



in Alliance

THE ALLIANCE OF GIRLS' SCHOOLS (AUSTRALASIA) LTD
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in Alliance

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Schools (Australasia) Ltd*

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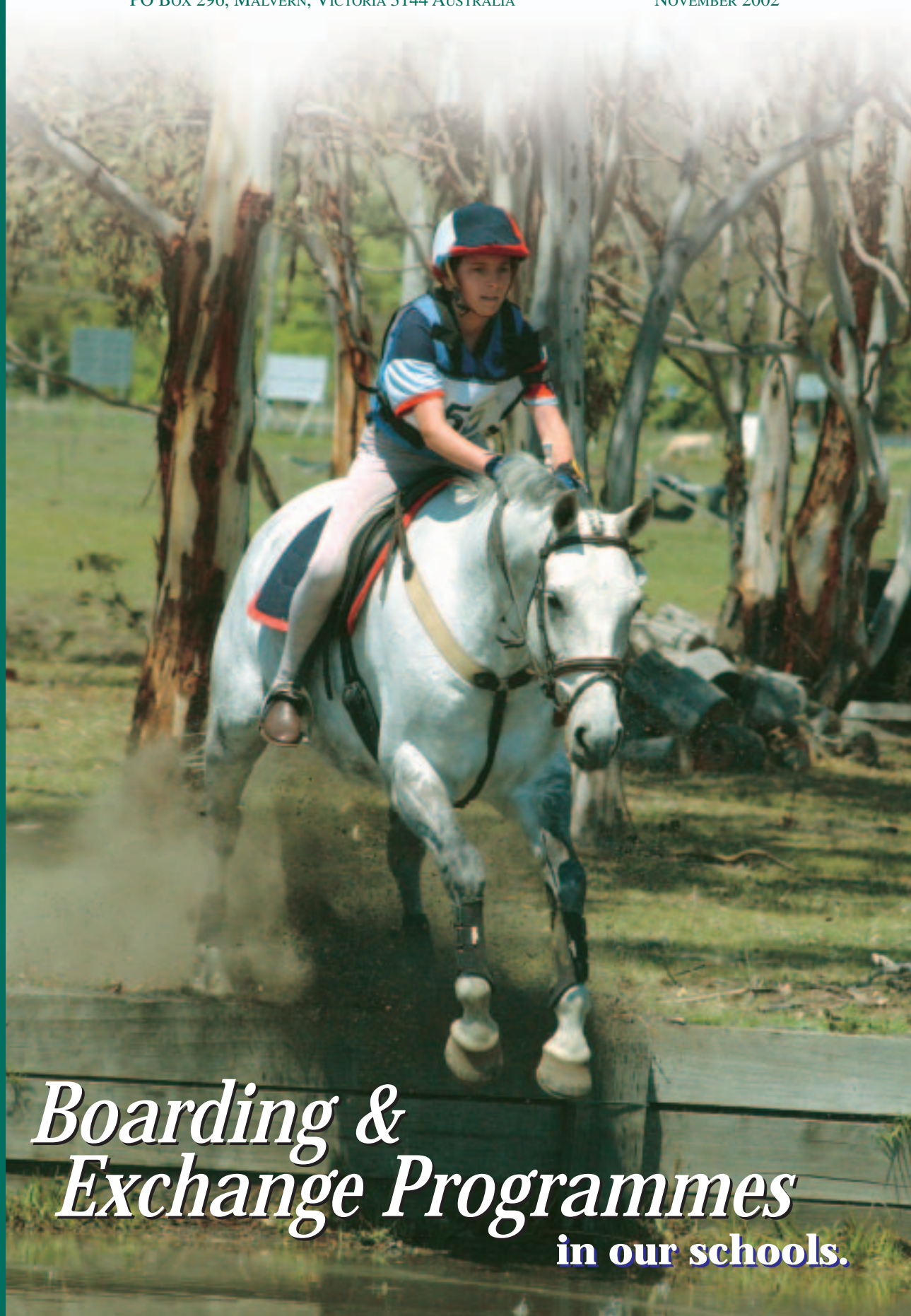
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in this issue



Boarding & Exchange Programmes

in our schools.



In Alliance Editorial Deadlines for 2003

Volume 26

Thursday, 20 February 2003
Student Leadership Conference 2003 & Perspectives on Leadership

Volume 27

Thursday, 19 June 2003
Annual Conference 2003 & Passing the Baton (transition points in our schools)

Volume 28

Thursday, 28 August 2003
Keeping in Touch - alumni and community liaison

Volume 29

Thursday, 23 October 2003
Staff (inductions, review processes, aspiring Heads)

Copy on the above topics is welcome and should be submitted to Edwina Sear at The Alliance office PO Box 296, Malvern, Victoria 3144 or to esear.agsa@korowa.vic.edu.au

FROM THE EDITOR...

...little things lead to wonderful outcomes



As I ponder the pages in Bradley Greive's *The Meaning of Life*, the wisdom and pertinence comes to the fore. We are too often "...impressed by and obsessed with objects and achievements of immense scale, when it is actually the tiny little things that, when put together, make big things possible." And so it is with this edition of *In Alliance*. When we combine the day to day happenings and the dreams and aspirations of our young women and their families, with the challenges of change and adventure, the results can be wonderful.

48% of Alliance members have a Boarding component to their school and whilst the rural sector is in deep crisis with drought, the facilities we offer to these families, together with international students and those who for a myriad of reasons need or seek to board, are necessarily critical. Some of our schools are centred on boarding, others have had boarders at some time in their history, or have a small group who live at school '24/7' and we know these places are very special.

Our Boarding Houses provide a myriad of experiences and daily become more focussed on the individual needs of girls at such an important phase in their lives. It is the little things that really matter when we are assessing life away from home. The opportunities we read of here from Kambala, "Star Living" at MLC Kew and the exciting adventures for boarders at St Margaret's would make our Old Scholar boarders green with envy. Toorak College has undertaken significant work to address the particular needs of its international cohort, the aptly termed Third Culture and New England Girls' School has seen the great benefits to be derived from girls bringing their horses to board with them - the bonding, the assistance with the inevitable homesickness and the care of their 60 "horse boarders..."

Another facet to this edition reviews the growth of sister schools and the impact these international components of our educational

opportunity provide. Ruyton has been sending girls overseas for some years and we read not only of the way the programme is linked to the curriculum but also of the way the girls have responded to such experiences. Saint Peter's Collegiate School tells of their Japanese sister school and their annual visit to Adelaide. In welcoming our new member from Sydney, St Clare's, we are delighted they are highlighting their international perspective with us.

In each of these programmes, it is the little things that make the difference.

We are also providing some interesting material from PLC Perth challenging us with their Junior Primary and Middle School approach to thinking skills. As always we hope that these editions give an opportunity to think through our approaches and how our settings may be improved and adjusted.

With another year almost behind us, we can all pause to reflect on the events of the year: the highs and lows we all experience as we go about the most vital of professions; the development of our future generation. Again the year has been marked by great tragedy and global tension, challenging us to make meaning of this for our girls.

Although I will no longer be at Annesley next year, I have accepted the offer of the Executive of the Alliance to continue my Editorship of *In Alliance* and excitingly, to prepare other materials for distribution in our schools, drawing on many of the wonderful articles provided in this magazine over the years. I very much look forward to continuing working with you all next year. I ask that all copy for future editions of *In Alliance* be sent directly to Edwina where I will have access for review.

May the forthcoming break from your school be rewarding, refreshing and revitalising.

Nancy Hillier, Editor



COVER
Molly Taylor (Year 9, New England Girls' School) successfully competing in the NEGS Horse Trials held on 19 - 20 October 2002 on her horse, 'Blue Print'.
2002 © Cinch Photographs



SUGGESTIONS FOR IN ALLIANCE

We would be pleased to receive any suggestions for themes for future Volumes of *In Alliance*. Please forward your ideas to Edwina Sear at esear.agsa@korowa.vic.edu.au

We thank all member schools who have provided copy for *In Alliance* 2002. The variety and richness of articles is testament to the excitement and strength of programmes in our schools.

Your on-going support is very much appreciated.

WELCOME & CONGRATULATIONS

to Gilmore Girls' College, Footscray, Victoria for being the 100th member of AGSA

FROM THE PRESIDENT...

...variety of alignments leads to strength



From 1975 until quite recently there has been growing policy level support for making special provision for girls in Australian schools. The National Policy for the Education of Girls (1987) provoked all educators to look at the special needs of girls from a variety of viewpoints, from addressing sexism in the curriculum, to broadening patterns of subject choice and pedagogy.

Some would see the recent Senate Inquiry into Boys' Education as a potential threat to the continuing development of efforts to develop appropriate learning environments for girls. It is better seen as a validation of our "specialist" approach to the gender differences of learners. To flourish, strong girls' schools need strong boys' schools. Our interests are aligned, not at odds.

The lens of gender has already helped us to break down some of the barriers between education sectors. We need to take hold of this current opportunity to strengthen our alliances with boys' schools. The "Think Tanks" already held in both Melbourne and Sydney about the future of girls' schools, both highlighted this need.

The conference at Southport in 2000 brought leaders of girls' schools and boy's schools together in a productive dialogue. We need to develop more opportunities to promote this conversation, to build a sense of collaboration that transcends brother-sister school convenience, a coalition that advances both of our causes.

AGSA presents, in many respects, a useful vehicle, despite state and national boundaries for *Meeting the Challenges Together*. Your current role in preparing the ground for the AGSA sponsored alumnae research is much appreciated; planning for the student leadership and annual member conferences is almost complete; increasing use of the website has enabled us to offer new members' services; the standard of our publications continues to climb and membership is growing.

Much of this comes from your commitment and participation. Positive word of mouth will always be our best publicity. Thank you for your continued support. Many practicalities, however, frequently fall on the tireless Executive Director and the Executive of AGSA, particularly in taking our message throughout the Australian States and New Zealand. The work they do in the period between annual conferences is amazing.

It is timely, then, in closing, to reflect upon the invaluable service given to AGSA by two retiring members of the Executive, Vice-president, Ms Suzanne McChesney, and Editor of *In Alliance*, Dr Nancy Hillier.

Ms Suzanne McChesney is standing down from her position as the Principal of Seymour College, Adelaide, at the end of the year to return to Melbourne. Suzanne joined the Executive of AGSA in 1996 as part of her advocacy for girls' single sex education. As she says, "Having worked in co-educational schools prior to my appointment at Seymour College, I was pleased to find that the rhetoric about the advantages of girls' schools was indeed true." Suzanne has done much to promote the Alliance, having run leadership functions, a members' breakfast with visiting speakers and general functions to promote the business and membership of AGSA in South Australia.

Dr Nancy Hillier, retiring Principal of Annesley College, Adelaide, has also given remarkable service to AGSA. As well as hosting local functions to encourage and sustain AGSA membership, she joined the Executive in 1998 and took on the mantle of Editor of *In Alliance*, which she has deftly reshaped into the very polished and professional publication it is today. She hosted the last two Student Leadership Conferences at Annesley, because as she puts it, "... it was a pleasure to do so and to see so many girls getting so much from this marvellous networking experience and learning of their ongoing association with girls from the Student Leadership Conference."

Nancy's words also help to sum up why the Executive team works so hard for AGSA: "I was overwhelmed with these girls and all they offered for our future." Suzanne and Nancy will be greatly missed as members of the Executive. There are however, two silver linings in the cloud hovering over our national operation: Carolyn Grantskalns, Principal of the Wilderness School, has agreed to be co-opted to fill the South Australian gap until the annual General Meeting in May, and Nancy is willing to stay on as Editor of *In Alliance* and to help us with other publications for the next year.

So we close the year looking a little different but undeflected from our new intent; the challenges keep growing as does our confidence that we can meet them together.

Barbara Stone, President,

2003 ANNUAL CONFERENCE KNOWING WOMEN: GROWING GIRLS

Dates to put in your diary...

23-25 May, 2003 at Loreto Kirribilli, Sydney

AGM to be held from 1.30 to 3pm, Friday 23 May

Conference opening to follow AGM

Monday 26 May

Follow-on workshop with JoAnn Deak
to be held at Kambala

RESEARCH DATA

Drs Ken and Katherine Rowe have published new research on literacy studies which may be found in the Submission to the House of Representatives *Boys: Getting it Right*. Please note that the web address for this report (the entire report is some 265 pages) may be found at

<http://www.aph.gov.au/house/committee/edt/cofb/report/fullrpt.pdf>

and Chapter 4 is the particularly relevant chapter (pp 101-122).



FROM THE EXECUTIVE DIRECTOR...

...reminiscing boarding experiences



Funny how things coincide... timing is everything. Here we are presenting a Volume of *In Alliance* on Boarding and Exchanges when, after some 35 years, it was only a matter of weeks ago that a group of boarders met up to spend a weekend together at the beach house of one of their number. We were eight, then, like the green bottles, we fell away to a final three. Two others joined in for lunch to finish the weekend off. But we three had such fun!

Having not seen one of the three 'weekenders' for 36 years (she left a year ahead of me) it was as though time had been a narrow causeway. A few greying hairs, wrinkles and sags (all well hidden) seemed all that marked the epoch. When we entered a clothing store, it was as if we were getting ready for dancing class or a boarders' social all over again... clothes flying in all directions!

Boarding is a very close community. Sure there have been many changes since my day – food (no more Yarra Mud) and freedom are now quite different. Mobile phones and emails have replaced those stilted conversations standing at the Head of Boarding's office desk. Outings and home visits are far easier and generally communication with the school staff is far less rigid. But bonds remain. Not every day is happy but in the end friends rally around.

In this Volume we look at just some of the programmes enjoyed by boarders – oh how much we would have enjoyed having our horses at school with us!

We trust you will enjoy this edition and perhaps look at boarding with different eyes. And the exchanges...how exciting are they? The opportunities available to girls at our 100 member schools are boundless.

It is with great delight that we continue to be able to enjoy having Nancy Hillier as our Editor and hope you will contribute to the exciting themes for *In Alliance* next year. We say farewell to Nancy and Suzanne McChesney from the Executive and wish them well as they follow their new paths.

Our Student Leadership Conference for 2003 at Pymble Ladies' College in Sydney is filled to capacity and we look forward to an exhilarating programme. This we will share with you in the first edition of *In Alliance* for 2003.

With Christmas approaching, we trust that you all have a very safe, happy and family oriented holiday, enjoying one another's company to the full. So much horror in the last year or so has made us more aware of the wonder of family and friends, so if there is one good thing which has come from such disasters it is perhaps that we no longer take our freedom and privileges for granted.

Happy holidays and we look forward to an exciting 2003.

Edwina Sear, Executive Director

HIGHER THINKING SKILLS & BLOOM'S TAXONOMY...

...in our classrooms

During the course of this school year, Bloom's taxonomy has been used by Presbyterian Ladies' College, Perth, as one of its core thinking strategies for Junior Primary and Middle School students. The thinking strategy has been used across the curriculum by staff and students to encourage girls to use higher order thinking skills and prepare them for life beyond the school environment.

THE NEW BLOOM'S TAXONOMY

The original 1950s taxonomy devised by Benjamin Bloom has been redesigned by a team of cognitive psychologists lead by Lorin Anderson in the 1990s. Anderson and his team proposed a number of major structural and pedagogical changes to make it reflect contemporary education thinking and practice.

Old Blooms Taxonomy

knowledge
comprehension
application
analysis
synthesis
evaluation

New Blooms Taxonomy

remembering
understanding
applying
analysing
evaluating
creating

The core differences in the two models can be summarised as being:

- Change from nouns to verbs (as thinking is a 'doing' activity and it

shows different forms of thinking).

- Knowledge was taken out as a category and replaced by remembering. This is because knowledge was seen as a product or outcome of thinking and not a form of thinking.
- Comprehension and synthesis were retitled understanding and creating to show the increased complexity of thinking and learning.
- Creating comes after the evaluating stage. The justification here is that you can be critical without being creative but creating often means you have had to think critically beforehand.
- The taxonomy has become two dimensional with other forms of knowledge being added such as factual, conceptual, procedural and metacognitive processes being included.

IMPLEMENTATION OF BLOOM'S TO STAFF

Once Bloom's thinking strategy had been adopted as one of the College's key thinking priorities, there was a need to provide professional development for staff at the start of the 2002 school year so they could seamlessly integrate the thinking strategy into everyday teaching and learning. This was done in a number of ways:

- A digital teacher resource package that was developed and given to all staff at the beginning of the 2002 school year. This package was written

by the Head of Library and Head of Middle School with advice and support from a number of faculties in the College. The CD covered a number of key areas including a description of what was the new Bloom's taxonomy; classroom applications; incorporation of whole brain thinking including multiple intelligence's to the Bloom's model including Bloomgard. The package includes templates that could be used for classroom use and a student booklet that could be printed and used in the classroom. A visual accompaniment to the CD was also devised in the form of an A2 sized poster that was placed in all classrooms in the school.

- All staff were given professional development in the use and application of Bloom's taxonomy.

IMPLEMENTATION INTO THE CLASSROOM BY STAFF

The classroom implementation stage has been done largely through year teams and faculties.

- Learning areas and teams have been required and to use Bloom's as the starting point for their planning. This structure has allowed staff to co-operatively share, plan and teach the essential elements of Bloom's to the students and to reflect on the effectiveness of the strategy in developing higher order thinking skills. Subject Co-ordinators have been asked to monitor the implementation of the strategy into classroom practice. Essentially this means that twice a year they report to the Head of Middle School to demonstrate how the strategy has been used into the classroom for their learning area.
- Bloom's has been linked with whole brain thinking, multiple intelligence's and presented to students in explicit ways. In first term of 2002 students have been engaged in whole brain thinking and learning activities where they have identified their own thinking and learning styles. Bloom's taxonomy has been integrated with the learning styles information and presented to students as another strategy they can use to think more critically. Professor Loretta Giorcelli's Bloomgard model has been used to achieve this end.

STUDENT INVOLVEMENT IN BLOOM'S AS A LEARNING TOOL

Students have been asked to reflect on their thinking and use of Bloom's Taxonomy in a number of ways by surveying certain groups and asking them to reflect on the thinking they are being asked to do. This feedback was collected in a number of ways:

- In the classroom, students have an opportunity to select from a range of activities and questions at different levels of the Bloom's process in order to more closely meet their needs and abilities. This has allowed them to see how different levels of thinking are imbedded in different stages of the taxonomy and why higher levels can lead to more powerful and creative thinking.
- When students are asked to work on an investigation, they are often given the lesson outcome by the teacher and then asked to devise questions at different levels of Bloom's to indicate different degrees of thinking.

This information has pointed to issues related to the students' understanding of the different levels of the taxonomy and enabled staff to focus on areas that may require more explicit teaching. For example, a recent unit of work with Year 8 students unearthed these concerns about different levels of Bloom's Taxonomy from student reflections.

1. **Understanding level:** Students felt this stage meant that they understood what the task (e.g. such as create a report) was asking them to do rather than having an understanding of the actual question and what thinking was required.
2. **Creating level:** Students felt that all this stage required them to do was to make something rather than the far more complex task of creating new meaning. In other words they assumed that the presentation and quality of the product was being asked for and not the thinking.

3. **Remembering level:** A number of students concluded that remembering is a higher level of thinking because it requires recall based on them having to go to find out the answer to a question. For instance, students suggested that cutting and pasting from the internet or finding precise information directly answering questions are lower level thinking tasks requiring effort but not necessarily a great deal of thinking.
4. **Evaluation level:** Students perceive this as being "I give my opinion." In other words, they believe an intuitive response is what is required based entirely on their opinion. Many completely failed to grasp the fact that evaluation requires them to seek other information and complete some of the other earlier stages of Bloom's Taxonomy such as analysis and application.

This analysis by students has raised other issues for staff and has led to further scaffolding of the Taxonomy. For example, in Years 7 and 8 the terms simple (skinny) and powerful (fat) questions were introduced as a scaffold with students asked to look at the elements that characterise them first before moving onto Bloom's Taxonomy. Students came up with a list of characteristics which help define the differences between simple and powerful questions. Some of their responses are summarised below:

A simple question is one:

- which is quick and easy to answer
- to which you often already know the answer
- which has one correct or right answer - you can find the answer easily and copy it down without having to think about it.

A powerful answer is one which:

- often takes a long time to answer
- sometimes has no correct answer
- often needs to be discussed with others or researched in detail
- makes you think about different choices or points of view and something you need to understand before answering.

Once students could distinguish between the two categories of simple and powerful questions they were moved onto Bloom's stepladder. This allowed them to make further discriminating choices and be more specific in their application of writing and thinking more powerfully and creatively. More importantly, from these activities, students were able to make connections between the importance and application of different levels of the Taxonomy for different situations.

SUCCESS OF BLOOM'S TO THE CLASSROOM

The review of the success of Bloom's strategy is in its infancy and data collection has been largely from teachers and students through reflective practice. Observation data shows clearly that the strategy has been embedded across the curriculum in the Middle School and Junior School and that students have a greater awareness of the different types of thinking levels that teachers expect them to use. There is also clear evidence that girls are beginning to refine questions and are thinking to move them from the more literal to more complex stages. Direct student input and questioning has led to staff having a far better understanding of how students perceive the Bloom's Taxonomy process and to alter or modify classroom practice to further accommodate the students learning needs. It is anticipated that the Bloom's thinking strategy may be part of an action learning project in the future so that the College has more qualitative data to assess the impact of the strategy on thinking and learning.

We acknowledge and thank PLC, Perth for this article.

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MAY I GO TO DURBAN, PLEASE?

...genuine learning, not simply a holiday

In 1989, Ruyton formed a valuable alliance with a select group of schools to create the International Programme. While 16 schools participated in 2002, the number of schools continues to grow. Sister schools span Canada, China, New Zealand, the United States, and South Africa.

The aim of the Programme is to provide Year 10 students with a unique educational experience and cultural exchange with an international school. In 2002, 22 girls (30% of Year 10 students) undertook the exchange. The girls travel to their chosen sister school and stay for approximately six weeks, including the September holiday. During this time they become a member of their adopted school community and, in most cases, stay with a host family. Fundamental to the Programme is a reciprocal arrangement whereby participants are required to host a student from their exchange school at a later date. International understanding is cemented over an extended period and life-long friendships are nurtured.

The benefits of such a programme are well documented and numerous. The girls are required to adapt to new situations and, in the process, gain valuable and unprecedented insights into themselves and issues previously beyond their personal domain. International Programme participants develop a very useful set of skills they carry with them into adulthood; self-sufficiency and resilience notwithstanding. The development of personal awareness and confidence at this stage in their schooling, contributes substantially to their success as school leaders in Years 11 and 12.

For those who visit a foreign language school, the exchange also provides a unique opportunity to greatly strengthen their linguistic skills.

MAKING BENEFITS EXPLICIT

What lies beyond the rhetoric and what makes this a genuine learning experience rather than simply a holiday? Girls who travel to a sister school are required to participate fully in the academic and co-curricular life of the school they visit. Many undertake subjects that enhance their cultural awareness, for example, a local History. Employing an existing skill within a local context provides wonderful new experiences and helps girls integrate with local students. Thus girls skilled in hockey often participate in ice hockey teams, while musicians use the opportunity to play indigenous instruments and expand their repertoire with local music.

Such involvement is also required by the completion of the International Exchange Programme Project. The intention of this is

- to help students reflect on the special and unusual experiences they have on their travels
- to incorporate aspects of learning and understandings gained in the country which they are visiting into a course complementing their Year 10 programme
- to maintain essentials of their academic studies while overseas
- to help girls to participate in programmes – academic/ cultural/ social in the host school
- to enable girls to choose their own learning styles and situations

“The greatest problem in organizing the programme is finding placements to cater for the continually increasing numbers of girls wishing to participate.”

- to provide a meaningful record of what has been achieved so it can form part of each girl's Curriculum Vitae.

The English work requirement is compulsory for all students as it forms a basis of a Web based publication called “Out and About” which is completed on their return in Term 4. The remaining units of work can be selected by students according to interests, preferred learning styles and time commitments. Units carry a point value and the total project must equate to a point value of 24. Student contracts, completed prior to departure, detail units selected. On return completion of the project is verified with the presentation of a folio of completed work or evidence of task completion. Students are required to give presentations to students in hosting countries and to fellow students on their return. Certificates of Completion and Distinction are awarded for the International Project. Students also receive a report from the host school detailing their personal successes in undertaking the exchange and including academic involvement and achievements, and co-curricular participation.

KEYS TO SUCCESS

The greatest problem in organizing the programme is finding placements to cater for the continually increasing numbers of girls wishing to participate. The success of the programme can be attributed to both the quality of communication which occurs and to the excellence of the programme coordinator. Communication occurs regularly between the participating schools to ensure adequate pastoral care of the girls and the programme coordinators start communication with students and parents six months prior to the students leaving (or arriving) and maintain open lines of communication until the student returns home. Email has, of course, made organization and communication so much easier.

OVERCOMING EXCLUSIVITY

Because of the exciting nature of the programme and the benefits the girls derive from it, it would be wonderful to be able to send all girls overseas. We see it as a responsibility, therefore, to provide for students who because of maturity or economics do not wish to undertake such an exchange. A number of school tours: music, language and sport, are available during the year. These help girls to gain the confidence to meet the challenges of overseas travel at a later date. As well, the Year 10 Outdoor Activity, which occurs in conjunction with the International Programme, is designed to develop independence, confidence and cultural understanding and thus also prepare the girls for their senior leadership roles.

THE FINAL WORD

In reflecting upon their experience past students often claim their International experience as a highlight of their school days at Ruyton. So, while we applaud this programme and acclaim its success, the final assessment of its effectiveness should come from the students.

Allison (from Canada): *This experience is like no other. It is an unbelievable opportunity that we are all so fortunate to have experienced. Visiting and seeing a new city is one thing, but living with a host family, attending school and fitting into an entirely new*

MAY I GO TO DURBAN PLEASE? *Continues on page 14...*

THE BOARDING SCHOOL AT NEW ENGLAND GIRLS' SCHOOL...

... and its sixty horse boarders!

New England Girls' School (NEGS) has been an Anglican boarding school since 1895. The introduction of day girls has been a relatively recent innovation and they are still a minority. As a result, the school works very hard to integrate them. Our local girls and day pupils in the Junior School can board with friends overnight, over the weekend, or casually. Every student has recess and lunch in the Dining Hall whether they are boarding or not. This is a vital time for chat and as it's a small school we want every student to know the others and to feel safe and included. One unique feature of our four boarding houses is that they have fulltime, non-academic, House Mothers or Heads of House who live in them. Our 230 boarders from all over Australia and the world get very special care and we have a Hospital, a School doctor who runs clinics and is on call, and a senior registered nurse.

Another unique feature is that we have sixty horse boarders. The campus at New England Girls' School is beautiful and large. We have forty hectares and besides the normal oval, hockey fields, swimming pool and tennis courts, we have a small polocrosse field, covered arena, sand showjumping arena and a cross country course designed by an Olympian, and running jumps up to Open Intermediate Level. Our School horses run in a large paddock so that after a day working with students they can feel part of a mob and unwind under the trees. Privately owned horses have well-fenced yards and for senior students, who work their horses regularly, there are a few stables.

Over a third of our students ride. Some ride for pleasure and others competitively. Our horse truck and float transport children and horses to all sorts of events all over the country. Even our little Preparatory students ride. There is something special about watching tiny smiling students on school ponies learn to steer around flowerbeds in the school grounds. Our courses teach children right from the start about safety and horse care and, as they advance, Olympic trainers visit the school to run clinics on Dressage, Showjumping and Eventing. Several of the nation's top riders made sure that they got an excellent all round education at NEGS but still developed their special riding skills.

Some of our horses can do most things. They enjoy the hustle of camp drafting, canter off the right lead, halt promptly and enjoy jumping. All of



them do a lot for our girl boarders. Georgia in Year 11, brought Giggles back to train at school because it was "like bringing a bit of home back with you". She will tell you that down in the Riding School the cares of the day are forgotten and girls from all classes and locations mix and share their horse stories. Many of our students come from the bustle of Sydney and Brisbane. It's therapeutic for all of them to groom a horse and

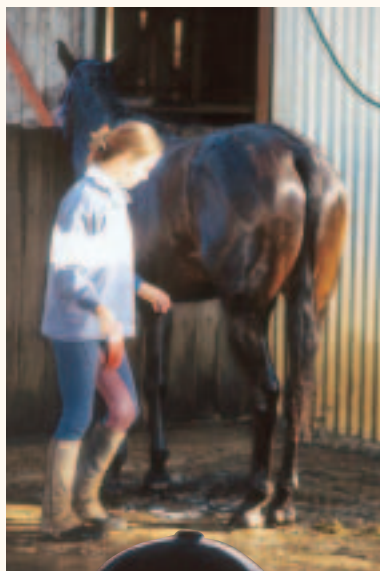
to see it recognise its owner and whinny a welcome. Another student, Rikki-Lee, loves to "go with the flow on a free ride out". She says it's completely relaxing and a time to think of absolutely nothing. Like most students, Rikki-Lee loves the responsibility of looking after her stock horse, Jarrah, and rugging and feeding her.

She tells me that she matters so much to her horse and knows that she has the power to make a difference to her mare's life. The Riding School helps the students to belong and connect and it stops the homesickness and isolation.

The NEGS riding School allows the girls to ride slowly through a beautiful environment and see it and smell it. It's so important for our students to be grounded in this way. The horses ensure that the girls develop the discipline involved in caring. It's tough in the frost to change rugs and to feed in the biting wind and rain. Horses allow the girls to face all sorts of challenges from galloping to jumping and to overcome fear and feel the thrill of success. Girls enjoy the chance to feel their physical strength. To work in close collaboration with such an admirable animal to achieve feats that are difficult increases confidence, perseverance and self-esteem. Horses love unconditionally and there are times in boarders' lives that they need just that. Horses also teach you to control

your emotions and that whilst anger and brute force won't

THE BOARDING SCHOOL AT
NEW ENGLAND GIRLS' SCHOOL
Continues on page 14...





AS THE CROW FLIES...

...pulling together ...the key to happiness

The bright luminescence of the city lights contrast startlingly with images of the outback so firmly etched in the minds of the boarder students who call St Margaret's home for 40 weeks of the year.

Atop the city of Brisbane, is where the 'country' girls of St Margaret's move busily through the school year and wait anxiously for the treasured times spent at home in the outback with family and friends.

Ask any St Margaret's boarder though, and she will tell you that, while it is the 'wide open spaces' of their homes in the outback that they often yearn for, the home away from home during the school year, makes a great alternative for those who need to attend boarding school.

Life in the Boarding House at St Margaret's is different yet special. The students recognise the closeness of their community and appreciate that the support they offer each other throughout the year, is often the impetus that drives away the homesickness. Pulling together as a school family and caring for each other is the key to happiness within the boarding house.

Principal of St Margaret's, Mrs Vicki Waters, knows the depth of care and support the girls offer to each other is important to the quality of their experiences within the boarding house.

"I am always impressed by the genuine care and friendship the boarders offer to each other. There is something special about the boarding community that unites and bonds the students and the school," says Mrs Waters.

Generations of St Margaret's families have lived in the Boarding House and as a school with a 107 year history, the nature of the boarding environment has no doubt changed since the first boarders walked the halls of St Margaret's in 1895.

Current School Captain, Ellie Downs, is a third generation St Margaret's girl and a boarder.

Ellie's grandmother and mother attended St Margaret's and while they were not boarders, Ellie says her mother Carey-Lee Downs, was so actively involved in school activities every day and on weekends, that she became an 'honorary' boarder such was the amount of time she spent at school.

"When we're together as a family, our conversations keep coming back to life at St Margaret's, when past and present memories are shared," says Ellie.

In 2003, Ellie's sister, Victoria, will commence her secondary schooling as a boarder at St Margaret's, and will thus be able to reminisce with grandmother, mother and sister.

Fellow School Captain and boarder in 2001, Amber Willink says that



Mining - Bridget O'Keefe, exchange student from St Anne's Diocesan College, South Africa - visits the local Opal Mines.

she loved the time she spent as a boarder at St Margaret's. Amber's fondest memory has to do with the quality of the boarding community.

"The most unique thing about the boarding house is the way the students all bond together as a family. Through the good times and the tough times (exams!) we were able to assist each other because of our commitment to 'live' as a family."

The Head of the Boarding House, Mrs Robyn Kristenson, accepts the responsibility of caring for the 185 boarders as one of her priorities. Robyn says that apart from her son Ace, the boarders are the highlight of her life! While

it is sometimes difficult to keep pace with Robyn as she moves through the boarding house, she will usually be found attending to daily routine or managing some aspect of the boarding house organisation.

Robyn says that life in the boarding house is different and fulfilling. In Robyn's opinion, "the secret to a successful boarding experience is to provide a level of support to the girls that allows them to be happy, fulfilled and active. The girls need to know that there is genuine interest in them and care for them, from the boarding staff - their surrogate parents."

One very special feature of the boarding community at St Margaret's is the close and supportive relationship developed between the St Margaret's boarder families and many of the St Margaret's 'day student' families.

This relationship has evolved over the years as a result of the willingness of the parents of 'day students' to support the boarders in a whole range of ways. Collecting them from training sessions within the sports program; attending music and other performances with them as their

interested supporters; inviting them out to family events and welcoming them into their homes as weekend and holiday 'family members', reflects the warmth and depth of the St Margaret's community.

The strength of this boarding and day parent relationship, is reflected in the tradition of an annual cocktail party, hosted by the Boarder Parents' Support Group, to acknowledge the St Margaret's 'day' parents who have supported their daughters throughout each year.

The President of the Boarder Parents' Support Group, Mrs Julie Becker says, 'all the boarder parents appreciate the thoughtfulness displayed by so many 'day' parents in caring for their daughters in a special way. As parents of boarder students we miss so many wonderful occasions to share in the talents of our daughters as they play on the sporting field or as they perform in musical and other events. The fondness with which the girls speak of the 'day' parents is obvious testament to the warmth they feel as part of their families and as friends.'



Red Hill - Meggie Rutledge, Sarah Rutledge, Alice McClure (St Anne's), Bridget O'Keefe (St Anne's), Tessa King (St Anne's), Felicity Rutledge, Betsey Rutledge (sliding down the hill), Mrs Kylie Rutledge (at back).

ST MARGARET'S GOES ABROAD!

Per Volar Sunata or 'Born to Fly Upwards', the school's motto, really came to mean a great deal more in 2002, to a number of Year 10 students at St Margaret's. Six students have enjoyed the adventure of an overseas exchange experience.

For the first time in the school's history, St Margaret's has, through the initiative of the Principal, Mrs Vicki Waters, developed exchange relationships with a number of schools overseas.

In 2002, three students, Felicity Rutledge, Kate Stacey and Katelin Reeves from St Margaret's came through the rigorous process of selection, to be named as the three exchange students to represent St Margaret's as ambassadors to St Anne's Diocesan School in Hilton KwaZulu-Natal in South Africa. The students spent the entire Term Two at St Anne's and returned full of amazing stories, wonderful memories and, it seems, lifelong friendships.

As the Exchange Program is a 'school to school' based program and a reciprocal one, St Margaret's then hosted three students from St Anne's College in Term Three this year. St Anne's is a Boarding School only and the girls, Tessa King, Bridget O'Keefe and Alice McClure, were to experience the best of both worlds (boarding and family life) while at St Margaret's.

Though the girls from South Africa have seen plenty of wildlife and have spent time in game reserves, they jumped at the opportunity to enjoy a unique 'outback' experience when invited by Kylie and Brian Rutledge, parents of Felicity, to visit their Queensland property in Moble.

Alice, Tessa and Bridget returned to Brisbane full of wild adventure stories of opal mining, wool bale rolling, mustering, flights in the Cessna and camping under the stars! Though carrying some injuries sustained while mustering, the girls were not to be coaxed out of participating in the next amazing adventure - the trip to the Great Barrier Reef.

While each of the girls have much to say of their experiences while on exchange, it is probably the words of Tessa King, through her letter to Mrs Waters, that best reflects how the St Anne's girls viewed life at St Margaret's.

"... Thank you so much for this incredible term. I can not thank you enough. I have loved my stay at St Margaret's and will miss everything about this amazing school. I am so grateful to have enjoyed such an experience and will return to South Africa with some wonderful memories..."

Sentiments, such as these, were also felt by the German exchange students, Katrin Oberpriller, Julia Boy and Sonja Langen who, as students from the Catholic girls' school, Ursulinenschule in Bonn, Germany, also attended St Margaret's during Term 3.

"... the experience was unforgettable. I don't think I will be able to describe clearly enough to friends and family, the sense of spirit that pervades St Margaret's. I'll miss the city lights which can be viewed from the school..."

They returned home in October, travelling with our Year 10 students, Katelin Kennedy, Caitlin Calder-Potts and Ritambra Singh who they will

now host for Term Four. Reports from our girls, confirm they are enjoying their 'European' experience and have already taken part in a variety of school activities and have travelled locally to meet the extended families of their host students.

It is a grand adventure that St Margaret's has embarked on in developing the exchange relationships. Planning is currently in place for exchange school relationships in Japan, Canada and New Zealand to commence in 2003.

In evaluating the exchange program, the Principal of St Margaret's, Mrs Vicki Waters, says that "the exchange program provides opportunities for students to gain a broader perspective of the world and to understand the contribution they, as individuals, might one day make towards the global community. If the future prosperity of the world lies in the hands of the young, then what better way to forge positive and sustainable global relationships than through the impetus of student exchange programs."

As a link to the curriculum philosophy of St Margaret's, the exchange program supports the principles that underpin the learning community of St Margaret's and the values of the school. Some of these are listed below:

- Preparing confident, compassionate and capable young women able to contribute in a global community.
 - Promoting the growth of students towards becoming life-long and independent learners.
 - Developing in students an understanding of the world around them and raising their awareness of the role they may play in contributing to the global community.
 - Respecting people from all cultures and acknowledging the rich dimension they bring to our lives.
 - Supporting the Christian ethos of the school by acknowledging and valuing the different religious base from which others may have grown.
 - Appreciating the need to develop skills to enable one to think critically and analytically about issues and circumstances.
 - Supporting the development of decision-making skills as students embrace the ability to become more independent through a range of experiences.
 - Supporting in students the ability to be resilient when they need to draw on their inner strength.
- In support of one of the five goals set down in the St Margaret's Strategic Plan, and reflected in the School's Mission Statement, is the School's desire to create opportunities for students to participate in a broad range of experiences, at School, at home or internationally. This allows St Margaret's to "... prepare confident, compassionate and capable young women able to contribute in a global community."

For visitors to St Margaret's, you will find 'the School at the top' in Ascot, Brisbane, which is a quick trip from the airport to the city or 10 kilometres as the crow flies!

We acknowledge and thank St Margaret's Anglican Girls' School for this article.



Motor Bike Mustering - exchange students from St Anne's, South Africa get a feel for modern outback mustering. Alice McClure, Tessa King (driving) and Bridget O'Keefe (passenger).



Outback trail riding



STAR LIVING...

...happiness is a home at MLC

"Happiness is a home" is not an empty phrase but one that should ring true of all boarding for young people.

Methodist Ladies' College in Kew, Victoria has been a school where boarding has always been important. It is a home for students who need a place to live while they learn and study at MLC. This includes country Australian students, expatriate students living overseas and International students from around the world.

Boarding life today is about providing a home where young people can live in a safe, supportive way and gain the individual care and attention that they would receive in the best of private homes. One cannot provide the parent but one can provide the care *in loco parentis*.

We have a moral obligation to provide a home that not only meets current standards of health and safety but also provides professional, trained staff. Merely running a boarding house in the manner of old, with "tradition" and "practice of the past" as the standard, is both wrong and dangerous. Such approaches can result in bullying, harassment, loneliness and unhappiness. Similarly, autocratic leadership, with an emphasis on punishment, and meaningless rules enforced by appointed, not democratically elected, student leaders, can also result in unhappiness and discipline problems. Students' needs have changed; educational philosophy and practice have changed; subject demands and timetables have changed and the movement of people has changed. Boarding Houses must meet and accommodate these challenges.

One of the most significant changes for us has been the recognition of the importance of becoming truly internationally minded. The education of International students now forms a valuable part of the Australian culture and economy; education is a growth industry, which enriches us all. Today's Australia is a multicultural society and boarding life must reflect this in its practice, living standards, meals and activities.

Yes, boarding life has changed. In the past a boarder arrived for the term. School life and boarding life were rigid, fixed and organised whether it suited the individual or not. Saturday was compulsory sport; Sunday, compulsory Chapel. Time away from the Boarding House, even with parents, was restricted and inflexible. Life was simple but inflexible!

No family would survive this today. The pace of modern living has changed. The needs of students vary enormously with some studying VCE others studying IB, VET subjects or university enhancement subjects. Alongside their studies they may be involved in drama, music productions and sporting commitments – all at different times.

International and country students have different needs as well. Their



Tiddeman House's Director, Cynthia Beer with Boarding Prefects

parents may need to fly in from overseas or drive in from the country at short notice to spend family time together. Such commitment is essential and adds to the happiness of all.

With so many opportunities possible in a boarding student's life, it is vital for the philosophy of the Boarding House to mirror the philosophy of the school and respond, as the School's needs change. Young people are very intelligent and see injustice clearly. They challenge unnecessary rules and do not respond well to unreasonable restrictions on their freedom. They need to respect and understand the philosophy of the Boarding House and feel that every rule has a sensible and necessary reason behind it.

Young people also need to be treated as equals by those working within the boarding environment. They should understand the procedures in place and the reasons why certain regulations need to be met. In this culture, their position becomes one of trust, care and privilege. There are always some who are not willing to live within this structure and they should be allowed to leave with grace and dignity as soon as possible.

Students should be asked to do things, not told. From my long teaching experience, if young people appreciate and understand the reason for the request to do something, they will always cooperate. Such a culture of mutual respect is wise and successful and should be the underlying philosophy of all who run boarding houses.

We live in an age of rapid change; electronic communication has made our young people more informed and more responsible at a younger age. We cannot stop the pace of change nor narrow their world. We must allow them the opportunity to cope without restrictions that are based solely on what happened in the past.

Good staff are clearly a key element in a successful boarding house. All Tiddeman staff have tertiary qualifications in teaching as well as experience in the teaching field. These Tutors live and work in the Boarding House, take on senior responsibilities such as Year Level Co-ordinators, liaise closely with Day School teachers and tutor our boarders in their subject areas. Many Senior Staff at Tiddeman choose to take on post-graduate studies in a variety of courses such as Residential Care, Social Welfare and Counselling, which are complimentary to their teaching careers. Their experience and professional education backgrounds have led to some very innovative approaches in the pastoral care of young people. We have also developed connections with the University of Berne in Switzerland, who send us a graduate from their Faculty of English to join us each year as a Junior Tutor and we have close links with The University of Melbourne's Faculty of Education.

"[Students] need to respect and understand the philosophy of the Boarding House and feel that every rule has a sensible and necessary reason behind it."



WORKING WITH THE THIRD CULTURE...

...developing a culture of care

Toorak College, Mt Eliza's Joan Ansett Hall aims to provide a caring and nurturing environment in which young woman are able to develop the characteristics which will enable them to play an active role in their school and their community. The skills of self-reliance and resilience are fostered. Boarding House staff work to create and maintain an atmosphere which is warm and supportive, yet is well structured and peaceful. The emphasis is on assertive discipline, education for good citizenship and providing experience of problem solving and cooperative living.

The Boarding House staff work closely with the teachers and psychologist within the day school. There is a strong ethos of teamwork and overall planning to enable each girl to achieve to her full potential.

Recent safety concerns both domestically and abroad have reinforced the need for us to think globally. Education has a vital role to play in ensuring that our students are not only well informed but have developed attitudes of tolerance, understanding and mutual respect. Within our boarding community at Toorak College, we have girls from 13 different nationalities. We encourage our boarders to live in harmony.

Our boarders enrich our school community. Having students from different countries within our school and boarding community provides opportunities to expand our cultural and geographic boundaries. However, it is also good to remind ourselves that these young women share common hopes and fears. Whether they are from rural Victoria, have lived with their families in Asia or Europe, have come from Beijing, Bangkok, Hong Kong, Seoul or Tokyo, they enjoy the multicultural way of life we offer. It is timely to remind ourselves that although we may look different from one another, we are united by the choices we have made to live, work and study in Australia.

David Pollock, Director of International Programs and Adjunct Professor in International Studies, Houghton College, New York has developed the concept of "Third Culture." This refers to the increasingly large number of people who spend part of their developmental years outside their parents' culture with the result that they build relationships to all cultures, while not having full ownership of any. The Third Culture which develops is like and unlike the other two. It does not take long to become a Third Culture person (TCP), and whilst it has advantages to be able to live and work within other cultures, it also involves a great deal of separation.

Joan Ansett Hall and Toorak College are very aware of the need to provide a culture of tolerance, support and understanding to our girls, no matter which country or which part of the country they come from. We want them to feel welcome and we value their contributions.

Similarities as well as difference are embraced and celebrated.

Mrs Helen Butler, Head of Boarding states: *"This year we have gathered to celebrate Chinese New Year but also Christmas in July. Our boarders welcome the opportunity to present their own International Assembly which brings to their fellow students and teachers the aspects of their own culture which are of great importance and significance to them. They are encouraged to build strong relationships with girls from the day school and to invite them to spend time with them in our Dining Room and in the Boarding House. Similarly, they welcome opportunities to enjoy outings to the homes of the day girls and this year our Head of Boarding, who is from Castlemaine will travel to Indonesia to stay with one of her "sisters" from the Boarding House. Membership of school sporting teams, choirs, vocal groups, roles within our school leadership team both within the Boarding House and the day school are all encouraged as ways in which girls can strive together towards common goals. Within our Boarding House and our day school, students*



Brooke (Head of Boarding), Mrs Margaret Webb and Pushpa

demonstrate that they can make friendships across the barriers of cultural differences.

For all boarders, common issues such as homesickness unite us. We are able to identify with missing our loved ones. We also share the pride of achieving successes despite such difficulties. We really believe in the saying "Multicultural skills are life skills."

At the 16th Australian International Education Conference held in Hobart from 30th September to 4th October, 2002, the boarding experience was affirmed as providing for overseas students, the best possible platform for learning social skills, a fact reinforced by our International Registrar. Our Local Registrar has found that our parents value the location of our Boarding House. It is within travelling distance from the city of Melbourne but it also has access to beautiful beaches and a small safe local

community. The school is a member of Girls' Sport Victoria and there are also plenty of opportunities for involvement in drama and music.

Mrs Margaret Webb, Toorak College Principal states: *"We believe that our Boarding House represents a wonderful opportunity for all our students to develop a 'global outlook'. We are committed to developing a culture of care so that no matter where our girls come from, they feel welcome and their contributions, similarities and differences are recognised and warmly embraced".*

Whether it be as a home to local or overseas students, Joan Ansett Hall welcomes all girls to our family.

We acknowledge and thank Toorak College for this article.



All Toorak College boarders at their 2002 Farewell Dinner



FROM SYDNEY TO TORONTO...

...immersion in a rich multicultural environment

Surrounded by lush green lawns and the sparkling waters of Sydney Harbour, Kambala offers young women an exciting learning experience just minutes from the heart of Sydney. Students from Prep to Year 12 share the facilities of the one campus, thus creating significant opportunities for bonding and role-modelling across age groups.

The Boarding Houses at Kambala – Tivoli (Year 6 – Year 10) and Fernbank (Year 11 and Year 12) are home to almost 100 girls and are the heart of the school. The aim of the boarding program is to create a safe, welcoming and supportive environment which nurtures each individual and encourages her to produce her personal best.

Most of the Kambala Boarders are from country NSW though there are some from interstate and a number from overseas. The numbers tend to increase up the year levels with the youngest being a small contingent of girls in Year 6. As well as enjoying the beautiful environment at Kambala, boarders have use of the first class modern amenities such as the tennis courts, swimming pool, music rooms and computer laboratories.

Boarding House life at Kambala is busy and varied. Most boarders are involved in a range of extra-curricular activities including debating, drama, public speaking, visual arts and Saturday inter-school sports. "Prep" time in the evenings is supervised by staff who can assist girls with aspects of their homework or study. Meal times are a very happy and social time in the dining room with much laughter and good natured joking – nothing even vaguely reminiscent of Charles Dickens here! Social activities suitable to particular age groups are organised on a regular basis. These include outings such as the movies and ten-pin bowling and of course dances with boarders from neighbouring boy's schools. It is not unheard of for day girls to express envy at the lifestyle of the boarders.

Boarding at Kambala provides exciting opportunities for friendship and leadership within the school community. The interactions between girls of different ages nurtures the development and personal strengths of those involved. Two of the last three Head Prefects at Kambala have been boarders. Perhaps the greatest of all

the advantages that boarders gain is the wonderful friendships that most form during their years of boarding. These friendships frequently extend beyond their school years and often include their families.

"The interactions between girls of different ages nurtures the development and personal strengths of those involved."

This year Kambala is participating in an exciting program of exchange with a Canadian school, Branksome Hall, which shares Kambala's ethos and high academic standard. Branksome Hall is a girls' independent day and boarding school, committed to excellence and breadth in education. While the school prepares young women for university, its goals are to develop individuals of integrity with the knowledge and skills necessary to succeed in an ever-changing complex world. Branksome Hall is situated on a thirteen acre campus set in a beautiful residential neighbourhood, with trees and parkland, close to downtown Toronto – recently voted the world's most diverse city by UNESCO with 40% of the population originating from overseas. Branksome Hall provides girls with the perfect opportunity to become immersed in a rich multicultural environment whilst in the safety of a world-class boarding school.

Four Kambala students from Years 9 and 10 and their families were given the opportunity to participate in the exchange by hosting one of the four Branksome Hall students who arrived in Australia

earlier this year. The girls say the experience has been rewarding. Katherine Douglas, in Year 10 at Kambala, said she was surprised how much she learnt and how much fun it was. "It was a great experience, we got to do so much together, we went to the Opera House, The Rocks, Taronga Zoo, Fox Studios, and we did the Harbour Bridge Climb together." Talia Kaye, Year 10, said she was now looking forward to going to Canada to complete the exchange in November, "I won't be anxious, I've watched someone go through that experience now, and seen how challenging and enjoyable it was for

them, I can't wait." Katherine added, "There's also that security of knowing that you'll be staying with someone you've already developed a great relationship with." The four Kambala girls, who played host to the Branksome Hall students will fly to Toronto in early November for a four-week stay.

We acknowledge and thank Kambala for this article.



EXCHANGE PROGRAM CREATES LONGEVITY TO LANGUAGE...

...opportunities for 'real' language learning

For eight years St Peter's Collegiate Girls' School has organised an exchange program with Sanyou School of Japan. The program has Sanyou visit Adelaide one year and St Peter's visit Sanyou the next. Sanyou, a private girl's school based in the Sister City to South Australia, Okayama, has sent girls to stay with St Peter's up to a full year in length. In July 2002 nine girls came to visit our school for nine days in a very busy schedule.

The program is supported by the Australian Institute of International Understanding (AIU) and next year one of our students will do a full year of exchange through the AIU. The school program offers opportunities for real language learning:

- Girls can experience how language changes when you are in a real life situation, not a text book story.
- The exchange program permits girls to meet other young people from another culture, which helps to build bridges between cultures. Girls at St Peter's begin with a pen pal in Year 9 and continue this relationship as they mature in life and language.
- It offers motivation to hear from students in another culture.
- The exchange program engages language not just textbook learning.
- Girls successfully develop their guess work tools based on context (when they have their visitors in the room with them) versus theory method.

The exchange program has shown how students who are not regularly proactive in Japanese rapidly improve when they have spent time with their visitors. The desire to communicate with their visitors proves a great motivator for improving language skills.

The relationship between the two schools has expanded to include visits from other groups including a puppet ensemble and their school



brass band that toured other cities in Australia.

St Peter's has hosted up to 40 students and on average hosts 16. With the Homestay program parents have enjoyed the experience as well as their daughters. We have seen parents maintain a relationship with the Japanese students and often have had return visits from the Sanyou girls after graduation. The exposure to relatives and other community friends is invaluable to the girls and is warmly received in both cultures.

Activities that work the best are cooking, sport and drama classes – students can do mime to communicate - fun things. Anything teenagers enjoy seems to work: shopping, movies, games. A recent Sanyou student beat a host family at scrabble in English, which bought many laughs.

St Peter's has had a Japanese Assistant teacher for 10 weeks and she has done extraordinary work with our Year 2 students. They have created a CD-Rom of a day in the life of Year 2 students at St Peter's. In return they hope to receive a video from Sanyou about the Year 2 girls in Japan. Due to the ages of these girls, and the language levels, the exchange of learning works best by pictures and images telling the story. The Year 2 girls will also compile a book with short sentences describing their pictures in English. The assistant teacher has also brought along up to date information on Japanese culture, music, fashion and is able to teach the senior girls appropriateness for language usage based on these extra curricular activities.

The school is very proud of its relationship with Sanyou and the mutual benefits their students have all shared. The program has been so successful we have an Old Scholar in her final year of University majoring in Japanese.

We acknowledge and thank St Peter's Collegiate Girls' School for this article.

EXPERIENCES FROM AN INTERNATIONAL PERSPECTIVE...

...tolerance, understanding and an acceptance of others

St Clare's College is a small (500) independent Catholic girls' school in the Eastern Suburbs of Sydney. It is a non-selective school and its students come from a variety of backgrounds. Unlike a number of schools close to the centre of the city it does not have a large percentage of students from a non-English speaking background. Approximately 28% of students come from a NESB background and these students come from a wide range of cultures with no national group being dominant. For at least the past five years, the College has accepted International students usually in the upper senior years. These students' backgrounds have been Korean, Chinese (mainland and Hong Kong), Indonesian, Japanese and even a French and a Brazilian student. The average number of International students each year has been about 15 with the

maximum being 25 about three years ago. The Asian economic crisis and the establishment of Foundation Studies at local universities have had an impact on enrolments. While the College is pleased to accept International students, we do not actively recruit them.

Five years ago, a teacher was appointed with an ESL background to support the students academically and pastorally. As you would expect most of the students need support with literacy although they range across the spectrum academically. Although the requirements for their living arrangements have been considerably tightened over the years, many of them are quite isolated socially. In the past three years, we have worked hard to ensure that socially they become integrated into the College community. Initially a buddy system was

Continues overleaf..



Continued from previous page...

used, now we aim to provide a range of social activities such as movie nights, afternoon teas, and lunches with International students from other schools and visits to local events such as the Royal Easter Show. As a result, the students have become more involved in College life. This is demonstrated by their greater involvement in co-curricular activities, in their willing attendance at the Senior Retreats and their active participation in College Graduation ceremonies and liturgies.

Academically we support the students using a variety of strategies. The ESL teacher teaches many of the International students in mainstream English classes and in the Year 11 Fundamentals of English course. The ESL teacher also team teaches across the curriculum designing and delivering specific literacy activities in English, Mathematics, History and Geography. One such example is her current work with Year 10 students in English, History and Geography. The ESL teacher also provides support for teachers in suggesting strategies and in developing literacy and numeracy activities. One on one support is provided for the senior students in their study periods.

St Clare's College has been involved in an exchange program



with a Japanese school, Yuri Gakuin School for the past eight years. Yuri Gakuin School is a K-12 Catholic school in Osaka. It has approximately 1700 students. Each year the College welcomes up to fifteen students for a two-week period. The students are billeted with our own families. Each morning the Japanese students attend English language classes at the College and explore Sydney in the afternoon. One of our students is offered the opportunity of visiting Japan as a guest of the school. Each year the success of this program is demonstrated when you note the close connections

made between the visitors, the host families and the College. The opportunity for a number of our students and staff to visit Japan over the years also cannot be undervalued.

At this point of time in our history when we reflect on the tensions that exist in the world in the aftermath of September 11 and now the Bali bombings, tolerance, understanding and acceptance of others across a variety of cultures and faiths are even more important. What has been demonstrated in the past five years has been a greater acceptance of both our International students and our exchange students from Japan.

We acknowledge and thank St Clare's College for this article.

MAY I GO TO DURBAN PLEASE? *Continued from page 6...*

culture/society is something that will forever remain in all of our hearts. Thank you.

Alicia (Ice Hockey in Calgary): *Walking out of the Saddle Dome that night was electrified with energy running through my body. It was the best sporting game I had ever been to...Walking to the train station people chatted like it was an ordinary game and it was their way of life but I knew ...Ice hockey was one of the things that made Canada special, and whenever I see ice hockey, I will always remember Calgary for it.*

Amelia (New York City, October 2001): *Sitting on the ferry to Straton Island, I can see the view of Manhattan; however, it is not complete. There is something missing in the skyline...surrounding me, there are tourists taking pictures of the 'site,' exclaiming how empty and barren it left New York City. As the ferry heads back towards the dock, I think of how the people living in the city must have reacted to the events on September 11 and how strong and courageous they are to pick themselves back up, as a team and work for peace and serenity in America.*

We acknowledge and thank Ruyton Girls' School for this article.

THE BOARDING SCHOOL AT NEW ENGLAND GIRLS' SCHOOL *Continued from page 7...*

get you far, patience, kindness and tolerance will. They teach this in a one to one situation.

Horses are all characters and they help the character develop in girls far away from their homes in places as distant as Western Australia, Queensland, Singapore and Japan. Our Riding School gives the boarders and daygirls chances that are really rare, and the breathing space to help them settle down to study. The horses have been loved right from the start of the school and still help our girls who are sometimes from fractured family situations feel connected, involved and important. Besides teaching riding, the Riding School in such a large boarding school teaches a lot more. It certainly fills in what might have been long or unproductive times, without preventing girls from learning music and playing team sports. Girls set goals, adhere to schedules, imagine, problem solve, share, relax, keep fit and laugh next to their horses. Certainly these are important things to learn for a happy, fulfilled and confident life after boarding school as well.

We acknowledge and thank New England Girls' School for this article.

STAR LIVING *Continued from page 12...*

Understandably, it is critical that the right decisions are made in the pastoral care of boarders and at times our staff need to call on the support of Counsellors, Career Advisers, Special Services, Chaplains, International Student Counsellors and other specialised staff. They are also acutely aware of the importance of confidentiality and their unique position of duty of care while *in loco parentis*. This is especially true for the Head of Boarding, a complex and important position of responsibility.

In a time of change in the boarding environment, one thing does not change. Young people are still a joy to work with. They need to be loved, they need to have fun and they need to feel successful in their own way. A Boarding House that cannot provide these as a right of passage for our young people is not doing its job.

A happy home is the goal we must continue to strive for; we need to trust ourselves and we need to trust our young people, to achieve this.

We acknowledge and thank MLC, Kew Victoria for this article.

AGSA MEMBERSHIP LIST - NOVEMBER 2002



100 STRONG!

The Alliance membership numbers have reached 100 as we draw to a close in 2002. You may like to cut this page out of your copy of *In Alliance* to keep for reference. Some schools will have a change of leadership in 2003 and we will inform you of these changes as they become available.

SCHOOL	PRINCIPAL	ADDRESS	TEL NUMBER
Abbotsleigh	Mrs Judith Wheeldon	PO Box 2, Wairoonga NSW 2076	(02) 9489 1071
Annesley College	Dr Nancy Hillier	89 Greenhill Road, Wayville SA 5034	(08) 8422 2288
Ascham School	Mrs Rowena Danziger	188 New South Head Road, Edgecliff NSW 2027	(02) 9327 3100
Brigidine College	Mrs Madeleine Sayer	53 Ward Street, Indooroopilly QLD 4068	(07) 3870 7225
Brisbane Girls' Grammar School	Mrs Amanda Bell	Gregory Terrace, Brisbane QLD 4000	(07) 3332 1307
Calrossy	Mrs Elizabeth Jackson	140 Brisbane Street, Tamworth NSW 2340	(02) 6766 2965
Camberwell Anglican Girls' Grammar School	Mrs Anne Feehan	2 Torrington Street, Canterbury VIC 3126	(03) 9813 1166
Canberra Girls' Grammar School	Mrs Alyson Groom	Melbourne Avenue, Deakin ACT 2600	(02) 6202 6400
Canterbury Girls' Secondary College	Mrs Neridah Peirce	Mangarra Road, Canterbury VIC 3126	(03) 9830 5099
Chilton Saint James School	Mrs Donna Dentice	PO Box 30090, Lower Hutt, New Zealand	0011 64 (4) 566 4089
Christchurch Girls' High School	Mrs Prue Taylor	10 Matai Street, Christchurch 1, New Zealand	0011 64 (3) 348 0849
Clayfield College	Mrs Carolyn Hauff	PO Box 387, Clayfield QLD 4011	(07) 3262 0229
Corran School	Mrs Jacqueline Scorgie	514 Remuera Road, 399 Remuera, Auckland 5, New Zealand	0011 64 (9) 520 1400
Danebank Anglican School for Girls	Miss Rosalyn Bird	82-98 Park Road, Hurstville NSW 2220	(02) 9580 1415
Diocesan School for Girls	Mrs Gail Thomson	Margot Street, Epsom, Auckland, New Zealand	0011 64 (9) 520 0221
Domremy College	Mrs Lindsay Donnan	121 First Avenue, Five Dock NSW 2046	(02) 9712 2133
Fairholme College	Mr Stan Klan	Wirra Wirra Street, Toowoomba QLD 4350	(07) 4688 4688
Fintona Girls School	Dr Karen Starr	79 Balwyn Road, Balwyn VIC 3103	(03) 9830 1388
Firbank Grammar School	Dr Jane Munro	51 Outer Crescent, Brighton VIC 3186	(03) 9591 5188
Genazzano FCJ College	Mrs Trish Cowling	Cotham Road, Kew VIC 3101	(03) 9817 6086
Gilmore Girls' College	Mrs Lesley Lamb	PO Box 2021, Footscray VIC 3011	(03) 9689 4788
Iona Presentation College	Ms Margaret Herley	33 Palmerston Street, Mosman Park WA 6012	(08) 9384 0066
Ipswich Girls' Grammar School	Miss Susan Just	PO Box 16, Ipswich QLD 4305	(07) 3281 4300
Ivanhoe Girls' Grammar School	Dr Heather Schnagl	123 Marshall Street, Ivanhoe VIC 3079	(03) 9490 6222
Kambala	Mrs Margaret White	794 New South Head Road, Rose Bay NSW 2029	(02) 9371 8451
Kilvington Girls' Grammar	Ms Judith Potter	PO Box 144, Ormond VIC 3204	(03) 9578 6231
Korowa Anglican Girls' School	Dr Ros Otzen	Ranfurlie Crescent, Glen Iris VIC 3146	(03) 9885 0336
Lauriston Girls' School	Ms Meg Hansen	38 Huntingtower Road, Armadale VIC 3143	(03) 9864 7555
Loreto College	Mrs Cheryl Hamilton	316 Portrush Road, Marryatville SA 5068	(08) 8334 4200
Loreto Kirribilli	Mrs Janet Freeman	85 Carabella Street, Kirribilli NSW 2061	(02) 9957 4722
Loreto Mandeville Hall	Dr Susan Stevens	10 Mandeville Crescent, Toorak VIC 3142	(03) 9826 0211
Loreto Normanhurst	Mrs Leoni Degenhardt	Pennant Hills Road, Normanhurst NSW 2076	(02) 9487 3488
Lowther Hall Anglican Grammar School	Ms Noelene Horton	PO Box 178, Essendon VIC 3040	(03) 9337 5011
Marist Sisters' College	Sr Fidelis McTeigue	66A Woolwich Road, Woolwich NSW 2110	(02) 9816 2041
Marlborough Girls College	Mrs Greta Firth	21 McLaughlan Street, Blenheim, Marlborough New Zealand	0011 64 (3) 578 4031
Melbourne Girls' College	Mrs Judy Crowe	Yarra Boulevard, Richmond VIC 3121	(03) 9428 8955
Melbourne Girls Grammar	Mrs Christine Briggs	86 Anderson Street, South Yarra VIC 3141	(03) 9860 9200
Mentone Girls' Grammar	Dr Jillian de Araugo	11 Mentone Parade, Mentone VIC 3194	(03) 9581 1200
Mentone Girls' Secondary College	Ms Deborah Lehner	P O Box 52, Mentone VIC 3194	(03) 9584 9277
Meriden School	Mrs Denise Thomas	PO Box 78, Strathfield NSW 2138	(02) 9752 9402
Methodist Ladies' College	Mrs Jenny Ethell (Acting)	PO Box 222, Claremont WA 6910	(08) 9384 4000
Methodist Ladies' College	Ms Rosa Storelli	207 Barkers Road, Kew VIC 3101	(03) 9274 6333
MLC School	Mrs Barbara Stone	PO Box 643, Burwood NSW 2134	(02) 9747 1266
Monte Sant'Angelo Mercy College	Mrs Beverley Johnson	PO Box 1064, North Sydney NSW 2059	(02) 9957 3943
Moreton Bay College	Mr Paul Teys	PO Box 84, Wynnum QLD 4178	(07) 3390 8555
Mount St Benedict College	Mrs Helen Sinclair	447a Pennant Hills Road, Pennant Hills NSW 2120	(02) 9484 8088
New England Girls' School	Mrs Helen Trebilcock	Uralla Road, Armidale NSW 2350	(02) 6772 5922
North Sydney Girls High School	Mrs Louise Robert-Smith	Pacific Highway, Crows Nest NSW 2065	(02) 9922 6666
Our Lady of Mercy College	Sr Beth Calthorpe	52 Cape Street, Heidelberg VIC 3084	(03) 9459 2511



AGSA MEMBERSHIP LIST - NOVEMBER 2002 *continued*

SCHOOL	PRINCIPAL	ADDRESS	TEL NUMBER
Pascoe Vale Girls' Secondary College	Miss Helen Jackson	Lake Avenue, Pascoe Vale VIC 3044	(03) 9306 2544
Penrhos College	Mr Graham Rixon	PO Box 690, Como WA 6952	(08) 9368 9514
Perth College	Mrs Judith Cottier	31 Lawley Crescent, Mt Lawley WA 6050	(08) 9272 1222
Presbyterian Ladies' College	Ms Beth Blackwood	14 McNeil Street, Peppermint Grove WA 6011	(08) 9424 6411
Presbyterian Ladies' College	Mrs Elizabeth Ward	141 Burwood Hwy, Burwood VIC 3125	(03) 9805 7802
Preston Girls' Secondary College	Ms Lenore Thornton	Cooma Street, Preston VIC 3072	(03) 9470 2755
Pymble Ladies' College	Mrs Gillian Moore	PO Box 137, Pymble NSW 2073	(02) 9855 7799
Queen Margaret College	Mrs Ann Mildenhall	53 Hobson Street, Thorndon, Wellington, New Zealand	0011 64 (4) 473 7160
Queenwood School for Girls	Mrs Kem Bray	Locked Bag 1, Mosman NSW 2088	(02) 9960 2911
Ravenswood School for Girls	Mrs Lorraine Smith	PO Box 59, Gordon NSW 2072	(02) 9498 9898
Rockhampton Girls' Grammar School	Mrs Flo Kearney	Cnr Denham & Agnes Streets, Rockhampton QLD 4700	(07) 49300900
Roseville College	Mrs Elaine Collin	PO Box 34, Roseville NSW 2069	(02) 9419 3277
Ruyton Girls' School	Mrs Carolyn Anderson	12 Selbourne Road, Kew VIC 3101	(03) 9819 2422
Sacre Cœur	Mr John Fox	172 Burke Road, Glen Iris VIC 3146	(03) 9885 4501
Sacred Heart College, Geelong	Mr Jeffrey Burn	Retreat Road, Newtown VIC 3220	(03) 5221 4211
Samuel Marsden Collegiate School	Mrs Gillian Eadie	Private Bag 5, Karori, Wellington, New Zealand	0011 64 (4) 4768792
Santa Maria College	Mrs Anne Pitos	Moreing Road, Attadale WA 6156	(08) 9330 6566
Santa Sabina College	Sister Judith Lawson	90 The Boulevard, Strathfield NSW 2135	(02) 9745 2900
SCEGGS Darlinghurst	Ms Jenny Allum	215 Forbes Street, Darlinghurst NSW 2010	(02) 9332 1133
Seymour College	Ms Suzanne McChesney	546 Portrush Road, Glen Osmond SA 5064	(08) 8379 0011
Shelford	Mrs Pam Chessell	3 Hood Crescent, Caulfield VIC 3161	(03) 9528 5329
Siena College	Mrs Catherine Collins	815 Riversdale Road, Camberwell VIC 3124	(03) 9836 0922
St Aidan's Anglican Girls' School	Mrs Karen Spiller	PO Box 46, Corinda QLD 4075	(07) 3373 5902
St Aloysius College	Sr Judith Redden AO	53 Wakefield Street, Adelaide SA 5000	(08) 8212 4311
St Brigid's College	Ms Mary Retel	200 Lesmurdie Road, Lesmurdie WA 6076	(08) 9291 8222
St Catherine's School	Mrs Laraine Sharr	17 Heyington Place, Toorak VIC 3142	(03) 9822 1285
St Clare's College	Ms Kitty Guerin	41-51 Carrington Road, Waverley NSW 2024	(02) 9389 1929
St Cuthbert's College	Mrs Lynda Reid	Market Road, Epsom, Auckland, New Zealand	0011 64 (9) 520 4159
St Hilda's Anglican School for Girls	Mrs Joy Shepherd	Bay View Terrace, Mosman Park WA 6012	(09) 8384 1822
St Hilda's School	Mrs Josephine James	PO Box 290, Southport QLD 4215	(07) 5532 4922
St Margaret's Anglican Girls' School	Mrs Vicki Waters	11 Petrie Street, Ascot QLD 4066	(07) 3862 0777
St Margaret's College	Ms Claudia Wysocki	12 Winchester Street, Merivale, Christchurch New Zealand	0011 64 (3) 379 2000
St Margaret's School	Dr Helen McDonald	27-47 Gloucester Avenue, Berwick VIC 3806	(03) 9703 8111
St Mary Star of the Sea College	Mrs Fay Gurr	Locked Bag 42, Wollongong NSW 2500	(02) 4228 6011
St Mary's Anglican Girls' School	Mrs Lynne Thomson	PO Box 105, Karrinyup WA 6921	(08) 9341 9111
St Mary's College	Mrs Marie Dorrington	253 Franklin Street, Adelaide SA 5000	(08) 8231 4347
St Michael's Collegiate School	Mr Daniel McNeill	PO Box 215, Sandy Bay TAS 7006	(03) 6211 4911
St Peter's Collegiate Girls' School	Mrs Diane Nicholls	Stonyfell Road, Stonyfell SA 5066	(08) 8334 2200
St Ursula's College, Toowoomba	Sister Sue Flood	PO Box 2284, Toowoomba QLD 4350	(07) 4632 7611
St Vincent's College	Ms Michele Hugonnet	Rockwall Crescent, Potts Point NSW 2011	(02) 9368 1611
Strathcona Baptist Girls' Grammar School	Mrs Helen Hughes	34 Scott Street, Canterbury VIC 3126	(03) 9836 1611
Tangara School For Girls	Dr Marie-Therese Gibson	89-97 Franklin Road, Cherrybrook NSW 2126	(02) 9680 4844
Tara Anglican School For Girls	Mrs Carol Bowers	Masons Drive, North Parramatta NSW 2151	(02) 9630 6655
The Glennie School	Mrs Wendy Ashley-Cooper	Herries Street, Toowoomba QLD 4350	(07) 46 8888 88
The MacRobertson Girls' High School	Ms Lesley Boston	350-370 Kingsway, Melbourne VIC 3004	(03) 9820 0788
Tintern Schools	Mrs Sylvia Walton	90 Alexandra Road, Ringwood East VIC 3135	(03) 9845 7777
Toorak College	Mrs Margaret Webb	PO Box 150, Mount Eliza VIC 3930	(03) 9788 7200
Walford Anglican School For Girls	Mrs Marilyn Haysom	316 Unley Road, Hyde Park SA 5061	(08) 8272 6555
Wellington Girls' College	Ms Margaret McLeod	Pipitea Street, Wellington, New Zealand	0011 64 (4) 427 5743
Wenona School	Mrs Margaret Hadley	176 Walker Street, North Sydney NSW 2060	(02) 9955 3000
Wilderness School	Mrs Carolyn Grantskalns	PO Box 93, Walkerville SA 5081	(08) 8344 6688

