The Lad Collective can make their lives just a little bit easier," said Bill.

You can find out more about The Lad Collective and view their product range at www.theladcollective.com ■



How to Build *Student Resilience*

Resilience is the fabric of any success. From elite athletes to trailblazing business executives, right down to school students, all successful individuals are resilient right down to their core.



“as much as talent counts, effort counts twice.”

Angela Duckworth, author of Grit

AUTHOR
Anthony Austin,
Academic Specialist
A Team Tuition

Building resilience - the ability to adapt and bounce back from challenges - can help your students manage stress and feelings of anxiety and uncertainty. There are many things that can be done in the boarding school environment to help students build resilience!

THE POWER OF BELIEF

The first step is believing. It can be incredibly hard to succeed if you feel like you've got no one in your corner. Every successful individual has at least one person that truly believes in their ability. Boarding school educators are a huge part of their students' support networks. If you believe in every student's ability and empower other educators to do the same, it will completely change the students' belief in their own potential. Their horizons will be stretched, their goals a little loftier, and they will be inspired to achieve.

One strategy that can be used in a boarding environment to demonstrate



to students that you believe in them is having one-on-one meetings with all of your students. Inviting students to have regular check ins establishes student motivation and makes your relationship with the student stronger and more welcoming. Having these meetings will make students feel like you believe in them and know their goals and aspirations on a personal level.

FAILING FORWARD

It is important to recognise that failure is simply the first step to success. With this in mind, another really important part of building a student's resilience and a growth mindset is educating them about 'failing forwards' - about using their failure as a springboard for success. According to John Maxwell, author of *Failing Forwards: Turning Mistakes into Stepping Stones for Success*, "errors become mistakes when we perceive them and respond to them incorrectly ... and mistakes become failures when we continually respond to them incorrectly." Students should develop a plan on how they are able to positively react to challenges and reflect on past failures.

One activity you can do with your students is having students think about an awful event, and coming up with five good things that came from it!

Talking about your own life experiences, and lessons you've taken from the mistakes you've made is also an easy yet powerful way of instilling this concept in your students.

ALL ABOUT BALANCE

When students look after their nutrition, life balance and cultivate a comfortable study environment, they give themselves a much better chance at bouncing back from challenges! Resilience is nurtured and maintained by means of having a balance in life; for students, this includes all parts of their school and home lives. Without balance, they are likely to ebb and flow with their attitude and motivation, and struggle to display the sustained focus necessary for success.

Boarding school educators have the power to facilitate this balance by ensuring that students are comfortable and have places they can go for relaxation and study. Boarding school educators can help students maintain this balance by scheduling downtime along with prep time. Topics such as nutrition and mental health should also be discussed with all students on a regular basis. ■

International Students and Boarding: *Will They Be Able to Start This Year?*



PHOTO CREATED BY P. J. HARRIS

AUTHOR
Craig D'cruz
National Education Lead
CompliSpace

THE CURRENT POSITION

The Commonwealth Government has the ultimate responsibility and the final say regarding the availability and approval of student visa applications.

According to the Commonwealth Department of Home Affairs "Arrangements for the return of international students to Australia will be made once it is safe to do so, and in a way which protects the Australian community".

In a media release in July 2020 which is currently linked to the Department of Home Affairs website, the Hon Alan Tudge, in his capacity as the Acting Minister for Immigration, Citizenship, Migrant Services and Multicultural Affairs said:

"While the closure of our international borders has been critical to our success in slowing the spread of the coronavirus, and Australia has been a leader in this regard, it has presented challenges to the education sector and students, both here and offshore. These five visa changes will ensure international students are not worse off due to the coronavirus pandemic and that Australia remains competitive with other countries".

According to the Media Release, four of the five changes that affect schools include:

- ✓ The Government recommencing the granting of student visas in all locations lodged outside Australia. This means when borders re-open, students will already have visas and be able to make arrangements to travel to Australia.
- ✓ International students will be able to lodge a further student visa application free of charge, if they are unable to complete their studies within their original visa validity due to COVID-19. Regardless of whether they are in or out of the country.

- ✓ Student visa holders studying online outside Australia (if schools allowed for this) due to COVID-19 will be able to use that study to count towards the Australian study requirement for a post-study work visa.
- ✓ Additional time will be given for students to provide English language results where COVID-19 has disrupted access to these services.

In addition, the Department of Home Affairs has announced that it will waive the visa application fee to allow students to lodge a further student visa application in order to complete their study. This free offer will only be available to students who held a student visa on or after 1 February 2020 and who couldn't complete their course within their original visa validity due to the impacts of the COVID-19 pandemic. This measure is not intended for students who apply for a new student visa due to "ordinary reasons", such as if a student failed a course or a unit of study, deferred for personal reasons or voluntarily reduced their study load.

The Age recently reported that the Victorian Government has been urged by principals from the state, Catholic and independent sectors to "consider all options" to get Year 11 and 12 international students back into the country including arranging chartered flights and residential quarantine. In addition, they reported that the Australian Boarding School Association (ABSA) is "in talks for international students to quarantine, alongside school staff, at hotels in South Australia and Tasmania".

Richard Stokes (CEO) ABSA, on the instruction of the Honorable Andrew Gee, Minister for Regional Education and Assistant Trade Minister and the Honorable Dan Tehan, then Federal Minister for Education has recently written to the principals of all its member schools to propose a safe quarantining model for school aged children returning to recommence their studies in Australia. Although this quote is based on Richard's Queensland model, it summarises the structure that is currently under discussion:

"Our proposal is based on the models established by professional sporting leagues who have successfully operated "bubble" or "hub" type environments within Australia, specifically Queensland, with great success. The "Boarder Bubble" would be a privately-funded model utilising already Queensland Health approved hotels (presently not being utilised for repatriated Australians) and other suppliers that formed an integral part in the successful operation of various sporting codes in addition to support the Queensland Government's efforts to facilitate the return of repatriated Australians".

WHAT DOES THE ABSA "BOARDER BUBBLE" MODEL MEAN FOR SCHOOLS?

According to ABSA, the aim of their proposed "Boarder Bubble" is to guarantee that it would be cost-neutral, while ensuring safe passage for overseas boarders, and ensuring that the mental health and wellbeing of the students would be adequately catered for by boarding school professionals. They also noted that their proposed model would add significant economic benefits to the wider Australian economy.

FROM OUR PARTNERS

In summary, and this has been slightly generalised from the original:

- The "Boarder Bubble" students would be cared for and supervised by experienced and WWC-approved boarding school staff.
- In line with current quarantine arrangements for international arrivals, there would be a strict 14-day quarantine period with all students and staff remaining within the facilities for the full quarantine period.
- Students and staff would be tested in line with Government guidelines with tests occurring on Day 2 and Day 11 in addition to the onset of any Covid-19 related symptoms.
- Staff and students would also be required to provide a negative PCR test 72 hours prior to travelling to Australia.
- Only accommodation providers that have been pre-approved by jurisdictional health authorities for quarantine accommodation arrangements would be used.
- Students would be split into cohorts / groups to minimise any potential cross contamination of students and potential COVID-19 clusters within the Bubble.

CURRENT GOVERNMENT ASSISTANCE FOR SCHOOLS

The Department of Education, Skills and Employment has advised that designated state authorities (DSAs) and school providers can access more information about accommodating international students, including flexible course delivery, in this fact sheet. It is dated June 2020, but still appears to be valid.

The Department of Education, Skills and Employment is encouraging schools to be understanding of student circumstances beyond their control. While travel restrictions apply to international students enrolled in Australia, the Department has also encouraged:

- ✓ DSAs to consider requests by schools to vary elements of their registration against the ESOS framework.
- ✓ States' and territories' curriculum assessment and certification authorities to offer as much flexibility to students as can be accommodated by their certification requirements.

The website notes:
"If schools have questions about their specific circumstances, they should contact their Designated State Authority under the Education Services for Overseas Students Act 2000, or state or territory curriculum, certification and assessment authority, as relevant. Where a school has responsibility for approving a student's welfare arrangements and students are moved to alternative accommodation arrangements for a quarantine period, it is important that this accommodation is consistent with Standard 5 of the National Code".

FINAL COMMENT

Schools should be aware that the Department of Home Affairs currently permits Australian citizens/resident school aged students to re-enter Australia and that many are eligible to self-quarantine with a parent or guardian on arrival.

Given the anticipated number of students who wish to return to Australia to commence the academic year, and the current community apprehension associated with returning travellers (particularly given the recent outbreak in Victoria), Richard commented that potential non-compliance in a home-based environment would make the ABSA proposed "Boarder Bubble" a very possible and worthwhile solution.

ABSA members should seriously consider this proposal and support ABSA in their endeavours to get this 'over the line'. It will ensure that overseas boarders can quickly return to their schools and their education programs but not in place of returning overseas Australian citizens. It seems like a genuine win-win situation. ■

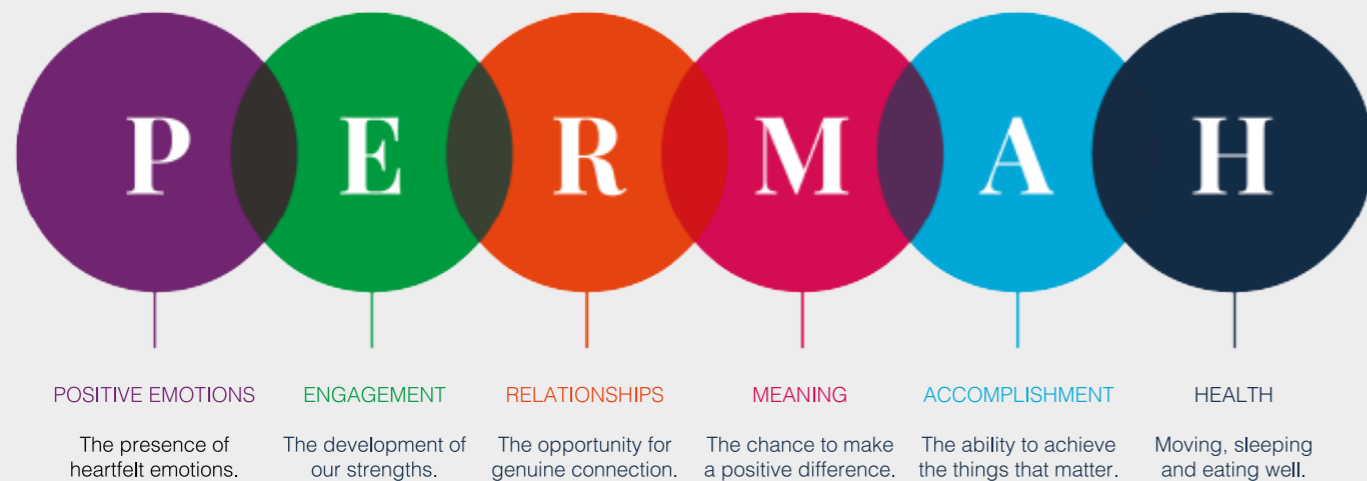
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www.complispace.com.au

The PERMAH framework

A roadmap for wellbeing

When you ask most parents what they want for their kids, the answer usually comes down something along the lines of “we want our children to be happy!”



AUTHOR
Alli Williamson
The Education Lab
www.educationlab.com

In recent years there has been an increased focus on wellbeing in our schools sometimes known as “positive education” and rightly so with one in four young people in Australia suffering from a mental health disorder. Positive Education or wellbeing however, is a preventative approach; it buffers illbeing and builds wellbeing. In addition to enhancing well-being, evidence now backs up what many of us have always known. Those students with higher levels of wellbeing also have higher levels of academic achievement.

So what is wellbeing or indeed Positive Education? Positive Education brings to-

gether the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. We refer to flourishing as a combination of “feeling good and doing good”. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

Professor Martin Seligman, regarded as the “founding father” of Positive Psychology, outlines one framework that can be useful to support wellbeing known as PERMAH. The PERMAH theory is comprised of six pillars that, when cultivated, can lead to improved life satisfaction and happiness. These pillars are positive emotion, the experience of feeling good; the second is engagement when you have a sense of being one with the music and time

stops for you; the third is good relationships; the fourth is meaning and purpose; the fifth achievement; and the sixth element of PERMA more recently added to his original theory is health in its physical sense.

The literature demonstrating the impact of wellness on academic achievement has now propelled Positive Education with great credibility onto the stage of many leading schools across the world which is great; however, wellbeing is more often caught as opposed to taught so as those caring for the wellbeing of others we have a duty to first start with ourselves.

WHAT CAN YOU TRY?

- Master your own wellbeing - the good thing about the science underneath interventions is that you can

have some level of confidence that yours and others wellbeing can be increased over time with intentional activity. Finding the practices that are the best fit for you can give you a sense of mastery and control over your ability to be resilient when life doesn't go as planned. And noticing the positive changes that building more PERMAH can make in your life, gives you the confidence to continue being in charge of your own wellbeing.

- Navigate your PERMAH - your emotional system wasn't built to feel good all the time, it also needs to see challenges, dangers, and loss, and react to them accordingly with anger, fear or despair. For example, if you're making decisions that could have catastrophic consequences, such as downsizing predictions, or flying a plane, you need some anxiety and pessimism to get it right. By using PERMA as a general indicator of where your wellbeing is at, you can know that overall, it's not a problem if your positive emotions are down at the moment because life's circumstances are at a low point or you've got an important task that needs attention. It's about having the optimism to navigate PERMA according to what's happening for you at the time, and knowing you can get back on track when you need to.
- Take measures - as a leader, having the goal to measure not only your wellbeing, but also that of your people, and being held accountable for it, gives a strong message about how much you value wellbeing in your workplace, and a catalyst to take action. Not only would this be a strong buffer against depression, anger, and anxiety, but also could increase safety and functioning. What interventions would you introduce and encourage? How could you increase positive emotions, build engagement, improve relationships, strengthen meaning, and encourage greater achievements?

WHERE MIGHT YOU START?

- Take the PERMAH Wellbeing Survey to measure your PERMAH (www.permahsurvey.com)

WANT TO LEARN MORE?

- Download the Education Lab Workplace Report for practical tips on how to measure and improve wellbeing in your school. (www.michellemcquaid.com/product/the-education-lab-2020-workplace-survey/)
- Watch this TedTalk by Marty on The New Era of Positive Psychology (www.ted.com/talks/martin_seligman_the_new_era_of_positive_psychology?utm_campaign=tet-spread&utm_medium=referral&utm_source=tetcom-share)
- Grab a copy of Martin Seligman's ground-breaking book Flourish or his new book The Hope Circuit. ■

Farewell Shane Hennesy



AUTHOR
Rosie Broderick
Regional Chair - South Australia

The South Australian boarding fraternity farewells Shane Hennesy on his retirement from his role as Director of Boarding at Sacred Heart College Adelaide. Shane was appointed to his role in 2010 and is proud that he is leaving knowing the strong sense of belonging that is evident across the community. In his words, “Sacred Heart College is an amazing boarding community and I had the complete support from parents and the College. The boarders were a joy to live in community with...most of the time. My wife Andrea and our family were extremely supportive of me and my Principal, Steve Byrne, acknowledged and appreciated how important that support was in allowing me to give myself to the role fully.”

Shane's South Australian counterparts know just how hard Shane has worked over the past ten years to build a positive culture around the boarding community at Sacred Heart. We thank him and wish him all the best for his retirement. ■



Farewell Tina Campbell

AUTHOR
Rhys Dickinson
Communications Specialist
St Mary's Anglican Girls' School

It is difficult to summarise the influence Tina Campbell had on St Mary's Anglican Girls' School during her 13 years as its Head of Boarding. When Tina arrived at St Mary's in 2008, she was tasked with filling the shoes of previous Head of Boarding, Marilynn Freitag, who brought Anne Symington House into the modern era with her transforming initiatives.

Fortunately for St Mary's, it was a seamless exchange when Marilynn passed the Head of Boarding baton on to Tina. In fact, Tina barely broke stride as she hit the ground running, intent on honouring the good work of her predecessor while injecting her own set of fresh ideas to enhance St Mary's boarding experience.

With her considered professionalism and inspiring enthusiasm, Tina conceptualised and brought to life a raft of programs that now form the foundations of St Mary's renowned boarding program. Included in these was a structured Academic Support Program, which helps students reach their academic potential by providing them access to tutors and a dedicated Boarding Academic Support Teacher.

Tina also founded the Perth Pals Program, which bolsters boarding students' and their families' support network by connecting them with local, Perth-based families, and she conceived St Mary's industry-leading Beyond Boarding initiative, designed to equip boarders with essential skills to prepare them for life after school.

While dedicated to providing boarders with every opportunity to discover their best, Tina was equally passionate about advocating for St Mary's boarding program both in the regions and internationally. She was a regular and popular figure at annual regional field days and travelled to overseas locations including China, Indonesia, Malaysia, and Singapore to promote the School.

She did all of this, and so much more, while consistently giving back to the Australian boarding community. She was previously secretary of the Australian Boarding Schools Association and sat on ABSA's Board as its Western Australian regional chair.

Tina was also committed to self-improvement and continued to study throughout her tenure as St Mary's Head of Boarding. She recently completed a Master of International Educational Leadership (Distinction) at Charles Sturt University and is currently studying units for a Certificate in School Management and Leadership through Harvard University.

The latter will undoubtedly serve her well in her next professional venture as Principal of St George's Anglican Grammar School in Perth. Tina will be sorely missed at St Mary's, but the School is excited for her as she embarks on the next chapter of her career in education.

Tina said St Mary's – and Anne Symington House – would forever hold a special place in her heart.

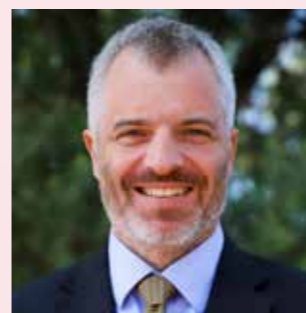
"St Mary's has been a huge part of my life and I leave it with great excitement for my new role as Principal of St George's Anglican Grammar School but also with a touch of sadness, as to be Head of Boarding at St Mary's demands a deep connection for the role, an affinity with the School and an investment of your life," Tina said.

"My family have called St Mary's home for the past 13 years, but I am ready for a new challenge and the next adventure in my life. I am well prepared for principalship with the vast array of experiences I have accumulated as the head of a large boarding house.

"I have been incredibly lucky to have worked with and been mentored by some incredible Principals and Headmasters throughout my career, including Lynne Thomson (St Mary's), Jenny Ethell (Perth College), Jeremy Madin (Christchurch Grammar School), Garth Wynne (CCGS) and Judith Tudball (St Mary's)." ■



Welcome: New Principals



Matthew O'Brien
Head of School
Bunbury Cathedral
Grammar School
Bunbury, WA

BUNBURY CATHEDRAL GRAMMAR SCHOOL - WA

Bunbury Cathedral Grammar School (BCGS) is pleased to introduce Mr Matthew O'Brien as the New Head of School. Mr O'Brien joined the School in 2016 as the Head of Secondary, and his career spans over 20 years teaching both at University and in Schools.

Growing up in a regional environment, Mr O'Brien's move to the regional WA School was an easy decision for him and his family.

"When we first visited the School, we thought, 'Wow! This is exactly what we have been after.' It is that academic pathway focussed, opportunity-rich school that is available within the regional setting – it is a win-win."

Mr O'Brien highlights the campus students and staff as some of the things that make BCGS so special.

"We have the bush environment which we know is fantastic for the wellbeing of everybody and

we have access to the coast. As far as campuses go, we are just so lucky."

"Our students, they are just so real. That is what I love about regional kids – they have an honest and genuine nature, and they have a 'go getter' attitude which is what the School is all about."

Mr O'Brien is looking forward to working with the School community and continuing the tradition of providing excellent educational opportunities for children of the South West.

"We have a wonderful community at our School, and I look forward to working with our parents and the wider community, to ensure our students not only have access to excellent opportunities, but can graduate as resilient and resourceful young men and women." ■



Loretta Wholley
Principal
Genazzano FCJ College
Kew, VIC

GENAZZANO FCJ COLLEGE - VIC

Loretta commenced as Principal of Genazzano FCJ College in January 2021; and is passionate about all-girls education, their mental health and wellbeing, healthy eating programs and staff leadership.

Previously Loretta was Principal at Merici College, Canberra; Deputy Principal at Mercedes College and Santa Maria College, Perth; and taught at Prendiville College, Mater Dei College and John XXIII College.

Loretta has held various committee positions, most recently as the national President for the Catholic Secondary Principals Association; and as a member of the Catholic Education Commission, Canberra Goulburn.

Loretta's qualifications include a Master of Educational Leadership, Master of Religious Education, Bachelor of Education and a Bachelor of Arts; and she has been recognised for her talents through a number of awards:

- Australian Council for Educational Leadership Fellowship Award, 2017
- Telstra Business Woman of the Year Public Sector ACT finalist, 2020
- ACT Mental Health and Wellbeing Community Award, 2020. ■



Andrew McGregor
Principal
Haileybury Rendall School
Darwin, NT

HAILEYBURY RENDALL SCHOOL - NT

Andrew began at Haileybury Rendall School in November 2020. Prior to accepting this role he was the Associate Principal of Westbourne Grammar School in Melbourne for eight years where he was directly involved in the growth of student and staff numbers, a significant increase in academic achievement for students of all ages and the addition of significant school facilities.

He believes that student learning is the school's core business and that a contemporary education also involves development of the whole

person and involvement in a wide range of extra-curricular activities.

A senior Mathematics teacher, Andrew also worked at Haileybury's Berwick Campus as Head of the Senior School and credits his broad experience and knowledge to having had the privilege of working in some of the best co-educational schools in Victoria. ■

Welcome: New Principals



Michael Newman
Head of College
Marist College Ashgrove
Ashgrove, QLD

MARIST COLLEGE ASHGROVE - QLD

Marist College Ashgrove is pleased to introduce Mr Michael Newman, our new Head of College.

Michael has been in education for 35 years teaching at Trinity College Lismore and Burdekin Catholic High School in Ayr, as a Leadership Team Member at St Joseph's Hunters Hill and St Joseph's Nudgee College and serving as Principal at St John's Catholic School Roma and St Mary's College Toowoomba.

In these experiences he has been involved in both day and boarding, all boys and co-educational, city, country and regional education. He

particularly enjoyed the role of Head of Boarding at St Joseph's Hunter's Hill, Sydney.

"I am very much enjoying my time at Marist College Ashgrove and in the short time I have been here, can see a boarding school which is a very caring and enjoyable place for our boys and which is also forming terrific young men thanks to the dedicated staff working here". ■



Kathy Bishop
Principal
NEGS ARMIDALE
Armidale, NSW

NEGS ARMIDALE - NSW

NEGS is honoured to announce the appointment of Mrs Kathy Bishop as our new Principal (PK-12) beginning in January 2021.

A highly respected educational leader, Kathy is the past Principal of Clayfield College, a Pre-Preparatory to Year 12 school with co-educational Primary, girls-only Secondary and girls' Boarding from Years 5-12. Prior to this, Kathy held senior leadership roles at Ipswich Girls' Grammar School including Ipswich Junior Grammar and St Margaret's Anglican Girls School. Recently, her scope of understanding and involvement in education has been expanded through consulting work across Primary and Secondary educational settings, and the assessment of staff for Highly Accomplished and Lead Teacher positions.

NEGS is the 4th girls' Years 5-12 Boarding School for Kathy and she is passionate about continu-

ing her involvement and personal connections with the boarders, staff, families and boarding community.

Kathy's breadth of experience, her passion for engaging and empowering young women to think critically and develop an entrepreneurial mindset, her focus on the development of character, and creating a community where students feel a sense of belonging, striving to genuinely be their best in all aspects of life and make a real difference in the lives of others will create a rich learning environment for NEGS and enable students to be the catalysts for change.

Her love of learning and intellectual agility, an unwavering commitment to excellence in teaching, academic care, co-curricular opportunities and boarding, and her educational vision, initiative and integrity makes Kathy an ideal educational leader for NEGS. ■



Cheryl Penberthy
Principal
Presbyterian Ladies' College
Melbourne, VIC

PRESBYTERIAN LADIES' COLLEGE - VIC

Cheryl Penberthy was recently appointed Principal of Presbyterian Ladies' College Melbourne, following eight years as Head of Junior School and prior to that, Head of Junior School at Lowther Hall.

Bringing a fresh perspective to the role of nurturing and educating girls, Cheryl is proud to lead one of the country's oldest independent girls' schools with a strong tradition of academic excellence and a much-cherished association with boarding.

Cheryl is passionate about education, having completed a Masters in Educational Leadership

and Administration from Melbourne University. She works closely with PLC's joint Heads of Boarding School, Rachel and Stuart Manderson, and together they oversee a caring and inclusive boarding community that provides a home away from home for girls in Years 7 to 12.

Cheryl's vision is for a future-focused learning community that nurtures diverse talents and prepares girls for an international outlook by instilling in students a love of learning, the value of leadership and service and the pursuit of excellence in every passion and any field of endeavour. ■

Welcome: New Principals



Vanessa Browning
Principal
Seymour College.
Adelaide, SA

SEYMOUR COLLEGE - SA

Vanessa has had an extensive career, over the last 28 years, in primary education and leadership across a range of Australia's leading R-12 independent schools and internationally. Her experience spans a variety of educational settings including single sex, co-ed, private, public and boarding environments including Matthew Flinders Anglican College, Geelong Grammar School, Herne Hill Prep School London, The Scots College Sydney and St Catherine's School Sydney. Vanessa is motivated to initiate change in education, guided by the latest research and a drive towards optimum results for the students,

staff and extended community. From each of the schools she has worked, she has taken away a little bit of magic that continues to impact on and influence her teaching, educational and leadership thinking today. ■



Steven O'Connor
Principal
St Patrick's College
Ballarat, VIC

ST PATRICK'S COLLEGE - VIC

Returning to St Patrick's College Ballarat after a 13-year absence, Steven O'Connor sees his appointment as Principal as a career highlight for the experienced educator.

A former Deputy Principal at the College in 2007-08, Mr O'Connor is relishing the opportunity to lead Victoria's only regional Catholic boy's day and boarding school in 2021.

"I am really looking forward to the sheer enthusiasm, energy, the sense of fun, the sense of joy, the diversity that I think is very much part of an all boys' school and that very much plays out in the really broad range of opportunities that are offered to the young men at St Patrick's" Mr O'Connor said.

"I feel like I have been preparing for this role for my entire life and really see it as a lifetime opportunity. It is certainly my hope to be Prin-

icipal at St Patrick's College for a long time and to contribute to the community via the role well into the future. "

Having spent many years in leadership roles in boarding schools across three states, Mr O'Connor said he is particularly excited by the opportunity to form strong new bonds with the boarding students in Ballarat.

"I am already very proud of the great Indigenous education program on offer here in Ballarat which attracts boarders from across the country," Mr O'Connor said.

"Their enthusiasm, combined with that of the boarders from our traditional strongholds in regional Victoria make our new boarding precinct and extremely vibrant and joyful environment ideally suited to raising fine young boys to the status of great men." ■



Deborah Ryan
Principal
St Ursula's College Yeppoon
Yeppoon, QLD

ST URSULA'S COLLEGE YEPPOON - QLD

St Ursula's College, Yeppoon is honoured to welcome Mrs Deborah Ryan to the College as the new Principal, commencing in January 2021. Deborah has spent approximately 16 years working in the education sector and brings diverse industry experience to the role.

Most recently, Deborah was the Assistant Principal - Identity and Culture, at St Ursula's College, Toowoomba. Deborah is passionate about all girls' education and empowering young women to develop a growth mindset to achieve success and excellence. Prior to this, Deborah lived and worked in regional New South Wales. This time spent in a regional and rural community has

made her acutely aware of the challenges and joys faced by boarding families and, coupled with her work in a Boarding College, has given her great insight and the ability to empathise and relate with boarding families and a deep appreciation of the responsibilities associated with leading a Boarding College.

Deborah is committed to the holistic education of young women and creating an inclusive environment where students can take on the challenges of our 21st century world. ■

Welcome: New Principals



Mary Anne Evan
Principal
The Glennie School
Toowoomba, QLD

THE GLENNIE SCHOOL - QLD

In 2020, The Glennie School warmly welcomed its 14th Principal, Ms Mary Anne Evans.

After 21 years of experience in the co-educational public school sector, Ms Evans most recently completed seven years at the highly respected New England Girls' School (NEGS) in Armidale, four as its Principal. Ms Evans comes well qualified for the role at Glennie, with a Bachelor of Arts and a Diploma in Education from the University of New England. She is currently studying for a Masters in Applied Leadership.

Ms Evans' own philosophy of a personalised and holistic approach to education embraces The Glennie School's long-standing tradition of ensuring each Glennie girl thrives in her own spiritual, emotional, academic, physical and extra-curricular pursuits to become All She Can Be®.

'A strong commitment to developing the potential in every girl while maintaining high-quality educational standards is important and something Glennie prides itself on,' Ms Evans said. ■



Andrew Hawkins
Headmaster
The Southport School.
Gold Coast, QLD

THE SOUTHPORT SCHOOL - QLD

Andrew Hawkins is the first Old Boy Headmaster of The Southport School. Mr Hawkins came to TSS as a boarder in McKinley House from Emerald. After graduating from TSS in 1995 as Vice-School Captain, Mr Hawkins ventured off on a Gap Year to the UK and it was here that he fell in love with teaching.

After returning to Australia he studied a combined Bachelor of Applied Science (Human Movement Studies) and Education degree at The University of Queensland with the sole purpose of becoming a PE Teacher. After a number

of years teaching at state high schools in Brisbane and a Boarding Master at Brisbane Grammar School, Mr Hawkins took up a full-time teaching position at TSS in 2004.

While at TSS, Mr Hawkins has held the roles of Physical Education Head of Department, Dean of Students Years 8 & 9, Dean of Students Years 10-12, Biddle Boarding Housemaster and Deputy Headmaster – Head of Senior School. ■



Dr John Kinniburgh
Headmaster
Toowoomba Grammar School
Toowoomba, QLD

TOOWOOMBA GRAMMAR SCHOOL - QLD

The start of the 2021 school year signals a fresh start for Toowoomba Grammar School, with Dr John Kinniburgh commencing as the School's 16th Headmaster. Dr Kinniburgh replaces Mr Peter Hauser, who retired at the end of last year after eighteen years of outstanding service to the School and Dr Kinniburgh is excited by the challenge.

"Toowoomba Grammar School is one of Queensland's oldest educational institutions and it's my absolute honour and privilege to build on the School's long history of providing a quality well-rounded education for boys," said Dr Kinniburgh proudly.

"This occurs through academic rigour, outstanding pastoral care, diverse co-curricular opportunities and a boarding program that lies at the heart of the school."

It's a philosophy that has been well practised by this very experienced educator. Dr Kinniburgh was formerly the Deputy Headmaster and Head of Secondary School at Prince Alfred College, Adelaide. He previously spent four years at Wel-

lington College, England and prior to that he held key academic, co-curricular and boarding roles at The King's School in Sydney over a sixteen-year period.

Dr Kinniburgh's qualifications include a PhD in Education from Macquarie University, a Master of Science degree in Environmental Change Management from the University of Oxford, a Bachelor of Arts degree from the University of Sydney and a Graduate Diploma in Education from the University of New England. His academic achievements have been complemented by success on the sports field as both a coach and a player, fuelling his belief in the importance of co-curricular activities for boys, whether it is music, the arts or sport.

Dr Kinniburgh was raised in Gunnedah in north west New South Wales which taught him the importance of family and community values. ■

Welcome: New Heads of Boarding



Chemane Fairleigh
Head of Boarding
Abbotsleigh
Sydney, NSW

ABBOTSLEIGH - NSW

We are delighted to announce the appointment of Mrs Chemane Fairleigh, as Head of Boarding at Abbotsleigh commencing in January 2021. Originally from the UK, Chemane is a highly qualified educator with many years of experience working and leading in day and boarding schools both nationally (Queensland) and internationally (London and Hong Kong). Chemane's formal qualifications are equally extensive, having completed a Bachelor of Arts with Qualified Teacher Status in Secondary Education in Physical Education and Life Science, as well as a Masters' Degree in Social Work and a Professional Diploma in Mid-Level Leadership in International Schools.

Chemane is committed to developing the spiritual, physical, moral, social, and intellectual capabilities of each girl by providing a safe and secure living and learning environment, where each girl is valued and respected for who she is. She is also committed to having the girls flourish and achieve their personal best.

"Abbotsleigh is the most perfect backdrop to work! I have been made to feel extremely welcome by colleagues and girls alike and very much look forward to the year ahead. After such a disrupted 2020, I am keen to work with my excellent boarding staff to re-establish positive and strong connections within our boarding community and also with our boarding families." ■



Allysia Heness-Pugh
Head of Boarding
Ascham School
Sydney, NSW

ASCHAM SCHOOL - NSW

Ascham School is delighted to welcome Mrs Allysia Heness-Pugh as our new Head of Boarding. Allysia has 16 years' experience in boarding, most recently as Deputy Head of Boarding at Abbotsleigh in Sydney. She brings to the role a strong focus on pastoral care and wellbeing, partnering with parents and the School community to deliver positive residential experiences for young women who live away from home.

Allysia grew up in the Central West of NSW and has a passionate connection to rural Australia. She is excited to continue celebrating the unique qualities that boarders from regional areas bring to schools in metropolitan areas, such as Ascham.

Allysia is strongly committed to service learning, establishing the first boarding school partnership with Guide Dogs NSW/ACT to raise a guide dog puppy in an educational institution. The sense of home that an animal brings to a boarding setting is invaluable but the program also helps bridge divides between boarding students and the wider community. She is very much looking forward to continuing that partnership with the staff and students of Ascham. ■



Anne Tonkin
Head of Boarding
Carmel Adventist College
Perth, WA

CARMEL ADVENTIST COLLEGE - WA

Anne Tonkin, Head of Boarding at Carmel Adventist College, is a trained teacher and was previously a school Principal for 18 years. Connected to these roles was managing a boarding facility in a remote Indigenous community, and the bulk of her teaching career has taken place in regional areas. She believes that these experiences have provided her with a good understanding of the special pastoral care needs of students from remote and regional areas.

Anne sees the Head of Boarding role to be one of working with boarding staff, parents and school staff to support and encourage students within the realms of their social, emotional, spiritual

and academic growth and development. The overall happiness and well-being of students and their families is paramount to enabling students to be successful in their educational endeavours. ■

Welcome: New Heads of Boarding



Ben Vink
Assistant Principal – Boarding
Christ's College
Christchurch
New Zealand

CHRIST'S COLLEGE – New Zealand

Ben Vink is the Assistant Principal – Boarding and Immerse & Inspire at College.

Ben steps up from Housemaster of Flower's House to Assistant Principal – Boarding and Immerse & Inspire this year, a timely progression in his involvement in the pastoral care of the boys.

At College for the past 13 years, Ben previously taught in London, and at Timaru Boys' High School and Christchurch Boys' High School. He believes relationships developed through boarding are unique and that much is learnt along the way to allow boarding graduates to be well-placed for the adult world ahead. While each boy's journey is individual and special, Ben's goal for the College boarding community is to create a safe, caring 'home

away from home' environment which allows them to flourish – to be challenged academically, to expand through co-curricular interests, and to grow through wholehearted involvement in the boarding programme itself. He aims for its constant improvement and for the boarding community to focus strongly on the College's wellbeing programme which he believes is critical to the students as they progress beyond College. ■



Ms Peta Freney
Head of Family and Parent Connect
Djarragun College
Gordonvale, QLD

DJARRAGUN COLLEGE – QLD

Djarragun College is pleased to welcome Ms Peta Freney to the Djarragun Boarding family as the member on the Executive team overseeing Boarding. Ms Peta has a new role but is not new to Djarragun College and has had the pleasure of working with the boarding team in a supporting role in the positions of Deputy Principal Students in 2019 and then the Deputy Principal Staff Professional Learning and Pedagogy in 2020. A significant part of the new role of Head of Family and Parent Connect is direct involvement of boarding programs, staff, and families.

Peta came to Djarragun College in 2017 from Yew Chung International School in Hong Kong. Her passion and interest are in special education and culture. Peta has held various roles

throughout her career and the consistent theme is around identifying and using people's strengths to build self-awareness, confidence, and ownership of who they are and where they will go. Instilling and promoting a therapeutic approach to responding and supporting students who have experienced trauma and strengthening the relationships between the college, the families and communities is the area that she is excited to enhance through her work in boarding. ■



Fiona Short
Head of Boarding
(since August 2020)
Fahan School
Hobart, TAS

FAHAN SCHOOL – TAS

Fiona has worked in boarding for almost 20 years and believes that boarders are the heart of a school. She got her start in boarding at the age of 21 when she took up a residential tutor position at Caulfield Grammar's Boarding House, whilst undertaking her Bachelor of Teaching (Primary).

In 2006, inspired by her work in the Boarding House, Fiona completed a Master of Education degree at Monash University and her thesis explored coeducational boarding. Fiona values life-long learning and in 2016 she completed a Graduate Certificate in International Education.

Fiona is passionate about working collaboratively and developing strong relationships with

all involved in boarding and the wider school community. Her priority is making sure all the boarders feel happy, safe and cared for. Fiona's three-year-old daughter is loving all the 'big sisters' she has suddenly acquired and they are both delighted to be part of the Fahan family. ■

Welcome: New Heads of Boarding



Tara Ball
Acting Head of Middle Boarding,
Great Southern Grammar
Albany, WA

GREAT SOUTHERN GRAMMAR – WA

We are delighted to announce the following appointments in GSG Boarding.

Two Acting Heads of Boarding have been appointed, providing the opportunity for a strong and positive focus on student wellbeing in both junior and senior residential boarding houses. The appointments herald a new era of collaborative leadership which will see both leaders work together across residential boarding, building constructive relationships, creating an atmosphere of trust and security, and developing the conditions for innovation and growth.

Mrs Tara Ball has been a GSG boarding parent since 2015 and was appointed Head of Endeavour House in 2019. Tara holds a Bachelor of Arts in Education and Master of Education specialising in learning difficulties.

With her trademark friendly and welcoming demeanour, Tara has a long professional career in education, having worked in a variety of regional schools for almost 21 years.

Ms Vanessa Bromhead has been involved in residential boarding for over 12 years, having previously been responsible for Year Eleven and Year Twelve boarders at Knox Grammar School, and as Acting Head of Boarding on occasion. Vanessa relocated to Albany and was appointed Head

of Breaksea House in 2020. She has commenced her PhD studies with a focus on the application of Social and Emotional Learning Programmes to foster academic and mental wellbeing within a boarding school context.

This new, collaborative leadership model is designed to bring about a sense of unity, cohesion and teamwork among boarding staff, embracing and enhancing leadership skillsets and amplifying strengths for the benefit of boarding students. A shared common purpose and the alignment of goals are the benefits we hope to see realised under this new model, and we very much look forward to working with Tara and Vanessa to further these advances on behalf of GSG boarding students. ■



Vanessa Brom
Acting Head of Senior Boarding,
Great Southern Grammar
Albany, WA

KINROSS WOLAROI SCHOOL – NSW

In his 15th year at Kinross Wolaroi School Kinross Wolaroi School (KWS), Anthony Begg is very humbled to be appointed as the Head of Boys Boarding. Anthony has extensive boarding experience as a Boarding Assistant and Head of House over the last 20 years. In addition to this, Anthony is a passionate ambassador for Indigenous Education, having been the Head of Indigenous Education at KWS for nearly 10 years. In 2018, KWS was the Inaugural winner of the 'Excellence in Indigenous Education and Boarding Award' co-sponsored by ABSA and Indigenous Education and Boarding Australia (IEBA).

Anthony believes "as educators we are privileged to help students to flourish, to find purpose in their lives and reach their potential. They can then become the best and most authentic version of themselves." "Being entrusted to oversee the wellbeing, education and cultural development of the boarders is a substantial responsibility and a challenge I am very much looking forward to."

Beyond KWS Anthony has worked with other NSW Independent Boarding Schools to evaluate and develop their programs as part of the Improving Outcomes for Aboriginal and Torres Strait Islander action research project in partnership with AISNSW and UTS Jumbunna Institute. Anthony is currently on the Board of IEBA and he has delivered keynotes at the Annual IEBA Symposium (2019), AISNSW Boarding and Indigenous Education Conference (2019) and an Indigenous Perspectives Webinar for ABSA (2020). ■



Anthony Begg
Head of Boys Boarding
Kinross Wolaroi School
Orange, NSW

Welcome: New Heads of Boarding



Ashley Keatch
Head of Boarding
Launceston Church
Grammar School
Launceston, TAS

LAUNCESTON CHURCH GRAMMAR SCHOOL - TAS

Launceston Church Grammar School is pleased to introduce Ashley Keatch as the new Head of Boarding.

Ash has more than 17 years experience in education. He has been a Curriculum Leader-Technology and played a key role in the implementation of a new building for WA Scotch College's Science and Design & Technology Building. He has been a Project Leader for Round Square in South Africa and Nepal where he led 50 international students and staff in building five classrooms.

Ash has 16 years experience in boarding at one of Western Australia's leading private schools, Scotch College.

"I am excited in my role to develop and build on the foundations to form a healthy boarding community by promoting open, transparent, and honest relationships between staff, students and parents where ultimately every person who lives, works or visits the boarding community feels like they belong to a special community within Launceston Church Grammar School." ■



Ty Casey
Head of Boarding
Marist College Ashgrove
Ashgrove, QLD

MARIST COLLEGE ASHGROVE - QLD

Marist College Ashgrove is pleased to introduce Mr Ty Casey, our Head of Boarding for 2021.

Ty Casey is a proud Old Boy of Marist College Ashgrove (MCA) and is thrilled to now be back at the College. Ty has been educating young men for the past 15 years, most recently as Pastoral Leader at Padua College, Kedron. He has a passion for pastoral education in schools and has completed his Master of Educational Leadership at the Australian Catholic University. Since commencing at MCA he has worked in the role of Boarding Coordinator and is excited to continue his pastoral work and passion for boys education in his new role as Head of Boarding for 2021. Ty sees his work in boarding vital as he

ensures he is committed to the care of each boy, academically, emotional and spiritually, developing and providing a 'home away from home'.

"I am excited to continue to foster an environment where our young men at MCA are free to explore their interests in academic studies, sport, music, creative and performing arts and social justice initiatives, ensuring they achieve personal excellence and contribute as an active member of the College community". ■



Di Brander
Head of Boarding
NEGS Armidale
Armidale, NSW

NEGS ARMIDALE - NSW

In her professional life Di has immersed herself in educational settings and small business operations.

Her extensive educational experiences, qualifications, professional development and background across primary and secondary school levels, in both day and boarding, have encompassed subject teaching, counselling, special needs, cross-cultural education, extra-curricular involvement, executive level leadership in pastoral care and professional development delivery to school leaders.

Di's engagement with small business over a 25 year period was as Co-Managing Director of Squash Courts and Video Libraries. Paralleling

this part of her life with educational settings, Di was consistently reminded of the importance that relationships play in our daily routines.

Her approach to life has been to embrace opportunities as they present themselves with commitment and with a consistent willingness to learn.

She shares:

*Enrich your soul through life-long learning
Be flexible in thought
Celebrate differences* ■

Welcome: New Heads of Boarding



Ms Susie Edwards
Director of Boarding
Presbyterian Ladies' College
Perth, WA.

PRESBYTERIAN LADIES' COLLEGE - WA

Presbyterian Ladies' College, Perth, has appointed Ms Susie Edwards as Director of Boarding. Susie has commenced in a part-time capacity in Term 1 2021 and will transition to full-time at the start of Term 2 2021.

Susie has had an outstanding work history and experience in schools at very senior levels. Most recently she has been Deputy Head of Senior School (Pastoral Care) at St Mark's Anglican Community School. Prior to her role at St Mark's, Susie was Head of Year and Mathematics teacher at Trinity College, and Science Teacher at John Willcock College in Geraldton. She has had previous experience in Boarding in Perth, having worked as Boarding House Recre-

ation Officer at MLC, Claremont.

Susie's niece and nephew are currently boarders and she has a deep understanding of the needs of boarding students and the requirement to provide them with a safe and happy space to live, learn and flourish in.

Susie said as Director of Boarding she would be driven to ensure students felt safe and that they had a voice in decision-making. She believed consistent, open communication with all members of the community would help to build strong, positive relationships based on trust. ■



Robert Gill
Director of Boarding
Sacred Heart College
Somerton Park, SA

SACRED HEART COLLEGE - SA

The Sacred Heart College Community is delighted to welcome Mr Robert Gill to the role of Director of Boarding.

Robert has a great passion for Sacred Heart College, having attended as a student from 1996 – 2002 and as a staff member in various roles since 2010. A keen sportsman, he continued his close ties to the College by way of Sacred Heart Old Collegians Football and Cricket. Robert has degrees in Education, Youth Health and Physical Activity. He commenced a Masters of Leadership last year.

"It is with a great level of excitement that I step into the role of Director of Boarding at Sacred Heart College. I feel privileged to be given the opportunity to be entrusted with the role of Director of Boarding and am looking forward to supporting our

wonderful boarders in any way that I can. Furthermore, I appreciate the great sacrifice that boarding families make and the sense of trust placed in us, by sending their son or daughter into our care.

I know wholeheartedly that our staff will endeavour to support not only our boarding students but all of our boarding families. Family spirit is one characteristic that flows into every aspect of boarding at Sacred Heart College and my wife Nicola and our daughter Isabel are also very much looking forward to being a part of this special community." ■



Lucy Fairlie-Jones
New Director of Boarding
Seymour College
Adelaide, SA

SEYMOUR COLLEGE - SA

Lucy Fairlie-Jones has been working at Seymour College for 5 years and in Term 4, 2021, she was thrilled to take on the role of Director of Boarding. With a background in health and wellbeing, Lucy looks forward to creating a culture that encourages girls to thrive in the Boarding House. She has previously managed successful research and health promotion programs to improve sleep, diet, social connection and mindfulness. She values an evidence-based approach to learning and wellbeing and is passionate about embedding current research in all that she does.

Most importantly Lucy looks forward to implementing an innovative and holistic vision that fosters a sense of belonging for every single boarder. She endeavours to create a warm environment in a family setting; a home away from home. She believes that a focus on inclusion and diversity, along with a strong student voice, will allow boarders to feel connected and supported so that they can make the most of the opportunities that surround them at Seymour College. ■

Welcome: New Heads of Boarding



Mr Luke Morrissey
Director of Boarding
St Gregory's College Campbelltown
Campbelltown, NSW

ST GREGORY'S COLLEGE CAMPBELLTOWN - NSW

The College Principal is very pleased to announce the appointment of Mr Luke Morrissey to the position of Director of Boarding.

Luke holds a Bachelor of Business from the University of Technology (Sydney) and a Bachelor of Teaching from Charles Sturt University. He has also recently completed a Graduate Certificate of Religious Education from the Australian Catholic University.

Prior to teaching Luke held various management roles in Commercial Organisations including PricewaterhouseCoopers, Vodafone, ALDI and Luxottica.

In his teaching career Luke has held varied middle management positions including Senior Boarding Co-ordinator, Vocational Education and Training (VET) Coordinator and Business Development and Industry Liaison Officer. Luke has worked tirelessly in these roles to ensure that continuous

improvement is at the centre of all he does and his students are cared for to enable growth and excellence in all they strive to achieve.

Luke also immerses himself in the cocurricular life of the college. He coaches the College 1st XI cricket team and leads our ISA sporting program, as the Head of ISA Sport, which supports both boarding and days boys in achieving significant results for St Gregory's College.

Luke has initiated significant pastoral care initiatives designed to promote inclusivity, equity and a strong sense of purpose and pride in the young men under his care. He prides himself on ensuring boarders remain connected to the broader school whilst remaining true to their varied homelife heritage.

Luke brings tremendous energy, passion and commitment to this role as we embark on evolving our Boarding School. ■



Kylie Brunel
Student Accommodation
Coordinator
St John's Anglican College
Brisbane, QLD

ST JOHN'S ANGLICAN COLLEGE - QLD

St John's Anglican College, Brisbane launched its St John' Home Boarding program in 2020 with Mrs Kylie Brunel appointed as the new Student Accommodation Coordinator. Kylie joined St John's in 2019 working initially in International Homestay, moving to the St John's Home Boarding program in 2020.

Prior to St John's, Kylie has extensive experience working with students who have relocated to Australia, coordinating the homestay process, finding suitable homestay families, and helping those students to settle into their new homes, schools, and studies.

Advice that Kylie would give to parents and students going into home boarding for the first time is to do so with an open mind and be welcoming to the experience and the host family. The key is communication and making sure the student shares any worries or concerns they have with the family, their home group teacher or one of the pastoral care team staff. Living with a Home Boarding family rather than a boarding facility can offer a much warmer environment for our students, living in a home with a loving and caring family.

Kylie enjoys working in the St John's community and looks forward to welcoming new students and their families to St John's Home Boarding. ■



Sean Toovey
Dean of Boarding
St Joseph's Nudgee College.
Boondall, QLD

ST JOSEPH'S NUDGEE COLLEGE - QLD

Mr Sean Toovey is the new Dean of Boarding at St Joseph's Nudgee College. Sean has been teaching at the College for the past 11 years in a variety of roles. He has previously held the leadership roles of Cricket Director, House Dean, and Director of Students. It is certainly an exciting time to assume this role, as Nudgee College celebrates its 130th year as a boarding school for young men. Sean has worked within the College's boarding family for four years and takes great pride in his ability to connect with the boys in his care.

Sean is looking forward to continuing to develop positive connections with boarders, parents and families in nurturing their sense of a home away from home. Further development of the study program 'Reach for the Stars' will be a focus in improving the learning outcomes of all boarders. Sean's leadership will be critical to the continuing growth in the number of boarders and the College's success in forming young men of big hearts and good character, with faith at the core of our mission. ■

Welcome: New Heads of Boarding



Kellie Douglas
Head of Boarding
St Mary's Anglican Girls' School
Perth, WA

ST MARY'S ANGLICAN GIRLS' SCHOOL - WA

St Mary's Anglican Girls' School is thrilled to welcome Mrs Kellie Douglas as its new Head of Boarding.

With 20 years' experience in the education sector, Kellie has an extensive background in boarding having worked in boarding at The Rockhampton Grammar School and Rockhampton Girls' Grammar School in Queensland, and at Great Southern Grammar in Albany, Western Australia. She possesses a Bachelor of Education and a Graduate Certificate in Career Education, and is currently undertaking her Master of Education, Leadership and Management through the Queensland University of Technology. Kellie believes that a strong school community helps students develop their character, values and confidence, as well as their resilience, independence, and sense of empathy.

Given her passion for girls' education and stu-

dent care, Kellie is thrilled to be returning to boarding and joining the St Mary's community. She was most recently employed as Acting Head of House Years 9-12 and Acting Head of Year 8 at Lindisfarne Anglican Grammar School in Northern New South Wales. Prior to that she was Head of Department, Future Pathways and Vocational Education, at Mt St Michael's College in Brisbane.

Kellie will be supported in her Head of Boarding role by recently appointed Dean of Boarding, Ms Erica Herron, who was previously Dean of Students at St Mary's. Erica has an extensive background in boarding and will work alongside Kellie as the School transitions to its new boarding structure following 13 years of outstanding leadership from Mrs Tina Campbell. Tina will commence her new role as Principal of St George's Anglican Grammar School in Perth on 2 March 2021. ■



Katie de Carteret
Director of Boarding
St Patrick's College -
Townsville, QLD

ST PATRICK'S COLLEGE - QLD

Katie has held a variety of pastoral and academic positions in and outside Australia including Dean of Students, Housemistress, Lead Practitioner and Head of Arts Faculty to name a few. She spent several years living and working in countries such as Lao PDR, Brazil, Solomon Islands and East Timor, primarily supporting the achievement of the sustainable development goals of gender equality and access to a quality education. She has a Bachelor of Arts (Music), a Masters in Educational Leadership and Management, and a Masters in Anthropology and Participatory Development.

Katie believes strongly in community and loves immersing herself in diverse cultures and settings. Katie is passionate about helping students her care to find their own unique pathways that bring joy to their life. As Director of Boarding, Katie's focus on developing kindness and empathy amongst the girls, ensuring that their home away from home is safe, stimulating and supportive. ■



Kerry Thompson
Head of Boarding
St Ursula's College
Yeppoon, QLD Yeppoon

ST URSULA'S COLLEGE YEPPOON - QLD

St Ursula's College, Yeppoon, is delighted to welcome Mrs Kerry Thompson to the position of Head of Boarding in 2021. Kerry relocated to the Capricorn Coast from Sydney, where she was Head of Boarding at the McDonald College and, prior to this, worked in Boarding at the Rockhampton Grammar School.

Kerry is a 'born and bred' Queenslander who loves Central Queensland and all that is has to offer. As Head of Boarding, Kerry aims to nurture the students and engage them co-curricular and community-based activities, to create positive, memorable experiences.

Kerry works closely with the Wellbeing Team on campus, and is passionate about fostering an affirming, empowering environment in the Boarding House. ■

Welcome: New Heads of Boarding



Fraser Bolton
Head of Boarding
The Hutchins School
Hobart, TAS

THE HUTCHINS SCHOOL - TAS

Fraser Bolton, the Head of Boarding at The Hutchins School, believes that boarding provides young people with the unique prospect of being part of an extended family with shared experiences, which serves to position them as the beating heart of their school.

Fraser is an experienced educator, who has worked in independent school settings since 2008. He has extensive experience in boarding, having been a boarder himself and having worked with boarders at 'Churchie - Anglican Church Grammar School (Brisbane), and then at the SCOTS PGC College (Warwick) in his capacity as the Head of Senior Boys' Boarding and Head of English.

Fraser strives to provide an environment in which all young people can thrive - a support-

ive environment built upon strong and genuine relationships, where all members of the community are encouraged to be themselves and where differences are celebrated. His goal is to build a strong community where success is measured not only through achievements on the sporting field or in the classroom, but more broadly through the building of strong, caring and mindful young people.

Fraser, his wife, Claire, and their three sons Euan, Archie and Alasdair are looking forward to becoming a part of the extended family that is Burbury House at The Hutchins School. ■



Rebecca Rogers
Head of Boarding
The McDonald College
Sydney, NSW

THE MCDONALD COLLEGE - NSW

Rebecca moved to Sydney when her son finished touring with Billy Elliot the Musical and both her son and daughter enrolled at the College.

Initially she accepted the role of boarding house supervisor and when the Head of Boarding position became available, she accepted this role with great excitement.

Rebecca worked as a registered orthopaedic nurse for ten years and is thoroughly enjoying the change of career. "I enjoy being able to use my nursing skills in the role which is very much about the holistic care of the girls."

Rebecca will now further her studies in teenage mental health. She feels fortunate with the direction her life has taken and is honoured to spend every day nurturing the creative girls in her care.

She is looking forward to the change of dynamics in the House when it is opened to boy boarders shortly. ■



Natalie Porter
Director of International
Education and Boarding
Toorak College
Mount Eliza, VIC

TOORAK COLLEGE - VIC

Toorak College is delighted to welcome Ms Natalie Porter as the new Director of International Education and Boarding.

Natalie's passion is to guide and inspire young people to achieve their best and she has enormous experience working with adolescents across the globe. Most recently, Natalie was the CEO and owner of NPIRE Travel, a company that organises international tours for school students in the Sport and Leadership fields. She was previously an Australian Olympic Basketballer.

Natalie brings great energy to Toorak College and, in just six months, has helped evolve Toorak College's international education program, challenging the status quo and adapting to the needs of her students in the COVID climate.

Natalie looks forward to advancing the School's international education program with a focus on offering our girls a rich boarding program that prioritises academic growth, personal growth and opportunity. She is a passionate member of our local community and looks forward to encouraging our girls to make the most of their time living and studying on the Mornington Peninsula. ■

Welcome: New Heads of Boarding



Madhuchhanda Banerji
Head of Residential Life
& Designated Safeguarding Lead
UWC Dilijan
Armenia

UWC DILIJAN COLLEGE - Armenia

Madhuchhanda Banerji, Head of Residential Life & Designated Safeguarding Lead, UWC Dilijan, Armenia

I have been teaching Biology and Theory of Knowledge and have been the Senior Residential House Parent in UWC Dilijan, the first international boarding school in Armenia, since August 2016. I became its Head of Residential Life in August 2020. We have the most beautiful spacious campus located in the picturesque area referred by locals as Armenian Alps. Being also a Designated Safeguarding Lead, I have plenty to worry about in the school with 225 students (all borders and all are on site) from 80 countries, especially in the middle of a global pandemic.

With an MSc in Botany from University of Calcutta in India, I started my career as a research scientist in the Department of Zoology, University of Delhi. Having moved to the UK, I completed PGCE and taught in various schools in the UK and countries in Africa in different capacities, which included positions of Head of Sciences, International Baccalaureate Diploma Programme coordinator and Head of Boarding. I presently remain an examiner for IB, Cambridge and EDEXCEL in the subject of biology. Apart from valuing any time I can spend with my family, I enjoy travel, music, reading and sudoku. ■



Vivienne Desmarchelier
Head of Boarding
and Student Wellbeing
Worawa Aboriginal College
Healesville, VIC

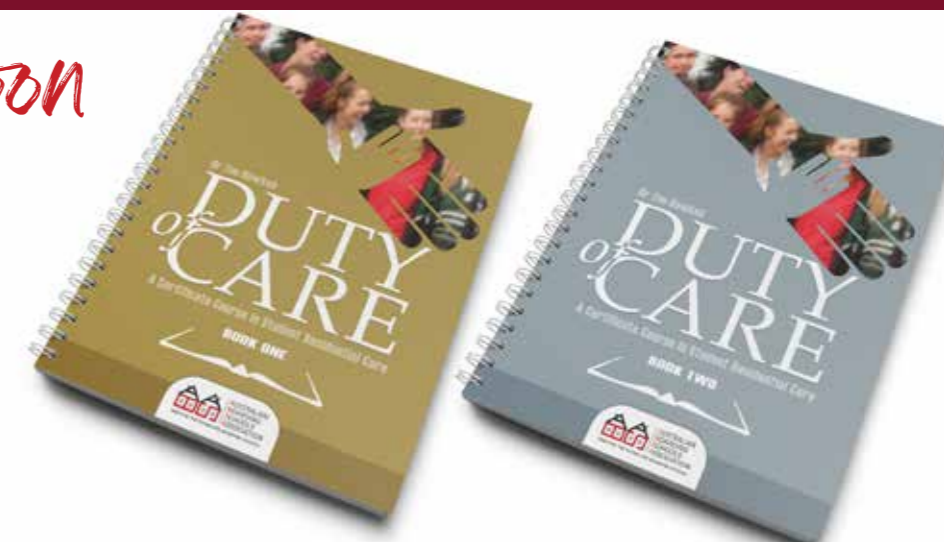
WORAWA ABORIGINAL COLLEGE - VIC

Worawa Aboriginal College commenced 2021 with the appointment of Vivienne Desmarchelier as Head of Boarding and Student Wellbeing. Vivienne brings extensive experience to the role having previously worked in both Boarding and Wellbeing roles at Haileybury Rendall School Darwin.

Vivienne's broad experience in boarding is underpinned by a passion for working to support young people to have a positive future. Vivienne's long successful association with past boarding programs informs her belief and commitment to the value of experiential learning through a thriving residential community setting.

With qualifications in Education, Pastoral Care, Wellbeing, Community Services and Leadership she brings depth, compassion and creativity to her work with the Indigenous students in the care of the boarding and wellbeing team she leads, supporting the College's vision of 'Sending young Aboriginal women out into the world with confidence in who they are, where they want to be and what they can contribute to their communities and to the wider world.' ■

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We hope you enjoy our new look for Lights Out. Special congratulations to Trish Biggs who has come on board as our designer.

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