



THE WAY

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NEWSLETTER | FRIDAY 05
APRIL 2024



FROM THE DEPUTY PRINCIPAL - SENIOR SCHOOL DEVELOPMENT

If you are a fan of as many sports as I am, you are always hearing about the 1% er's: the intangibles that don't show up on the box scores. I think within a school context, we have an overwhelming number of 1% er's. These are the little things that happen within the course of any given day for teachers, parents and students that can make the difference between a thriving learning community and a school that I/ my children go to or work at!

I have been engaging with the students and staff of the College about greeting one another in the hallways and playgrounds. Encouraging us all to acknowledge those we pass in our community with a greeting or some eye contact and a head nod. This helps us feel connected and part of a community. I have been greatly encouraged by students that in response to teachers greeting them and asking them how they are, actually enquire as to how the teacher has been going! This is the start of forming good connections across the College!

Other 1% er's might include: the way we interact at the canteen, lining up for a bus, the way we conduct ourselves in the formal setting of an assembly, our conduct on an excursion or camp, the language that we use in person or via email or online, the way we keep our campus beautiful, the way we get alongside a student who is sitting by themselves or a student or teacher who is having a difficult day, it's our attention to detail in the use of the College diary or lockers, our ability to accept responsibility when we are called to account for something we need to improve in. What have I missed? What would you put on the list of 1% er's that can characterise a community and with small shifts can improve the level of excellence?

I think there is a challenge before all of us. I think we should engage about these items as teachers, parents and students. I am encouraged by the student voice group who raise items with the College leadership. I am pleased to receive emails from parents who have suggestions and feedback. I am also mindful that in our Junior School, we have fabulous programs like Manners Matters that help guide us as a community to ensure we are being respectful of one another. In Senior School, we address character through our assemblies, or chapels, our wellbeing programs, our camps, our classes and our reports – but I am starting to wonder if we need to be even more intentional about maintaining manners through the Senior School years.

What are you finding at home in regards to the 1% er's and the ability of your children to interact with adults or people outside of your family pleasantly and appropriately? Are they getting better at it or are they removing themselves from these type of interactions? I am mindful that by Year 10, we need our students out engaging with adults in a professional context and I want them to be equipped to do so. Hopefully as parents you are regularly setting them tasks to get them ready: can they order the dinner on behalf of the family? Can they engage with adults at a club or church morning tea? Can they speak with aunts and uncles in a welcoming and engaging manner? Thanks for continuing to find these opportunities for your young people and for engaging with the College in partnership if we approach you about this area. It is definitely going to be a team effort to equip them to thrive and out staff are greatly appreciative of your help and support!

Mr David Butler

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