

TRAINING OF RESIDENTIAL STAFF
IN AUSTRALIAN AND NEW ZEALAND
BOARDING SCHOOLS

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STUDIES

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INTRODUCTION

The purpose of investigating training and professional development opportunities in residential settings stems from a survey conducted by the Guild Centre in 1986 which attempted to identify residential care needs in order to develop a program of studies in residential care and administration.

In addition, employees attending inservice courses in residential care at

the

Guild Centre for the past five years have indicated a need for developing their

expertise in terms of skills training and acquisition of knowledge in their profession in order to keep abreast of innovation and change occurring in boarding schools. In 1989 the Guild Centre obtained a Department of Employment

and Education grant for the purpose of training and supervising house parents

for the Australia Traineeship Program. 1,2

BACKGROUND TO STAFFING IN BOARDING SCHOOLS

Boarding schools vary in size from twenty to over a thousand students.

The

sheer size of some schools has great influence on the ethos and philosophy of

the institution. All schools have structures, hierarchies and organisation

but the size of a boarding school may determine the extent of the development

and the formality of its structures, parameters and philosophy. For the boarding component many of the larger schools and particularly the male schools

have drawn on their teaching and pastoral care staff for leadership in the administrative and managerial positions. In organisations where the concept

of education and boarding is highly integrated most teaching staff, if not all,

are required to be involved with an aspect of the boarding school. In other

schools, residence staff may be required to be "on duty" the entire school term

which is then punctuated by generous vacation periods.³

Distribution of resources in a school may determine the composition of its residential staff. Smaller schools have often depended on much less manpower

for supervision of their residences. Like many of the larger schools, however, trained supervisory staff may be employed at the co-ordinating and administrative levels while untrained supervisory staff often carry out the actual student supervision. Such staff may be tutors or untrained tertiary

students who have only just left secondary school and have subsequently had little formal experience in residential care. Many schools employ matrons, a

motherly figure, to receive the students at the end of the school day and to

attend to students' domestic needs. Some schools employ married couples to

supervise the boarding component whilst other schools employ adults from a variety of different career backgrounds in order to provide a stimulating and efficiently managed boarding house.⁴

There are schools which provide accommodation for all members of a family which a staff member brings to the residence. Other schools encourage female supervisors to take up positions in male schools so as to create a more realistic living environment. However the opposite has not yet found favour in the female schools where very few male role models appear.⁵

For teachers in the non-government schools, the experience of supervising boarding can be an important criteria for career promotion. In the past, this was a feature of the male schools however the trend seems to be moving into the female schools which are increasingly employing personnel from a variety of professional backgrounds to their boarding staff. Female schools are also including more residential care experience and training as a criterion for the academic and administrative leadership of schools.⁶

Co-educational schools have a much wider variety of resources to draw upon for their residential staffing. Many co-educational schools draw on both male and female teaching staff to co-ordinate and administrate supervision of the boarding school. Some of these schools use the family unit as a basis for their boarding staff role models - units in which both partners play a professional role in residential care.⁷

Whatever the structure and criteria for staff recruitment in educational residences, there remains the accountability and range of responsibilities in an ever changing educational environment which supervisory staff have to take on in their positions. The duty of care in the supervision of adolescents is onerous and demanding of residential staff as it is of parents. Legally, the governing body of a school and the principal take on the responsibilities of residence care. However, the implementation of procedures and the process of administration of boarding is most likely to be the direct responsibility of the residential staff, many of whom have had limited training and understanding

of the complexities of administering the duty of care in a group residence but, none the less, are legally held accountable for their charges.

TRENDS IN RESIDENTIAL CARE

Where a commitment to professional development has occurred in non-government schools, budget provisions for such activities have in the main been directed to senior administrative and teaching staff in the form of conferences, retreats, seminars, exchange and workshops. Very few professional development opportunities for career promotion and role familiarisation inservice courses for the untrained, inexperienced, and the non professional personnel assisting in the boarding schools have occurred in the past. Often it has been the schools with a most highly trained professional staff component which have committed a meagre budget for ongoing training of their assistant, often non-professional, residential staff. Economies of the day have determined budgetary decisions, the short term view being that rationalisation of the school budget has resulted in diminishing resources for boarding school staff development. Funding for residential staff, their remuneration and accommodation needs and material resources necessary for the functioning of a residence has a low priority in some schools. 8

Trends in rationalisation of resources for the residential component of a school have therefore been in direct conflict with the increasing and changing needs of residential staff who have indicated an awareness of the need for further training in order to cope with the complex and changing environment that occurs in the boarding school today. Some schools are discontinuing the boarding component whilst other schools are seriously considering an increased commitment to developing the boarding component of education in their school. The latter is as a result of the increasing needs of specific populations which desire residential educational facilities for their children.9

The professional development scenarios for residential staff is changing slowly. A few of the older, established schools have developed in-house professional development programs for all their staff. Nevertheless, commitment to training of assistant boarding staff still remains a low priority

with many schools, including the older established ones. Observations suggest there is a priority for inservicing teaching staff first in boarding schools.¹⁰

Boarding staff who are teachers may have access to inservice opportunities in their area of their discipline in addition to other areas such as pastoral care, counselling, leadership training and adolescent issues. All of these are pertinent to boarding school life and non-teaching residential staff would also benefit from such professional development. Many non-teaching, often considered non-professional, boarding staff are still less likely to be offered opportunities for school based training experiences in their vocation. Many schools have not maximised their staff potential, as a resource, by providing training facilities for their duty and tutoring staff in residences. These people could supply a real resource for the future professional staffing of boarding schools as many such staff bring a variety of experiences that would contribute to the development of expertise in managing human resources in the residence.¹¹

There are a few schools which include every member of their staff, from the principal to the gardener, in professional development experiences which may take the form of school retreats, seminars and workshops, where the school philosophy and the welfare of their clients is an important item on the agenda. There are some few schools which appropriate resources to training according to need and include residential staff training as an important component of their budget. Where the training needs of residential staff are not fulfilled by the school, individual residential staff members may search for appropriate and relevant training in related areas such as first aid, safety first, and a range of human resource courses offered by community organisations and TAFE. Where residence staff belong to an active professional association such as the Boarding School Residential Staff Association and Nursing Sisters Associations in NSW courses relating to human resource management may be made available to them. Many residential staff find it difficult to fit in what little

professional opportunities there are even in their vacation whilst they are often discouraged by their school to attend such courses during term time.
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CHANGES AFFECTING THE BOARDING SCHOOL

Approaches to residential care, school and staff role expectations and the trend to professionalisation of boarding school administration needs to be considered. The present is a time of innovation and rationalisation which has important implications for staff and how they are to cope with such change. Diminishing resources in a time of increasing accountability presents yet another challenge for residential education.¹³

School expectations have been shaped by the many changes in our society. Economic changes have influenced some schools to decrease the adult/child ratio in supervision while other schools have met the decrease in monetary resources by increasing the number of untrained staff in supervisory duties. Many schools are using existing human resources such as co-opting students in quasi-supervisory duties. Certainly schools are drawing on the variety of personnel in the wider school community to develop pastoral care policies across the (day and boarding) school. Many schools are delegating leadership roles to senior boarding school students while other schools draw on day teaching staff for integrating residential pastoral care policies at their school. There is an increasing trend for an integrated approach to boarding by drawing on all the school's human resources.¹⁴

Changing expectations of boarding school staff occur at a time when more human and material resources are advocated and desirable for education but at the same time are attracting fewer monetary resources and rewards. For many schools the processes of innovation and rationalisation lead to unreal staff expectations. Such a situation promotes instability for both parties in which both lose; employment and a valuable investment (in the event of staff resignations).¹⁵

Residential caring is claimed to be a vocation but the realities of its demands are increasingly discouraging staff in some areas of boarding where morale is

already low. This climate is causing the movement of valuable professional and non professional staff to other careers and occupations. Residential staff have been particularly vociferous at the co-ordinating level in identifying stress and conflict in their employment. Assistant staff have been moderate in their expression of concern but often have much more to lose should they be displaced. Suffice it to say that in today's climate of uncertainty and stress, morale amongst residential staff varies greatly.¹⁶

Approaches to residential care and administration centres around the welfare of the students. In Australia and New Zealand the majority of these are of adolescent age. For many schools, humanising the process of care of large groups of young people has lead to attempts at individualising the boarding school experience. The parameter of such group living environments has important implications for staff roles and staff resources. Some staff have felt unprepared for these roles particularly in the areas of counselling and human values education. Other staff have identified specific areas in which they need help such as retraining and support in managing the human and material resources of the residence. The schools' innovations are not necessarily matched with appropriate resources which would ensure the success of new approaches to the care of young people.¹⁷

Where innovation has occurred without changing the existing culture, many staff have felt threatened by the proposed changes. Staff who have no other skill to fall back on such as teaching feel particularly vulnerable in times of innovation and change. In many female boarding schools rapid changes are occurring at the co-ordinating level where key positions are being professionalised. New positions are being created such as counselling, tutoring, professional prep supervision which in many schools have been staffed by untrained personnel in the past. Where rationalisation of supervision, by introducing on duty or at-call staff, has affected working conditions, at a time when such staff were expecting better conditions, has caused concern and discontent. Non-professional staff in particular are becoming increasingly interested and aware of industrial representation. It appears to some members of this group that the only way to exert influence is to accept the power which unionisation provides.¹⁸

School managements are anticipating change in the boarding school by reassessing this component and attempting to create a more relevant boarding school experience for their students in a time of continuing economic restraints. Upgrading terms and conditions of employment and remuneration are still a secondary consideration with some schools. Boarding staff in only two states operate under residential staff award conditions, even though it is becoming increasingly apparent that only reasonable work conditions will attract suitable staff to residences. For a variety of reasons many schools are reticent to experiment with alternative models of residential organisation. The boarding school at times seems to be the last bastion of traditionalism.¹⁹

The issue of appropriate role models for residential care varies as much as the number of boarding schools. Great variation in models appear on a scene where traditionally religious staff worked. A variety of models for lay staff are replacing the diminishing involvement of the religious orders in denominational boarding schools. These schools as well as secular residences are increasingly employing families, particularly at the co-ordinator levels. Another change has been in the male schools where female staff are being introduced at many levels of residential administration replacing the old idea that female supervision for boys was best at the "matron" level. Innovative boys schools have appointed females at the head of boarding houses. Such reciprocal moves are not noticeable in the female schools where very few male models are represented at the supervisory levels of residential care. Some female schools are encouraging female co-ordinators with families to take up key positions in the boarding school. But in general, very few resident male positions are created in girls boarding schools - the trend has been employ males for co-curricular and other day-time activities only. In this regard co-educational and male schools have paved the way for more realistic supervisory role models in the boarding school.²⁰

With the schools' expanding roles and expectations for residential staff and

increasing demands of students and parents the boarding school environment is constantly in a state of change. Even where changes are not consciously implemented by the boarding school, the very nature of our society in its constant state of flux has exerted very real pressures on these residential environments. All components of the boarding school culture bring its own stresses in one form or another. For residential staff, current underlying pressures and stresses in education and the home have important implications for such staff to deal with the coping with change, the duty of care and accountability.

COPING WITH CHANGE IN THE BOARDING SCHOOL

Social change within the boarding school has determined structural change in policies and practices. Internal re-organisation and stratification has occurred in both male and female schools. Some of these schools have combined to form a co-educational boarding school model. Others have expanded or simply closed down. In a few schools staffing has changed to be more representative of group living, for example family grouped residences in which both male and female models are represented as carer givers.²¹

The closing of the boarding component of some schools has been due to the mismatch of values between school and its clientele. Parents have a variety of expectations of boarding schools, some of which conflict with those of the schools. Parents identify geographic location and a particular kind of education, for example religion based, when selecting a school for their children. Where education is considered to be a joint venture of school and home, parent groups are becoming more involved in the school. Parents of some schools have taken on the management of the residential component in the form of hostels or boarding houses and have drawn on religious or experienced lay people to supervise the residences.²²

Accountability in residential care is constant - it resides in the executive and ultimately the governing body of the boarding school. Whatever societal changes occur the concept of accountability for the care of the students remains a legality. Delegation of that responsibility may vary with the

structure, organisation and hierarchy of the school but basic tenet of the duty of care and its implementation in the residence remains with the supervising staff.²³

Trends in terms of delegation, responsibilities, duty of care and role expectations are changing. To this end suitable qualifications, orientation, and on-going residential training need to be a criteria for the employment of boarding school staff of whom so much is expected in a rapidly changing social economic and educational environment.²⁴

TRAINING DEVELOPMENTS FOR RESIDENTIAL CARE STAFF

Professional development for residential staff has been provided by a variety of organisations at one time or other in the past. In general, there has not been a united or common approach by boarding schools to become involved or responsible for the training of their residential staff. Traditionally, staff were drawn from the education sector but many of today's boarding school are staffed with people from a variety of backgrounds and with a variety of expertise.

Most schools employ some staff who have had very little experience and training in residential care.²⁵ Given the above situation, the need for adequately trained staff in residences is being acknowledged and has been given some limited attention. At the national level, boarding school issues take up a very small part of the agenda of such conferences held by the NCIS, the ICPA and the Headmaster/Headmistress Conferences. In some states professional and employer organisations such as the AIS and CEO are attempting to meet the needs in training residential staff for example in Queensland. At the school level resources for the training and professional development of residential staff has only recently been recognised and included in some school budgets.

Many government and non-government boarding schools have taken advantage of training programs offered by the Guild Centre in New South Wales. Mercer House in Victoria offered a similar service to non-government schools in the

past.

Some tertiary institutions are offering post graduate courses in issues and aspects of residential care and administration such as pastoral care. Residential staff who take on such studies are usually graduate teachers. Apart from limited residential care courses offered in the pre service teacher programs (and anticipated to be offered at a post graduate level) much of the training in residential care is offered on an ad hoc basis. The Guild Centre, with the schools support, would like to develop more course like structures to its training inservice programs for residential staff with the long term view of providing participants with some credits for graduate programs. TAFE institutions in most states offer residential courses at a diploma or certificate level but in New South Wales these courses do not focus on educational access institutions.

Employer Organisations - Combined Schools

The Queensland Association of Independent Schools and the Catholic Education

Commission representing two employer bodies, has employed a full time educationist to attend to training in resident care. This organisation has provided valuable networking opportunities through the two national conferences

it organised in 1985 and 1990. In conjunction with McCauley College it has initiated a diploma which is a two year program of external studies in residential care and administration. It is anticipated that this diploma will

be developed into an accredited award soon. Courses cover basic residential, philosophical and administrative topics and adolescent development.

Students

are encouraged to use their immediate work environment for research and reports

on tasks associated with the program.

The Guild Centre

The Guild Centre provides courses in residential care and non-government education at both the in-service and undergraduate level to teacher training

students at The University of Sydney. It provides an annual program of inservice courses in residential care and administration to personnel working

in boarding schools and hostels. Such courses are organised for both metropolitan and country areas of New South Wales and are generally centred around the needs of a group of boarding schools. Training is now available

for
the specific needs of senior and junior staff. In addition, the Guild
Centre
provides a consulting and networking service to the boarding schools by
visitation and correspondence. The Guild Centre maintains and initiates
contact with organisations involved in residential education such as the
Boarding School Residential Staff Association, Association of Independent
Schools, National Council of Independent Schools, Catholic Education
Office,
Isolated Childrens Parents Association and various professional educators
associations.

Employee Organisations

In most States, there is some kind of professional organisation
representing
the interest of the employees in boarding schools. Such boarding school
residential staff organisations vary in degree of promotion of professional
activities from an annual dinner meeting to the organisation of regular
orientation and inservice opportunities for their members. Where these
organisations have been active, such as Western Australia, Queensland and
New
South Wales, professional development programs have been available to
residential staff in those states.

In some states professional organisations have complemented or worked in
conjunction with employer organisations to promote training opportunities
for
their members. The Boarding School Residential Staff Association in New
South
Wales, for example, has worked closely with the Guild Centre in mounting a
residential conference over the past few years. (This organisation provides
valuable networking opportunities for residential staff.) Similarly
residential staff associations in Western Australia have worked closely
with
AISWA. Residential staff are beginning to form an interest group in
Victoria
also.

Professional Employer Organisations

Schools and their networking organisations such as the Association of Heads
of
Independent Schools Association have organised conferences for their
boarding
school staff. In New South Wales these occasions have been confined to
staff
whose school or principal has membership to AHISA and AHIGSA. The few
government boarding schools and some private hostels have indicated

interest in developing training for their staff. Co-educational boarding schools have taken advantage of whatever is being offered by the above.

CONCLUSION

Since commencing this paper developments in course offerings have occurred at a tertiary level. Diploma of Education at Sydney University students can complete a six week mini course in residential care. It is possible that a certificate course in residential care and administration will be offered to personnel in the industry by the Guild Centre next year. Boarding schools are responding to the mandate (the training levy act) to engage in the professional development of their residential staff. Guild Centre inservice courses in residential care in 1990 were well attended at both the co-ordinator and assistant staff levels. Boarding schools are indicating the need for consultancy services in reviewing and strategic planning, all of which may lead to developing residential care as a profession.

NOTES

1. Experience in industry and the Deet program provided an insight into training at the different levels of employment. On the basis of this experience together with the feedback from staff contacted during visits to the boarding schools it was decided to target residential staff at two levels for future Guild Centre inservice programs. Inservice programs have been developed for co-ordinating/administrating staff and assisting supervising staff in 1990.
2. In response to the training levy most non-government boarding schools will be required to devise professional development for all paid staff members. The Guild Centre has already had the opportunity to train houseparents for the Australian Traineeship Program with a \$25,000 Deet grant in 1989.
3. Schools with specific needs such as Hopetown tend to encourage assistant supervisory staff to enrol in courses in residential care especially those offered by TAFE. At the co-ordinating level some boarding staff who are graduates are enrolled in post graduate programs which generally don't offer specific courses in the area of residential care and administration. A few of

such staff are developing thesis in topics and issues associated with residential care.

4. Qualifications of assisting or duty staff vary greatly especially in the female schools. Even these schools, however, are now attracting a number of young professional men and women, mostly education graduates, who are using residential positions as a point of entry to teaching positions. This experience has prompted some professional assistant staff to continue in the dual vocation teaching and boarding. It is at this level that schools could maximise their resources in training such people and making available realistic working conditions.

5. Leadership role models in boarding schools are being developed more realistically. Some schools employ the family, others at least provide accommodation for family models in schools which previously employed only single people. Schools are introducing supervision of the opposite sex such as the Armidale School which has a female housemaster and Abbotsleigh which has appointed a male housemaker to its new boarding house.

6. At the 1990 senior residential staff inservice thirteen out of the nineteen participants brought to their positions the benefits from the experience of a professional background in education, social services, medical and commercial enterprises.

7. An example of such a school is Bunburry Cathedral School which was architecturally designed to centre boarding around a family unit.

8. Over the past five years about three quarters of boarding schools in New South Wales have responded to the inservice courses organised for residential staff as a result of the 1986 boarding schools survey. Residential staff inservice information is selectively distributed in a few schools therefore denying the assisting supervising staff access to such employment training opportunities.

9. Survey indicated particular needs of senior or co-ordinating residential staff such as house masters and house mistresses some of whom felt the stress in their positions to be overwhelming. Pressures came from changing trends

in
society; changing values and attitudes of the students, staff and parents,
and
school pressures stemming from the rationalisation of both human and
material
resources.

10. Boarding school staff training has often been confined to those who
are
also teachers and whole school staff training doesn't always address
specific
residential issues. None the less non teaching residential staff who could
join these occasions would benefit from such interaction.

11. There is a high turnover of assistant supervisory staff where
training
needs are often greater than that of professional residential staff.
Schools
spend a considerable amount of time and money to recruit residential staff
so
that it seems feasible that schools would wish to enhance vocational
enrichment
programs for such staff.

12. Many schools demonstrate only a token gesture to training by not
specifically budgeting for such costs and or sending boarding
representation
such as the co-ordinator or principal to important boarding school
inservice
conferences and networking functions.

13. Many schools are working towards changing structures, organisation
and
hierarchies within the boarding component. Abbotsleigh for example is
professionalising the head of boarding house positions with teaching staff
from
their school.

14. The multi- skilling concept was invented by boarding school staff.
The
urgency of this trend and changing role expectations is threatening and
stressful to many boarding staff. Rationalisation and school performance
has
meant increasing productivity with diminishing financial resources.
Residential staff often respond to networking and support situations such
as
inservice courses well before the school sees a need for it.

15,16 Observations on high staff turnover, especially amongst assisting

staff

high lighted the need for professional support programs. Similarly stress and

discontent with working conditions causes senior co-ordinating staff to consider changing employment. Moving sideways rather than out of the residential area was often a consideration for such staff who were interested

in more realistic role expectations and working conditions for both themselves and their staff.

17. This could provide the basis for many a post graduate thesis.

18. These findings were particularly relevant to New South Wales schools which at present has no award structure for residential staff. The BSRSA has

indicated a strong interest in rectifying this situation and The Guild Centres

1989 inservice seminar on this issue was attended by residential staff and a

range of school administrative and management staff of mainly metropolitan boarding schools. Both Queensland and South Australia have implemented very

workable award structures for residential staff.

19,20 Many models of boarding school organisations exist. The most common ones, horizontal and vertical grouping, exist in the larger boarding schools.

The co-educational and smaller boarding schools tend to operate on a variation

of these models. For instance Kinross Wolaroi has both vertical and horizontal

grouping, working towards a family grouping in some of its boarding houses.

Small schools such as Danebank and Hopetown have perfected the family group model. Other schools such as Trinity, The Presentation College (Victoria) have

developed more of a hostel model which necessitates more student independence

in routines and domestic responsibilities. Some schools employ a family role

model, having designed their boarding facilities in such a way as to operate as

a household in which groups of ten students operate their residential unit for

all occasions except one or two major meal times during the day. Routines on

weekend are casually organised around the family concept at Bunburry Cathedral

School.

21, When boarding schools are pressed to consider future options with limited resources some consider closing down as the only option as their 'raison'd'etre' no longer applies for example two country catholic girls boarding schools in New South Wales.

22. Several catholic schools in Melbourne have handed over the boarding component to parents who administer the residence and co-ordinate and employ non-teaching religious and lay staff for supervision of the students.

23. Accountability in legal, industrial and professional terms is increasing in education. Residential staff will not be excluded from these expectations and therefore need education in this area of their work.

24. Joint responsibility of day and boarding staff for pastoral care of students has prompted many schools to develop whole school programs in which staff from both areas are responsible for both day and boarding students. St. Ignatious and St. Stainslaus are developing interesting pastoral care models for the whole school community.

25. A number of female schools such as Abbotsleigh, Kincoppal, PLC (Croydon), Kambala, Ascham, Danebank and Wenona have boarding administrators with a variety of professional backgrounds. The catholic female boarding schools too have many interesting and vital religious staff in leadership positions of their boarding schools.

BOARDING SCHOOLS VISITED IN AUSTRALIA AND NEW ZEALAND

QLD Fairholme College		Toowoomba St. Ursula's
College	Toowoomba Downlands College	
Toowoomba St. Peters Lutheran College		Indooroopilly

SA Pembroke School	Kensington Scotch College	Mitcham
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ACT Canberra Church of England Girls Grammar School, Deakin Canberra Grammar School, Red Hill

WA St. Hilda's Perth Bunburry Cathedral School New Norcia College

VICTORIA Morongo College	Geelong Geelong College
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	Geelong Presentation College Windsor	Oakleigh
	Lillydale Adventist Academy Croydon	Lillydale Lutheran College
	Worowa (Aboriginal) College Sunburry	Healsville Salesian
NSW 1.	OUTDOOR CAMPUSES	
	Scots College (Glengary)	Kangaroo Valley Knox School (Fort Knox)
	Hawkesbury River	
2.	COUNTRY	The Scots School Bathurst St. Stanislaus Bathurst
All	Saints Bathurst Kinross Wolleroi Orange Red Bend Forbes Mt. Erin Wagga St. Frances de Salle Leeton	
Marion	College Goulburn St. Patricks Goulburn Frescham Mittagong TAS, NEGS, PLC, Armidale St. Marys	
Grafton	St. Josephs Lochinvar Farrar, Calrossy, Tamworth	
3.	METROPOLITAN	Ascham Edgecliff Abbotsleigh
St.	Wahroonga St. Catherines Waverley Barker Hornsby	
Lorretto	Gregory's Campbelltown Danebank Hurstville	
Stanmore	Normanhurst Kambala Rosebay Newington	
	Kincoppel Rosebay Ravenswood Gordon PLC Croydon SCEGGS Darlinghurst St. Vincents Potts Point The Kings School Parramatta Trinity Grammar School	
Summer	Hill St. Ignatius Riverview St. Joseph's Hunters Hill	
	Hopetown Wyong	
	Griffith War Memorial Hostel	
NEW ZEALAND	Silverstream	Wellington Scots College
"	Queen Margaret College	"
Masterton	St. Raphaels	Casterton Trinity Schools (3)
	{Hadlow, St. Matthews	} {Rathkeale (Trinity

Senior

College) } Iona College
Hastings

Havelock Lindisfarm

CORRESPONDENCE AND COMMUNICATION WITH FOLLOWING ORGANISATIONS

QCEO/AISQ Brian Robinson WA Residential School Staff
Association Patricia Hatch (PLC), RichardStowell, Director of Swanleigh
VICT
Mercer House

SA

NSW Jenny McLellan (boarding) ICPA Jenny Sheafe AIS CEO BSRSA

NZ Independent Schools Association Secretary Rev. Gerald Clark

Queen

Margaret College Council - Margaret