In November 2001 the Education Act (1989) was amended to provide for the regulation of boarding school hostels to ensure the safety of students. The Ministry of Education is advising the Government on what regulation may be needed. Responsibility for this work rests with the Education Management Policy Division (EMP) of the Ministry. To assist EMP with this work they established a Boarding School Hostel Sector Advisory Group and commissioned a survey of boarding schools from the Ministry’s Research Division.

The purpose of the survey is to improve the Ministry’s understanding of safety in boarding school hostels, and obtain stakeholder views on government regulation. The results and recommendations have been discussed with the sector advisory group and are being considered by EMP, alongside other information relevant to the issue. The survey is a valuable input to the Ministry’s processes for developing advice to the Government on boarding school hostel regulation.
Student Safety and Well-being in School Boarding Accommodation

A Research Report

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Research Division
Ministry of Education
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We would like to say thank you very much to all of the people — principals, boarding house/residential managers, boarding house/residential staff members, school counsellors, parents, and students — who took the time to express their views about the particular boarding establishments with which they were associated, thereby providing very valuable feedback as part of the Ministry’s consultation process with the boarding school sector.

We would also like to thank Maree Telford of the Research Division for all her work and care in, amongst other things, analysing open-ended comments from the questionnaires, and Debbie Smith for entering the data. Their contribution to the study was significant. Many thanks too to Sharon Dewar for her help with proof-reading the report.

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Overview of the Study
In New Zealand there are 108 schools with student boarding facilities, catering for some 10,000 boarders. Most of the schools are secondary schools.

While school boarding houses are subject to general legislation and regulations regarding safety aspects such as fire prevention procedures and building codes, there are no existing regulations that focus specifically on the welfare of students in these establishments. However, the Government has now included an enabling provision in the Education Standards Act (passed in November 2001) that allows for regulations to be made relating to the ‘safety and well-being’ of students in school boarding houses. This step was taken in response to concerns about the (emotional) safety of students in school boarding establishments generally, prompted by a small number of high profile cases in recent years involving bullying and abuse.

In view of the new enabling legislation, and as one component in what is to be an ongoing consultation process with the sector, the Research Division was contracted by the Ministry’s Education Management Policy group to carry out a survey of all school boarding establishments. The purpose of the survey was to obtain information which would assist in decisions about what regulations may be necessary in respect of the safety and well-being of students. To achieve this, the survey sought the views of those with responsibility, in a variety of capacities, for the care of boarding students – that is, principals, overall managers of the boarding establishments, and a sample of boarding house staff members. In addition, school counsellors (or those in an equivalent role), and randomly selected groups of parents and senior boarding students, were also surveyed for their views. Very briefly, views were sought about aspects of ‘life in a boarding house’, whether standards needed to be improved across boarding establishments in general, and whether government regulations are necessary to ensure the safety and well-being of boarding students.

Responses from some or all of the six groups of participants referred to above were received from each of 88 schools, 81.5 percent of the total of 108 schools with boarding establishments.

Several main themes were evident in responses from all groups surveyed. These are as follows.

- There was a high level of very favourable comment about boarding establishments.
- The school boarding sector is complex, many respondents emphasising the ‘special character’ or uniqueness of the particular boarding establishment with which they were associated.
- There were some concerns raised about aspects of boarding establishments, which has implications, to a greater or lesser extent, for the ongoing safety and well-being of students.
- Considerable unease was expressed by all groups of respondents, but particularly parents, about the idea of government regulations.
- Alternatives to ‘government regulations’, at least on a preliminary basis, were suggested, for example, the introduction of some sort of ‘minimum standards’ across boarding establishments generally.
- Close consultation with the sector – with those who ‘know what it’s like’ in boarding houses – was seen to be essential in order to establish ‘the best way forward’.
Background to the Study
A survey of schools with student boarding establishments was undertaken in November 2001. The survey, proposed some months earlier, was prompted by the Education Amendment Bill (No. 2) which was then before Parliament. The Bill, if passed, would allow the Government to put in place regulations to ‘ensure the safety and well-being’ of students in school boarding accommodation.

As the first step in what is to be an ongoing consultation process with the sector, Ministry staff met with a sector advisory group – comprising representatives of the New Zealand Boarding Schools Association (NZBSA), the Independent Schools Council, the Association of Proprietors of Integrated Schools, Special Residential Schools, Māori Boarding Schools, and The Office of the Commissioner for Children – for preliminary discussion about possible implications of the Bill for student boarding establishments, and to discuss aspects of the consultation process.

As the second step in the consultation process, the Education Management Policy group within the Ministry of Education, with the support of the sector advisory group, proposed that the Ministry’s Research Division undertake a survey of schools with student boarding accommodation.

The purpose of the survey was to obtain information which would assist in decisions about what regulations, if any, may be necessary in respect of the safety and well-being of students in school boarding accommodation.

Given the focus on the safety and well-being of boarding students, the survey sought views about aspects of the environment within school boarding houses – for example, the nature of the relationships between students, and between students and staff, the quality of the accommodation, the extent of privacy available for students, and the nature and extent of systems in place to ensure student safety and well-being. Six different groups of respondents were surveyed for their views – that is, principals, overall boarding house managers, boarding house staff members, school counsellors (or persons in an equivalent role), boarding students’ parents, and senior boarding students.

The different groups of respondents were also variously asked to provide information or give their views on:

- the values fundamental to the care of students;
- initiatives introduced in the boarding establishment during the previous two years that had impacted positively on students’ safety and well-being;
- problems experienced by students in their boarding houses;
- the strengths of the boarding house with which they were associated;
- the issues that needed to be addressed in an ongoing way to ensure or improve standards across boarding establishments generally;
- the need for government regulations in relation to student safety and well-being; and
- what should be taken into account should regulations be introduced.

All New Zealand schools with boarding establishments were surveyed, a total of 108 schools. The largest proportion of these (mostly Year 7–15 or Year 9–15 secondary) schools are state (52, including 8 special residential) or state-integrated (34) schools, with the remainder being private schools (22).

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1 Although most schools were surveyed in November 2001, the eight participating special residential schools were not surveyed until February, 2002. This was because some wording changes needed to be made to the questionnaires (see footnote 9 on page 6) which delayed their despatch and, as the school year was drawing to a close, it was decided that it would be fairer to respondents associated with these schools to survey them at the beginning of the new school year.

2 By the time the survey was conducted the Education Amendment Bill (No. 2) had become the Education Standards Act. The Act, passed in November 2001, includes an enabling provision which allows for regulations to be made relating to the ‘safety and well-being’ of students in school boarding establishments.

3 In this study, student ‘well-being’ incorporated not only the concept of ‘emotional safety’ but also students being able to learn and achieve well while in the school boarding environment.

4 Of the 108 schools with boarding establishments, seven are full-primary schools, two are intermediates and 15 cater for both primary and secondary level students (ie, they are either composite or special residential schools).
Carrying Out the Study

Of the 108 schools with boarding establishments, all were sent an initial letter, addressed to the principal, outlining the nature and purpose of the study and asking for some preliminary information: the number of students residing in the boarding accommodation, how many were Years 12 and 13 students, the number of families with children in the boarding accommodation, and how many staff with ‘day-to-day responsibility for the safety and well-being/supervision of students’ were employed in the boarding accommodation. Ninety-five schools provided the preliminary information, and indicated willingness to participate in the study. The remaining 13 schools either did not respond at all, or indicated that, for a variety of reasons, they would not be taking part.

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5 This information was needed in order to calculate the number of questionnaires to be sent to each school/boarding establishment. It was noticed that the numbers of staff members advised by different schools varied quite considerably – clearly, this was almost certainly mainly due to differences in the number of boarders in different establishments, but may also have been due to variation in staff–student ratios or that schools interpreted what was meant by ‘staff with day-to-day responsibility for the safety and well-being/supervision of students’ differently.

6 These reasons included the school being overloaded with other work, the boarding establishment having recently commissioned its own study, which included seeking feedback from parents and others, and the school/boarding establishment disagreeing with government intervention in independently-funded student boarding establishments and not wanting to be part of any process leading to that.
Questionnaires for potential respondents from each of the 95 boarding schools that had indicated willingness to participate in the study were allocated as follows:

- one questionnaire for each of the school principal (N=95), overall manager of the boarding establishment (N=95), and the school counsellor (or person in an equivalent role) (N=95);
- a varying number of questionnaires for boarding house staff members (ie, those with ‘day-to-day responsibility for the safety and well-being/supervision of students’), the number allocated calculated on the basis of one questionnaire per two staff members, with a minimum of two and a maximum of 10 questionnaires per boarding establishment (total number of questionnaires for staff in 95 schools = 494);
- a varying number of questionnaires for parents, on the basis of one questionnaire per eight families with children in the school’s boarding facilities, with a minimum of two questionnaires and a maximum of 20 per school (N=1,000); and
- six questionnaires per school for a randomly selected group of senior7 (Years 12 or 13) boarding students (N=491).8

As was the case for the students, the staff members and parents asked to complete questionnaires were randomly selected.

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7 It was agreed to survey only senior students because of ethical considerations when working with younger students and the implications of these for selecting appropriate methodologies (eg, talking face-to-face with children, especially on topics which might potentially be sensitive, rather than use survey questionnaires), and obtaining parental permission for children’s participation. Following appropriate ethical procedures can be a lengthy process and, as the survey needed to be carried out before the end of the school year, which was rapidly approaching when the survey was being planned, there was little or no scope for delay.

8 A small number (9) of school boarding establishments were not allocated student questionnaires as they did not have senior (Years 12 or 13) students. In addition, each of three ‘pairs’ of schools with shared boarding establishments received six questionnaires between them instead of six each, and a small number of other schools received fewer than six questionnaires apiece as they did not have six or more Years 12 and 13 boarding students.

9 There were five different versions of the survey questionnaire: the same version was used with both of the ‘principal’ and ‘overall boarding house manager’ groups, but separate versions were developed for each of the school counsellor, staff member, parent, and student groups. While many of the questions were the same or very similar in each version of the questionnaire, it was necessary to make slight modifications to suit the questionnaire to its intended participants and to either omit or add some questions for some groups. As well, some small wording changes were needed for the questionnaires sent to special residential schools – for instance, instead of the term ‘boarding house’ or ‘boarding establishment’, the term ‘residence’ was substituted. Also, upon advice from the study’s advisory group member representing these schools, terms such as ‘punishments for misbehaviour’ were replaced with ‘behavioural programmes for misbehaviour’.

10 Principals and/or overall boarding house managers were asked to pass on questionnaires to students, boarding house staff members and, in most cases, parents. (In some instances, the Research Division posted questionnaires directly to parents, from a list of addresses supplied by the school.) Questionnaires for students were sent out a few days before the questionnaires for other groups, to enable students to complete them before returning to their homes to prepare for senior examinations. (The students, as well as all other respondents, were supplied with postage paid envelopes so that they could return their completed questionnaires directly to the Research Division.)
The Respondents

In the final analysis, 88 schools (81.5% of all 108 schools with student boarding facilities, including eight special residential schools) took part in the study – that is, respondents from one or more of the several groups associated with each boarding establishment returned completed questionnaires. The response rates for each group of respondents were as follows:

- Principals: 60 completed questionnaires received out of 95 sent = 63.2 percent;
- Overall managers of boarding establishments: 62 out of 95 = 65.3 percent;
- Boarding house staff members: 188 out of 494 = 38.1 percent;
- School counsellors (or equivalent): 63 out of 95 = 66.3 percent;
- Parents: 459 out of 1,000 = 45.9 percent;
- Students: 362 out of 491 = 73.7 percent.

While overall representation of schools with student boarding establishments in the study is very good (81.5%), the response rates for the different groups of respondents were mostly much lower (from 38% for staff members up to 74% for students). The lower level of the group response rates may in part have been due to the survey taking place late in the school year, when there are particularly high demands on schools due to examinations, end-of-year activities, and so on. Because of this, and perhaps other reasons as well, it appears that it sometimes took quite some time for questionnaires to be passed on to the different groups. As a consequence, some recipients who did not receive their questionnaires until after the due date, may have thought that it was too late to participate and discarded their questionnaire (although a number of parents and staff members did ring after the due date to ask if we still wished to receive their input).

Table A1 in Appendix A (pp. 72 to 75) gives more details about response rates. Appendix A also contains some background details about respondents – for example, proportions of female and male students (Table A2), age of students (Table A3), positions held by staff members and their particular duties and responsibilities (pp. 77–79), and whether students had special duties or responsibilities within their boarding house (p.76).
Important Notes About Use of the Study Findings

- Students selected were senior students. They can therefore probably be regarded as being particularly ‘successful’ in the boarding house environment, given that most had been boarding for around four to five years. As a result, their views and recent experiences are likely to be different in kind from those of younger boarding students, particularly as senior students are often given more responsibility and freedom than younger students. This student group must therefore be regarded as only indicative of a wider student view, rather than a ‘true’ representation of the student boarding population. There is some specific evidence of the ‘narrower’ perspective of this group of students in that when parents who took part in the study were asked ‘Has your child told you about any particular problems s/she is having within the boarding house this year?’, they more often reported ‘bullying’ as a problem than did the group of students we surveyed. This can probably be attributed to at least some extent to the fact that participating parents were answering on behalf of students representing a considerably wider range of age/year levels than the surveyed students, who were Years 12 and 13 students.

- The proportion (81.5%) of schools with boarding establishments that participated in the study means that there was good representation of all the different types of boarding establishments – for example, in terms of decile rating, size, location, age and gender of students, and whether they were connected with state, state-integrated, or private schools. However, it is important to keep in mind that, by individual boarding establishment, not all groups of respondents associated with that boarding house necessarily responded. And, if they did, they did not always do so in very high numbers (hence the quite low overall response rates for the various groups of respondents, especially staff members). This means that it is not possible, with any degree of confidence, to make statements about the extent to which individual boarding establishments, or groups of boarding establishments, may be different from one another. That being said, however, the analysis of data from the study did indicate that both strengths and concerns were identified, albeit at varying levels, by individuals from all types of boarding establishments: that is, many of the main themes were common to respondents overall.

11 Although few of the students who took part in the study mentioned ‘bullying’ in response to the question ‘Have you experienced any particular problems living within your boarding house this year?’, 20 percent of students did ‘disagree’ with the statement that ‘There is little or no bullying among students in the house’ (see Table B6, p.100, in Appendix B), suggesting that while they may not have been having personal problems with bullying, they were aware that other (probably younger) students were experiencing it.
• The way that respondents interpreted the concept of the ‘safety and well-being’ of students may have a bearing on how some of the survey questions were answered. In particular, it was evident that there were respondents who did not really understand what the term ‘well-being’ is intended to convey, instead interpreting it to mean ‘safety’, in terms of freedom from fire danger, and so on.

  *It depends on what you call ‘well-being’. Questionnaire is not specific enough. Government regulations should cover fire/earthquake situation as they do in other accommodation (ie, hotels, etc).* [Parent]

• To some extent, because people were clearly unsure about what ‘government regulations’ could mean, this made it difficult for them to answer certain questions, for example, to give a view on which aspects of the way boarding houses operate in relation to ‘student safety and well-being’ should or should not come under regulation.

  *As I’m not sure what form this new system would take I can’t answer this question with any knowledge for or against. But our hostel has done well so far – but may benefit from some aspects of new regulations.* [Parent]

  *I would like to know what the government regulations are first – so unable to answer the above question [ie, on what they would like to see happen if regulations were put in place].* [Parent]

• Respondents often referred to what might need to happen in ‘other boarding houses’; but it was frequently evident that there were some who did not necessarily have any real knowledge of what went on in these ‘other’ boarding houses.

  *Not really aware of standards in other boarding establishments throughout New Zealand, with some exceptions that we see in the media. Most parents sending their children to other boarding establishments in my area seem pretty happy.* [Principal]

  *I don’t know enough about others to comment on those – but know that we are doing as good a job as we can.* [Manager]

  *Having only had experience of one boarding hostel, I feel it is well run.* [Staff member]

  *[Don’t see the need for regulations] only because I see very little problem within my own community of boarders, but I haven’t experienced other places.* [Student]

• Finally, it will be noticed that information provided by staff members from special residential schools has been presented separately from that provided by staff members from all other boarding schools represented in the study. This is because a disproportionately large percentage – 21 percent (40) – of the 188 participating staff members were from the eight special residential schools. In addition, the pattern of responses for this group was a little different at times from that of the other staff members. Therefore, in order to avoid undue bias in the results for boarding staff overall, the data for residential staff members have been divided out. (This situation did not occur in respect of any of the other groups of respondents to the study.)
Form of the Report

The remainder of this report is divided into two parts: the first part presents and discusses the main themes or findings, while the second – a series of appendices – provides details about the data (both numerical data and verbatim responses to free-response questions) on which the discussion is based.
Findings of the Study
Several overriding conclusions can be drawn from the survey results.

- There was a great deal of favourable comment expressed about school boarding establishments in New Zealand – a considerable majority of respondents (all groups) were very positive about many aspects of school boarding establishments that they were asked to rate in terms of ‘student safety and well-being’, and respondents overall were much more likely to identify strengths of boarding houses than they were to identify problems or concerns.

- There is a great deal of complexity within the school boarding establishment ‘sector’.

- Areas of concern which impact to a greater or lesser extent on student safety and well-being were identified.

- There was considerable unease expressed about the idea of government regulations and/or uncertainty about what might be intended by ‘government regulations’.

- Despite unease about government regulations, there was support for the idea of ‘consistency’ of care of students across boarding establishments by means of common guidelines or established ‘minimum levels of best practice’, which could be subject to some sort of monitoring.

- There was a strong suggestion that close consultation and liaison with those directly associated with a range of different kinds of boarding establishments was essential in order to establish the way ahead in terms of best ensuring the safety and well-being of all boarding students. A view that frequently accompanied this suggestion was that having a government body ‘impose’ regulations would be counterproductive, if not damaging.

Each of these themes is now explored in more depth, using verbatim comments from respondents themselves to illustrate the points made.12

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Because of the richness of the information provided by those who participated in the study, it is hoped that, as well as meeting the original objectives for the study, this report will prove helpful to all those who work and live in school boarding accommodation or are closely involved in some other way:

- by providing insights into what is working well and/or is highly regarded in different school boarding establishments; and

- by providing a basis for sharing ideas in order to best address ongoing issues to do with student safety and well-being.

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12 Note that within each section or sub-section, each comment quoted was made by a different individual. Considerable effort was also made to ensure that comments used were from individuals representing the range of participating boarding establishments.
Favourable Views About School Boarding Establishments

There are always small problems, like most things in life, nothing is perfect. No major problems, no small ones worth outlining. [Student]

We’re just like one big family. [Student]

Positive Ratings of Aspects of Boarding Accommodation

The questionnaires used in the study provided the various groups of respondents several opportunities to identify or comment on what they felt to be the positive aspects or strengths of the particular boarding establishment with which they were associated. For example, when asked to give a rapid ‘top of the head’ response (using rating scales provided) to each of a series of statements regarding aspects of ‘their’ boarding establishment in general, the great majority of respondents rated almost all aspects of boarding life listed very positively, choosing the options ‘Definitely agree’, or ‘Agree’. This finding was consistent for principals, overall managers of boarding establishments, boarding house/residential staff members, school counsellors, parents, and senior boarding students alike.

Tables B1 to B6 in Appendix B (p.80 following) provide details about the pattern of responses for each group of respondents.

Aspects of boarding life rated particularly highly by large majorities of respondents included that:

- new boarding students were welcomed when they first arrived;
- there was good care of students when they were ill;
- the boarding house encouraged students to be supportive of one another;
- the boarding establishment was kept in a clean and safe condition;
- students could readily contact their parents or their home when they needed to;
- student, and student and staff relationships, were good; and
- the various policies and procedures in place to safeguard students safety and well-being generally worked well/as they were intended to do.
Positive Views Expressed in Answer to Free-response Questions, With an Emphasis on the Quality of Staff

The positive ratings given are lent weight by the many very positive comments respondents made in response to other questions in the survey questionnaires. For example, there were considerable numbers of the different groups of respondents who stated that:

- staff were very caring and had the necessary qualities to work with young people;
- good relations between students, and between students and staff, were actively fostered;
- students lived in a very positive, caring, ‘family’ environment, where there was trust and respect, and where strong moral values were upheld;
- there were strong, positive relationships between the boarding establishment and parents, including strong parent involvement; and that
- their particular boarding house was already providing an excellent service which would be difficult to improve upon and that in their case government regulations to improve student safety and well-being were not necessary.

As well, many, but especially parents, emphasised the high level of quality support given to boarding students to help them learn and achieve well and make the most of opportunities available, and students often mentioned that there was ‘someone there’ if they needed to talk:

*There is always someone for people to talk to and to support them through their problems.* [Student]

Some examples of the specific, positive comments made about boarding houses, staff members, and students follow.

*Even though everyone has their little problems, everyone helps each other out, everyone sticks together, unity.* [Student]

*They look after me like home and family. I think it’s very good because my family is in Thailand so New Zealand is just like my second home.* [Student]

*It’s a good environment to be in with your mates.* [Student]

*The staff are all very caring people which helps to build a good environment so the safety and well-being of students is better.* [Student]

*Excellent boarding mistress – competent, professional, mature, kind and caring, excellent disciplinarian, interrelates with counsellor, parents, teaching staff, creative, highly respected by students.* [Counsellor]

*The staff are patient and try to understand where we are coming from. There is always someone to go to if you have any problems. They are lovely and friendly most of them, most of the time.* [Student]

*The hostel was absolutely wonderful to my daughter – a terrific home away from home. Thanks.* [Parent]

*We have been very happy with the hostel, and are sending a younger son there next year.* [Parent]

*In relation to [this boarding house/school] I see no need for change. It is as near to perfect as any parent could expect.* [Parent]

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13 When answering various ‘open-ended’ or ‘free response’ questions, respondents overall were much more likely to identify strengths of school boarding houses than they were to identify problems or concerns. For example, when asked to respond to the question ‘This year, what do you think the house’s particular strengths are in the way it looks after the safety and well-being of students?’, 88 percent of students identified at least one strength (see p.105), whereas when asked ‘Have you experienced any particular problems living within your boarding house this year?’, 36.5 percent of students identified a problem (p.119). A large majority of parents (77%) and counsellors (84%) also identified particular strengths of the boarding establishments with which they were associated (p.132ff).
They are like one great big family – neat atmosphere. Good strict prep routine. Students kept busy with sport/cultural activities outside school hours. Encouraged to look out for peers, support, care for each other. Well supervised, encouraged to give everything a go. [Parent]

The success and popularity of our hostel speaks for itself. The parents are an important part of this. Over-regulation is a fear. A school’s own character needs to be respected. [Counsellor]

The boarding house enables students of many ethnic backgrounds to live together harmoniously. Students have strong academic support to achieve to their potential. [Counsellor]

My son has excelled this year and I feel it is due to the safe environment he has been in and the support he receives from staff. Also his sporting ability has increased (nil at home) and he is concerned about his physical well-being. [Parent]

I think things at [this school’s boarding house] are well run and the senior master is a very caring, fair person and has the boys’ interests at heart. [Parent]

I do believe that this school is and has an excellent environment and the teachers/houseparents do a fabulous job with our tama/wahine. [Parent]

[My child] is very keen to travel back [to school] each weekend. Staff are very good at communicating with [my child] who is unable to speak. [Parent of child at special residential school]

My son relates well to other students and adults and I visit once a month to check how things are. Apart from initial settling in uneasiness he is relaxed and happy. The boys get on well together – they support one another. One of the strengths is having only 50 boys in [the] house, it is not too big. Another strength is having set hours for homework. Also, some of the housemasters are good role models for boys and ‘Whanaungatanga’ exists amongst the Māori students. They care for one another. [Parent]

Good relationships between staff and students, leading to the students taking responsibility for themselves and peers. A respect for each other and a pride in being a ‘hostel boy’. [Parent]

Personal adjustment to settling in as an only child. Staff very supportive of student. Mentor organised for support. [Parent]

I am extremely happy with [the] boarding house. My daughter is confident and very happy with her second home – if she’s happy, I’m happy. [Parent]

The school fosters strong loyalty, camaraderie and support within the boarding house. The staff are well qualified and are supportive of the students and the students are supportive of each other. Strong emphasis is placed on developing the students ‘body, mind and spirit’. There is no ‘tall poppy’ syndrome. Students are encouraged to succeed and their success is recognised tangibly. [Parent]

I think the staff take particular notice of different students’ needs so they pick up quickly when people have problems and they act quickly to provide solutions – eg, when people are sick or need physio or when people are just emotional, upset. [Student]

The housemaster’s dedication, commitment to individual needs. Teachers on duty, full commitment. Matron’s kind, caring and sensitive attitude. The warm nature of all responsible. [Parent]
This boarding house’s strength is its family concept. If a student achieves, they are all included in the fanfare and encouraged to do well in their own fields in a house with a very multicultural group of students. Learning and achieving are very actively promoted. [Parent]

I think the hostel has covered all aspects of care and support excellently. Both the Director of Boarding and the chaplain give a lot of thought to the girls, creating special times and taking effort to talk with and relate to the girls. [Parent]

Students always feel safe and very much cared for. [Student]

The Special Character of Individual Boarding Establishments

Another strong theme in responses from all groups was that the ‘special character’ of their particular boarding house was its major strength. This special character was often said to be characterised by the features already mentioned above as particular strengths of boarding houses. The notion of special character is discussed further in the next section (see p.19).

Effective Systems in Place to Ensure Student Safety

Respondents frequently mentioned, too, that boarding houses had very effective systems in place to ensure the physical safety of students, that is, that:

- there were well-developed security systems to keep out intruders;
- sufficient fire and other emergency equipment was on hand;
- there were regular emergency drills;
- ongoing maintenance and safety checks were carried out;
- there were well-enforced rules about areas ‘out-of-bounds’ to students when not supervised;
- there were clear rules about use of cars; and
- stringent procedures were in place to try to ensure the whereabouts of students at all times, especially when they were on ‘leave’ from the boarding house.

The hostel makes sure we have parent permission to leave and that we sign out and sign in. [Student]

[The] house is very good with monitoring the girls’ comings and goings. They have a very good system and they know who the child has gone out with and when they are due back. They are only released to someone who the parent has already given permission for and never without that permission. I am also aware that [the] house follows up late returns or if it is suspected that the child was not where she was meant to be, etc. [Parent]

They have introduced new rules that ensure that parents have full knowledge of where students are when out of the hostel and who they are driving with. [Student]
The Quality of the Accommodation and Facilities

There was also often praise for the standard of the accommodation and facilities provided:

*The house has just been rebuilt. Plenty of space, safe building. [Parent]*

*Clean, well-kept boarding facilities with good meals. [Parent]*

*Great facilities in the boarding house my daughter is in, warm and safe building, nice décor. [Parent]*

*The gardens and landscape are well maintained and if something gets broken it is fixed by the handyman a.s.a.p. [Parent]*

*A superb courtyard with tables, chairs and umbrellas. Great area for boarders to relax. [Staff member]*

*Increased level of privacy for Year 10 students. Great individual space. Mostly happy, positive environment. [Parent]*

*Everything was done 12 months ago and is wonderful. Bright, attractive, modern rooms. Bathrooms and showers very private, heaters are automatic in bathrooms, etc. Very well-appointed boarding house. [Staff member]*

Table C10 (p.106ff) in Appendix C, for example, summarises the particular strengths of boarding houses identified by students when asked ‘This year, what do you think the house’s strengths are in the way it looks after the safety and well-being of students?’ Refer also to a full listing of strengths identified by counsellors, parents, and students in Appendix F, pp.132–155.

Boarding Houses Addressing Problems and Regularly Reviewing and Updating

Over and above the strengths outlined above, there was considerable indication from respondents that, in general, boarding establishments work hard to overcome or keep on top of problems, and to make improvements.

When principals, managers, and boarding house/residential staff members were asked ‘Has the boarding accommodation put in place any strategies, processes or initiatives in the last two years or so which you feel have been particularly successful or helpful in improving the safety and well-being of the students and/or their being able to learn and achieve well?’, a majority of all three groups indicated that such strategies had been introduced in their particular boarding establishment.

Relevant numerical data are provided in Tables C11–C13b on p.110; as well, a listing of the strategies identified by principals, managers, and staff members are given in Appendix F, p.176 following.

Other groups of respondents also spontaneously made reference throughout their questionnaires to what they saw as genuine attempts by boarding establishments to address specific or ongoing problems. For example, to the question ‘Has your child (or children) told you about any particular problems s/he is having within the boarding house this year?’ a number of parents identified problems but then added that the boarding house had addressed the matter promptly and well and that the problem was now resolved. (See Table D1 on p.113 for details.)
The recently introduced strategies or initiatives most often referred to were:

- staffing changes / staffing improvements / making better use of individual staff members’ strengths and qualities;
- improved pastoral care for students and ensuring that students are listened to;
- more regular boarding house committee meetings;
- updated / revamped manuals or guidelines;
- improved study facilities;
- more support / assistance provided to students for prep/homework;
- upgrade of buildings;
- provision of more individual space for students;
- actively rewarding students for good behaviour;
- improving fire and security systems;
- encouraging good relations between students;
- having more computers available for students;
- appointment of (more) student representatives;
- introduction of more appropriate and effective disciplinary and behaviour management procedures.

It is interesting – and reassuring – to note that many of the successful strategies or initiatives mentioned were directed at solving the sorts of issues or concerns identified by respondents in answer to other questions in the survey questionnaires. Some comments which illustrate this follow.

*Bullying is a problem – verbal and physical and psychological – but there are genuine attempts to resolve this in place.* [Counsellor]

*This hostel has made many changes and it would be fair to say that they are addressing other issues of change to address safety, study supervision, as well as the building of new hostels.* [Counsellor]

*We have introduced a peer mediation system – works well. The students feel they are involved in the resolution of their own affairs and disputes. The staff are fortunate to have regular supervision (ie, two to three times per term).* [Staff member]

*Our senior/junior mentoring system [has been very positive]. Our policy of not allowing senior students to directly or physically punish juniors but to pass the issue onto staff.* [Staff member]

*The hostel has had a difficult year, which has made them reassess the running and general well-being of all concerned.* [Parent]
Complexity within the School Boarding Sector

Be very careful. To endeavour to legislate for such a vastly different group of boarding schools would be a nightmare. Keep it simple and safe. [Principal]

It is clear that there is a great deal of inherent complexity across the school boarding sector. A major element in this complexity is that of the carefully nurtured ‘special character’ of individual boarding establishments. Another, often closely related, factor concerns that of ‘parental choice’ (although a different aspect of this is when choice is not truly present, for example, when families live in isolated areas, and there is no day school nearby for their children to attend.) These and other ‘complexity’ factors are discussed in turn below.

The Special Character of Individual Schools and Their Boarding Establishments
It was very evident from the analyses of data obtained in the study, that the ‘special character’ of individual schools/boarding establishments was considered to be of paramount importance by many respondents. There were frequent expressions of pride in the unique nature, including history and ‘tradition’, of the boarding establishment with which they were associated. Along with this, as discussed in more depth later in this report, was considerable concern that ‘government regulations’ would jeopardise this unique quality, and create boarding houses that were ‘all the same’. The following comments are typical of views and concerns expressed by respondents.

The college has a rich tradition which the house is very much the centre of; because of this, there is great pride and togetherness amongst students. [Student]

In my experience, hostel staff, parents and school staff work together to maintain a safe and well-run boarding situation. Regulations can rarely take into account all the unique needs of different communities. [Counsellor]

I feel our boarding establishment has its own ‘identity’ and would like to see it kept that way. [Staff member]

Each school needs to retain its own identity and be able to provide different opportunities for different types. Too much government interference could increase the cost and therefore make boarding out of some people’s reach. [Parent]
Having had three children at five different houses, each very different, would not like to see individual aspects and programmes legislated out or in. [Parent]

I think each boarding house should make its own regulations depending on its situation. This, in fact, is one reason for the uniqueness of each hostel. [Student]

Each boarding establishment is different, and it would be very difficult to make a set of regulations that covered every hostel equally well. The hostels I know are working well currently and as the saying goes, ‘If it ain’t broke, don’t fix it’. [Student]

All schools are different. Ours is a Catholic boarding school which promotes and encourages specific values. I would not like to see this subject to government regulations. [Parent]

Each boarding establishment is unique and has its own requirements depending upon backgrounds of the children, culture, etc. [Parent]

Further evidence of the individuality of boarding establishments, comes from principals’, managers’, and staff members’ responses to the question ‘Does your (school’s) boarding accommodation currently operate according to a particular manual or set of written procedures or guidelines?’ The data showed that a majority of boarding establishments operated according to their own specific guidelines. Answers to a further question also showed that most of the respondents who were asked, were satisfied with the written procedures or guidelines being used.

| Tables C1–C6b (pp.102–103, Appendix C) provide details. Verbatim comments about satisfaction with manuals or guidelines used are also provided in Appendix F, pp.155–160. |

Parental Choice and Expectations

As might be expected, there are many, often very different, reasons behind parents’ or caregivers’ decision to have their children live in a school boarding establishment. These reasons may range from wanting to oblige a child’s request to attend boarding school, to seeing no (viable) alternative to boarding school because of geographical isolation. For other parents, the deciding factor may range from choosing a school/boarding establishment because of the particular values or traditions it upholds, and/or the unique opportunities it offers students, to feeling that boarding school might be ‘the best place’ for a child who is difficult to handle at home or who has particular problems or needs that require specialised care.

Also, it is certain that individual parents or families have different priorities about what they consider to be the most important attributes of their child’s boarding house. Whereas some parents may place most emphasis on the demonstration of ‘sound values’ within the boarding house, the nature of ‘care’ provided by staff, or on their child simply being ‘happy’, others may place firm discipline, or evidence that students must work hard and achieve highly, above all else.
In many instances, parental choice and expectations are very closely related to the special character of the school/boarding establishment:

This school was our choice. We pay a lot for the choice and special character of the school. If we don’t like it we change, not the school. [Parent]

My son has achieved well thanks to encouragement, support and firm insistence of expected work standards – something our local school didn’t do. He is proud of his ability – it is OK to be a tall poppy. [Parent]

I would hate to think that the government would interfere with something that works so well. One of the reasons our daughters were sent to boarding school was to reduce the amount of petty political correctness/interference in their lives, and to get an education with the support of our beliefs and standards which we tried to impart. I think [this school/boarding house] did just that. Wouldn’t change a thing. [Parent]

The range of activities available to students is endless and all are encouraged. Most would be unavailable to our daughter if living at home in the country. [Parent]

I feel each boarding establishment has its own identity and that is why we choose to send our child there. [Parent]

It is values-based and promotes caring for others. [Parent]

[The strength of the house is the] strict guidelines, strict rules. [Parent]

It fosters a culture of peer support and all are encouraged to give everything a go. Those that are good at things help others who are not so good. My wife and I cannot speak highly enough of what [the] school has done for our son. The wonderful caring environment created by strong leadership is enjoyed by the boys. Young boys respond well to strong leadership and routine. The Christian values taught should never be underestimated. [Parent]

Every school has its own culture, and where it is working well, and indeed excelling, regulation can bring mediocrity. Horses for courses. What suits one group, and socio-economic group, will not necessarily suit another. [Parent]

However, by contrast, not all parents – or students – necessarily have real ‘choice’:

What happens within the school itself is different to the boarding environment. Our son has had his best year at [the school]. He has matured and improved greatly. He would return happily if he did not have to board. More time is spent in the boarding environment than the school environment. The boarding environment shapes the social attitudes and skills of all those students and therefore should be regulated and audited even more than the school staff, curriculum, and environment. [Parent]

Some pupils simply would rather live at home. [School counsellor]

My son isn’t particularly happy about being at [the school], nevertheless he is well cared for and I firmly believe he is at the best place possible. [Parent of child at special residential school]
Other Factors

As well as complexity inherent in the ‘special character’ aspect of boarding establishments, and in matters of parental choice and parental expectations, a range of other factors can impact on the nature of given boarding establishments, making them ‘different in kind’ from one another.

Difficult to regulate hostels in general, they are all different – for example, age/sex of students, type, character and ethos of school. What works/suits one environment, will not necessarily suit/be beneficial for others. It is important that boards are able to administer hostels to take these things into account. [Staff member]

Each boarding school has a unique area (physically) it is situated in, with inherently different risks and zones. Also the different areas students have come from – eg, really isolated, city, suburbs, etc, that each bring a uniqueness in supervision and exposure. [Parent]

Size

This is a small 25-student hostel and it will not have the problems of a larger hostel. [Staff member]

Because it’s so small, it’s easier for supervisors to provide us with a safe, healthy environment. [Student]

We have a very small hostel with a family atmosphere. You have good days and not so good, but in general things tick along nicely so I don’t feel any regulations would help the hostel or students. We have to be very careful on costs with our hostel with such small numbers. A bigger, seven-day hostel would possibly be a different story. [Manager]

The house I live in is small and everyone in it gets on well. The safety and well-being of students is not at risk because all the hostels [at this school] are small and everyone has to get on with each other. [Student]

Small boarding establishment – only 120. A long history of boarding and running the business. All children known individually (needs, age, etc). Being so small an advantage. [Parent]

Location (urban vs rural)

Our students are mainly rural kids. We are very different from some hostels that have mainly urban or overseas [students] and so need different regulations. [Staff member]

We are responsible for the safety and well-being of the students in our five-day hostel. The hostel serves our rural community and the students return home each weekend. [Principal]

They get every encouragement to learn and study. The school buildings are available to study in as well, plus they go to every cultural activity available to them in [the city]. [Parent]

Physical layout/structure

(Some boarding establishments, for example, comprise a single building, whereas others incorporate several different ‘houses’, each with its own entity.)

[The school has] three boarding houses, all differ somewhat – but generally all do a good job with both their own systems and day school systems as well. Good communication between the two areas, and a positive relationship between most personnel. [Counsellor]
Whether students stay in the boarding house during weekends or go home

*Weekend leave is difficult to organise and must be in and organised early in the week. For the average teen this is not possible. Weekends are very boring in. Need things like pool table, etc; not enough to do with brother school.*  
[Student]

*Because I am a full boarder, the school has extremely strict rules for allowing people to go out.*  
[Student]

*Where we are situated (students travel weekly) and time of stay (our students only stay four nights per week) [would need to be taken into account in any regulations].*  
[Manager]

**Age of students**

*Our house acts as an adult flat and this survey does not really apply to our hostel!*  
[Student]

*We only board Year 13 students.*  
[Principal]

*Students boarding are either 6th or 7th form and are prepared for flatting situations. They prepare menus, shop, cook, clean and learn to live in harmony with others. This is done under supervision.*  
[Parent]

**Co-educational or single-sex**

*You must realise that all hostels are different. [For example], co-ed hostels will need to have different systems in place from boys-only or girls-only hostels.*  
[Staff member]

**Independently-funded or government-funded**

*Independent schools with no financial assistance from government should be treated differently from state schools, or schools where there is a taxpayer accountability.*  
[Principal]

*I think that it is significant to mention that the government does not provide any tax rebates if your child is at boarding school. Effectively our taxes are paying for state-run schools of which none of our children are using. I find that to be very unfair. So therefore I feel that boarding houses should only have some aspects subject to government changes.*  
[Parent]

**Clientele (eg, in terms of the fee levels that can be set)**

*Ours is a small country hostel that operates for four nights per week. Some of the regulations which would apply to a large seven-day hostel in the city would not apply and could make the hostel uneconomic if forced upon us. We currently budget to break-even. If we have to put fees up some students will no longer come and the hostel will become uneconomic so students will end up bussing 60+ km each way every day or else they will go to city boarding schools which would be a tragedy for our school.*  
[Principal]

*Most of our students have not chosen to board but must by necessity. We therefore have to balance carefully our priorities.*  
[Principal]
The nature of the student population
As well as the references made to the many positive qualities of the student population within boarding houses, there were also some respondents who commented on the considerable diversity among students in relation to behaviour, ability to cope with being at boarding school, and so on. Their comments made mention of such matters as whether parents and students have real choice about boarding school, and whether a child had been referred to boarding school by Child, Youth and Family or some other agency. The different reasons parents may have for sending their child to boarding school were also mentioned.

A major problem is dealing with students who come to the hostel with behaviour problems – eg, referred by CYPS [Child, Youth and Family]. They cause a bit of disruption and staff are not trained to deal with these problem students. [Staff member]

Communication with the girls [is an ongoing issue] – a lot more young people come with problems. [Staff member]

We are continually looking at improving as boarders’ needs are changing. The family background has become more complicated. The pressure and expectations of achievement level continue to grow. Reasons for boarding are more diverse. Transport, drugs and alcohol [have] huge impacts on behaviour. [Manager]

The nature of the relationship between a school and its boarding establishment
Principals and managers were asked the question ‘What is the responsibility of the school in relation to the safety and well-being of students in the boarding accommodation?’ Other respondents too sometimes commented on the relationship between the school and the boarding accommodation in answer to various free-response questions. Some examples of the statements made follow.

Our boarding establishment is run by a separate trust board with a school liaison representative on the board. [Manager]

We [in the boarding house] take full responsibility for the safety and well-being of the students. We have policies in place to ensure this. [Manager]

The school takes total responsibility. It selects, it monitors, it decides who comes and goes and ensures procedures and systems are adequate. [Principal]

It is the responsibility of the proprietors – the [college] trust board. The school senior staff take responsibility in the weekends. [Manager]

The BoT uses the same policies and procedures as followed by the school. Parental permission (written) plays a large part in process. [Principal]

Because our boarding school is not on site the school has no direct responsibility in day-to-day care. However some students may use the school counsellor. We can use school grounds and other facilities by prior arrangement. [Manager]

The hostel and school function independently therefore [each] have their own guidelines and policies. [Manager]

[The school has] total responsibility – the boarding house is an integral part of this private school. [Manager]
The boarding accommodation is self-managed – but the school has a broad overview. [Principal]

The principal has overall responsibility for the school and boarding house, but places the responsibility with the hostel manager to establish adequate health, safety and well-being procedures for boarders approved by the board of trustees. [Manager]

We [in the school] have total care of boarding students for the whole day. The hostel is mainly fenced off from the school to keep the functions separate. [Principal]

We follow school’s policies in the main but do have our own written policies [in the boarding accommodation]. [Manager]

[There needs to be] sensible and practical maintenance for the betterment of student accommodation rather than commercial board decisions to keep the budget as low as possible. Practical issues requested by boarding staff are often not recognised/accepted by school boards. [Staff member]

Ethos

Catholic values are our guiding principles combined with aspects of tikanga Māori since we cater to Māori students. The principles of family or whānau, sharing, justice, fairness and love (tika, pono and aroha). [Principal]

I believe that we need to continue to be mindful of pupils as individuals, to seek to balance the needs and rights of the individual against those of the group and the effective operation of the school. We must always be mindful of the fact that these pupils are part of their families and communities and that we are to equip them to be able to become well-adjusted members of their community when they leave here. [Principal]

Keeping our hostel identity (honesty, hard work, prep, duties, co-curricular) is more difficult when day boys to school have little regulation of their study and social/sporting commitments. [Staff member]

This is a Catholic school so Catholic principles are followed through to maintain a family environment. [Staff member]

[Our aim] is that the girls have a warm, loving and friendly environment to live in, along with Christian attitudes. [Staff member]

Supportive, close-knit environment, trust is encouraged, small group – very close! [Student]

[The school] fosters great team-work, camaraderie and individual extension. Encouraging/highlighting respect for all people and things. [Parent]
Areas of Concern Identified

Although earlier discussion revealed that most respondents expressed very positive views about many aspects of the boarding accommodation with which they were associated, other data showed that respondents also expressed a range of concerns about boarding establishments. For example, when asked to rate the extent to which they agreed with each of a series of statements about life within a boarding house/residence (see Tables B1–B6 in Appendix B), results showed that up to 34 percent of any given group of respondents were less than happy\textsuperscript{14} with certain aspects of the boarding establishment they were reporting on.

Table 1 below identifies the areas of boarding house life that 10 percent or more of each group of respondents identified as a concern for them. The data in this table have been drawn from Tables B1–6 in Appendix B, p.80 following.

In addition to the rating scale data, respondents also raised concerns when answering several other questions throughout their respective questionnaires. Most often, concerns identified had to do with some aspect of staff–student relationships, students’ relationships with other students, and staff members’ relationships with one another, although there was, as well, an indication of dissatisfaction with some of the systems in place in some instances, and with the standard of accommodation.

More specifically, the concerns identified\textsuperscript{15} related to:

- the ability of the boarding house to recruit and retain appropriately qualified and experienced staff, and in sufficient numbers to ensure good student–staff ratios and therefore adequate supervision;
- the suitability of some staff members, in terms of ‘personality’, to work with young people;
- the provision of sufficient, ongoing professional development opportunities for staff;
- the terms and conditions for staff members;
- the quality of relationships between some boarding house staff members;
- inconsistencies in the way that boarding house staff members enforce rules for students and in the way that they care for or treat individual students;

\textsuperscript{14} They showed this by selecting the rating scale option ‘…there are difficulties/room for improvement in this area’.

\textsuperscript{15} Broadly speaking, the concerns are listed in ‘order of priority’.
- the quality of relationships between students, both at the same year level and at different year levels;
- the availability of someone in the boarding house that students feel happy to talk to about problems or concerns;
- the effectiveness of the strategies in place to resolve conflicts among boarding students and between students and staff;
- the theft of students’ property by other students;
- the effectiveness of the strategies in place to resolve conflicts between boarding house staff;
- the amount of privacy students are able to have;
- the provision of sufficient and enjoyable leisure-time activities for boarding students;
- the adequacy of communication between all those involved in the care of boarding students;
- the appropriateness of punishments;
- the adequacy and nature of the buddy systems set up for students in the house;
- the systems in place for handling complaints from boarding students and parents;
- the effectiveness of systems to effectively keep track of students when they are ‘on leave’ from the boarding house;
- the extent to which parents are readily able to contact their children in the boarding house;
- the effectiveness of systems to handle ‘difficult’ students in ways that maximise both their and their fellow boarding students’ welfare;
- the effectiveness of systems to actively celebrate different cultures within the house;
- racism and discrimination; and to
- international student issues.

Some respondents also expressed general concern about the boarding establishment with which they were associated, without giving specific details. For example:

No particular strengths. Boarding establishment leaves a lot to be desired [although] support for study is good. [Parent]

The school needs to change. [Parent]

I can only base my answer on my experience of the hostel I work in. In this hostel we need to improve a great deal. At times I believe we inhibit learning. [Staff member]

For further detail about the matters raised, refer to Tables D1 to D5 in Appendix D (pp.112–123) and also to the range of students’, parents’, and counsellors’ responses when asked if they had any particular concerns about student safety and well-being within the boarding house, listed in Appendix F (pp.160–167).

Although, overall, concerns were identified by a minority of respondents, each of the areas they named has the potential to impact significantly on the safety and well-being of boarding students. The question of ‘frequency’, therefore, is probably far less important than other considerations, such as degree of seriousness of the concern, the impact on specific individuals or groups, and whether the area of concern is ongoing or has been quickly and effectively dealt with.

Some of the more major or frequently raised concerns are explored further in the pages that follow.
### TABLE 1: Main areas of concern\(^a\) according to respondents’ ratings of the boarding establishment with which they were associated\(^b\)

(Note that percentages indicate the proportion of each group who had concerns about the particular area)

<table>
<thead>
<tr>
<th>Area of concern</th>
<th>Principals (N=60)</th>
<th>Managers (N=62)</th>
<th>Staff members(^c) (N=148)</th>
<th>Staff members (specials)(^d) (N=40)</th>
<th>School counsellors (N=63)</th>
<th>Parents (N=459)</th>
<th>Students (N=362)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding house being able to recruit appropriately qualified and experienced staff/staff members being well qualified and experienced</td>
<td>20%</td>
<td>23%</td>
<td>22%</td>
<td>45%</td>
<td>17.5%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Staff having the right sort of personality to work with young people</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>19%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Consistency of staff in how they enforce rules for students</td>
<td>13%</td>
<td>18%</td>
<td>15.5%</td>
<td>22.5%</td>
<td>29%</td>
<td>18.5%</td>
<td>30%</td>
</tr>
<tr>
<td>Professional development opportunities for staff</td>
<td>13%</td>
<td>21%</td>
<td>34%</td>
<td>17.5%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
</tr>
<tr>
<td>Relationships between boarding house staff members</td>
<td>10%</td>
<td>–</td>
<td>–</td>
<td>29%</td>
<td>17.5%</td>
<td>–</td>
<td>10.5%</td>
</tr>
<tr>
<td>The boarding house having good buddy systems in place</td>
<td>–</td>
<td>11%</td>
<td>18%</td>
<td>[not asked]</td>
<td>17%</td>
<td>12%</td>
<td>[not asked]</td>
</tr>
<tr>
<td>Privacy for students</td>
<td>–</td>
<td>11%</td>
<td>11.5%</td>
<td>–</td>
<td>32%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Availability of leisure-time activities for boarders</td>
<td>10%</td>
<td>–</td>
<td>13.5%</td>
<td>–</td>
<td>–</td>
<td>20.5%</td>
<td>19%</td>
</tr>
<tr>
<td>Building being a pleasant place for students to live</td>
<td>–</td>
<td>10%</td>
<td>11%</td>
<td>25%</td>
<td>13%</td>
<td>16%</td>
<td>–</td>
</tr>
<tr>
<td>The boarding house ensuring that the building is kept in a clean and safe condition</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>10%</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

\(^a\) ‘Main areas of concern’, for present purposes, are those identified by 10 percent or more of each particular group of respondents.

\(^b\) See Tables B1–B6 in Appendix B (p.80 following) for the full listing of aspects of boarding houses/residences that respondents were asked to rate (ie, by indicating extent of agreement with each statement).\(^\)

\(^c\) Note that for reasons explained early in the report (see ‘Important Notes about Use of the Study Findings’), this column includes only data for 148 of the total group of 188 staff members who took part in the study; data for the remaining 40 staff members, all from special residential schools, are presented separately in the next column.

\(^d\) See note c above.
**TABLE 1: Main areas of concern continued**

<table>
<thead>
<tr>
<th>Area of concern</th>
<th>Principals</th>
<th>Managers</th>
<th>Staff members</th>
<th>Staff members (specials)</th>
<th>School counsellors</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness of punishments for student misbehaviour</td>
<td>--</td>
<td>--</td>
<td>11.5%</td>
<td>10%</td>
<td>19%</td>
<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td>The disciplinary measures [behavioural programmes] in place in the boarding house being clear/easily understood by students, staff, parents</td>
<td>--</td>
<td>--</td>
<td></td>
<td>17.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff making sure that students clearly understand house rules</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
<td></td>
<td></td>
<td>10.5%</td>
</tr>
<tr>
<td>Effective strategies being in place for resolving conflicts/disagreements between students and staff</td>
<td>--</td>
<td>--</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
<td>13%</td>
<td>28%</td>
</tr>
<tr>
<td>Student complaints being satisfactorily acted on by staff</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
<td>16%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>Parent complaints being satisfactorily acted on by staff</td>
<td>--</td>
<td>--</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems in place for receiving/documenting complaints from students</td>
<td>--</td>
<td></td>
<td>11%</td>
<td>13.5%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
</tr>
<tr>
<td>Systems in place for receiving/documenting complaints from parents</td>
<td>--</td>
<td></td>
<td></td>
<td>10%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
</tr>
<tr>
<td>Relationships between students and boarding house staff</td>
<td>--</td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems in place for handling difficult students to maximise their and other students’ welfare</td>
<td>--</td>
<td></td>
<td></td>
<td>13.5%</td>
<td>17.5%</td>
<td>[not asked]</td>
<td>[not asked]</td>
</tr>
<tr>
<td>Staff taking into account the needs of students of different ages</td>
<td>--</td>
<td></td>
<td></td>
<td>[not asked]</td>
<td></td>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>An adult being readily available that students feel happy talking to</td>
<td>--</td>
<td></td>
<td></td>
<td>[not asked]</td>
<td>11%</td>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>Staff taking good care of students when they are ill</td>
<td>--</td>
<td></td>
<td></td>
<td>[not asked]</td>
<td></td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Relationships between different year level students in the boarding house</td>
<td>--</td>
<td></td>
<td>10%</td>
<td>32.5%</td>
<td>17.5%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Relationships between students at the same year level in the boarding house</td>
<td>--</td>
<td></td>
<td></td>
<td>22.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies in place for resolving conflicts between students</td>
<td>--</td>
<td></td>
<td></td>
<td>13%</td>
<td></td>
<td></td>
<td>23.5%</td>
</tr>
</tbody>
</table>
### TABLE 1: Main areas of concern continued

<table>
<thead>
<tr>
<th>Area of concern</th>
<th>Principals</th>
<th>Managers</th>
<th>Staff members</th>
<th>Staff members (specials)</th>
<th>School counsellors</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>There [being] 'little or no bullying among students in the boarding house'</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>20% disagreed</td>
</tr>
<tr>
<td>Effective strategies being in place to reduce bullying among boarding students</td>
<td>– – –</td>
<td>30%</td>
<td>– –</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
</tr>
<tr>
<td>Effective strategies being in place to reduce physical, emotional, sexual harm of boarding students</td>
<td>– – –</td>
<td>17.5%</td>
<td>– –</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
</tr>
<tr>
<td>Communication between school staff and boarding house staff</td>
<td>– – –</td>
<td>10%</td>
<td>27.5%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
</tr>
<tr>
<td>Communication between all involved in boarding students’ welfare</td>
<td>– – –</td>
<td>11%</td>
<td>10%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
</tr>
<tr>
<td>Communication between staff and parents regarding boarding students well-being/welfare</td>
<td>– – –</td>
<td>10%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
</tr>
<tr>
<td>Parents easily being able to contact students in the boarding house when they need to</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>24%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Boarding students readily able to contact home when they need to</td>
<td>– – –</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>12%</td>
</tr>
<tr>
<td>Boarding house working to reduce all forms of discrimination/students being discriminated against in the house</td>
<td>– – –</td>
<td>–</td>
<td>20%</td>
<td>17.5%</td>
<td>–</td>
<td>10%</td>
<td>–</td>
</tr>
<tr>
<td>Systems for celebrating different cultures/different cultures being valued</td>
<td>– – –</td>
<td>11%</td>
<td>20%</td>
<td>13%</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Effective systems being in place to eliminate inappropriate use of drugs/alcohol</td>
<td>– – –</td>
<td>–</td>
<td>10%</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
</tr>
<tr>
<td>Students being encouraged/well-supported in their academic studies after school</td>
<td>– – –</td>
<td>–</td>
<td>[not asked]</td>
<td>[not asked]</td>
<td>–</td>
<td>10%</td>
<td>–</td>
</tr>
<tr>
<td>Students being effectively kept track of when on leave from the boarding house</td>
<td>– – –</td>
<td>[not asked]</td>
<td>10%</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
Staffing

A range of issues to do with staffing were identified. Quite a number of these were common to all groups of respondents, but, as might be expected, some were more often mentioned by a particular group or groups than others. For instance, boarding house/residential staff members were the most likely to express concerns about employment terms and conditions for staff. A selection of respondents’ comments to illustrate each of various concerns about staffing follow.

The qualifications and experience of staff members

Table 1 above shows that concerns about the qualifications and experience of staff members were expressed by all groups of respondents. The comments given below are a small sample of the views expressed.

Staff qualifications: need more qualified tutoring staff and staff also need to have an understanding of the emotional needs of students. [Staff member]

Staff should be encouraged to get qualified in all aspects of caregiving in a boarding environment. [Staff member]

Staff need better understanding of appropriate strategies to deal with FAS diagnosis. Staff to be better informed of research and training relating to specific children. A planned approach which encompasses all issues and clearly identified strategies, implemented consistently are necessary. [Parent of child at special residential school]

Inappropriate leadership in the house – ie, teacher with young children of her own and minimal experience of teenagers outside the school situation. [Parent]

Consistency of staff in how they enforce rules for students

Consistency in how staff applied rules and discipline, and so on, was, according to the data in Table 1, another of the most frequently held concerns by all groups of respondents. To a large extent, the way staff address a given situation may be influenced by the different backgrounds, perspectives, qualifications and experience of individual staff members. But it may also be indicative of lack of clarity in the manuals or guidelines used in particular school boarding establishments, and/or of insufficient supervision or monitoring to ensure that certain procedures are followed and maintained.

There appears to be inconsistent expectations from differing staff members regarding all aspects of the boarding house. Consistency is the key. Cars and the rules regarding the keeping of these are of major concern where safety is concerned. With a varied group of boys academically there is concern over prep time, where, when and supervised by whom, and what their expectations are. [Parent]

Inconsistency of discipline a particular problem; also favouritism. [Parent]

We had an incident when the whole [year] level of girls became involved in some trouble. But only two individuals were punished. This was a concern to us. [Parent]

Procedures and guidelines change depending on the manager’s mood or the girl involved. [Staff member]

Management staff work hard to foster a caring, safe environment for the children. However some of the assistants are strongly disliked by students for inconsistent punishments (ie, too old and grumpy for the job). [Parent]

Need to ensure that all staff are aware of established practices and procedures and that there is consistency in implementing these. [Staff member]
Personality or ‘suitability’ of staff members

The rating scale data in Table 1 show that 19 percent of school counsellors, 13 percent of parents, and 15 percent of students felt that (certain) staff members did not have the ‘right sort of personality’ to work with young people. As well, the data showed that 11 percent of parents and 17 percent of students did not feel that there was an adult readily available in the boarding house that students felt happy talking to if they had problems or concerns. There were also spontaneous comments from all groups of respondents, including staff members, about what they felt was the unsuitability of some staff members for the roles that they held.

Need for a younger house mistress – probably more attuned to girls aged 16–18. [Parent]

Supervisors should be more carefully selected for reliability and maybe a police check. [Staff member]

He [my son] does not think the housemaster has the personable skills that are required of a person who oversees 80 children, tutors and assistant house tutors. He is not popular or well respected. [Parent]

Half-way through the year the housemistress in charge changed. She doesn’t seem to be as sympathetic to the needs of the younger boarders as her predecessor who was exceptional. She is older and has very rigid views and doesn’t seem to have an overly homely attitude. [Parent]

The senior master has been in the job 30 years – 30 years too long! He is grumpy and tired, does not communicate and he lacks compassion. I have been counselling a young man who is ‘at risk’ and I have had to rely on the matron to monitor him because of the attitude of the senior master. The senior boys say virtually no one comes and enquires about their welfare. [Counsellor]

The [written] procedures [in place] establish the parameters for adults and children but in the long run it’s whether or not the children ‘like’ you or not which ensures success. [Staff member]

Professional development for staff members

There is no training for boarding house staff before taking up these positions, and little ongoing support for professional development. [Principal]

There should be staff training and effective communication training and there should be regular assessment of all staff. [Staff member]

More staff training is needed. Staff need to know how to handle situations professionally. [Staff member]

Staff need effective training to cope with issues such as homesickness, conflict resolution, developing good study habits, finding ways to encourage effective use of leisure time. [Staff member]

Staff training and reimbursement for such. We need to continue to ensure that staff are up to date with their knowledge, etc. We need more relieving staff who are capable of stepping in whenever and wherever required. These people need to be adequately educated and have the practical knowledge required. [Staff member]

Staff training in behavioural management is needed and [understanding of] motivational factors when dealing with young men and women. [Staff member]
Terms and conditions for staff

Aspects of staff terms and conditions are clearly inextricably linked with certain parameters of student safety and well-being, such as adequacy of supervision and support. This point is reinforced by the comments in the section immediately following this one.

Salary scale should be introduced to attract the ‘right’ people into this environment. [Manager]

Staff hours should be in stints of no more than eight hours. At present we do Friday 6–10.30pm, Saturday 8.30am–11pm, and then Sunday 8.30am–10.30pm. This is a huge responsibility for one person on duty. [Staff member]

Long hours of staff (one on duty) at a time. [Staff member]

Staff salaries – traditionally very poorly paid, need to be reviewed in order to employ staff with appropriate qualifications and of a high moral calibre. [Staff member]

Burnout of staff because finances do not allow employment of satisfactory numbers of staff on reasonable shifts with appropriate remuneration. [Staff member]

To ensure that staff working are provided with enough ‘time out’ to maintain their well-being. [Staff member]

Staff morale needs to be picked up. External supervision in my opinion would achieve this. Unfortunately the budget doesn’t allow this, hence stress and burnout are a continual issue. In my opinion this is a flaw, as when staff are 100 percent you can guarantee children are being supported 100 percent. [Staff member]

I feel adequate and professional staffing needs to be fostered, through adequate payment structures to recruit professional staff. [Staff member]

Insufficient numbers of staff / the need for improved staff–student ratios / inadequate supervision by adults, especially at night

Although concerns about staff–student ratios were not specific to any particular school or group of schools with boarding accommodation, staff from special residential schools were however particularly likely to state that the number of students was often too great in relation to the number of staff available.

We don’t get much freedom as there are not enough staff. [Student]

Becomes difficult with supervision, transport, where student wishes to train for individual sport – ie, swimming. [Parent of child at special residential school]

Feel all boarders should be in one house that can be monitored by housemasters – on duty housemasters should be sleeping close to boarders, not in a separate building. [Parent]

One evening manager is insufficient. [Parent]

Staffing levels are not adequate. Special needs students benefit greatly from one-to-one teaching/relationship. [Staff member, special residential school]

Ball night – only one house parent on duty. [Parent]

Lack of sleep because there is too much noise in dormitories at night with no supervision. [Parent]

[Need to] increase staffing to support students in their learning and achievement. [Manager]

They always help students because the staff give quality time to students.
However, the staff numbers have reduced, and if you are to continue the one-to-one help by staff, you can’t with less staff. [Parent of child at special residential school]

There is no adult in the houses at night (lots of separate sleeping). This means some children have been going out and coming in drunk in the early hours of the morning and no one knows. [Parent]

[I had concerns] when there was an ADD boy fighting with another boy and there were no duty staff to be found. [Student]

Using teachers or senior students or tutors to supervise, instead of boarding house staff members specifically appointed for the purpose

My main concern about this hostel is that all the staff (apart from cooks and cleaners) are full-time teachers at [the school]. They are under enough pressure with their first job. I think there should be full-time manager/s who have the management of the hostels as their only job. It is good to have some teachers living in and spending some hours with the boys but parents would feel much better if they knew there was a dedicated person in charge – who had the time and the ‘mana’. [Parent]

Need for a ‘matron’ who is always available at the house and not in a teaching role within the school. [Parent]

We believe that some hostels rely heavily on older students’ supervision instead of using adults. [Manager]

Managers and staff [need] to be paid – so job is a monetary one and not done free for cost of living and accommodation. [Staff member]

A lack of qualified matrons and a reliance on young tutors who have periods of sole charge, particularly on the weekend shifts. [Parent]

House tutors in flats rarely there and not responsible enough for position. [Parent]

My 13-year-old is dyslexic … and needs support of others during prep time and this is not happening. Prep-time is supervised by sixth-formers and situations like this need adult attention. [Parent]

Communication / relationships between staff members

Closer work with school staff is needed to ensure hostel study [prep] is effective. Better record keeping/information sharing between part-time staff. [Staff member]

Our new manager has implemented many new ideas, including better positive interaction with school staff and consulting parents. Our new principal will make our hostel flourish. [Parent]

Guidelines not fully in use – draft form for school manual at present but nearly there. Lack of staff involvement and/or interest – left to a few. [Staff member]

Better communication between all levels of staff is needed. Teachers and social workers need to ensure all support staff are kept informed as they have the day-to-day contact and care of residents. [Staff member, special residential school]
Communication / relationships between management and staff

Regular meetings between management and staff are needed. With regular meetings any issue can be dealt with effectively. [Staff member]

The managers and all the housemasters should be able to contribute their opinions without being taken to task. [Staff member]

Unpleasant matrons, disrespect for senior students. Hostel managers should have positive leadership over matrons – to create good relationships with students. [Parent]

Better communication between management and supervisors needed. [Staff member]

For further details of concerns expressed about aspects of staffing, refer to Tables D1 and D2 (pp.113–123) in Appendix D, Tables E1–E3 (pp.126–128) in Appendix E, and various verbatim comments listed in Appendix F.

Student Relations, Including Bullying

Respondents from all groups, but especially parents, counsellors, and the students themselves, expressed a range of concerns about relationships among students in school boarding houses. On a similar theme, there were a range of comments (see following page) which focused on the poor standards of behaviour shown by some students.

The major issue is bullying. Although most of it is low level it is persistent and some boys suffer persistent (daily) abuse – mainly from their own year level. There is also occasional inappropriate contact from older students – harassment, etc, and some serious incidents. I’m not aware of any inappropriate sexual contact. [Counsellor]

Some students have become isolated – not enough has been done to teach others skills for getting on with these individuals. [Counsellor]

There are certain students who are mentally and emotionally unstable being abused by others. This is quite a concern for me as a senior in the house. [Student]

Excessive use of ‘power’ by prefects (not physical power though). [Parent]

My child has experienced verbal intimidation by another student [Parent]

[A problem for my child is] relationship problems with other girls. [Parent]

My child is immature for age and finds things difficult in the boarding house at times – socially. [Parent]

[There is] verbal abuse towards one another in the boarding house – eg, if one has a disability. [Parent]

One incident worried me greatly as it concerned physical harm between two students; this was resolved by staff at the time. [Student]

[My child tells me there is] sometimes racist abuse. [Parent]

A problem is the macho attitude (disapproval) towards kids that like drama, opera, etc, and don’t play rugby (stereotyping). [Parent]

Our son has been physically assaulted on at least four separate occasions this year. Although the school has investigated and identified the culprits on each occasion, they have not enforced their written policy of suspension or expulsion. On each occasion it has been a senior pupil. [Parent]

There can be conflict between the Kiwi girls and the international girls. This makes both sides unhappy and homesick. [Student]

Some younger boys are constantly abused both verbally and physically by their peers. [Student]
Student Behaviour

Some year groups are catty and immature towards each other, this leads to certain people who are not mature doing things that are not appropriate. [Student]

[My child has] concerns about a disruptive boarder in his dorm. [Parent]

Exposure to smoking and drugs. [Parent]

[I am concerned] when drunken members of the form come back from night-leave drunk and act in a violent way. [Student]

[I have concerns about] really big students with anger problems that are hard to handle because of their size. [Student]

The standard of the boarding accommodation is of high quality, but the boys have little or no respect for property belonging to the hostel – ie, not their own. [Staff member]

Privacy/Personal Space for Students

A number of considerations were raised by those who felt that there needed to be increased privacy or personal space for students: to reduce crowding, to improve conditions for sleeping, to allow space and quietness for study, to provide ‘time out’ from others, to increase the safety of students, and to ensure a living environment more closely approximating the family home.

Privacy for all year groups. I strongly believe there should be no more than five boys to a dorm.[Staff member]

Privacy for students in boarding (is needed) – own rooms. [Staff member]

There is a need for more privacy and a minimum area per student. [Staff member]

Matrons don’t give us enough privacy. [Student]

Many other relevant comments can be found throughout this report, but in particular, see staff members’ comments in Appendix F (p.171ff).

The Quality, Size, and Condition of the Accommodation

Although staff from special residential schools were particularly likely to state that the available accommodation was not spacious enough for the number of students being catered for16, concerns about various aspects of the physical accommodation were expressed by respondents from a range of boarding establishments. (Their remarks were sometimes linked to comments about a need for increased privacy for students.) The need to upgrade or improve the accommodation was also one of the most frequently made comments when principals, managers, and staff members were asked to identify ongoing issues to be addressed in their boarding establishment (see Tables E1–3, p.125ff, for details.)

[Need to] access more suitable housing arrangements – ie, smaller groupings of students in ‘home like’ units rather than larger ‘institutionalised’ groups. [Manager]

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16 By contrast, it is interesting to note from the rating scale data (see Table B6 in Appendix B) that fewer than 10 percent of students disagreed with the statement that ‘The building that we have is a pleasant place to live in’ and few students overall offered critical comments about their accommodation. This may perhaps be because senior boarding students (as the students who took part in this study were) are often housed differently from younger students, with particular efforts being made on the part of school boarding establishments to adapt the living arrangements to suit the needs of these young adults. For example, some students in the study commented that their boarding house was more like a student flat, and that it was in many ways independent of the main accommodation, giving them more freedom and privacy.
Numbers for villas too large – villas too small. [Manager]

For our school it is holistic – some of our living environments/infrastructures need repair, upgrading, etc. This environmental factor has a bearing on well-being and student performance. [Principal]

Smaller cottages, smaller groups for well-being, learning ability. Large number of children in one building does not provide a good learning environment for all. Also a lack of privacy. [Staff member, special residential school]

More about feeling proud of where they live and having more privacy rather than student safety. Not enough money is being put into replacement. Some areas have become quite run-down, with this has come increased vandalism. [Staff member]

The buildings are old and outdated. Poor bathroom facilities and they are not designed to suit the needs of the students. [Staff member]

A lot of the place is very dated. Students would progress in a more positive, warmer atmosphere. [Staff member]

The outside of the hostel gives you an indication of excellent accommodation but when you actually step inside it is derelict looking. There is not enough [time spent] on teaching the students the cleanliness and hygiene side in the living quarters. [Parent]

The dormitories are very old and draughty and unheated. My asthmatic son has constant chest complaints every winter. [Parent]

Health issue, the cleaning accessories filthy – eg, mops breeding disease, no shower curtains, and just lack of general cleanliness in the washing and toiletry area. The cubicles look like shacks and there is no discipline in general hygiene and cleanliness. [Parent]

Standards of accommodation vary considerably – some verge on sub-standard. [Staff member]

Other Concerns

Many favourable comments were made about the effectiveness of the various systems in place in boarding establishments to ensure the safety and well-being of boarding students but there was also feedback from some respondents to show that there was room for improvement in a number of areas. For example, the data in Table 1 (p.28) indicate that more effective strategies for dealing with conflicts between student and staff may be needed. Other respondents mentioned the need to improve security, leave, and other systems and procedures, and deal with such matters as theft within the boarding house. Relevant data are contained in the various appendices to this report.

Earlier in the report, it was stated that support for students’ study was frequently regarded as a strength of boarding establishments. But, as for various systems in place in boarding houses, some respondents, especially parents, staff members, and the students themselves\(^\text{17}\) felt that support, and conditions and resources, for student study could be considerably improved.

*There is no support or guidance for students to help them achieve. This is a concern as it is a reason for choosing a boarding hostel as opposed to sending our son to a local college.* [Parent]

*There should be more help and attention given to prep (homework) and to make ‘sure’ that they are doing it.* [Parent]

*Erratic support given to assisting students academically.* [Counsellor]

\(^{17}\) For further information about respondents’ views on student study, see, for example, Table D1 (p.113) and pp. 160–164 (parents’ views); and Table E3, p.128 (staff members’ views).
Use of Manuals or Written Guidelines Within Boarding Houses
While data showed that most principals, managers, and boarding house/residential staff members were satisfied with the manuals or written guidelines in place in their boarding establishment (see p.20), a sizeable minority of each group was not satisfied with this potentially very important foundation of boarding house life. There was a suggestion in comments from those who were not satisfied with the manuals or written procedures in place (in a few instances, these were said to be absent altogether) that inadequate guidelines could, at least in part, account for certain inconsistencies among staff in how students were dealt with and how rules, and so on, were interpreted.

A lot of situations fall through the cracks – there are too many grey areas within the guidelines which are open to interpretation and therefore perceived differently by each supervisor. [Staff member]

Nothing is uniform. [Staff member]

We need one [manual] which all houses [at this school] follow. [Staff member]

Absence of procedure makes for inconsistencies between individual boarding houses and different staff on duty. [Staff member]

Not enough information for staff to make consistent decisions across all three boarding houses [at this school]. [Staff member]

Tables C4–6b (p.103), and accompanying comment, provide further details.
Unease About the Idea of Government Regulations or Uncertainty About What Would be Involved

From my past five years’ experience I feel that the current regulations made by staff are more than enough. If it ain’t broke, don’t fix it. [Student]

There wouldn’t be a law concerning safety and well-being for a family, would there? We should be all right – ups and downs but basically we’re sweet. [Student]

Views on Whether ‘Some’ or ‘All’ Aspects of the Way School Boarding Establishments Operate Should Come Under Government Regulations or Whether ‘No Regulations’ Were Preferred

When asked to respond to the question ‘If government regulations concerning student safety and well-being in school boarding establishments are put in place, [what] would you like to see happen?’ by choosing one of three options, considerable proportions of principals, managers, staff, counsellors, and parents – but particularly parents (45%) – indicated that they would like to see ‘no change’ (ie, no regulations introduced). The views of those who wanted ‘no change’ were that, as everything was working well in their particular boarding establishment, government regulations would be superfluous (incurring extra and unnecessary expense), and that regulations would reduce flexibility and undermine each boarding establishment’s individual character.

Although the highest level of support overall was given to the notion of having ‘some’ aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations, many who gave this answer also expressed unease about government regulations – emphasising that they would not like to see ‘all’ aspects regulated because this would limit each institution’s ability to maintain its individuality or special character, the same reason given by many of those who wanted ‘no change’.

Students’ answers to the question ‘Do you think there should be government regulations concerning student safety and well-being in school boarding houses?’ showed that this group was almost equally divided in its views about the need for government regulations – 30 percent saying ‘Yes’ and 31 percent ‘No’. Almost all remaining students said they were not sure, mostly because they were unclear about what regulations would mean – ‘I don’t know, bro’, felt that although regulations would not be necessary in their particular boarding house, they may be desirable elsewhere, or that while a set of minimum standards was desirable, government regulation was probably not the right way to ensure this.

Tables E7–E12 (pp.130–131, Appendix E) contain the numerical data on respondents’ views about government regulations.

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18 These options were: ‘Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations’, ‘Would like to see only some aspects eventually become subject to government regulations’, ‘Would like to see no change’.
Comments From Those Who Were Uneasy About the Introduction of Government Regulations

The views expressed by those who were uneasy about possible government regulations in relation to student safety and well-being in school boarding establishments covered many elements: for example, a prediction that government regulations would lead to a lot of extra work and unnecessary paperwork; the fear that the cost of any regulations would have to be borne by boarding establishments, which of necessity would then have to be passed on to parents through fees charged; and, that regulations would simply be ineffective and ‘a waste of time, money, and resources’.

I don’t see the need for such regulations at this institution. Most likely they would just make my job harder, with more paperwork and no real change. [Staff member]

More government regulations are only going to increase costs – to the taxpayer. [Parent]

As I see it, the hostel is an extension of home and I would not like to see it become regulated. I would like to see the government continue to provide funding for this wonderful life experience. [Parent]

This school/boarding house works well. Regulations require policing; means schooling resources being spent on bureaucracy rather than education. [Parent]

We are a Māori boarding school and therefore consideration must be given to the Treaty of Waitangi and Māori having a right to determine outcomes for their tamariki. It is not for government to prescribe regulations that are not in keeping with the ‘intent’ of the Treaty or have no regard to our culture and our tikanga. [Manager]

[I don’t want to see regulations] because there will always be conflicts within large groups and I think each hostel has their own effective way of dealing with it. [Student]

Different schools need different rules, for different students. [Student]

Too much regulation could hamper the ‘homeliness’ of the hostel. [Staff member]

Under present systems good schools should be able to provide the care parents require for their children. Most boarding establishments do not thrive if they don’t meet certain standards, so either they improve or close. My experience is that parents expect such different standards for their children while choosing the same school for them to be educated at. Government policy may lift a few aspects of lower performance but will never make hostels aim for the highest possible levels. Good luck. [Parent]

Bureaucracy would stifle flexibility and change an already healthy system. [Counsellor]

They won’t work, they will cause resentment, they will not improve the living environments of students/pupils. The less ‘government’ we see in provincial New Zealand, the better! [Staff member]

From my son’s point of view, who has begun to like and respect himself and others, why change a concept that is working perfectly well. (If it’s not broke, don’t fix it.) [Parent of child at special residential school]

Why do the government feel they need to regulate in a mandatory fashion? At all? What areas do they intend to regulate that are not already regulated by (a) common laws/public laws or (b) in loco parentis status, etc. [Staff member]
And, once again, a particular fear was that regulations would put at risk each school boarding establishment’s individual character:

*No problem with a government review group inspecting boarding facilities, but each school must be able to maintain its own special character.* [Staff member]

**Comments From Those Who Were Unsure About What Government Regulations Might Mean**

*I don’t know what aspects of ‘student safety and well-being’ is envisaged by government regulations. Diversity of school communities/cultures should, I believe, allow for some autonomy. Guidelines rather than regulations preferred initially.* [Counsellor]

*I have no real objection to some regulatory procedure, but would like to know what it is first. The boarding hostel with which I am associated is very efficiently managed with no real safety and well-being issues and hence am somewhat hesitant to see interference. With other hostels it may be necessary.* [Parent]

*Not sure what sort of regulations is meant here. I think most boarding houses do try to put the safety and well-being of the child as top priority and it is up to the parents to make sure their child is getting a good deal, if not do something about it. If regulations are put in place does this mean boarding houses will be ‘inspected’ to make sure they are carried out? Maybe this would be a good thing so parents can be assured standards are acceptable before sending a child there. Maybe there should be a course available for matrons to be ‘qualified’ – ie, have appropriate skills in counselling, first-aid, activities, etc, but this would probably lead to higher fees!* [Parent]

The full listing of respondents’ comments about government regulations are provided in Appendix F, p.184, following.
Suggested Alternatives to Government Regulations

Respondents who had concerns about the possibility of government regulations being introduced, feeling that they are not the solution for bringing about improved standards, frequently stated that any strategies for change needed to come from within the sector, from people who know and understand boarding houses. As well, it was suggested by some that codes of best practice, for example, would be a better option, with checks being carried out by a group or body that would provide constructive feedback and advice to boarding establishments on how to effect change if necessary, rather than simply carrying out an ‘audit’.

Some examples of possible alternatives to government regulations suggested by study participants follow.

Common Guidelines, Protocols, Models of Best Practice

*The wide variety of types of boarding establishments could mean there is a core of basic considerations, eg, freedom from victimisation, easily followed and accessed complaints procedures, etc, which would cover all establishments. Over and above that, there could be requirements for schools to address ‘local’ issues through their charters and boarding schools (establishments) may benefit from the development of a ‘code of practice’ or ‘principles of care’ which could address the rights and responsibilities of the school, the staff and the pupils.* [Principal]

*Discussion with New Zealand Boarding School Association (NZBSA). Practice principles and guidelines, rather than regulations, which may hamper rather than promote progress, through tying up of human resources.* [Manager]

*We are an independent school, government regulations cannot change key ingredients of attitudes. Would prefer to see government promoting models of good practice, offering training, encouraging employers to set appropriate working conditions, etc.* [Counsellor]

*One size would never fit all, but consistent guidelines would be helpful.* [Principal]

*Schools should have flexibility to cater for their clientele, the basis for which they exist, particularly in a church-sponsored school. I am reluctant for government to be in the regulation business. A set of protocols, indicating standards, I can accept.* [Principal]
Schools must be allowed to cater to the needs of their students, with guidelines common to all. [Staff member]

I would like to see the school remain in charge, but with them conforming to broad government guidelines and in negotiation with parents and the board. [Staff member]

There should be general outlines but specifics should be left to the school. Independent schools should have the right to determine their own policy. [Student]

This school and the house in question have developed systems and procedures which could not be improved upon by external regulation. That is not to say that these systems and procedures could not form the basis of external regulation – if that were desired by other respondents. [Parent]

Adequately run establishments can learn from each other’s experiences and can help to influence those that may fall short of prescribed standard. [Staff member]

[Use] the actual standards already being adhered to by those establishments that are being responsibly run. [Manager]

It would be good to have consistent guidelines (checklists) based on the collective wisdom of all boarding schools. We can all learn from each other. [Principal]

I believe there is a need for a minimum standard which ensures safety and progress for pupils and that establishments should always strive to achieve at a higher level than that set. [Principal]

A required standard with a set of guidelines would be good for the overall standard of New Zealand boarding. [Manager]

I am a firm believer in clear guidelines providing they are carefully thought out and take specific boarding house differences into account. [Counsellor]

[Standards need to be improved] in some hostels where systems do not cope with issues that arise. However every hostel is different and what should be produced are a set of guidelines so that hostels can develop systems to cope with problems as they arise. [Staff member]

**Staffing Considerations**

As identified earlier in the report, a common theme in views expressed by all groups of respondents was that of the importance of ‘good staffing’. Not surprisingly, some respondents commenting in relation to government regulations felt that a need to address staffing issues – staff recruitment and retention, staff qualifications, training, and personal characteristics, and staffing levels – should take precedence over the introduction of government regulations per se. For example:

*I am not sure that regulations would encourage housemasters and mistresses to spend more time with the children in their care, get to know the dynamics of their group better and in so doing, be able to intervene constructively where needed. I think the staff members’ personality and dedication are more important than a government-imposed directive. Some aspects (eg, fire safety, absence of alcohol and other substances) [however] could be subject to enforceable regulations.* [Parent]
There are already enough regulations about buildings, preparation of food, cleanliness, fire, etc. The main problem is the skill level of staff. There should be a certificate (training) for all staff which includes child/adolescent development, group dynamics, conflict resolution, developing self-discipline, respect and support for cultural diversity, for gender issues, effective communication skills, etc. There should be a code of ethics/behaviour for staff. If you ‘over regulate’ you will drown the diversity/uniqueness of each institution but these staff could go through some kind of appraisal system to ensure they have/are working at a level of skill which would eliminate or reduce the main safety concerns that can occur. [Parent]

[There need to be] guidelines and professional development for caregiving special needs students. [Staff member]

Professional development for staff so that we can employ staff who are culturally appropriate for our students and train them well. [Principal]

Increase staffing to support students in their learning and achievement. [Manager]

The monitoring of boarding staff is essential in order to maintain the well-being of boarders and staff. Systems to maintain the well-being of boarders and staff are needed. Systems require an effective supervisory strategic plan to identify high needs support of both students and staff. [Manager]

I think there should be regulation for a certain number of staff on, depending on number of students. [Student]

[Need] the opportunity to have a national body of residential staff members to discuss issues. [Counsellor, special residential school]

Need to determine what support staff might need. [Manager]

Providing Support to Those Who Need it Rather Than Government Regulations for All

Boarding schools with problems are a governance problem for those schools – ie, they don’t have the skills to run them. They need help, not government rules or regulations. For example, ERO is already involved in policing education. [Parent]

More than regulation, I feel there should be supervision and support. [Staff member]

All schools cannot be placed under the same umbrella. There are some very caring schools when it comes to their boarding students. The schools experiencing difficulties should receive management assistance; regulations will not assist if structures, etc, are not in place. [Manager]

We want support but with flexibility which enables us to meet the needs of students without having to use huge resources on paper accountability. [Principal]

An experienced body [should] be set up to go in and provide help for hostels that are struggling in key areas. [Manager]
Other Suggestions

I have real concerns about the impact of regulations. Clear outcomes about welfare and an audit process I believe would be a better alternative. [Manager]

Some safety and well-being aspects are not about regulations but about atmosphere and understanding – often unsaid but clearly evident when lacking. [Counsellor]

Would consider that a general policy which requires boarding houses to operate for the safety and well-being of students would suffice – government regulations would need to be very detailed to cover all aspects of hostel life, especially considering it is the ‘home’ of these students, and government does not regulate conditions in homes. [Counsellor]

There should be an audit process but not regulations. [Parent]

Like every home, every hostel or boarding facility may have different needs and issues. These facilities need the freedom to structure their rules to suit their needs. Also as time passes (years) these policies need to be reviewed regularly. [Parent]

Allow for flexibility and independence but maintain an overview on standards – eg. ERO-type standards. [Principal]

Be able to have better links between hostels. This would allow better uniformity between the various establishments. [Staff member]

Ongoing assessment and development will always be necessary. Regular assessment from groups such as ERO are invaluable and input from students is often useful. [Staff member]

Each school should have a manual and boarding schools’ policy in place which is reviewed by the Ministry of Education. [Staff member]
The Importance of Close Consultation
With the Sector to Establish ‘The Way Forward’

This section first briefly discusses respondents’ views on whether standards in boarding establishments need to be improved, the place of government regulations in relation to student safety and well-being, the principles that should guide decisions about the care of boarding students, and ongoing issues to be addressed in boarding establishments. It then goes on to discuss the emphasis that many respondents placed on the importance of close consultation with the sector to consider these matters and establish a way ahead.

Views on the Need to Improve Standards Across School Boarding Establishments Generally

Despite considerable reservation about the idea of government regulations, there was nevertheless recognition among study participants of the need to safeguard standards of student care within boarding establishments. For example, when asked ‘Do you believe there is a need to improve standards in school boarding accommodation generally in relation to students’ safety and well-being, including their being able to learn and achieve well?’, around half of each of the three groups of respondents (principals, managers, and staff members) who were asked this question felt that standards across school boarding establishments needed to be improved. Their reasons for this view were primarily:

- that while things were going well in their own boarding establishment, they did not feel this was necessarily the case in other boarding schools;
- that regular reviewing and updating are necessary to ensure standards remain high – “We can always do better”; and
- to ensure that consistent, minimum levels of good practice are in place across all boarding establishments.

Those who did not feel standards needed to be improved reiterated that:

- they were already doing a good job in their own boarding establishment, which included a strong awareness of the need to constantly update and improve, and that, as far as they were aware, other establishments were also doing a good job.

Tables E4–E6b, Appendix E provide the numerical data relating to views about the need to improve standards and respondents’ specific comments are contained in Appendix F, pp.168–176
Views on the Place of Government Regulations in Relation to Student Safety and Well-being

As well as the support given to the notion of improving standards in school boarding establishments generally, the majority of respondents overall, despite certain reservations, were in favour of having at least some aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations.19

The reasons most often given for having ‘some’ aspects come under regulation were so that there would be minimum standards of best practice in place in all boarding establishments and for consistency of standards.

I think that there should be some regulations, not for our boarding school particularly but other boarding schools who don’t give their boarders as much respect. [Student]

I believe that not all boarding houses are as nice and well looked after as the one I’m in and there should be a specific standard to ensure that students are safe and secure in the hostel environment. [Student]

Views on Underlying Principles for the Care of Students in School Boarding Establishments

Within the context of ‘standards’ and ongoing issues to be addressed (see below), it seems pertinent to mention here that the opinions expressed in response to the question ‘In your view, what are the guiding principles that underlie decisions about the care of students in your (school’s) boarding accommodation?’ were very similar, both across the different groups of respondents and by respondents associated with different boarding establishments. This was evident despite the emphasis on the special character of individual boarding establishments discussed earlier.

First and foremost, respondents’ stressed that ensuring student safety was the most important principle in the care of boarding students. Other fundamental principles were said to be the need to: treat, and respect, students as individuals; help students realise their full potential by enhancing abilities and skills in many aspects of their life; promote high standards to encourage positive, responsible behaviour, including respect for others; and to create a home-like environment within the boarding house. As well, principles such as consistent and fair treatment of students by staff, Christian values, upholding the particular culture and traditions of the school, ensuring that there are well-defined structures and procedures in place that are clearly understood by all involved parties, and effective and open channels of communication, were identified as being very important. The following statements, although all from boarding house/residential staff members, closely reflect the views expressed by other groups of respondents.

Making sure that the students understand what is expected of them and being consistent. Providing a safe and secure environment for students with an atmosphere of warmth, kindness, firmness, discipline and love. To provide each student the opportunity to enhance their positive attitudes and behaviour while in our care. [Staff member]

A safe environment for the students is our priority. Also a friendly environment that allows our students to obtain their full potential in all aspects, eg, academically, culturally, and spiritually, and socially on the sports field. [Staff member]

To run the boarding house as much as we are able, like a home, to have and show respect for both the students and staff, and their property. [Staff member]

19 This was in response to the question ‘If government regulations concerning student safety and well-being in school boarding establishments are put in place, [what] would you like to see happen?’ (See Tables E7–12 on pp.130–131.)
That the students feel ‘safe’ and in the care of house staff that care for the overall well-being of their students. That staff are always available to that student. [Staff member]

The main guiding principle is that we as supervisors try to make the hostel the students’ ‘home’, not their ‘school’ – they go to school during the day! [Staff member]

Providing a safe environment. Enhance parent expectations by providing a stable family environment. Uphold the traditions of the hostel to enhance an atmosphere of academic vigour. Encourage to ensure the boys realise their full potential and self-worth. [Staff member]

That all students are paramount. [Staff member]

Staff try to build a good rapport with students and their welfare is the underlying principle for decisions that are made. [Staff member]

It should be their home. Keeping students safe and happy/contented. Develop their sense of tolerance to others, encourage friendships which will stand the test of time. Encourage community spirit. Encourage them to reach their full potential in a whole range of areas, including academic progress, music, personal grooming, etc. [Staff member]

To put students’ safety and well-being number one at all times. To set a good example and for them to feel proud of the school they attend. [Staff member]

Safe environment; to provide a place with good guidelines where boarders are nourished, respected, made to feel that they belong. Protection for the vulnerable. [Staff member]

Maximum care and well-being of the students’ needs to achieve their goals and uphold the special character of the boarding establishment and school. [Staff member]

Ongoing Issues to be Addressed

In addition to the opinions expressed about overall standards and about guiding principles for the care of students within boarding establishments, principals, managers, and staff members provided further insight into the business of running a boarding establishment in their responses to the question ‘What are the main issues that the boarding accommodation has to address in an ongoing way in order to best ensure the safety and well-being of students, including their being able to learn and achieve well?’

The ongoing issues were primarily said to be a need to:

• (continue to) recruit and retain suitably qualified staff;
• have sufficient numbers of staff;
• improve the situation relating to various other staffing issues (e.g., professional development opportunities, staff terms and conditions, communication among staff, staff consistency);
• upgrade buildings and facilities;
• improve the relationships between students;
• encourage and maintain good standards of student behaviour (including ‘respect for others’);
• improve study opportunities and support for students’ homework; and
• improve systems relating to such matters as student leave, parent and student complaints, rules, and discipline.

See Tables E1–E3 (pp.126–128, Appendix E) for further details.
Views on Consultation

But along with their recognition of the importance of some minimum level of acceptable standards for the safety and well-being of boarding students and on an ongoing need to tackle problems, there was a strong message from respondents that the different groups within the boarding school sector would need to be consulted in order to establish what such standards might be.

*Listen carefully to those who work in boarding schools. There is a huge resource available and many capable people who could be employed or deployed to help develop the regulations.* [Manager]

*Common sense, practicality. Any regulations must be developed by those who have been involved in this complex area for many years. Over-regulation should not be the law of the land. Intervention by central government must be minimal, if at all. By all means use ERO to review but leave institutions to establish their own ethos. Over-regulation has got in the way of education. Warning: This is a very complex issue and needs experts – hands on people, not policymakers and statisticians.* [Principal]

*Wouldn’t want to see government regulations unless it is totally open for discussion with the people running them, as most I have met are good sound people and I have been a hostel manager for 25 years.* [Manager]

*Experienced boarding staff should be seen as pivotal to any government regulations.* [Staff member]

*Any regulations must be developed with significant input from practitioners – not by people in offices with absolutely no experience of dealing on a daily basis with groups of teenagers in a residential environment.* [Manager]

*Hostels have a special culture to themselves and this could be damaged if the government was to change aspects without looking into them first and then seeking advice.* [Staff member]

*It should be left to people that are on the job, not outside influences that don’t know what goes on in the hostel.* [Student]

*Opening dialogue should be the priority. Some guidelines (also regulation) would be necessary.* [Principal]

*That views are taken from all sources (parents, trusts, staff and students). Also the need to be aware of each individual hostel. What may be good for one may not work for another.* [Staff member]

*The cooperation and input of all parties involved should be sought.* [Staff member]

*That a thorough review is completed before setting anything in place as many of the hostels have completed the groundwork and time could be saved by being aware of what is available already.* [Manager]

*There is always room for improvement, however any change should be collaborative and agreed to by the relevant stakeholders.* [Staff member]

*That experienced people actually doing the job be an integral part of developing any regulating. It would be so easy to stifle all sense of adventure and self-reliance by heavy-handed bureaucratic decisions made by people who have no idea how to run these places.* [Staff member]

*Government people have not lived in the hostel when I am here so they do not know what happens.* [Student]
Discussion
This section draws together some important ideas or themes inherent in the study findings under five broad categories: ‘Diverse Views’; ‘The Importance of Clarifying Terms and Concepts’; ‘Good Staff in the Equation of what ‘Makes’ the Boarding House’; ‘Students in the Equation’; and ‘The Role of Senior Students’. The brief discussion under each of these headings provides the basis for raising a number of questions which may be worthy of further investigation when exploring matters of student safety and well-being and, more specifically, when considering the possibility of government regulations, or some alternative path.
Diverse Views

The often diverse views expressed (both within and between groups of respondents) emphasised the need for ongoing consultation and discussion with the boarding school sector.

For example, on the one hand…

*New Zealand state boarding schools generally are excellent – far in advance of the many I have visited in UK and USA.* [Principal]

while on the other…

*I have visited many schools with hostels [in New Zealand] and I ask the question – would I put my son or daughter in this establishment. Sadly I often answer no.* [Principal]

And…

*[A strength of the boarding house is the] no car rule – minimises potential for problems with seniors and cars.* [Parent]

whereas…

*[A strength of the boarding house is that it] encourages them to have independence – eg, cars in senior year.* [Parent]

In addition, while many respondents were suspicious of, or actively opposed to the idea of government regulations concerning the safety and well-being of students in school boarding establishments…

*At present we don’t have a problem except for one or two poorly managed hostels (mainly boys’) which have been identified and improved. Put your efforts into them as all the regulations in the world cannot create better human beings, and good hostels have good staff, good boarders, and good parents. The real improvements – for example, to quality of staff and facilities, will only happen if the Ministry puts money into hostels. I suspect the intention is to be hands-on with regulating and hands-off with resourcing. Just stop being such nervous Nellies, let us get on with the good job we are doing now and send in ERO occasionally to check up.* [Principal]
Look at overall effectiveness of hostels to date. Don’t judge all on a few. We are becoming over-regulated in New Zealand. What happened to common sense? [Manager]

I think the majority of hostels have managed very well without government regulations. There’s always the exception to the rule, but is that reason to inflict government policy on everyone? [Staff member]

...other respondents expressed an opposite view:

Without regulation and review there are no safeguards to ensure that students are being cared for in an appropriate manner. [Parent]

Some aspects are so essential to student safety and well-being, that they shouldn’t be left to chance occurrence. Enormous responsibility to look after boarding students. [Counsellor]

There should always be regulations regarding others’ well-being in my opinion, especially as they are not being cared for by their parents. [Student]

If there are regulations concerning schools/colleges, there must be for boarding houses as it is part of our learning culture/experience. [Student]

Hostels are generally well-regulated when it comes to student safety – ie, locks, alarms, fire alarms, fire procedures, etc. The well-being of students is generally well looked out for but if government regulations could make things that little bit better, then yes. [Student]

Difference of opinion about regulations can in large part be attributed to individuals’ experiences of the particular boarding house with which they were associated, and/or their perception of how other boarding houses compared, but may also be influenced, perhaps, by the nature of people’s ideas about what government regulations might mean, and their understanding of key concepts such as ‘well-being’.
In order to ensure effective consultation, discussion, and decision-making in relation to the enabling legislation for government regulations, it appears that there is a need to clarify definitions of what people mean by ‘student safety and well-being’. It is evident from the way respondents answered the survey questionnaires, that some people interpreted ‘safety and well-being’ of students purely in relation to ‘physical safety’ (effective fire drills, security systems, and so on), whereas others interpreted it to mean emotional well-being – for example, feeling comfortable about being in the boarding house environment, feeling supported, having positive interactions with others, and knowing how to behave appropriately. Still others interpreted the term to incorporate all aspects of boarding house life, from being safe from intruders, faulty equipment, and below standard accommodation, to a student being warm and well-fed, being appropriately cared for when ill, having opportunities for enjoyable leisure-time activities as well as work and study, having enough personal space and privacy, to getting on well with others, and having opportunities to maximise their potential in all areas.

This is a wide question and needs to be better defined, safety can be anything and well-being is very open too. [Student]

This question is ambiguous – I have no idea what the definition of student safety is. Is it safety from other students, or safety from illnesses or accidents? [Student]

‘Bullying’ is an example of another term that is likely to need clarification within the context of government regulations on student safety and well-being in school boarding establishments, as what some might define as ‘bullying’, others may see as ‘normal rough and tumble’ as students learn to get along with each other, and make their way through life. ‘Bullying’ can range from passive or active ‘ostracism’ of certain students, to ‘teasing’, to verbal intimidation, to physical abuse.

Hostels/boarding houses are losing tradition and the younger generation are too soft, a bit of rough and tumble will do them some good. [Student]

Our son has developed a strong sense of identity and has become independent and decisive, I suspect as a result of what I consider the school’s weaknesses (the old fashioned system promulgated and perpetuated by the boys). [Parent]
‘Good Staff’ in the Equation of What ‘Makes’ the Boarding House

Statements from respondents that, on the one hand, praised the particular qualities of boarding house staff and the quality of their care of students, and, on the other hand, criticised aspects of the care provided by certain staff members, each emphasise the importance for school boarding establishments of recruiting and retaining the right sort of staff.

Different boarding establishments have their own special character which provide some of their uniqueness but the provision of competent, qualified staff is absolutely critical if real crisis situations are to be prevented. [Parent]

Our new manager has implemented many new ideas, including better positive interaction with school staff and consulting parents. Our new principal will make our hostel flourish. [Parent]

It really depends on the manager in relation to how they run things, and how capable they are at organising. [Parent]

The boarding house’s strength as I see it is the calibre of the women they have there that work as matrons. Wonderful women who work well with the girls. [Parent]

Since the new manager and his wife have been at the hostel, things have improved dramatically. They have done wonders in the short time they have been there. [Parent]

[The strength of the house is] the staff that are with the students (the people). [Parent]

The headmaster, housemaster and staff are the strength of the house – you can’t fault them. They relate very well to the children in all manner of things. [Parent]

[The] housemaster is a fantastic man. He has special skills and is a huge positive influence on the boys. [Parent]

Staff often think it is not their job to be with students but don’t think what the consequences may be if something does happen so don’t really care about their safety. [Student]

It all depends on your dorm parents. My previous dorm parents did not put much effort into providing a happy environment for the students, eg, sloppy food, no organised outings. [Student]
Safety: we really work to make and keep the girls safe. When they feel safe, they feel happy and cared for. To make this work we, the house staff, have to be a team. [Staff member]

[The boarding house] doesn’t really have any strengths – it takes too long for the staff to react. [Student]

Need trained, qualified staff who can work professionally, building positive relationships with students. [Staff member]

Having a good matron/manager helps in the running of the hostel as it is a more stable environment, especially when students come at the beginning of the year. [Student]
Students in the Equation

Although the qualifications, skills, experience and personal characteristics of staff will obviously impact greatly on the environment created in any given boarding establishment, the students themselves must undoubtedly be a significant part of the equation. Student behaviour, the nature of relationships between students, including degree of trust and respect for one another, students’ feelings about being at boarding school, student health, and so on, can all play a large part in ‘making or breaking’ the experience of living in a school boarding house for individual students or groups of students. The nature of the student body will also largely determine the sorts of skills staff will most need in order to best meet or balance the needs of different students.

Respondents often referred to a wide range of positive qualities among boarding students – their loyalty and support for one another, their friendships, and ability to be responsible and work hard – but the following statements give an idea of the potential complexity within a school boarding establishment, when diverse groups of individuals live together.

[There is a problem with] undesirable kids that can cause trouble (emotional – ie, teasing, threatening, bullying). [Parent]

[A problem for me] is students sneaking out, getting drunk on hostel premises. [Student]

[It’s good that the boarding house] gets rid of students who don’t abide by the rules. [Student]

We have plans to work with ‘problem’ students who may disrupt the current smooth running and relationships. [Staff member]

An ongoing issue is getting all students to come up to expected standards of behaviour (regards working habits and domestic skills). Some students begin boarding with poorly developed skills in these areas. [Staff member]

Trouble students leading other students into trouble. Having students who follow influenced by trouble students. Stronger discipline for these students needs to occur. [Staff member]

[Our aim is to] enrol only good boys without behavioural problems. [Manager]

[We need] better resources to cater for individual needs – ie, disabled students, cultural differences, behaviourally challenged. [Staff member]

My child’s problem [in the boarding house] is that he uses foul language that needs to be stopped. [Parent]
I think if they were actually laws instead of being rules then the kids might obey them or abide by them instead of doing the opposite. [Student]

People with eating disorders have created problems as others do not want to be around that sort of thing. [Student]

There is a boy here who is mentally ill, but managers do as much as they can to help him. [Student]

I have concerns for the quiet students, where they are good targets for discrimination and bullying. [Student]

All the bad students have been weeded out during the years, leaving the rest as friends. [Student]

I found some of the staffs’ disciplinary tactics extremely harsh and punitive. I felt the girls were at times verbally abused and seniors were actively encouraged to bully the juniors in order to keep order and control. However, these are difficult students who may not have responded to a more passive approach. Also the staff had a lot on their plates and were over-stretched in resources/time. [Counsellor]

[Any regulations would need to take into account] the reasons students are in the facility as this may require some variations. [Principal]
A particular aspect of the supervision or care of students concerns the role that senior (and sometimes other) students in school boarding houses may play. There were a considerable number of positive comments about the benefits of students mentoring or ‘buddying’ other, usually younger, students, and about the part that senior students play, or could play, not only as effective role models, but in facilitating and improving the care and supervision of students overall.

Enforcing the fact that we have to live together enables the students to look after each other. I have to say the job of a prefect enhances this, as we follow it up constantly. [Student]

The school and boarding houses have a mentor programme going which seems to be excellent and is working well. My younger son has found this programme extremely helpful and my older son is a mentor – he has had to be more considerate and understanding. [Parent]

I personally believe that there needs to be a greater responsibility shown by senior students towards juniors. Ideally, senior students should be taking some part in helping run the hostel which would help generate a more ‘family’ atmosphere. [Staff member]

However, concerns about the role of senior students were also identified. These concerns variously related to the suitability of some students for the roles they were given – for example, their ability to handle ‘power’ – and to the underlying rationale or ‘tradition’ behind the role adopted by or accorded to senior students. This was sometimes felt to be inappropriate, especially the practice of ‘fagging’, whereby younger students are at the beck and call of older or more senior students.

Other comments referred to too much being expected of senior students, that they were given too much autonomy, that there was a need for senior students to receive specific training, that ongoing support and supervision of these students was insufficient or lacking, and that the extra responsibility took its toll on students who were already heavily committed with study and other responsibilities. As well, there was a suggestion that resentment was created when older or more senior students were made responsible for supervising or disciplining younger students, with the result that the latter misbehaved and showed ‘lack of respect’.

Our son is strong-willed and can be stubborn. The culture of junior boys ‘fagging’ for seniors has not gone down well with [him], as a result he has been picked on by seniors. [Parent]
As a senior [student], too much is asked of her when she wishes to concentrate on her study. This child found it very stressful in her final year. [Parent]

[My child had a problem with] clothes being taken by prefects, about $450 worth in Term 2. [Parent]

[A problem for me is] not being able to do job as dorm prefect because there are too many government restrictions protecting the boys. [Student]

[A problem is] lack of junior respect [for senior students]. This is due to anti-bullying contracts. I agree that there is a certain level of bullying that is bad and should be stopped, but there needs to be a little bit to keep the natural order of things. [Student]

There appears to be a commitment to stamping out the culture of senior pupils ‘lording it’ over junior pupils, however to date this is lip-service only with very little action to change things. The policies are a start, but need to be followed. [Parent]

When my daughter was a prefect, [a problem for her was] parents of younger students complaining about the rules and methods of disciplining, undermining prefects. [Parent]

Older boys have access to junior boys’ dorms at late hours and at times carry out ‘dorm raids’, tipping younger boys out of bed, etc. An historic hierarchy exists which has younger boys beholden to elders. Prefects are used as disciplinarians. [Parent]

Our daughter was Head of her boarding house so we were in regular contact to listen and help in decision-making. At times we feel this could have been dealt with better in the school environment. [Parent]

Senior pupils are encouraged to ‘mentor’ younger ones rather than ‘rule’ them, although still expected to help staff maintain discipline. This is great, but they feel they have no control and the younger ones constantly back chat, refuse to do as requested, then accuse seniors of trying to bully them. Seniors are then reprimanded. Need to get a better balance – if seniors are expected to help maintain standards they need support from staff and guidelines. Are seniors taught any behaviour management strategies? [Parent]

Some senior students think they have the right to punish junior students – eg, swots, standing to attention, duck walk. Staff tend to intervene when told. [Counsellor]

Although the New Zealand Boarding School Association, established in 1991 out of ‘a desire of school boarding staff to support and learn from one another and to raise the status and standards of school boarding houses’, holds an annual conference for boarding house managers and staff, coordinates a number of other activities and has produced the ‘NZBSA Boarding Manual, 1997’ as well as regular newsletters [from a pamphlet produced by the NZBSA], not all boarding establishments belong to this voluntary association.
Possible Questions to Ask when Considering the Ongoing Safety and Well-being of Students in School Boarding Accommodation

The remainder of this ‘discussion section’ focuses on a series of questions, under several headings, prompted by the findings of the present study. Investigating the issues inherent in these questions may help shape or clarify decisions about the possible need for government regulations around student safety and well-being or some alternative.

Communication Across Boarding Establishments

As highlighted earlier in this report, many school boarding establishments clearly see themselves very much as individual or independent entities. Along with this, there may not always be a great deal of communication or interaction between school boarding establishments. That is, on the basis of comments from a considerable number of respondents to the study, individuals associated with a particular boarding establishment do not necessarily know a great deal about how other school boarding establishments operate. There is a suggestion too that different groups of boarding schools see themselves as quite distinct from others and have little wish or need to communicate with boarding establishments seen to be ‘different in kind’ from themselves. It can also be said that boarding establishments may to some extent be ‘in competition’ with one another. These factors could perhaps make it difficult to encourage and organise communication and consultation across the sector in order to achieve robust, representative, input from all involved parties regarding the form of any government regulations or some alternative.

- If individual school boarding establishments or groups of boarding establishments see themselves quite differently from others, what incentive is there for them to come together to talk about ‘common guidelines’ and minimum standards of best practice? How might constructive consultation and exchanges best take place?
- Given the different philosophies, aims and objectives that different boarding schools/establishments espouse, the often very different reasons that parents have for sending their children to boarding school, and associated variation in views on what is considered important for student ‘well-being’, appropriate discipline, and so on, how can this variation be incorporated sensibly into a set of guidelines or regulations that will have general acceptance or credibility?
- Given the range of views, should there be a body appointed to arbitrate over the definition of various key concepts, taking into account the range of views expressed, and also best evidence from relevant research and practice?
- Conversely, what is the best way to establish what boarding establishments do have in common?
Communication With Parents

Not all parents may have a close knowledge of life in a school boarding establishment:

*Appeal to encourage study. Don’t have a lot of contact with hostel staff.*  
[Parent]

*As a parent I would like to know that the boarding house is functioning as it should be as it is difficult to know when you are distanced from the school.*  
[Parent]

*As we have been quite remote from the boarding house it is difficult to comment, but all I can say is that our daughter is confident enough to voice any concerns she would have had to either ourselves or the hostel managers, and since she has thoroughly enjoyed her time there I can only assume they have sufficient strategies in place to ensure safety and well-being.*  
[Parent]

*The physical well-being of students is catered for; not so sure about emotional well-being.*  
[Parent]

*My son seems well-settled and motivated at school – a good sign to me he is being well looked after and supported to learn and achieve.*  
[Parent]

As well as comments like these, data from the question which asked parents whether they had received a copy of the manual or written guidelines used in their child’s boarding house suggested that around a third of parents were not familiar with the guidelines by which the boarding house operated. (See Tables C7i and C7ii on p.104.)

- **How knowledgeable are parents about the environment their child is in while at boarding school?**

  *A small group of Year 11 students have been verbally ‘crucified’ (almost all year) by a small group of Year 13 students. Had I been told earlier I could have informed the hostel manager and this behaviour/situation would have been looked into. Evidently, it is not ‘the done thing’ to nark at boarding school.*  
[Parent]

- **How can it best be ensured that effective communication between boarding establishments and parents occurs?**

  *In her first year she was in a house with older students. The school did discuss this with us and the situation was monitored. After six months, she was settled. We were always kept informed.*  
[Parent]

  *A very old hot water system. Many student and parent complaints. BoT looking to resolve the problem. After e-mailing a complaint to the dorm master I received an e-mail from him and also from the housemaster and a phone call. The situation was also explained to the boys as a group, so they could understand. We were very impressed.*  
[Parent]

  *When my child was unhappy I was not contacted.*  
[Parent]
Is the ‘market economy’ concept (with its inherent assumptions that the parent ‘client group’ will have sufficient knowledge and understanding of ‘quality of care’ and that parents always necessarily have real ‘choice’) a sound basis from which to argue that student safety and well-being will be upheld or maintained?

*The market dictates – ie, quality is rewarded with demand. Regulations create extra costs. The better schools’ boarding arrangements are naturally rewarded with patronage over time while the poor ones will fade away.* [Parent]

*I am happy with the way this boarding house operates. Otherwise I would remove my son from the environment.* [Parent]

*As an independent school our parents vote with their feet. If they do not like the service, they go elsewhere so it is always in our interests to ensure the appropriate environment, resources and culture are provided.* [Principal]

**But…**

*Most of our students (and parents) have not chosen to board but must by necessity. We therefore have to balance carefully our priorities.* [Principal]

**Staffing Matters**

- How might the ability to recruit suitably qualified staff be improved? Should there be recognised qualifications? What degree of consistency is there in the duties and responsibilities required of staff members with similar job titles/descriptions and what degree of overlap in duties occurs across different positions? Are the duties and responsibilities expected of individual staff members necessarily well matched to their experience, skills, qualifications and personal attributes?

  *Boarding staff training and professional development should be a priority. They (staff) come from such a diverse range of occupations.* [Principal]

- What would be the effect of prescribing staff–student ratios? On what basis would such a ratio be established?

- Are paid boarding house staff augmented by having students or classroom teachers supervise? What are the benefits and/or drawbacks of this?

Although there was not a specific question in the survey questionnaires about ‘staff turnover’, there was evidence, in the form of spontaneous comments from respondents, to suggest that staff turnover was quite high and that this could be disruptive or unsettling for students and other staff:

*Two of the masters he [my son] felt he could talk things over with, both left. He said there was only one housemaster left he could talk to.* [Parent]

*Our hostel has had numerous staff changes this year as well as management committee. I feel now though that most students and parents would believe we have the right manager. With the change of staff it was most unsettling.* [Parent]

*With many changes in management and ways of going about things it has been a fairly rocky year and therefore no aspect of boarding this year really shines.* [Parent]

*Recruit experienced staff – not have such a high turnover of staff.* [Staff member]

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21 It was noted that the titles of staff members who participated in the present study varied considerably (see list in Appendix A, p.77)
• What are the major reasons for staff turnover in school boarding establishments and what might need to be done to improve the situation?

• How might changes in practices, such as more freedom for senior students, impact on staff responsibilities, hours and conditions – for example, if staff had to stay up to check for the safe return of students given permission to stay out later?

• What part might consistent guidelines, staff training, and improved systems of communication play in addressing inconsistencies (a very ‘human failing’) in the way in which staff care for or treat individual students, interpret rules, and so on?

Student Issues

• When should it be concluded that a boarding school environment might not be the appropriate place for certain students?

  What really impressed us was the principal’s statement at the end of the initial interview: ‘There is a place for [your son] if he wishes to come, but not if he doesn’t’ and also ‘not if his parents do and he doesn’t’. It had to be for the child. [Parent]

  I feel as though I’ve kept to myself because the other boarders have no feelings – they’re bullish, I’m not. [Student]

  My younger son comes from an area where there are few boys his age around and a small school. Other boys go home each weekend, we live 10 hours bus travel away. He has suffered emotionally by being picked on and teased a bit as well as being homesick. The boys that can travel home each weekend or whose parents live close by seem to be more ‘bolshie’. Some boys can be very arrogant and downtreading if they think they have more or their parents are richer or you are from an area not as wealthy as theirs – very sad really. [Parent]

  She is not very settled and wants to return to local high school. The boarding house and school have been excellent in supporting us and trying their best for our daughter and to help her. [Parent]

  She would like to become a day student because she is tired of boarding and wants more freedom to have a social life. [Parent]

  [My son] found living in the hostel restrictive this year only due to the fact he was 18 in June. I spoke with [the staff] about this so we took him out three weeks from the end of the third term. He has a strong feeling for the school and his boarding contemporaries. I appreciate the school’s support over my taking him out of boarding and remained friends with everyone at the school. [Parent]

  One boy did not like it [ie, living in the boarding house] at all. No privacy, no peace and quiet. He was a very touchy pupil though. Most pupils are accepting of it. [Counsellor]

  [A concern for me is] unstable girls in the hostel when clearly they shouldn’t be. [Student]

• What selection procedures/training/support/supervision should be put in place for senior students who oversee younger students, and for students taking part in peer support or buddying programmes, to ensure better outcomes and improved care of students?

• If older students are sometimes found to keep younger students in order by physical means, what are the legal implications of this, given that teachers and parents are not legally entitled to physically discipline children?
• What are the implications for boarding houses of accepting students who may have significant behaviour or other problems? What might the implications be for these students of not accepting them into school boarding establishments?

  Changing nature of students ‘sent’ to boarding school to ‘sort’ them out.
  Parents shifting their responsibility. [Manager]

  Many of the young ladies placed at the school have been put there by government agencies – their home lives are not suitable. This is not fair to those who have struggled to give their children something special, as too much energy is directed to those who don’t want to be there. Academic excellence and achievement is difficult to maintain if teachers/hostel staff have to deal with negativity on a regular basis. [Parent]

  Psychiatric students (wrongly placed in [the school]) threatening to kill the teachers, students, principal, etc. [Parent]

  Students that don’t want to be at the school (at risk girls). School focusing on naughty students tends to frustrate the brighter girls. This is hindering the progress of other students. [Parent]

  The Ministry of Education has re-directed a particular student back to our school despite our protests/concerns re suitability of placement and safety of other students. [Counsellor]

  [Need to ensure] that our hostels do not become over saturated with children that have social and emotional problems. All our students have needs. [Staff member]

  [Need to] try to discourage parents from sending kids to boarding schools just because they are a problem at home, therefore taking away the opportunities they provide to a boy/girl who would benefit from them. [Staff member]

• What can be regarded as ‘normal ups and downs’ in children’s or teenagers’ lives, and when do relationship and other problems become issues that need careful, professional intervention/resolution?

  When my friends are in trouble or are down I feel for their safety because there is a lot that they could do to themselves or others. [Student]

  Conflict with other students, both peers and seniors (inevitable however). [Parent]

  [Problems experienced in the boarding house by my child have been] minor teenage complaints. [Parent]

• If ‘privacy’ (eg, their own room) is an important ingredient in the safety and well-being of students in boarding establishments, what are the implications of this and how might they be addressed, particularly in light of financial considerations?
Systems, Rules and the Onus of Responsibility

Boarding establishments, both individually and collectively, were generally reported to take very seriously their charge of ensuring the physical safety of students – that is, from intruders, fires, and other disasters. They were also reported to put a lot of effort into ensuring the whereabouts of students and controlling the misuse of drugs and alcohol. However, this is obviously a particularly challenging task, with young people being what they are, especially en masse! For example:

*It’s easy to leave without the staff knowing.* [Student]

*Got busted for alcohol in the hostel – the punishment was fair and appropriate, so I guess it wasn’t that much of a problem actually.* [Student]

*Students can get out of the building after you lock them up, eg, [out of] windows.* [Staff member]

*[There have to be] effective strategies to ensure students are safe and secure – bullying, illegal substances, AWOL at night. Can never be complacent and we know we are only one incident away from a disaster.* [Manager]

- To what extent must boarding establishments take responsibility for any consequences of students flouting rules intended for their protection?

- Is a serious incident in relation to student safety and well-being necessarily a sign of ‘general malaise’ within a given boarding establishment? When can it be considered to be a ‘one-off’ that could not necessarily have been foreseen?

  *[Don’t want all aspects of boarding life to come under regulation as] some situations are unique to the particular incident.* [Parent]

  *I would like to see only some aspects looked at, because it depends on the hostel. Sometimes it is not the hostel’s fault – it could be the child.* [Parent]

- When issues or concerns about student safety and well-being arise, what are the contributing factors? Are system failures – for example, insufficient procedures in place, or lapses or loopholes in implementation – the main consideration or are other factors involved?

- When might keeping students safe from physical harm seem ‘over the top’ or like keeping them in ‘prison’?

  *There needs to be a proper balance so that students are not over-regulated and made to feel like they are in a prison but on the other hand we need to know exactly where they are so we know they are safe.* [Staff member]

  *Kids will be kids, let them be able to live their life.* [Staff member]

  *There is one [problem] – the alarms on the doors which most of us see as us being locked in, not bad people being locked out.* [Student]

  *[A problem for me is] all the restriction of our freedom being enforced by the new rules made by bureaucrats in air-conditioned offices. [The boarding house] used to allow students to take risks themselves and didn’t restrict their activities, such as mountain biking.* [Student]

  *I often feel that our leave is not very good compared to day-girl friends, especially on Saturday nights. Even an hour more would make all the difference.* [Student]

  *There are enough rules enforced as it is, and more safety rules, especially from the government, would make it a prison rather than a hostel.* [Student]

  *[No to regulation] because they could possibly stop us from doing certain activities.* [Student]

  *It [the boarding house] is a safe place to live but I think it’s too safe.* [Student]
• How should boarding establishments arrive at an acceptable balance of treating older students as young adults rather than as children, and still maintain standards, discipline, safety (especially in relation to alcohol, driving, pursuing sports that might be ‘dangerous’, being able to go on leave)?

    Not allowed to go certain places, always get asked where I am going, how I’m getting there, what I’ll be doing. Unnecessary for senior students. [Student]

The Purpose and Implications of Government Regulations

• What are the cost and resourcing implications of government regulations?

    Any regulations should be achievable and realistic to achieve. Funding may be an issue for regulations to be complied to, therefore government funding should be available for major capital expenditure or staff training. [Manager]

• How might any regulations relate to the code of practice for international students attending New Zealand schools?

    A number of hostels are filling their empty spaces with Asian students which presents another set of factors that should be checked and regulated. [Manager]

Finally, in the words of two respondents, when considering regulations or some alternative there are such questions as:

    What is trying to be achieved? [Need to question] whether regulations are an effective tool to drive the boarding hostel to reach what is being tried for. [Manager]

and

    Is it going to be an advantage for the students? [Staff member]
Some Recommendations on the Basis of the Study Findings
The information collected by means of the present study strongly suggests that given the complexity involved, there is a definitive need to consult closely with the various groups within the school boarding house sector in order to clarify and explore issues, such as those raised in this report. Consultation will also be necessary to determine which aspects of the way boarding houses operate in relation to student safety and well-being might or might not need to come under regulation, and what any decisions reached would mean in practice.

On the basis of the study findings it is recommended that:

- a working group be set up to investigate the best way forward in terms of regulations or guidelines for best practice by liaising with the (various parties within the) sector;
- the working group seek advice and feedback from the sector on how, and by whom, any regulations or guidelines might be monitored or enforced and to consider how this process might be resourced;
  
  \[\text{How can you make rules for safety and know that people are abiding by them?} \]
  - [Student]
  
  \[\text{If we do [have regulations], well then it depends on whether we abide by them.} \]
  - [Student]

- ‘codes of best practice’, ‘minimum standards’, or ‘common guidelines’ are considered as an alternative to government regulations, or at least as a preliminary step on the way to regulations;
- a model of assistance is adopted, whereby any boarding establishment that might be experiencing real problems in ensuring student safety and well-being can seek and obtain support or assistance to overcome these problems;
- irrespective of whether regulations are put in place, consideration is given to establishing an independent ‘complaints authority’ to which individual staff members, parents, and students can go to voice concerns about any aspect of boarding house life and know that their case will be independently assessed and acted upon.

  \[\text{There should be a general standard, and any complaints can be taken to a government department or authority.} \]
  - [Student]

  \[\text{The culture which is promoted fosters rivalry and ‘power’ between year levels – eg, some students being able to issue punishment to others, boys receiving different (preferential) treatment compared with girls. Also no support for student complaints for concerns, (nowhere in the hostel, for them to take these – nobody ‘safe’ to talk to about many issues), especially issues regarding hostel staff, etc.} \]
  - [Counsellor]

  \[\text{Students need to know what their rights are in boarding school because in some situations when you get in trouble, the staff may punish you unfairly or make up unfair rules. We as students need to know what rights we have living in hostels, to keep us out of trouble in some instances.} \]
  - [Student]

  \[\text{There are a lot of loopholes, and as a student I feel I can’t approach ‘big’ staff about them. If the government stepped in, everyone would have to comply.} \]
  - [Student]

  \[\text{I believe if all boarding establishments were subject to government regulations my daughter would not have been treated the way she has been.} \]
  - [Parent]
Ultimately the good of the students is the principle underlying decisions about the care of students in the boarding house but also outward appearances are very important to some senior staff – sometimes issues are swept under the carpet. [Staff member]

Problems have been reported and nothing changes – ie, staff that bully, even assaulting, students but can’t seem to be fired. Lack of communication with parents needs to change – we are still the parents. [Parent]

Everyone needs to go to talk to someone about their problems about other staff. The person they go to shouldn’t be telling that particular person. [Student]

A guiding body which is available would be helpful, especially if parents or staff have concerns that need to be investigated. [Manager]

Would like to think that there was some sort of body that could be appealed to from either staff/school or parent/student side if differences couldn’t be resolved satisfactorily. [Counsellor]
### TABLE A1: Characteristics of the schools that took part in the study and those who responded from each school

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*a The number of staff questionnaires allocated per school was on the basis of one questionnaire for every two staff members (i.e., those with some day-to-day responsibility for working directly with students), with a minimum of two and a maximum of 10 questionnaires per boarding establishment.

*b The number of parent questionnaires allocated per school was on the basis of one questionnaire per eight families with children in the boarding establishment (with a minimum of two questionnaires and a maximum of 20).

*c Six student questionnaires were allocated for each school. These were randomly assigned by the school to six senior (Years 12 or 13) boarding students.
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### TABLE A1: Characteristics of the schools that took part in the study and those who responded from each school continued

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<td>Sec (9–15)</td>
<td>State</td>
<td>650</td>
<td>8</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>0 of 4</td>
<td>0 of 12</td>
<td>6</td>
</tr>
<tr>
<td>65</td>
<td>Girls</td>
<td>Sec (7–15)</td>
<td>State-Integ</td>
<td>411</td>
<td>10</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>1 of 10</td>
<td>0 of 14</td>
<td>6</td>
</tr>
<tr>
<td>66</td>
<td>Boys</td>
<td>Sec (9–15)</td>
<td>State</td>
<td>913</td>
<td>6</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td>1 of 3</td>
<td>3 of 4</td>
<td>1</td>
</tr>
<tr>
<td>67</td>
<td>Girls (sec); co-ed (primary)</td>
<td>Composite</td>
<td>State-Integ</td>
<td>557</td>
<td>10</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>2 of 4</td>
<td>7 of 14</td>
<td>6</td>
</tr>
<tr>
<td>68</td>
<td>Co-ed</td>
<td>Sec (7–15)</td>
<td>State-Integ</td>
<td>385</td>
<td>7</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>1 of 4</td>
<td>2 of 5</td>
<td>6</td>
</tr>
<tr>
<td>69</td>
<td>Boys</td>
<td>Sec (9–15)</td>
<td>State</td>
<td>521</td>
<td>6</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td>1 of 3</td>
<td>4 of 8</td>
<td>6</td>
</tr>
<tr>
<td>70</td>
<td>Girls</td>
<td>Sec (9–15)</td>
<td>State</td>
<td>734</td>
<td>5</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>1 of 2</td>
<td>4 of 9</td>
<td>4</td>
</tr>
<tr>
<td>71</td>
<td>Co-ed</td>
<td>Sec (7–15)</td>
<td>State</td>
<td>425</td>
<td>9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>1 of 2</td>
<td>0 of 3</td>
<td>4</td>
</tr>
<tr>
<td>72</td>
<td>Boys</td>
<td>Full primary</td>
<td>Private</td>
<td>141</td>
<td>99</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>0 of 6</td>
<td>6 of 13</td>
<td>N/a</td>
</tr>
<tr>
<td>73</td>
<td>Girls</td>
<td>Full primary</td>
<td>State-Integ</td>
<td>118</td>
<td>10</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>0 of 2</td>
<td>0 of 13</td>
<td>N/a</td>
</tr>
<tr>
<td>74</td>
<td>Boys</td>
<td>Sec (9–15)</td>
<td>State-Integ</td>
<td>657</td>
<td>9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>2 of 4</td>
<td>8 of 11</td>
<td>3</td>
</tr>
<tr>
<td>75</td>
<td>Girls</td>
<td>Sec (9–15)</td>
<td>State-Integ</td>
<td>199</td>
<td>3</td>
<td>–</td>
<td>✓</td>
<td>–</td>
<td>4 of 9</td>
<td>7 of 17</td>
<td>–</td>
</tr>
<tr>
<td>76</td>
<td>Co-ed</td>
<td>Sec (9–15)</td>
<td>State-Integ</td>
<td>211</td>
<td>3</td>
<td>–</td>
<td>✓</td>
<td>✓</td>
<td>0 of 6</td>
<td>7 of 20</td>
<td>6</td>
</tr>
<tr>
<td>77</td>
<td>Co-ed</td>
<td>Sec (9–15)</td>
<td>State-Integ</td>
<td>105</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>4 of 6</td>
<td>1 of 7</td>
<td>3</td>
</tr>
<tr>
<td>78</td>
<td>Girls</td>
<td>Sec (9–15)</td>
<td>State-Integ</td>
<td>131</td>
<td>2</td>
<td>✓</td>
<td>–</td>
<td>✓</td>
<td>0 of 2</td>
<td>7 of 17</td>
<td>2</td>
</tr>
<tr>
<td>79</td>
<td>Co-ed</td>
<td>Special</td>
<td>State</td>
<td>148</td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>4 of 6</td>
<td>5 of 5</td>
<td>3 of 3</td>
</tr>
<tr>
<td>80</td>
<td>Co-ed</td>
<td>Special</td>
<td>State</td>
<td>24</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>–</td>
<td>3 of 7</td>
<td>1 of 2</td>
<td>N/a</td>
</tr>
<tr>
<td>81</td>
<td>Co-ed</td>
<td>Special</td>
<td>State</td>
<td>53</td>
<td>3</td>
<td>–</td>
<td>✓</td>
<td>–</td>
<td>4 of 10</td>
<td>4 of 7</td>
<td>5 of 5</td>
</tr>
<tr>
<td>82</td>
<td>Co-ed</td>
<td>Special</td>
<td>State</td>
<td>22</td>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5 of 5</td>
<td>1 of 2</td>
<td>N/a</td>
</tr>
<tr>
<td>83</td>
<td>Girls</td>
<td>Special</td>
<td>State</td>
<td>76</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>8 of 10</td>
<td>5 of 13</td>
<td>6</td>
</tr>
<tr>
<td>84</td>
<td>Boys</td>
<td>Special</td>
<td>State</td>
<td>91</td>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>8 of 10</td>
<td>11 of 18</td>
<td>N/a</td>
</tr>
</tbody>
</table>
APPENDIX A: RESPONDENTS TO THE STUDY

STUDENT SAFETY AND WELL-BEING IN SCHOOL BOARDING ACCOMMODATION

Details about school not known.

In all, 88 (including 8 special residential schools) out of the total of 108 schools with boarding accommodation took part in the study.

Note that the response rates given in the main text of the report (p.7) are based on the total number of questionnaires sent out to the 95 schools that initially agreed to take part in the study—seven of these schools subsequently chose not to participate.

Per centages are approximate in the case of the staff and parent groups because in two or three cases, the data on the number of questionnaires distributed to a particular school are not available.

---

**TABLE A1: Characteristics of the schools that took part in the study and those who responded from each school continued**

<table>
<thead>
<tr>
<th>School number</th>
<th>School Gender</th>
<th>School type</th>
<th>Authority</th>
<th>Roll</th>
<th>Decile</th>
<th>Principals</th>
<th>Managers</th>
<th>Counsellors</th>
<th>Staff</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>Co-ed</td>
<td>Special</td>
<td>State</td>
<td>29</td>
<td>3</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>6 of 10</td>
<td>3 of 7</td>
<td>N/a</td>
</tr>
<tr>
<td>86</td>
<td>Co-ed</td>
<td>Special</td>
<td>State</td>
<td>41</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>2 of 5</td>
<td>1 of 4</td>
<td>3 of 3</td>
</tr>
<tr>
<td>87</td>
<td>not known</td>
<td>not known</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>0 of ?</td>
<td>0 of 2</td>
<td>–</td>
</tr>
<tr>
<td>88</td>
<td>not known</td>
<td>not known</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>0 of ?</td>
<td>1 of ?</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of schools from which questionnaires were received from at least one group of respondents</td>
<td>60</td>
<td>62</td>
<td>63</td>
<td>70</td>
<td>78</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondents (Questionnaires received from each group)</td>
<td>60</td>
<td>62</td>
<td>63</td>
<td>188</td>
<td>459</td>
<td>362</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of questionnaires sent to the 88 schools, by group</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>397</td>
<td>959</td>
<td>477</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of questionnaires received as a proportion of the total number sent out to the 88 schools listed in this table</td>
<td>68.2%</td>
<td>70.5%</td>
<td>71.6%</td>
<td>47.4%</td>
<td>47.9%</td>
<td>75.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

[1] Details about school not known.

[2] In all, 88 (including 8 special residential schools) out of the total of 108 schools with boarding accommodation took part in the study.

[3] Note that the response rates given in the main text of the report (p.7) are based on the total number of questionnaires sent out to the 95 schools that initially agreed to take part in the study—seven of these schools subsequently chose not to participate.

[4] Percentages are approximate in the case of the staff and parent groups because in two or three cases, the data on the number of questionnaires distributed to a particular school are not available.
TABLE A2: Gender of students who participated in the study

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>182</td>
<td>50.3</td>
</tr>
<tr>
<td>Boys</td>
<td>180</td>
<td>49.7</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE A3: Age of students who participated in the study

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 years</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>15 years</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td>16 years</td>
<td>72</td>
<td>19.9</td>
</tr>
<tr>
<td>17 years</td>
<td>175</td>
<td>48.3</td>
</tr>
<tr>
<td>18 years</td>
<td>88</td>
<td>24.3</td>
</tr>
<tr>
<td>19 years</td>
<td>13</td>
<td>3.6</td>
</tr>
<tr>
<td>20 years</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Missing data</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE A4: Year level of students in the study

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>Year 12</td>
<td>182</td>
<td>50.3</td>
</tr>
<tr>
<td>Year 13</td>
<td>163</td>
<td>45.0</td>
</tr>
<tr>
<td>Other*</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>Missing data</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Five students simply stated that they attended a special residential school and one student said s/he was a Year 10 student.

TABLE A5: Parents/caregivers who participated in the study

<table>
<thead>
<tr>
<th>Relationship to child</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>377</td>
<td>82.1</td>
</tr>
<tr>
<td>Father</td>
<td>69</td>
<td>15.0</td>
</tr>
<tr>
<td>Other*</td>
<td>9</td>
<td>2.0</td>
</tr>
<tr>
<td>Missing data</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>459</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* For example, grandparent; “custodian/caregiver”.

TABLE A6: Parents/caregivers who participated in the study: the age of their children at boarding school at the time of the survey

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 years</td>
<td>2</td>
<td>0.4</td>
</tr>
<tr>
<td>10 years</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>11 years</td>
<td>2</td>
<td>0.4</td>
</tr>
<tr>
<td>12 years</td>
<td>15</td>
<td>2.6</td>
</tr>
<tr>
<td>13 years</td>
<td>62</td>
<td>10.9</td>
</tr>
<tr>
<td>14 years</td>
<td>114</td>
<td>20.0</td>
</tr>
<tr>
<td>15 years</td>
<td>102</td>
<td>17.9</td>
</tr>
<tr>
<td>16 years</td>
<td>106</td>
<td>18.6</td>
</tr>
<tr>
<td>17 years</td>
<td>102</td>
<td>17.9</td>
</tr>
<tr>
<td>18 years</td>
<td>40</td>
<td>7.0</td>
</tr>
<tr>
<td>19 years</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Missing data</td>
<td>19</td>
<td>3.3</td>
</tr>
<tr>
<td>Total*</td>
<td>570</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Note that some parents/caregivers had more than one child at boarding school, therefore total ‘N’ (570) is greater than the total number of parent questionnaires received (N=459). The percentages in the table are a proportion of 570.

Roles Undertaken by Students in Their Boarding Houses

Just over half (52%) of the students who took part in the study stated that they held special duties or responsibilities within their boarding house while the remaining students said they did not.

The sorts of roles held by students were most often said to be the following:

- Head prefect
- Prefect
- House captain
- Dorm supervisor
- Student representative on board of trustees
- Student dean
- Fire warden
- Student mentor
- Student mediator/peer support
- Corridor leader
- Catering committee member
- Student representative for own year level
- Member of student council

The comments below illustrate some of the duties and responsibilities undertaken by students.
I am a dorm senior and am responsible for getting the Year 10s settled and into bed by a certain time.

Hostel prefect – dorm supervision, weekly duties. Discipline, lead by example – a role model.

I am a member of the boarding house student council.

I provide insight as to what to do during the weekends, provide activities to do.

Prefect – do a day duty and weekend, helping supervise.

I’m a dorm leader to the third formers. Students can come to me if they are being harassed by someone else.

Positions Held by Staff Members and Their Duties and Responsibilities

The sorts of positions held by staff members in the study were variously described as follows.

- Supervisor
- Charge supervisor
- Senior supervisor
- Early morning supervisor
- Day supervisor
- Evening supervisor
- Year 9 supervisor/matron
- Live-in supervisor
- Student supervisor
- Assistant supervisor
- Housemaster
- Deputy housemaster
- Assistant housemaster
- Housemistress
- Relieving housemistress
- Matron
- Senior matron
- Matron (medical)
- Live-in matron
- Relief matron
- Part-time matron
- House director
- Director of boarding services
- Hostel administrator
- Boarding house manager
- Assistant manager
- Evening manager
- Duty master
- Dorm parent
- Senior master
- Hostel master
- Assistant master
- Dean of resident students
- Assistant dean of resident students
- House mother
- Senior female supervisor
- Boarding house tutor
- Senior house tutor
- Dormitory master for Year 10
- Fourth form hostel supervisor
- Whaea atawhai
- Kainga matua atawhai
- Residential social worker
- Assistant residential social worker
- Residential support worker
- Residential assistant
- Programme coordinator
- Programme support worker
- Team leader
- Residential worker
- Night attendant
• Cottage senior
• Assistant senior
• Supervisor, domestic and general services
• Co-ordinator residential homes

The selection of quotes that follow illustrate some of the duties and responsibilities of boarding house/residential staff members.

Overseeing care and welfare of boarders, supervise boarders during study, recreation, meals, and at night, maintain communication with parents when required, act as a 'big brother' to boarders, attend staff meetings.

Overall management of facilities, contractors, arranging supervision, general welfare of students on a day-to-day basis.

Supervision of prep, dining room, dorm inspections, sports and functions. First-aid administrator. Counsellor. Communication with staff, parents, students. General administration work.

Daily duties, tutor, recreation, first point of liaison for parents of boys in the house, discipline, leave, etc.

Responsible directly for 60+ boys including supervising prep, discipline, duties, daily routines, pastoral, liaison with teaching staff at school, direct contact with parents.

I live in the senior hostel. Help with supervision, assist with their studies and problems.

Responsible for supporting the consistency of hostel policy and pastoral care of the boarders.

Supervising the students from the time they awake until the time they go to bed. Waking girls, getting them off to school. Checking rooms, mail, sick girls, doctors appointments, dentist appointments, prep supervision, conformations for outings daily or weekends, disciplining if needed.

Overall, responsible to the board. Pastoral and medical care. Three staff, two GAP tutors, cook and housekeeper my responsibility.

Supervision before, after school, and all weekend. Boarders' leave, taking care of sick boarders, communication with parents, teachers, caterers, ground staff and counsellors. Maintenance of boarding house.

Set rosters for supervisors, make sure students get to school and meet all commitments, make sure girls are attending meals, doing duties, keep parents informed.

On duty I wake boys up, check meals, linen change, check tidiness and living and work habits, whereabouts of boarders, discipline, prep, taking boys on activities, general well-being of boarders.

Drive boys to and from sports events, tutors' appointments, supervise Year 11 prep, assist duty master where needed.

Girls' welfare, confidante, nurse, banker, liaise with parents/school staff, liaise our staff, relieve any of our staff (kitchen, cleaning, etc), all bookwork, mini bus driver, etc.

Controller, disciplinarian, rule setter, responsible for rosters, appointing staff, day-to-day running, finances, routines, parental contact.

Health care and two daily clinics within the house. Care for sick. All clothing and uniforms. See all students (at first call) daily. Overseas cleanliness of the boarding accommodation.

Attend to all appointments for dentist, physio, and doctor when required.

Ensure routines of hostel adhered to. Problem-solve. Father figure.


In charge of the physical environment of a hostel house. When on duty, in charge of all rules and regulations. Pastoral care of all boarders when on or off duty.

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22 ‘GAP tutors’ are students taking a break from study who have enrolled in a programme whereby they work for a year or so in another country as a teacher aide, or in some other endeavour with young people as the focus (eg, Outward Bound).
Yard and building supervision after school, study supervision at night, rising and retiring supervision, providing supper items, supervising lunches and morning teas, providing transport to venues, cleaner and gardener.

Health and well-being of all students. To provide support in times of personal need.

I’m in charge of health and welfare and run the hostel clinic – in general, a ‘Mum’ away from home.

Overseeing and supervising and meeting the needs of 140 boarders – girls. Attending to medical needs, getting girls to appointments, waking them in the morning, having meals with them, getting them to bed, being a support to them, making sure they do their duties, etc.


Leave, discipline, pastoral care, liaison with parents. Matron: practical care of all boarders of all year levels, doctors visits and clinics.

Rosters, travel, leave, house shop, duty, weekend duty, staff meetings, tutor group, house reports, newsletters, discipline, meeting parents, matron, maintenance – there are literally thousands of duties – too many to list.

Assisting students with budgeting/shopping/cooking. Supervise study, cleaning. Monitor behaviour – ensuring safe and caring environment.

Looking out for students’ welfare, health and well-being while in the boarding hostel. To ensure that they feel safe and happy away from home.

General supervision (after school, bed-times); counselling (being a ‘friend’); ensuring guidelines/rules are followed.

My responsibilities are to know the whereabouts of the 83 girls at all times, their comings and goings. To uphold the discipline and behaviour of the girls, see to any sick girls. I am answerable to the parents.

Supervision of study, two hours, two nights per week. Grounds/maintenance, and shopping with students. Supervision, check in, lock up of houses, etc. Notate (record) eating, accidents, and provide information needed.

To ensure a warm, safe, caring environment for the residents. To plan and deliver social skills programme, and an afternoon programme of sports, music, art. To keep residential staff safe.

To assist programme coordinators with a variety of activities and programmes for the students. These include educational and recreational activities.

Case manager for six children focused on improving behaviour. To make sure all are fed, clothed, carry out hygiene routines and to provide a challenging programme.

Physical and emotional well-being of students, behaviour management, health and hygiene, teaching life and social skills, formulating and maintaining IEP [Individual Education Programme] goals.

Sports facilitation; support for carers; support for students; programme design for student development (personal–social); creating a caring, positive, non-threatening and challenging environment.

Ensure students are happy, follow my job duties, include family and keep them involved in the school, clear communication with students about their dreams.

Ensure students’ safety; consider students’ and families’ needs and implement where appropriate. Students’ individual learning and development in various areas – hygiene, social, educational, sexuality, culturally, health, relationships, emotional, personal. Liaison with school, family, other appropriate agencies (some students have very special needs).
<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>49</td>
<td>81.7</td>
<td>11</td>
<td>18.3</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2) There is good communication between school staff and boarding house staff regarding boarding students' well-being/welfare</td>
<td>36</td>
<td>60.0</td>
<td>18</td>
<td>30.0</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>3) There is good communication between staff and parents regarding boarding students' well-being/welfare</td>
<td>32</td>
<td>53.3</td>
<td>22</td>
<td>36.7</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>4) The boarding house is able to recruit appropriately qualified and experienced staff</td>
<td>18</td>
<td>30.0</td>
<td>28</td>
<td>46.7</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>5) The boarding house ensures that students have a good understanding of house rules</td>
<td>40</td>
<td>66.7</td>
<td>19</td>
<td>31.7</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>6) Boarding house staff members are consistent in the ways that they enforce rules for boarding students</td>
<td>17</td>
<td>28.3</td>
<td>30</td>
<td>50.0</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>7) Staff take good care of boarding students when they are ill</td>
<td>40</td>
<td>66.7</td>
<td>18</td>
<td>30.0</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>8) Relationships between students at the same year levels in the boarding house are good</td>
<td>28</td>
<td>46.7</td>
<td>27</td>
<td>45.0</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>9) Relationships between students in different year levels in the boarding house are good</td>
<td>26</td>
<td>43.3</td>
<td>24</td>
<td>40.0</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>10) Relationships between students and staff in the boarding house are good</td>
<td>29</td>
<td>48.3</td>
<td>26</td>
<td>42.0</td>
<td>2</td>
<td>3.3</td>
</tr>
</tbody>
</table>

*Note that principals from special residential schools (N=7) were not asked to respond to the five statements in the table that are followed by an asterisk (*). In order to maintain consistency in method of reporting, percentages for each response category associated with these statements have therefore been calculated out of a total of N=53 (excluding the 7 principals), instead of N=60 used for calculating all other percentages in the table. Note too that some small wording changes were made in the questionnaires sent out to each group of respondents associated with special residential schools – eg, ‘residence’ was substituted for ‘boarding house’ and ‘residential students’ for ‘boarding house students’; also, in relation to the management of students, ‘behavioural programmes’ was used instead of ‘disciplinary measures’. (Table B3b below, which details responses made by staff members from special residential schools, contains the full range of wording changes.)
<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>11) Relationships between staff members in the boarding house are good</td>
<td>24</td>
<td>40.0</td>
<td>27</td>
<td>45.0</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>12) The boarding house takes into account the needs of different age groups (eg, very young boarders; adolescents)*</td>
<td>28</td>
<td>52.8</td>
<td>18</td>
<td>34.0</td>
<td>4</td>
<td>7.6</td>
</tr>
<tr>
<td>13) An adult (eg, counsellor, chaplain) that students feel happy to talk to is readily available for boarding students if they want to talk about problems/concerns</td>
<td>35</td>
<td>58.3</td>
<td>18</td>
<td>30.0</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>14) The boarding house encourages students to be supportive of one another</td>
<td>41</td>
<td>68.3</td>
<td>16</td>
<td>26.7</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>15) The boarding house (ie, the building itself) is a pleasant place for students to live</td>
<td>29</td>
<td>48.3</td>
<td>25</td>
<td>41.7</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>16) The disciplinary measures in place in the boarding house are clear – ie, easily understood by students, staff, and parents</td>
<td>33</td>
<td>55.0</td>
<td>23</td>
<td>38.3</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>17) Punishments for misbehaviour in the boarding house are appropriate</td>
<td>29</td>
<td>48.3</td>
<td>26</td>
<td>43.3</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>18) There are effective strategies in place for resolving conflicts among boarding students</td>
<td>24</td>
<td>40.0</td>
<td>28</td>
<td>46.7</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>19) There are effective strategies in place for resolving conflicts between students and boarding house staff</td>
<td>19</td>
<td>31.7</td>
<td>33</td>
<td>55.0</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>20) There is provision made to ensure ongoing professional development for boarding house staff</td>
<td>20</td>
<td>33.3</td>
<td>22</td>
<td>36.7</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>21) Boarding students are easily able to contact parents/their home from the boarding house when they need to</td>
<td>36</td>
<td>60.0</td>
<td>21</td>
<td>35.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>22) The boarding house has set up good buddyng systems (eg, where older students look out for younger students)*</td>
<td>24</td>
<td>45.3</td>
<td>15</td>
<td>28.3</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>23) The boarding house ensures that the building is kept in a clean and safe condition</td>
<td>38</td>
<td>63.3</td>
<td>21</td>
<td>35.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Aspect of the boarding house</td>
<td>Definitely agree</td>
<td>Agree</td>
<td>'Neutral' – have no strongly positive or negative feelings about this</td>
<td>Do not agree – there are difficulties/room for improvement in this area</td>
<td>I am not familiar enough with this aspect to be able to comment</td>
<td>Not answered</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>N%</td>
<td>N%</td>
<td>N%</td>
<td>N%</td>
<td>N%</td>
<td>N%</td>
<td>N%</td>
</tr>
<tr>
<td>24) The boarding house ensures that individual students have enough privacy</td>
<td>17</td>
<td>28.3</td>
<td>33</td>
<td>55.0</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>25) There are effective strategies in place to reduce bullying among boarding students</td>
<td>33</td>
<td>55.0</td>
<td>24</td>
<td>40.0</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>26) There are effective strategies in place to reduce physical, emotional or sexual harm of boarding students</td>
<td>37</td>
<td>61.7</td>
<td>20</td>
<td>33.3</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>27) There is a well-defined system for receiving and documenting complaints from students</td>
<td>20</td>
<td>33.3</td>
<td>28</td>
<td>46.7</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>28) Complaints from boarding students are acted upon satisfactorily</td>
<td>29</td>
<td>48.3</td>
<td>24</td>
<td>40.0</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>29) There is a well-defined system for receiving and documenting complaints from parents</td>
<td>26</td>
<td>43.3</td>
<td>28</td>
<td>46.7</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>30) Complaints from parents are acted upon satisfactorily</td>
<td>31</td>
<td>51.7</td>
<td>26</td>
<td>43.3</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>31) Students are effectively kept track of when they are 'on leave' from the boarding house*</td>
<td>19</td>
<td>35.9</td>
<td>26</td>
<td>49.1</td>
<td>4</td>
<td>7.6</td>
</tr>
<tr>
<td>32) Boarding students are encouraged/well supported when doing homework*</td>
<td>28</td>
<td>52.8</td>
<td>23</td>
<td>43.4</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>33) Boarding students are encouraged/well supported in their academic studies after school*</td>
<td>26</td>
<td>49.1</td>
<td>25</td>
<td>47.2</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>34) Boarding students are encouraged/well supported when undertaking other school-related pursuits (eg, music, sports, drama, cultural activities)</td>
<td>36</td>
<td>60.0</td>
<td>20</td>
<td>33.3</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>35) The boarding house ensures that enjoyable leisure-time activities are available for students</td>
<td>28</td>
<td>46.7</td>
<td>20</td>
<td>33.3</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>36) There is adequate communication between all involved in boarding students' well-being/welfare</td>
<td>27</td>
<td>45.0</td>
<td>27</td>
<td>45.0</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>37) There are effective systems in place for handling 'difficult' students in ways that maximise both their and their fellow boarding students' welfare</td>
<td>24</td>
<td>40.0</td>
<td>32</td>
<td>53.3</td>
<td>2</td>
<td>3.3</td>
</tr>
</tbody>
</table>
### TABLE B1: Principals' responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>'Neutral' – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>38) The good health of boarding students is actively fostered/promoted</td>
<td>34</td>
<td>56.7</td>
<td>25</td>
<td>41.7</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>39) There are effective systems in place to reduce all forms of discrimination in the boarding house</td>
<td>29</td>
<td>48.3</td>
<td>24</td>
<td>40.0</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>40) There are effective systems in place to actively celebrate different cultures among students in the boarding house</td>
<td>23</td>
<td>38.3</td>
<td>17</td>
<td>28.3</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>41) There are effective systems in place to eliminate or minimise inappropriate use of drugs or alcohol in the boarding house</td>
<td>37</td>
<td>61.7</td>
<td>20</td>
<td>33.3</td>
<td>3</td>
<td>5.0</td>
</tr>
</tbody>
</table>

38) The good health of boarding students is actively fostered/promoted
39) There are effective systems in place to reduce all forms of discrimination in the boarding house
40) There are effective systems in place to actively celebrate different cultures among students in the boarding house
41) There are effective systems in place to eliminate or minimise inappropriate use of drugs or alcohol in the boarding house
### TABLE B2: Managers’ responses to the rating scale items (N=62)

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/ room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>53</td>
<td>85.5</td>
<td>9</td>
<td>14.5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2) There is good communication between school staff and boarding house staff regarding boarding students’ well-being/welfare</td>
<td>35</td>
<td>56.5</td>
<td>22</td>
<td>35.5</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>3) There is good communication between staff and parents regarding boarding students’ well-being/welfare</td>
<td>35</td>
<td>56.5</td>
<td>22</td>
<td>35.5</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>4) The boarding house is able to recruit appropriately qualified and experienced staff</td>
<td>13</td>
<td>21.0</td>
<td>27</td>
<td>43.6</td>
<td>8</td>
<td>12.9</td>
</tr>
<tr>
<td>5) The boarding house ensures that students have a good understanding of house rules</td>
<td>40</td>
<td>64.5</td>
<td>18</td>
<td>29.0</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>6) Boarding house staff members are consistent in the ways that they enforce rules for boarding students</td>
<td>13</td>
<td>21.0</td>
<td>35</td>
<td>56.5</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>7) Staff take good care of boarding students when they are ill</td>
<td>40</td>
<td>64.5</td>
<td>20</td>
<td>32.3</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>8) Relationships between students at the same year levels in the boarding house are good</td>
<td>33</td>
<td>53.2</td>
<td>24</td>
<td>38.7</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>9) Relationships between students in different year levels in the boarding house are good</td>
<td>25</td>
<td>40.3</td>
<td>26</td>
<td>41.9</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>10) Relationships between students and staff in the boarding house are good</td>
<td>24</td>
<td>38.7</td>
<td>35</td>
<td>56.5</td>
<td>2</td>
<td>3.2</td>
</tr>
</tbody>
</table>

*Note: Managers from special residential schools (N=6) were not asked to respond to the five statements in the table that are followed by an asterisk (*). In order to maintain consistency in method of reporting, percentages for each response category associated with these statements have therefore been calculated out of a total of N=56 (excluding the 6 managers), instead of N=62 used for calculating all other percentages in the table. Note too that some small wording changes were made in the questionnaires sent out to each group of respondents associated with special residential schools – e.g., ‘residence’ was substituted for ‘boarding house’ and ‘residential students’ for ‘boarding house students’. Also, in relation to the management of students, ‘behavioural programmes’ was used instead of ‘disciplinary measures’. (Table B3b below, which details responses made by staff members from special residential schools, contains the full range of wording changes.)*
TABLE B2: Managers’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>11) Relationships between staff members in the boarding house are good</td>
<td>25</td>
<td>40.3</td>
<td>30</td>
<td>48.4</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>12) The boarding house takes into account the needs of different age groups (eg, very young boarders; adolescents) *</td>
<td>34</td>
<td>60.7</td>
<td>16</td>
<td>28.6</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>13) An adult (eg, counsellor, chaplain) that students feel happy to talk to is readily available for boarding students if they want to talk about problems/concerns</td>
<td>39</td>
<td>62.9</td>
<td>22</td>
<td>35.5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>14) The boarding house encourages students to be supportive of one another</td>
<td>41</td>
<td>66.1</td>
<td>20</td>
<td>32.3</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>15) The boarding house (ie, the building itself) is a pleasant place for students to live</td>
<td>33</td>
<td>53.2</td>
<td>20</td>
<td>32.3</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>16) The disciplinary measures in place in the boarding house are clear – ie, easily understood by students, staff, and parents</td>
<td>33</td>
<td>53.2</td>
<td>25</td>
<td>40.3</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>17) Punishments for misbehaviour in the boarding house are appropriate</td>
<td>32</td>
<td>51.6</td>
<td>24</td>
<td>38.7</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>18) There are effective strategies in place for resolving conflicts among boarding students</td>
<td>24</td>
<td>38.7</td>
<td>32</td>
<td>51.6</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>19) There are effective strategies in place for resolving conflicts between students and boarding house staff</td>
<td>22</td>
<td>35.5</td>
<td>31</td>
<td>50.0</td>
<td>7</td>
<td>11.3</td>
</tr>
<tr>
<td>20) There is provision made to ensure ongoing professional development for boarding house staff</td>
<td>19</td>
<td>30.7</td>
<td>18</td>
<td>29.0</td>
<td>11</td>
<td>17.7</td>
</tr>
<tr>
<td>21) Boarding students are easily able to contact parents/their home from the boarding house when they need to</td>
<td>42</td>
<td>67.7</td>
<td>14</td>
<td>22.6</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>22) The boarding house has set up good buddyng systems (eg, where older students look out for younger students) *</td>
<td>20</td>
<td>35.7</td>
<td>17</td>
<td>30.4</td>
<td>9</td>
<td>16.1</td>
</tr>
<tr>
<td>23) The boarding house ensures that the building is kept in a clean and safe condition</td>
<td>41</td>
<td>66.1</td>
<td>18</td>
<td>29.0</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
TABLE B2: Managers’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/ room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td>%</td>
</tr>
<tr>
<td>24) The boarding house ensures that individual students have enough privacy</td>
<td>19</td>
<td>30.7</td>
<td>30</td>
<td>48.4</td>
<td>6</td>
<td>9.7</td>
</tr>
<tr>
<td>25) There are effective strategies in place to reduce bullying among boarding students</td>
<td>32</td>
<td>51.6</td>
<td>23</td>
<td>37.1</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>26) There are effective strategies in place to reduce physical, emotional or sexual harm of</td>
<td>31</td>
<td>50.0</td>
<td>28</td>
<td>45.2</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>boarding students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27) There is a well-defined system for receiving and documenting complaints from students</td>
<td>27</td>
<td>43.6</td>
<td>22</td>
<td>35.5</td>
<td>6</td>
<td>9.7</td>
</tr>
<tr>
<td>28) Complaints from boarding students are acted upon satisfactorily</td>
<td>27</td>
<td>43.6</td>
<td>31</td>
<td>50.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>29) There is a well-defined system for receiving and documenting complaints from parents</td>
<td>27</td>
<td>43.6</td>
<td>25</td>
<td>40.3</td>
<td>5</td>
<td>8.1</td>
</tr>
<tr>
<td>30) Complaints from parents are acted upon satisfactorily</td>
<td>31</td>
<td>50.0</td>
<td>27</td>
<td>43.6</td>
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<td>3.2</td>
</tr>
<tr>
<td>31) Students are effectively kept track of when they are ‘on leave’ from the boarding house*</td>
<td>29</td>
<td>51.8</td>
<td>24</td>
<td>42.9</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>32) Boarding students are encouraged/well supported when doing homework*</td>
<td>33</td>
<td>58.9</td>
<td>22</td>
<td>39.3</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>33) Boarding students are encouraged/well supported in their academic studies after school*</td>
<td>28</td>
<td>53.9</td>
<td>20</td>
<td>38.5</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>34) Boarding students are encouraged/well supported when undertaking other school-related</td>
<td>37</td>
<td>71.2</td>
<td>15</td>
<td>28.9</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>pursuits (eg, music, sports, drama, cultural activities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35) The boarding house ensures that enjoyable leisure-time activities are available for</td>
<td>23</td>
<td>44.2</td>
<td>24</td>
<td>46.2</td>
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<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36) There is adequate communication between all involved in boarding students’ well-being/welfare</td>
<td>29</td>
<td>55.8</td>
<td>22</td>
<td>42.3</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>37) There are effective systems in place for handling ‘difficult’ students in ways that</td>
<td>21</td>
<td>40.4</td>
<td>28</td>
<td>53.9</td>
<td>3</td>
<td>5.8</td>
</tr>
</tbody>
</table>

* indicates that the aspect is related to the welfare of students who are on leave from the boarding house.
### TABLE B2: Managers' responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>'Neutral' – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>38) The good health of boarding students is actively fostered/promoted</td>
<td>38</td>
<td>73.1</td>
<td>13</td>
<td>25.0</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>39) There are effective systems in place to reduce all forms of discrimination in the boarding house</td>
<td>25</td>
<td>48.1</td>
<td>23</td>
<td>44.2</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>40) There are effective systems in place to actively celebrate different cultures among students in the boarding house</td>
<td>18</td>
<td>34.6</td>
<td>18</td>
<td>34.6</td>
<td>13</td>
<td>25.0</td>
</tr>
<tr>
<td>41) There are effective systems in place to eliminate or minimise inappropriate use of drugs or alcohol in the boarding house</td>
<td>35</td>
<td>67.3</td>
<td>15</td>
<td>28.9</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
### TABLE B3a: Staff members’ responses to the rating scale items (N=148)<sup>a</sup>

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
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<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>98</td>
<td>66.2</td>
<td>37</td>
<td>25.0</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>2) There is good communication between school staff and boarding house staff regarding boarding students’ well-being/welfare</td>
<td>52</td>
<td>35.1</td>
<td>40</td>
<td>27.0</td>
<td>24</td>
<td>16.2</td>
</tr>
<tr>
<td>3) There is good communication between staff and parents regarding boarding students’ well-being/welfare</td>
<td>73</td>
<td>49.3</td>
<td>55</td>
<td>37.2</td>
<td>8</td>
<td>5.4</td>
</tr>
<tr>
<td>4) The boarding house is readily able to recruit appropriately qualified and experienced staff</td>
<td>36</td>
<td>24.3</td>
<td>52</td>
<td>35.1</td>
<td>15</td>
<td>10.1</td>
</tr>
<tr>
<td>5) The boarding house ensures that students have a good understanding of house rules</td>
<td>94</td>
<td>63.5</td>
<td>41</td>
<td>27.7</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>6) Boarding house staff members are consistent in the ways that they enforce rules for boarding students</td>
<td>47</td>
<td>31.8</td>
<td>60</td>
<td>40.5</td>
<td>13</td>
<td>8.8</td>
</tr>
<tr>
<td>7) Staff take good care of boarding students when they are ill</td>
<td>99</td>
<td>66.9</td>
<td>37</td>
<td>25.0</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>8) Relationships between students at the same year levels in the boarding house are good</td>
<td>63</td>
<td>42.6</td>
<td>75</td>
<td>50.7</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>9) Relationships between students in different year levels in the boarding house are good</td>
<td>41</td>
<td>27.7</td>
<td>82</td>
<td>55.4</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>10) Relationships between students and staff in the boarding house are good</td>
<td>55</td>
<td>37.2</td>
<td>79</td>
<td>53.4</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>11) Relationships between staff members in the boarding house are good</td>
<td>74</td>
<td>50.0</td>
<td>44</td>
<td>29.7</td>
<td>13</td>
<td>8.8</td>
</tr>
<tr>
<td>12) The boarding house takes into account the needs of different age groups (eg, very young boarders; adolescents)</td>
<td>67</td>
<td>45.3</td>
<td>54</td>
<td>36.5</td>
<td>11</td>
<td>7.4</td>
</tr>
<tr>
<td>13) An adult (eg, counsellor, chaplain) that students feel happy to talk to is readily available for boarding students if they want to talk about problems/concerns</td>
<td>72</td>
<td>48.7</td>
<td>39</td>
<td>26.4</td>
<td>17</td>
<td>11.5</td>
</tr>
</tbody>
</table>

* Note that this table does not include responses from residential staff members. Their responses are detailed in Table B3b below.
### TABLE B3a: Staff members’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>14) The boarding house encourages students to be supportive of one another</td>
<td>88</td>
<td>59.5</td>
<td>49</td>
<td>33.1</td>
<td>9</td>
<td>6.1</td>
</tr>
<tr>
<td>15) The boarding house (ie, the building itself) is a pleasant place for students to live</td>
<td>68</td>
<td>46.0</td>
<td>54</td>
<td>36.5</td>
<td>10</td>
<td>6.8</td>
</tr>
<tr>
<td>16) The disciplinary measures in place in the boarding house are clear – ie, easily understood by students, staff, and parents</td>
<td>73</td>
<td>49.3</td>
<td>57</td>
<td>38.5</td>
<td>9</td>
<td>6.1</td>
</tr>
<tr>
<td>17) Punishments for misbehaviour in the boarding house are appropriate</td>
<td>66</td>
<td>44.6</td>
<td>58</td>
<td>39.2</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>18) There are effective strategies in place for resolving conflicts among boarding students</td>
<td>45</td>
<td>30.4</td>
<td>61</td>
<td>41.2</td>
<td>22</td>
<td>14.9</td>
</tr>
<tr>
<td>19) There are effective strategies in place for resolving conflicts between students and boarding house staff</td>
<td>46</td>
<td>31.1</td>
<td>59</td>
<td>39.9</td>
<td>24</td>
<td>16.2</td>
</tr>
<tr>
<td>20) There is provision made to ensure ongoing professional development for boarding house staff</td>
<td>29</td>
<td>19.6</td>
<td>30</td>
<td>20.3</td>
<td>32</td>
<td>21.6</td>
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<tr>
<td>21) Boarding students are easily able to contact parents/their home from the boarding house when they need to</td>
<td>96</td>
<td>64.9</td>
<td>47</td>
<td>31.8</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>22) The boarding house has set up good buddying systems (eg, where older students look out for younger students)</td>
<td>45</td>
<td>30.4</td>
<td>40</td>
<td>27.0</td>
<td>25</td>
<td>16.9</td>
</tr>
<tr>
<td>23) The boarding house ensures that the building is kept in a clean and safe condition</td>
<td>95</td>
<td>64.2</td>
<td>46</td>
<td>31.1</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>24) The boarding house ensures that individual students have enough privacy</td>
<td>56</td>
<td>37.8</td>
<td>56</td>
<td>37.8</td>
<td>16</td>
<td>10.8</td>
</tr>
<tr>
<td>25) There are effective strategies in place to reduce bullying among boarding students</td>
<td>67</td>
<td>45.3</td>
<td>57</td>
<td>38.5</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>26) There are effective strategies in place to reduce physical, emotional or sexual harm of boarding students</td>
<td>70</td>
<td>47.3</td>
<td>61</td>
<td>41.2</td>
<td>10</td>
<td>6.8</td>
</tr>
<tr>
<td>27) There is a well-defined system for receiving and documenting complaints from students</td>
<td>43</td>
<td>29.1</td>
<td>58</td>
<td>39.2</td>
<td>18</td>
<td>12.2</td>
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</table>
### TABLE B3a: Staff members’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/ room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>28) Complaints from boarding students are acted upon satisfactorily</td>
<td>55</td>
<td>37.2</td>
<td>63</td>
<td>42.6</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>29) There is a well-defined system for receiving and documenting complaints from parents</td>
<td>55</td>
<td>37.2</td>
<td>59</td>
<td>39.9</td>
<td>8</td>
<td>5.4</td>
</tr>
<tr>
<td>30) Complaints from parents are acted upon satisfactorily</td>
<td>63</td>
<td>42.6</td>
<td>57</td>
<td>38.5</td>
<td>9</td>
<td>6.1</td>
</tr>
<tr>
<td>31) Students are effectively kept track of when they are ‘on leave’ from the boarding house</td>
<td>70</td>
<td>47.3</td>
<td>44</td>
<td>29.7</td>
<td>18</td>
<td>12.2</td>
</tr>
<tr>
<td>32) Boarding students are encouraged/well supported when doing homework</td>
<td>93</td>
<td>62.8</td>
<td>45</td>
<td>30.4</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>33) Boarding students are encouraged/well supported in their academic studies after school</td>
<td>83</td>
<td>56.1</td>
<td>47</td>
<td>31.8</td>
<td>13</td>
<td>8.8</td>
</tr>
<tr>
<td>34) Boarding students are encouraged/well supported when undertaking other school-related pursuits (e.g. music, sports, drama, cultural activities)</td>
<td>95</td>
<td>64.2</td>
<td>45</td>
<td>30.4</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>35) The boarding house ensures that enjoyable leisure-time activities are available for students</td>
<td>68</td>
<td>46.0</td>
<td>55</td>
<td>37.2</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>36) There is adequate communication between all involved in boarding students’ well-being/welfare</td>
<td>65</td>
<td>43.9</td>
<td>54</td>
<td>36.5</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>37) There are effective systems in place for handling ‘difficult’ students in ways that maximise both their and their fellow boarding students’ welfare</td>
<td>53</td>
<td>35.8</td>
<td>65</td>
<td>43.9</td>
<td>9</td>
<td>6.1</td>
</tr>
<tr>
<td>38) The good health of boarding students is actively fostered/promoted</td>
<td>80</td>
<td>54.1</td>
<td>56</td>
<td>37.8</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>39) There are effective systems in place to reduce all forms of discrimination in the boarding house</td>
<td>65</td>
<td>43.9</td>
<td>61</td>
<td>41.2</td>
<td>11</td>
<td>7.4</td>
</tr>
<tr>
<td>40) There are effective systems in place to actively celebrate different cultures among students in the boarding house</td>
<td>43</td>
<td>29.1</td>
<td>55</td>
<td>37.2</td>
<td>32</td>
<td>21.6</td>
</tr>
<tr>
<td>41) There are effective systems in place to eliminate or minimise inappropriate use of drugs or alcohol in the boarding house</td>
<td>76</td>
<td>51.4</td>
<td>57</td>
<td>38.5</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>Aspect of the boarding house</td>
<td>Definitely agree</td>
<td>Agree</td>
<td>‘Neutral’ – have no strongly positive or negative feelings about this</td>
<td>Do not agree – there are difficulties/room for improvement in this area</td>
<td>I am not familiar enough with this aspect to be able to comment</td>
<td>Not answered</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>21</td>
<td>52.5</td>
<td>17</td>
<td>42.5</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>2) There is good communication between school staff and residential staff regarding boarding students' well-being/welfare</td>
<td>7</td>
<td>17.5</td>
<td>15</td>
<td>37.5</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>3) There is good communication between staff and parents regarding residential students' well-being/welfare</td>
<td>4</td>
<td>10.0</td>
<td>25</td>
<td>62.5</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>4) The school is readily able to recruit appropriately qualified and experienced residential staff</td>
<td>1</td>
<td>2.5</td>
<td>12</td>
<td>30.0</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>5) The school ensures that students have a good understanding of house rules</td>
<td>15</td>
<td>37.5</td>
<td>20</td>
<td>50.0</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>6) Residential staff members are consistent in the ways that they enforce rules for residential students</td>
<td>7</td>
<td>17.5</td>
<td>18</td>
<td>45.0</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>7) Staff take good care of residential students when they are ill</td>
<td>18</td>
<td>45.0</td>
<td>17</td>
<td>42.5</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>8) Relationships between students at the same year levels in the residences are good</td>
<td>2</td>
<td>5.0</td>
<td>14</td>
<td>35.0</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>9) Relationships between students in different year levels in the residences are good</td>
<td>3</td>
<td>7.5</td>
<td>8</td>
<td>20.0</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>10) Relationships between students and staff in the residences are good</td>
<td>8</td>
<td>20.0</td>
<td>23</td>
<td>57.5</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>11) Relationships between staff members in the residences are good</td>
<td>8</td>
<td>20.0</td>
<td>15</td>
<td>37.5</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>12) The boarding house takes into account the needs of different age groups (eg, very young boarders; adolescents)</td>
<td>Not asked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### TABLE B3b: Residential staff members' responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree N</th>
<th>Definitely agree %</th>
<th>Agree N</th>
<th>Agree %</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this N</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this %</th>
<th>Do not agree – there are difficulties/room for improvement in this area N</th>
<th>Do not agree – there are difficulties/room for improvement in this area %</th>
<th>I am not familiar enough with this aspect to comment N</th>
<th>I am not familiar enough with this aspect to comment %</th>
<th>Not answered N</th>
<th>Not answered %</th>
</tr>
</thead>
<tbody>
<tr>
<td>15) The residence (ie, the building itself) is a pleasant place for students to live</td>
<td>10</td>
<td>25.0</td>
<td>14</td>
<td>35.0</td>
<td>6</td>
<td>15.0</td>
<td>10</td>
<td>25.0</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>16) The behavioural programmes in place in the residences are clear – ie, easily understood by students, staff, and parents</td>
<td>11</td>
<td>27.5</td>
<td>20</td>
<td>50.0</td>
<td>2</td>
<td>5.0</td>
<td>7</td>
<td>17.5</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>17) Behavioural programmes for misbehaviour in the residences are appropriate</td>
<td>12</td>
<td>30.0</td>
<td>19</td>
<td>47.5</td>
<td>2</td>
<td>5.0</td>
<td>4</td>
<td>10.0</td>
<td>3</td>
<td>7.5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>18) There are effective strategies in place for resolving conflicts among residential students</td>
<td>10</td>
<td>25.0</td>
<td>17</td>
<td>42.5</td>
<td>6</td>
<td>15.0</td>
<td>3</td>
<td>7.5</td>
<td>4</td>
<td>10.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>19) There are effective strategies in place for resolving conflicts between students and residential staff</td>
<td>8</td>
<td>20.0</td>
<td>18</td>
<td>45.0</td>
<td>4</td>
<td>10.0</td>
<td>6</td>
<td>15.0</td>
<td>4</td>
<td>10.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>20) There is provision made to ensure ongoing professional development for residential staff</td>
<td>6</td>
<td>15.0</td>
<td>21</td>
<td>52.5</td>
<td>5</td>
<td>12.5</td>
<td>7</td>
<td>17.5</td>
<td>–</td>
<td>–</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>21) Students are easily able to contact parents/their home from the residence when they need to</td>
<td>16</td>
<td>40.0</td>
<td>17</td>
<td>42.5</td>
<td>2</td>
<td>5.0</td>
<td>3</td>
<td>7.5</td>
<td>2</td>
<td>5.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>22) The boarding house has set up good buddyning systems (eg, where older students look out for younger students)</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
</tr>
<tr>
<td>23) The school ensures that the building is kept in a clean and safe condition</td>
<td>13</td>
<td>32.5</td>
<td>17</td>
<td>42.5</td>
<td>4</td>
<td>10.0</td>
<td>4</td>
<td>10.0</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>24) The school ensures that individual residential students have enough privacy</td>
<td>7</td>
<td>17.5</td>
<td>25</td>
<td>62.5</td>
<td>5</td>
<td>12.5</td>
<td>3</td>
<td>7.5</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>25) There are effective strategies in place to reduce bullying among residential students</td>
<td>6</td>
<td>15.0</td>
<td>13</td>
<td>32.5</td>
<td>6</td>
<td>15.0</td>
<td>12</td>
<td>30.0</td>
<td>3</td>
<td>7.5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>26) There are effective strategies in place to reduce physical, emotional or sexual harm of students</td>
<td>11</td>
<td>27.5</td>
<td>17</td>
<td>42.5</td>
<td>2</td>
<td>5.0</td>
<td>7</td>
<td>17.5</td>
<td>3</td>
<td>7.5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>27) There is a well-defined system for receiving and documenting complaints from students</td>
<td>10</td>
<td>25.0</td>
<td>14</td>
<td>35.0</td>
<td>4</td>
<td>10.0</td>
<td>8</td>
<td>20.0</td>
<td>4</td>
<td>10.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>28) Complaints from students are acted upon satisfactorily</td>
<td>12</td>
<td>37.0</td>
<td>14</td>
<td>35.0</td>
<td>7</td>
<td>17.5</td>
<td>3</td>
<td>7.5</td>
<td>4</td>
<td>10.0</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>29) There is a well-defined system for receiving and documenting complaints from parents</td>
<td>12</td>
<td>30.0</td>
<td>17</td>
<td>42.5</td>
<td>3</td>
<td>7.5</td>
<td>4</td>
<td>10.0</td>
<td>4</td>
<td>10.0</td>
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</tbody>
</table>
### Table B3b: Residential staff members’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>30) Complaints from parents are acted upon satisfactorily</td>
<td>10</td>
<td>25.0</td>
<td>18</td>
<td>45.0</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>31) Students are effectively kept track of when they are ‘on leave’ from the boarding house</td>
<td>Not asked</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>32) Boarding students are encouraged/well supported when doing homework</td>
<td>Not asked</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>33) Boarding students are encouraged/well supported in their academic studies after school</td>
<td>Not asked</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>34) Residential students are encouraged/well supported when undertaking other school-related pursuits (eg, music, sports, drama, cultural activities)</td>
<td>12</td>
<td>30.0</td>
<td>24</td>
<td>60.0</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>35) The residence ensures that enjoyable leisure-time activities are available for students</td>
<td>13</td>
<td>32.5</td>
<td>25</td>
<td>62.5</td>
<td>1</td>
<td>2.5</td>
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<tr>
<td>36) There is adequate communication between all involved in residential students’ well-being/welfare</td>
<td>8</td>
<td>20.0</td>
<td>21</td>
<td>52.5</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>37) There are effective systems in place for handling ‘difficult’ students in ways that maximise both their and their fellow residential students’ welfare</td>
<td>8</td>
<td>20.0</td>
<td>19</td>
<td>47.5</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>38) The good health of residential students is actively fostered/promoted</td>
<td>10</td>
<td>25.0</td>
<td>23</td>
<td>57.5</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>39) There are effective systems in place to reduce all forms of discrimination in the residences</td>
<td>7</td>
<td>17.5</td>
<td>21</td>
<td>52.5</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>40) There are effective systems in place to actively celebrate different cultures among students in the residences</td>
<td>5</td>
<td>12.5</td>
<td>18</td>
<td>45.0</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>41) There are effective systems in place to eliminate or minimise inappropriate use of drugs or alcohol in the residences</td>
<td>18</td>
<td>45.0</td>
<td>14</td>
<td>35.0</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Aspect of the boarding house</td>
<td>Definitely agree</td>
<td>Agree</td>
<td>'Neutral' – have no strongly positive or negative feelings about this</td>
<td>Do not agree – there are difficulties/room for improvement in this area</td>
<td>I am not familiar enough with this aspect to be able to comment</td>
<td>Not answered</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-------</td>
<td>==================================================================</td>
<td>========================================================================</td>
<td>==================================================================</td>
<td>-------------</td>
</tr>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>39</td>
<td>61.9</td>
<td>16</td>
<td>25.4</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>2) Staff members who work with students are well qualified and experienced</td>
<td>123</td>
<td>20.6</td>
<td>24</td>
<td>38.1</td>
<td>12</td>
<td>19.1</td>
</tr>
<tr>
<td>3) Staff members have the right sort of personality for working with young people</td>
<td>14</td>
<td>22.2</td>
<td>25</td>
<td>39.7</td>
<td>10</td>
<td>15.9</td>
</tr>
<tr>
<td>4) Staff members are consistent in the ways that they enforce rules for boarding students</td>
<td>11</td>
<td>17.5</td>
<td>23</td>
<td>36.5</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>5) Staff take good care of boarding students when they are ill</td>
<td>29</td>
<td>46.0</td>
<td>22</td>
<td>34.9</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>6) Relationships between students at the same year levels in the boarding house are good</td>
<td>15</td>
<td>23.8</td>
<td>32</td>
<td>50.8</td>
<td>5</td>
<td>7.9</td>
</tr>
<tr>
<td>7) Relationships between students in different year levels in the boarding house are good</td>
<td>10</td>
<td>15.9</td>
<td>28</td>
<td>44.4</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>8) Relationships between students and staff in the boarding house are good</td>
<td>13</td>
<td>20.6</td>
<td>25</td>
<td>39.7</td>
<td>11</td>
<td>17.5</td>
</tr>
<tr>
<td>9) Relationships between staff members in the boarding house are good</td>
<td>12</td>
<td>19.1</td>
<td>22</td>
<td>34.9</td>
<td>9</td>
<td>14.3</td>
</tr>
<tr>
<td>10) The boarding house encourages students to be supportive of one another</td>
<td>25</td>
<td>39.7</td>
<td>31</td>
<td>49.2</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>11) The boarding house takes steps to ensure that students understand house rules</td>
<td>35</td>
<td>55.6</td>
<td>24</td>
<td>38.1</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>12) The disciplinary measures in place in the boarding house are easily understood by students</td>
<td>30</td>
<td>47.6</td>
<td>22</td>
<td>34.9</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>13) Punishments for misbehaviour in the boarding house are appropriate</td>
<td>18</td>
<td>28.6</td>
<td>24</td>
<td>38.1</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>14) There are effective strategies in place for resolving conflicts among boarding students</td>
<td>15</td>
<td>23.8</td>
<td>29</td>
<td>46.0</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>15) There are effective strategies in place for resolving conflicts between students and boarding house staff</td>
<td>11</td>
<td>17.5</td>
<td>20</td>
<td>31.8</td>
<td>8</td>
<td>12.7</td>
</tr>
<tr>
<td>16) The boarding house (ie, the building itself) is a pleasant place for students to live</td>
<td>22</td>
<td>34.9</td>
<td>27</td>
<td>42.9</td>
<td>6</td>
<td>9.5</td>
</tr>
</tbody>
</table>
### TABLE B4: School counsellors’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>17) Boarding students are easily able to contact parents/their home from the boarding house when they need to</td>
<td>32</td>
<td>50.8</td>
<td>24</td>
<td>38.1</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>18) The boarding house has set up good buddy systems (eg, where older students look out for younger students) *</td>
<td>17</td>
<td>29.3</td>
<td>10</td>
<td>17.2</td>
<td>13</td>
<td>22.4</td>
</tr>
<tr>
<td>19) The boarding house takes into account the needs of different age groups (eg, very young boarders, adolescents) *</td>
<td>19</td>
<td>32.8</td>
<td>21</td>
<td>36.2</td>
<td>4</td>
<td>6.9</td>
</tr>
<tr>
<td>20) The boarding house ensures that the building is kept in a clean and safe condition</td>
<td>34</td>
<td>54.0</td>
<td>23</td>
<td>36.5</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>21) The boarding house ensures that individual students have enough privacy</td>
<td>11</td>
<td>17.5</td>
<td>18</td>
<td>28.6</td>
<td>9</td>
<td>14.3</td>
</tr>
<tr>
<td>22) The boarding house works to reduce bullying among boarding students</td>
<td>22</td>
<td>34.9</td>
<td>30</td>
<td>47.6</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>23) The boarding house works to reduce physical, emotional or sexual harm of students</td>
<td>25</td>
<td>39.7</td>
<td>30</td>
<td>47.6</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>24) Complaints from boarding students are acted upon satisfactorily by boarding house/school staff</td>
<td>18</td>
<td>28.6</td>
<td>25</td>
<td>39.7</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>25) Students are effectively kept track of when they are ‘on leave’ from the boarding house *</td>
<td>13</td>
<td>22.4</td>
<td>23</td>
<td>39.7</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>26) Boarding students are encouraged/well supported when doing homework *</td>
<td>24</td>
<td>41.4</td>
<td>23</td>
<td>39.7</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>27) Boarding students are encouraged/well supported in their academic studies after school *</td>
<td>22</td>
<td>37.9</td>
<td>22</td>
<td>37.9</td>
<td>7</td>
<td>12.1</td>
</tr>
</tbody>
</table>

* Note that counsellors from special residential schools (N=5) were not asked to respond to this or the other four statements in the table that are followed by an asterisk (*). In order to maintain consistency in method of reporting, percentages for each response category associated with these statements have therefore been calculated out of a total of N=58 (excluding the 5 counsellors), instead of N=63 used for calculating all other percentages in the table. Note too that some small wording changes were made in the questionnaires sent out to each group of respondents associated with special residential schools – eg, ‘residence’ was substituted for ‘boarding house’ and ‘residential students’ for ‘boarding house students’; also, in relation to the management of students, ‘behavioural programmes’ was used instead of ‘disciplinary measures’. (Table B3b above, which details responses made by staff members from special residential schools, contains the full range of wording changes.)
<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>'Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>28) Boarding students are encouraged/well supported when undertaking other school-related pursuits (e.g., music, sports, drama, cultural activities)</td>
<td>32 50.8</td>
<td>23 36.5</td>
<td>5 7.9</td>
<td>2 3.2</td>
<td>1 1.6</td>
<td>–</td>
</tr>
<tr>
<td>29) The boarding house ensures that enjoyable leisure-time activities are available for students</td>
<td>17 27.0</td>
<td>26 41.3</td>
<td>8 12.7</td>
<td>5 7.9</td>
<td>6 9.5</td>
<td>1 1.6</td>
</tr>
<tr>
<td>30) The good health of boarding students is actively promoted in the house</td>
<td>26 41.3</td>
<td>27 42.9</td>
<td>4 6.3</td>
<td>2 3.2</td>
<td>3 4.8</td>
<td>1 1.6</td>
</tr>
<tr>
<td>31) The boarding house works to reduce all forms of discrimination in the house</td>
<td>20 31.8</td>
<td>22 34.9</td>
<td>5 7.9</td>
<td>11 17.5</td>
<td>5 7.9</td>
<td>–</td>
</tr>
<tr>
<td>32) Different cultures are valued in the boarding house</td>
<td>24 38.1</td>
<td>22 34.9</td>
<td>6 9.5</td>
<td>8 12.7</td>
<td>2 3.2</td>
<td>1 1.6</td>
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### TABLE B5: Parents’ responses to the rating scale items (N=459)

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>275</td>
<td>59.9</td>
<td>148</td>
<td>32.2</td>
<td>15</td>
<td>3.3</td>
</tr>
<tr>
<td>2) Staff members who work with students are well qualified and experienced</td>
<td>183</td>
<td>39.9</td>
<td>166</td>
<td>36.2</td>
<td>39</td>
<td>8.5</td>
</tr>
<tr>
<td>3) Staff members have the right sort of personality for working with young people</td>
<td>140</td>
<td>30.5</td>
<td>189</td>
<td>41.2</td>
<td>48</td>
<td>10.5</td>
</tr>
<tr>
<td>4) Staff members are consistent in the ways that they enforce rules for boarding students</td>
<td>118</td>
<td>25.7</td>
<td>180</td>
<td>39.2</td>
<td>51</td>
<td>11.1</td>
</tr>
<tr>
<td>5) Staff take good care of boarding students when they are ill</td>
<td>205</td>
<td>44.7</td>
<td>160</td>
<td>34.9</td>
<td>43</td>
<td>9.4</td>
</tr>
<tr>
<td>6) Relationships between students at the same year levels in the boarding house are good</td>
<td>180</td>
<td>39.2</td>
<td>207</td>
<td>45.1</td>
<td>41</td>
<td>8.9</td>
</tr>
<tr>
<td>7) Relationships between students in different year levels in the boarding house are good</td>
<td>123</td>
<td>26.8</td>
<td>205</td>
<td>44.7</td>
<td>68</td>
<td>14.8</td>
</tr>
<tr>
<td>8) Relationships between students and staff in the boarding house are good</td>
<td>121</td>
<td>26.4</td>
<td>231</td>
<td>50.3</td>
<td>52</td>
<td>11.3</td>
</tr>
<tr>
<td>9) Relationships between staff members in the boarding house are good</td>
<td>108</td>
<td>23.5</td>
<td>149</td>
<td>32.5</td>
<td>73</td>
<td>15.9</td>
</tr>
<tr>
<td>10) An adult (eg, counsellor, chaplain) that students feel happy to talk to is readily available for boarding students if they want to talk about problems/concerns</td>
<td>157</td>
<td>34.2</td>
<td>139</td>
<td>30.3</td>
<td>33</td>
<td>7.2</td>
</tr>
<tr>
<td>11) The boarding house encourages students to be supportive of one another</td>
<td>217</td>
<td>47.3</td>
<td>180</td>
<td>39.2</td>
<td>28</td>
<td>6.1</td>
</tr>
<tr>
<td>12) The boarding house takes steps to ensure that students understand house rules</td>
<td>253</td>
<td>55.1</td>
<td>172</td>
<td>37.5</td>
<td>14</td>
<td>3.1</td>
</tr>
<tr>
<td>13) The disciplinary measures in place in the boarding house are easily understood by students and parents</td>
<td>213</td>
<td>46.4</td>
<td>177</td>
<td>38.6</td>
<td>26</td>
<td>5.7</td>
</tr>
<tr>
<td>14) Punishments for misbehaviour in the boarding house are appropriate</td>
<td>124</td>
<td>27.0</td>
<td>207</td>
<td>45.1</td>
<td>45</td>
<td>9.8</td>
</tr>
<tr>
<td>Aspect of the boarding house</td>
<td>Definitely agree</td>
<td>Agree</td>
<td>‘Neutral’ – have no strongly positive or negative feelings about this</td>
<td>Do not agree – there are difficulties/room for improvement in this area</td>
<td>I am not familiar enough with this aspect to be able to comment</td>
<td>Not answered</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>15) There are effective strategies in place for resolving conflicts among boarding students</td>
<td>88</td>
<td>19.2</td>
<td>155</td>
<td>33.8</td>
<td>72</td>
<td>15.7</td>
</tr>
<tr>
<td>16) There are effective strategies in place for resolving conflicts between boarding students and boarding house staff</td>
<td>74</td>
<td>16.1</td>
<td>123</td>
<td>26.8</td>
<td>69</td>
<td>15.0</td>
</tr>
<tr>
<td>17) The boarding house (ie, the building itself) is a pleasant place for students to live</td>
<td>164</td>
<td>35.7</td>
<td>177</td>
<td>38.6</td>
<td>42</td>
<td>9.2</td>
</tr>
<tr>
<td>18) Boarding students are easily able to contact parents/their home from the boarding house when they need to</td>
<td>232</td>
<td>50.5</td>
<td>167</td>
<td>36.4</td>
<td>12</td>
<td>2.6</td>
</tr>
<tr>
<td>19) The boarding house ensures that parents can easily get in contact with the appropriate staff members if they have concerns about their children</td>
<td>226</td>
<td>49.2</td>
<td>180</td>
<td>39.2</td>
<td>15</td>
<td>3.3</td>
</tr>
<tr>
<td>20) Parents are easily able to contact students in the boarding house when they need to</td>
<td>152</td>
<td>33.1</td>
<td>172</td>
<td>37.5</td>
<td>18</td>
<td>3.9</td>
</tr>
<tr>
<td>21) The boarding house has set up good buddy systems (eg, where older students look out for younger students) *</td>
<td>93</td>
<td>21.7</td>
<td>134</td>
<td>31.3</td>
<td>72</td>
<td>16.8</td>
</tr>
<tr>
<td>22) The boarding house takes into account the needs of different age groups (eg, very young boarders; adolescents) *</td>
<td>102</td>
<td>23.8</td>
<td>177</td>
<td>41.4</td>
<td>57</td>
<td>13.3</td>
</tr>
<tr>
<td>23) The boarding house ensures that the building is kept in a clean and safe condition</td>
<td>199</td>
<td>43.4</td>
<td>208</td>
<td>45.3</td>
<td>19</td>
<td>4.1</td>
</tr>
</tbody>
</table>

* Note that parents from special residential schools (N=31) were not asked to respond to this or the other four statements in the table that are followed by an asterisk (*). In order to maintain consistency in method of reporting, percentages for each response category associated with these statements have therefore been calculated out of a total of N=428 (excluding the 31 parents), instead of N=459 used for calculating all other percentages in the table. Note too that some small wording changes were made in the questionnaires sent out to each group of respondents associated with special residential schools – eg, ‘residence’ was substituted for ‘boarding house’ and ‘residential students’ for ‘boarding house students’; also, in relation to the management of students, ‘behavioural programmes’ was used instead of ‘disciplinary measures’. (Table B3b above, which details responses made by staff members from special residential schools, contains the full range of wording changes.)
<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>‘Neutral’ – have no strongly positive or negative feelings about this</th>
<th>Do not agree – there are difficulties/room for improvement in this area</th>
<th>I am not familiar enough with this aspect to be able to comment</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>24) The boarding house ensures that individual students have enough privacy</td>
<td>104</td>
<td>22.7</td>
<td>165</td>
<td>36.0</td>
<td>68</td>
<td>14.8</td>
</tr>
<tr>
<td>25) The boarding house works to reduce bullying among boarding students</td>
<td>164</td>
<td>35.7</td>
<td>183</td>
<td>39.9</td>
<td>32</td>
<td>7.0</td>
</tr>
<tr>
<td>26) The boarding house works to reduce physical, emotional or sexual harm of students</td>
<td>165</td>
<td>36.0</td>
<td>186</td>
<td>40.5</td>
<td>34</td>
<td>7.4</td>
</tr>
<tr>
<td>27) Complaints from boarding students are acted upon satisfactorily by boarding house/school staff</td>
<td>90</td>
<td>19.6</td>
<td>153</td>
<td>33.3</td>
<td>66</td>
<td>14.4</td>
</tr>
<tr>
<td>28) Complaints from parents are acted upon satisfactorily by boarding house/school staff</td>
<td>110</td>
<td>24.0</td>
<td>169</td>
<td>36.8</td>
<td>56</td>
<td>12.2</td>
</tr>
<tr>
<td>29) Students are effectively kept track of when they are ‘on leave’ from the boarding house *</td>
<td>131</td>
<td>30.6</td>
<td>210</td>
<td>49.1</td>
<td>31</td>
<td>7.2</td>
</tr>
<tr>
<td>30) Boarding students are encouraged/well supported when doing homework *</td>
<td>187</td>
<td>43.7</td>
<td>166</td>
<td>38.8</td>
<td>27</td>
<td>6.3</td>
</tr>
<tr>
<td>31) Boarding students are encouraged/well supported in their academic studies after school *</td>
<td>166</td>
<td>38.8</td>
<td>164</td>
<td>38.3</td>
<td>46</td>
<td>10.8</td>
</tr>
<tr>
<td>32) Boarding students are encouraged/well supported when doing other school-related pursuits (eg, music, sports, drama, cultural activities)</td>
<td>200</td>
<td>43.6</td>
<td>193</td>
<td>42.1</td>
<td>25</td>
<td>5.4</td>
</tr>
<tr>
<td>33) The boarding house ensures that enjoyable leisure-time activities are available for students</td>
<td>134</td>
<td>29.2</td>
<td>164</td>
<td>35.7</td>
<td>51</td>
<td>11.1</td>
</tr>
<tr>
<td>34) The good health of boarding students is actively fostered/promoted</td>
<td>169</td>
<td>36.8</td>
<td>203</td>
<td>44.2</td>
<td>47</td>
<td>10.2</td>
</tr>
<tr>
<td>35) The boarding house works to reduce all forms of discrimination in the house</td>
<td>150</td>
<td>32.7</td>
<td>174</td>
<td>37.9</td>
<td>55</td>
<td>12.0</td>
</tr>
<tr>
<td>36) Different cultures are valued in the boarding house</td>
<td>149</td>
<td>32.5</td>
<td>179</td>
<td>39.0</td>
<td>55</td>
<td>12.0</td>
</tr>
<tr>
<td>37) The boarding house keeps parents regularly informed about matters concerning boarding students' activities and welfare</td>
<td>193</td>
<td>42.0</td>
<td>186</td>
<td>40.5</td>
<td>29</td>
<td>6.3</td>
</tr>
<tr>
<td>Aspect of the boarding house</td>
<td>Definitely agree</td>
<td>Agree</td>
<td>Do not agree</td>
<td>I don’t really know</td>
<td>Not answered</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>--------------</td>
<td>-------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>1) New students are made to feel welcome when they first arrive</td>
<td>182 50.3</td>
<td>165</td>
<td>45.6</td>
<td>13 3.6</td>
<td>2 0.6</td>
<td></td>
</tr>
<tr>
<td>2) Staff members who work with students are well qualified and experienced</td>
<td>95 26.2</td>
<td>191</td>
<td>52.8</td>
<td>54 14.9</td>
<td>21 5.8</td>
<td>1 0.3</td>
</tr>
<tr>
<td>3) Staff members have the right sort of personality for working with young people</td>
<td>110 30.4</td>
<td>184</td>
<td>50.8</td>
<td>53 14.6</td>
<td>14 3.9</td>
<td>1 0.3</td>
</tr>
<tr>
<td>4) Staff members are consistent in the ways that they enforce rules for boarding students</td>
<td>95 26.2</td>
<td>150</td>
<td>41.4</td>
<td>108 29.8</td>
<td>6 1.7</td>
<td>3 0.8</td>
</tr>
<tr>
<td>5) Staff take good care of boarding students when they are ill</td>
<td>159 43.9</td>
<td>152</td>
<td>42.0</td>
<td>39 10.8</td>
<td>10 2.8</td>
<td>2 0.6</td>
</tr>
<tr>
<td>6) Relationships between students at the same year levels are good</td>
<td>201 55.5</td>
<td>137</td>
<td>37.9</td>
<td>18 5.0</td>
<td>5 1.4</td>
<td>1 0.3</td>
</tr>
<tr>
<td>7) Relationships between students in different year levels are good</td>
<td>103 28.5</td>
<td>210</td>
<td>58.0</td>
<td>36 9.9</td>
<td>10 2.8</td>
<td>3 0.9</td>
</tr>
<tr>
<td>8) Relationships between boarding students and staff members are good</td>
<td>84 23.2</td>
<td>212</td>
<td>58.6</td>
<td>57 15.8</td>
<td>8 2.2</td>
<td>1 0.3</td>
</tr>
<tr>
<td>9) Relationships between staff members in the house are good</td>
<td>122 33.7</td>
<td>174</td>
<td>48.1</td>
<td>38 10.5</td>
<td>28 7.7</td>
<td>– –</td>
</tr>
<tr>
<td>10) An adult (eg, counsellor, chaplain) that students feel happy to talk to is readily available for boarding students if they want to talk about problems/concerns</td>
<td>147 40.6</td>
<td>137</td>
<td>37.9</td>
<td>62 17.1</td>
<td>16 4.4</td>
<td>– –</td>
</tr>
<tr>
<td>11) Staff make sure that students clearly understand house rules</td>
<td>152 42.0</td>
<td>168</td>
<td>46.4</td>
<td>38 10.5</td>
<td>4 1.1</td>
<td>– –</td>
</tr>
<tr>
<td>12) The boarding house that we have is a pleasant place to live</td>
<td>160 44.2</td>
<td>164</td>
<td>45.3</td>
<td>34 9.4</td>
<td>4 1.1</td>
<td>– –</td>
</tr>
<tr>
<td>13) Punishments for misbehaviour in the house are appropriate</td>
<td>100 27.6</td>
<td>180</td>
<td>49.7</td>
<td>69 19.1</td>
<td>13 3.6</td>
<td>– –</td>
</tr>
<tr>
<td>14) It is easy for boarding students to contact their parents/home when they need to</td>
<td>192 53.0</td>
<td>125</td>
<td>34.5</td>
<td>43 11.9</td>
<td>2 0.6</td>
<td>– –</td>
</tr>
<tr>
<td>15) It is easy for parents to contact students in the house when they need to</td>
<td>91 25.1</td>
<td>165</td>
<td>45.6</td>
<td>103 28.5</td>
<td>2 0.6</td>
<td>1 0.3</td>
</tr>
<tr>
<td>16) The house actively encourages boarding students to be supportive of one another</td>
<td>137 37.9</td>
<td>185</td>
<td>51.1</td>
<td>28 7.7</td>
<td>11 3.0</td>
<td>1 0.3</td>
</tr>
<tr>
<td>17) The house has effective ways of resolving conflicts and disagreements among boarding students</td>
<td>70 19.3</td>
<td>176</td>
<td>48.6</td>
<td>85 23.5</td>
<td>30 8.3</td>
<td>1 0.3</td>
</tr>
<tr>
<td>18) The house has effective ways of resolving conflicts and disagreements between students and staff members</td>
<td>59 16.3</td>
<td>165</td>
<td>45.6</td>
<td>102 28.2</td>
<td>36 9.9</td>
<td>– –</td>
</tr>
<tr>
<td>19) Staff take into account that students of different ages have different needs</td>
<td>105 29.0</td>
<td>181</td>
<td>50.0</td>
<td>63 17.4</td>
<td>11 3.0</td>
<td>2 0.6</td>
</tr>
<tr>
<td>20) The house ensures that individual students have enough privacy</td>
<td>95 26.2</td>
<td>177</td>
<td>48.9</td>
<td>78 21.6</td>
<td>9 2.5</td>
<td>3 0.9</td>
</tr>
<tr>
<td>21) There is little or no bullying among students in the house</td>
<td>109 30.1</td>
<td>172</td>
<td>47.5</td>
<td>71 19.6</td>
<td>8 2.2</td>
<td>2 0.6</td>
</tr>
</tbody>
</table>
### TABLE B6: Students’ responses to the rating scale items continued

<table>
<thead>
<tr>
<th>Aspect of the boarding house</th>
<th>Definitely agree</th>
<th>Agree</th>
<th>Do not agree</th>
<th>I don’t really know</th>
<th>Not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>22) Boarding students in the house feel safe from physical, emotional or sexual harm</td>
<td>182</td>
<td>50.3</td>
<td>145</td>
<td>40.1</td>
<td>21</td>
</tr>
<tr>
<td>23) The house acts upon complaints by boarding students</td>
<td>101</td>
<td>27.9</td>
<td>159</td>
<td>43.9</td>
<td>71</td>
</tr>
<tr>
<td>24) The house acts upon complaints from parents</td>
<td>133</td>
<td>36.7</td>
<td>151</td>
<td>41.7</td>
<td>32</td>
</tr>
<tr>
<td>25) The house keeps track of students effectively when they are ‘on leave’ from the house</td>
<td>139</td>
<td>40.3</td>
<td>164</td>
<td>47.5</td>
<td>26</td>
</tr>
<tr>
<td>26) Our building is kept in a clean and safe condition</td>
<td>177</td>
<td>48.9</td>
<td>157</td>
<td>43.4</td>
<td>23</td>
</tr>
<tr>
<td>27) Boarding students are encouraged/well supported when doing homework</td>
<td>155</td>
<td>44.9</td>
<td>156</td>
<td>45.2</td>
<td>29</td>
</tr>
<tr>
<td>28) Boarding students are encouraged/well supported in their academic studies (after school)</td>
<td>148</td>
<td>42.9</td>
<td>154</td>
<td>44.6</td>
<td>33</td>
</tr>
<tr>
<td>29) Boarding students are encouraged/well supported when doing other school-related pursuits (eg, music, sports, drama, cultural activities)</td>
<td>177</td>
<td>48.9</td>
<td>154</td>
<td>42.5</td>
<td>25</td>
</tr>
<tr>
<td>30) The house ensures that enjoyable leisure-time activities are available for students</td>
<td>118</td>
<td>32.6</td>
<td>165</td>
<td>45.6</td>
<td>70</td>
</tr>
<tr>
<td>31) Students are not discriminated against in the house</td>
<td>140</td>
<td>38.7</td>
<td>173</td>
<td>47.8</td>
<td>36</td>
</tr>
<tr>
<td>32) Different cultures are valued in the house</td>
<td>166</td>
<td>45.9</td>
<td>140</td>
<td>38.7</td>
<td>33</td>
</tr>
</tbody>
</table>

* Note that students from special residential schools (N=17) were not asked to respond to this or the other two statements in the table that are followed by an asterisk (*). In order to maintain consistency in method of reporting, percentages for each response category associated with these statements have therefore been calculated out of a total of N=345 (excluding the 17 students), instead of N=362 used for calculating all other percentages in the table. Note too that some small wording changes were made in the questionnaires sent out to each group of respondents associated with special residential schools – eg, ‘residence’ was substituted for ‘boarding house’ and ‘residential students’ for ‘boarding house students’; also, in relation to the management of students, ‘behavioural programmes’ was used instead of ‘disciplinary measures’. (Table B3b above, which details responses made by staff members from special residential schools, contains the full range of wording changes.)
Appendix C: Data Relating to Strengths of Boarding Establishments

The Manuals, Written Procedures or Guidelines by Which School Boarding Establishments Operated

Q. Does your (school’s) boarding accommodation currently operate according to a particular manual or set of written procedures or guidelines?

**TABLE C1: Principals**

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, operate according to a manual for school boarding accommodation*</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Yes, operate according to a manual or written guidelines developed by the boarding house itself</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>Yes, use a combination of the above</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Other*</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Not answered</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* That is, a manual produced by a group external to the boarding school, for example, the New Zealand Boarding School Association (NZBSA) (N=2), one that had been “handed down”, and “ERO publication, 1997.”

* Two respondents, for example, mentioned that they “took into account current school policies” and one that they used handbooks developed for staff and students.

**TABLE C2: Managers**

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, operate according to a manual for school boarding accommodation*</td>
<td>3</td>
<td>4.8</td>
</tr>
<tr>
<td>Yes, operate according to a manual or written guidelines developed by the boarding house itself</td>
<td>27</td>
<td>43.6</td>
</tr>
<tr>
<td>Yes, use a combination of the above</td>
<td>28</td>
<td>45.2</td>
</tr>
<tr>
<td>Other*</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Not answered</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* That is, a manual produced by a group external to the boarding school, for example, the NZBSA (N=1). One respondent stated that their manual had been produced by the: “Director of boarding in consultation with boarding house directors” and another stated that they used “Ideas from MBS Association Manual but we are directed and advised by the principal and BoT.”

**TABLE C3a: Boarding house staff members**

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, uses a manual for school boarding accommodationb</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Yes, uses a manual or written guidelines developed by the boarding house itself</td>
<td>82</td>
<td>55.4</td>
</tr>
<tr>
<td>Yes, uses a combination of the above</td>
<td>40</td>
<td>27.0</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>Not answered</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Note that responses from residential school staff members are presented separately (in this instance, see Table C3b).

b That is, a manual produced by a group external to the boarding school, for example, the NZBSA. (This was the predominant manual mentioned.) One respondent said the manual used was produced by the “school’s Board of Governors.”

* Seven of these respondents stated that their house had no manual (although two said there was “one in the pipeline”), one said they simply used “notes on the walls”, and another said that the boarding house used “manual/guidelines written by the school. ” Two further respondents stated “Parents, students, staff and board members, also sub-committee have a say” and “We have lots of supervisor/senior staff meetings so everyone is on the same wavelength.”

**TABLE C3b: Residential staff members**

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, uses a manual for school boarding accommodationa</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Yes, uses a manual or written guidelines developed by the school itself</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>Yes, uses a combination of the above</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Otherb</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* That is, a manual produced by a group external to the boarding school, for example, the NZBSA; also “Child, Youth and Family Residential Manual”.

b For example: “We have written our own ‘Best Practices’”, “We do not have any guidelines, no manuals”; “Not aware of a manual or set of written procedures” and “We use written guidelines/manual developed together with the Ministry of Education.”
APPENDIX C: STRENGTHS OF BOARDING HOUSES

STUDENT SAFETY AND WELL-BEING IN SCHOOL BOARDING ACCOMMODATION

Comment

Principals (Table C1) and staff members (Tables C3a and C3b) were the most likely – around half in each case – to report that the boarding establishment with which they were associated operated according to a manual or guidelines developed by the boarding establishment itself. By contrast, managers (Table C2) were almost equally likely to indicate that their boarding establishment used a combination of externally and internally developed manuals or guidelines as they were to say it used only a manual or guidelines developed within the establishment itself.

Views on the Written Procedures or Guidelines Currently Used in School Boarding Establishments

Q. Are you generally satisfied with the set(s) of written procedures or guidelines the boarding accommodation currently operates by?

TABLE C4: Principals

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>76.7</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Not answered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE C5: Managers

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>96.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Not answered</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE C6a: Boarding house staff members

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>119</td>
<td>80.4</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>11.5</td>
</tr>
<tr>
<td>Not answered</td>
<td>12</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* See note to Table C3a.

TABLE C6b: Residential staff members

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Comment

Tables C4–5 show that while all but one manager was generally satisfied with the written procedures or guidelines currently being used, almost a quarter (14) of principals did not feel satisfied. In addition, although the large majority of staff members (Tables C6a–b) were satisfied with existing guidelines, there were also more than 10 percent who were not.

It is interesting to note that there were considerably more respondents in each of these groups who felt that there was a need to improve standards in school boarding houses generally (see data in Tables E4–E6b on p.129) than expressed dissatisfaction with existing written procedures or guidelines in their own boarding establishment.

When asked to give reasons for their answers, respondents most often said they were satisfied with existing procedures because they were current, regularly reviewed and were ‘tried and tested’ – in other words, they felt they worked well and suited the environment and needs of their particular boarding establishment.

Those who were not satisfied, usually stated either that this was because they needed to upgrade their existing manuals or guidelines, they did not currently have any manual by which they operated, or that procedures for consistent use of manuals or guidelines were insufficient or lacking.

For further details, refer to respondents’ comments in Appendix F, p.155ff.
Whether Parents, Students, and Counsellors Were Aware of Written Policies and Procedures in Place in the Boarding Accommodation Relating to Student Safety and Well-being

### TABLE C7i: Parents

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>366</td>
<td>79.7</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>1.1</td>
</tr>
<tr>
<td>Not sure</td>
<td>83</td>
<td>18.1</td>
</tr>
<tr>
<td>Not answered</td>
<td>5</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>459</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Q(a).** Does the boarding establishment have written policies and procedures in relation to students’ safety and well-being?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>277</td>
<td>60.4</td>
</tr>
<tr>
<td>No</td>
<td>83</td>
<td>18.1</td>
</tr>
<tr>
<td>Not applicable a</td>
<td>92</td>
<td>20.0</td>
</tr>
<tr>
<td>Not answered</td>
<td>7</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>459</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* These respondents answered ‘No’ or ‘Not sure’ to the previous question, or omitted to respond.

### TABLE C7ii: Parents

**Q(b).** [Those who answered ‘Yes’ to the previous question]: Have you been provided with a copy of these policies and procedures?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>161</td>
<td>35.8</td>
</tr>
<tr>
<td>Sort of, but not really sure</td>
<td>133</td>
<td>29.0</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>1.5</td>
</tr>
<tr>
<td>Have no idea</td>
<td>6</td>
<td>1.3</td>
</tr>
<tr>
<td>Not applicable a</td>
<td>20</td>
<td>4.4</td>
</tr>
<tr>
<td>Not answered</td>
<td>7</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>459</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* These respondents answered ‘No’ or ‘Not sure’ to the previous question, or omitted to respond.

Note: The data in this table suggest that more than a third of parents were probably not well aware of the written policies/procedures followed in the boarding accommodation attended by their child/ren.

### TABLE C8i: Students

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>301</td>
<td>83.2</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>50</td>
<td>13.8</td>
</tr>
<tr>
<td>Not answered</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>362</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Q(a).** Does the boarding house have written policies and procedures in relation to student safety and well-being?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>63.5</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>Not applicable a</td>
<td>14</td>
<td>22.2</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* These respondents answered ‘No’ or ‘Not sure’ to the previous question.

### TABLE C8ii: Students

**Q(b).** [Those who answered ‘Yes’ to the previous question]: Do you know what the written policies and procedures cover?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>161</td>
<td>44.5</td>
</tr>
<tr>
<td>Sort of, but not really sure</td>
<td>133</td>
<td>36.7</td>
</tr>
<tr>
<td>Have no idea</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td>Not applicable a</td>
<td>55</td>
<td>15.2</td>
</tr>
<tr>
<td>Not answered</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>362</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE C9i: Counsellors

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>77.8</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Not sure</td>
<td>12</td>
<td>19.1</td>
</tr>
<tr>
<td>Not answered</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Q(a).** Does the boarding house have written policies and procedures in relation to student safety and well-being?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>63.5</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>11.1</td>
</tr>
<tr>
<td>Not applicable a</td>
<td>14</td>
<td>22.2</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* These respondents answered ‘No’ or ‘Not sure’ to the previous question.

### TABLE C9ii: Counsellors

**Q(b).** [Those who answered ‘Yes’ to the previous question]: Are you familiar with these written policies and procedures?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>63.5</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Not applicable a</td>
<td>14</td>
<td>22.2</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* These respondents answered ‘No’ or ‘Not sure’ to the previous question.
The great majority of parents (80%), students (83%) and counsellors (78%) reported that the boarding establishment with which they were associated had written guidelines or procedures in place. However, fewer respondents were sure about what the written guidelines or procedures covered: that is, less than two-thirds (60%) of parents (Table C7ii) reported that they had received a copy of the written procedures/guidelines and an only slightly greater proportion (63.5%) of counsellors (Table C9ii) indicated that they were familiar with the written policies and procedures that were in place. In addition, Table C8ii shows that fewer than half (44.5%) of students had a definite idea of what the guidelines covered.

Comment
The great majority of parents (80%), students (83%) and counsellors (78%) reported that the boarding establishment with which they were associated had written guidelines or procedures in place.

It will be noticed that the strengths fell into two main groupings:

1. a positive living environment due to the friendliness, caring and support of other students and of staff members, absence of bullying (emotional, verbal, physical) and the feeling that they were part of a safe and secure ‘family’; and

2. those to do with physical safety and well-being – being safe from intruders, having effective fire systems and procedures in place, a building free of hazards, and being in pleasant, well-maintained accommodation.

The finding that a considerable number of students (N=79) mentioned only ‘physical aspects’ may be due in part to a misunderstanding of what the statement ‘student safety and well-being’, used throughout the questionnaire, and taken straight from the Education Act, covers, rather than that physical aspects were the only strengths of their boarding house that these students thought worthy of mention. This is one example of why it is likely to be so important that the sector reaches a common understanding of what is meant by ‘student safety’ and ‘student well-being’ in all their facets.

See fuller listing of students’ comments in Appendix F (pp.148–155).
TABLE C10: Students’ views on the strengths of their boarding house

<table>
<thead>
<tr>
<th>Strength identified</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths relating to general ‘well-being’ and quality of relationships</strong></td>
<td></td>
</tr>
<tr>
<td>Caring, supportive, friendly, interested staff (either individuals or collectively), being well looked after by staff</td>
<td>60</td>
</tr>
<tr>
<td>Being a close family / students ‘being there / looking out for one another’</td>
<td>45</td>
</tr>
<tr>
<td>Someone available to talk to about problems, concerns (feeling comfortable about talking to someone)</td>
<td>25</td>
</tr>
<tr>
<td>Rules are enforced; good, sensible rules; consistent discipline; everyone knows where they stand; punishment is appropriate</td>
<td>22</td>
</tr>
<tr>
<td>Friendly, open, safe, comfortable, ‘inclusive’ environment (&quot;homely&quot;)</td>
<td>15</td>
</tr>
<tr>
<td>Older students given more flexibility, freedom, responsibility</td>
<td>11</td>
</tr>
<tr>
<td>Staff on site at all times/readily available</td>
<td>10</td>
</tr>
<tr>
<td>Students’ respect / regard for one another</td>
<td>10</td>
</tr>
<tr>
<td>Team work, unity</td>
<td>9</td>
</tr>
<tr>
<td>Good staff–student relationships</td>
<td>9</td>
</tr>
<tr>
<td>Good company, being with friends</td>
<td>9</td>
</tr>
<tr>
<td>People treated as individuals, encouraged to be themselves</td>
<td>8</td>
</tr>
<tr>
<td>Staff resolving problems to do with student safety and well-being quickly, effectively, without fuss</td>
<td>7</td>
</tr>
<tr>
<td>The house encouraging students at all levels to support and get on with one another</td>
<td>7</td>
</tr>
<tr>
<td>Bullying issues are addressed</td>
<td>5</td>
</tr>
<tr>
<td>Good supervision and support for prep/homework</td>
<td>5</td>
</tr>
<tr>
<td>The special nature or character of the school/boarding house</td>
<td>5</td>
</tr>
<tr>
<td>Sports</td>
<td>4</td>
</tr>
<tr>
<td>Leisure-time activities are provided for students</td>
<td>4</td>
</tr>
<tr>
<td>Students are supported to pursue their goals</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td><strong>‘Physical strengths’</strong></td>
<td></td>
</tr>
<tr>
<td>House keeps good track of students, knows students’ whereabouts, has effective leave procedures in place</td>
<td>60</td>
</tr>
<tr>
<td>The house has effective/extensive security systems and procedures to keep intruders out and students safely in</td>
<td>41</td>
</tr>
<tr>
<td>House has effective emergency procedures and equipment in place (eg, fire alarms, regular drills)</td>
<td>35</td>
</tr>
<tr>
<td>Good physical health / medical care provision</td>
<td>12</td>
</tr>
<tr>
<td>The building is kept in a clean and safe condition, is well maintained, upgraded</td>
<td>10</td>
</tr>
<tr>
<td>Nice environment (eg, nicely furnished, attractive gardens, good, private location); good facilities (eg, showers); well resourced</td>
<td>9</td>
</tr>
<tr>
<td>There are strict rules for using cars/getting in other students’ cars</td>
<td>4</td>
</tr>
<tr>
<td>Good, nutritious food</td>
<td>3</td>
</tr>
<tr>
<td>House provides/arranges transport to ensure student safety when away from the boarding house</td>
<td>3</td>
</tr>
<tr>
<td>Other comments</td>
<td>4</td>
</tr>
</tbody>
</table>

(a) Strengths relating to general ‘well-being’ and quality of relationships

Caring, supportive, friendly, interested staff (either individuals or collectively), being well looked after by staff

It makes certain that each and every student in the boarding house is fine, physically, spiritually and mentally by the very close staff-to-student relations.

The length that masters go to, to keep us all safe.

If matrons think something is wrong, they will talk about it with us.

Trust me, they give it their best effort!

Compassion and understanding shown to residents.

The staff are all very caring people which helps to build a good environment so the safety and well-being of students is better.
Housemasters are always looking out for students. Very good and caring managers and their team of housemasters always cater for the students’ needs.

I think the staff take particular notice of different students’ needs so they pick up quickly when people have problems and they act quickly to provide solutions – eg. when people are sick or need physio or when people are just emotional, upset.

Head matron is very approachable.

We have a new matron who is like a mum and listens to our needs and wants and helps us in any way she can.

They make sure that we are all safe.

Hostel staff are always friendly and open and most of them act as second parents.

One particular housemaster [is a strength] whose only concern is the students and regularly puts the students before herself.

A head of boarding who is efficient and compassionate.

Staff take good care of students and consistently go the extra mile to help students out.

Our new head matron has done a great job of ensuring fire safety and notices are known and what to do in drills. Also she has taken special care of the juniors with activities and being like their mother – ie, helping with homework and listening to them.

Someone available to talk to about problems, concerns (feeling comfortable about talking to someone)

There is always someone for people to talk to and support them through their problems.

The caring environment ensures that no student feels left out, or if feels that there is no-one that they can talk to.

There is always at least one supervisor or adult around at the hostel students feel comfortable talking to about things and relations between year levels mean everyone feels comfortable.

Counsellor is readily available.

Chaplain – talking to students.

Staff up all night, on call staff, on campus R.N.

If you talk to someone about your problems they can be dealt with.

Being a close family, students ‘being there’ / looking out for one another

We’re like one big family.

We [students] always stick together and help one another and so do the house parents.

We all act as a big family and treat everybody well, everyone has the same opportunities.

United, supportive family. Get on well together.

Having a strong family community within the house and making everyone take responsibility for their own actions.

Being a family.

It’s a close house and everyone knows everyone and what’s going on.

We are more than a team, we are a family, and everyone is very close and protective of each other. We work through problems well and very rarely disagree.

The staff make sure that the students in the boarding house are safe and some of the older students take care of the younger ones.

Even if staff are busy, members of other year levels help the others.

One [strength] I think is the bond between the students – we’re all like a big family.

We are always there for each other.

There is a wide range of age groups at the hostel but all students mingle together and stick up for each other.

Knowing that each boy where I live has always covered my back, because I have built a relationship with them.

All the boys know to watch out for safety, tell each other, tell staff.

Students look after each other in their form levels. We’re just like one big family.
Friendly, open, safe, comfortable, ‘inclusive’ environment (‘homely’)
Warm, caring environment, comfortable, flexible.
It’s a nice environment and the staff are caring and kind and there to talk. They enforce the rules for our own safety, which is good.
Home away from home feeling – mum and dad-feeling relationship.
The hostel tries hard to involve everyone in the activities it takes part in.
The girls are all pretty friendly, we all look after each other and respect one another’s privacy. The house matron has had a friendly relationship with us all, making life a lot easier.
Supportive, close-knit environment, trust is encouraged, small group – very close!
Positive helpful management, matron and supervisors. Awesome atmosphere that everyone wants to be involved with!!
Approachable environment, easy to follow rules, strong leaders.
Everyone is encouraged to do things.
The way people were encouraged during fun games was good.
Rules are enforced; good, sensible rules; consistent discipline; everyone knows where they stand; punishment is appropriate.
Students clearly understand house rules and punishments for misbehaviour in the house are appropriate.
Provides a safe and caring environment, where students understand the rules, black or white, no grey.
There are appropriate rules for looking after the students.
They do not let people run around like maniacs, annoying everyone else in the hostel.
The out-of-bounds rules – stay out of other people’s rooms.
Good rules – keeping bad people away.
Tough rules on smoking and drinking.
Girls not allowed in boys’ rooms and vice versa.
Having good rules.
Staff on site at all times, readily available
Having teachers on school property to help the house if in trouble.
Students’ respect / regard for one another
The respect of students for each other.
Our strengths would be the way in which the students can handle situations that are a concern within the hostel.
Everyone has the courtesy to knock and give each other privacy. We talk about our problems with each other and get on really well.
The girls are pretty friendly, we all look after each other and respect one another’s privacy.
People treated as individuals, encouraged to be themselves
I think every student is made to feel valued and known as an individual.
Team work, unity
Everyone helps out.
Even though everyone has their little problems, everyone helps each other out, everyone sticks together, unity.
Older students given more flexibility, freedom, responsibility
Staff willing to allow privileges to seniors yet ensure their safety.
The hostel is for older students and they are given more responsibility for looking after themselves.
Senior privileges.
Good staff-student relationships
Healthy relationship between staff members and boarders.
The students respect the supervisors so therefore the relationship is good.
Good company / being with friends
Friendships between the students.
It’s a good environment to be in with your mates.
People just have a bit of fun.
Friendships within the house are formed, secured, and long-lasting. We all come from different places with different backgrounds.
Staff resolving problems to do with student safety and well-being quickly, effectively, without fuss

[Staff] get to the bottom of problems quickly and quietly, they don’t make a big issue of it, just get on and do it.

The house encouraging students at all levels to support and get on with one another

Enforcing the fact that we have to live together enables the students to look after each other. I have to say the job of a prefect enhances this, as we follow it up constantly.

The support and encouragement cultivated in other boarding students.

Bullying issues are addressed

Matron addresses issues of bullying amongst students.

They make sure there is no bullying.

Bullying that is found is dealt with appropriately.

Good supervision and support for prep/homework

Homework time is a great strength.

Appropriate study times.

Sports

Leisure-time activities are provided for students

They try to organise boarding activities in weekends, especially for juniors.

They are good at giving leisure-time activities for students.

Students supported to pursue their goals

The house provides emotional and academic support for students in their hard times and encourages students to pursue future goals, whether academic or sporting.

The special nature or character of the school/boarding house

The college has a rich tradition which the house is very much the centre of. Because of this, there is great pride and togetherness amongst students.

The special nature and character of the school which is run by religious brothers makes it a more friendly, open, safe environment.

‘Other’ comments

Weekend supervisors are university students, who the girls relate to.

By getting rid of students who don’t abide by the rules, [staff] taking quick actions.

Interaction between year levels.

Trying to keep different year levels apart.

Year group forum.

All the bad students have been weeded out during the year, leaving the rest as friends.

Students have access to the phone.

Weekly meetings to discuss problems.

(b) ‘Physical strengths’

House keeps good track of students, knows students’ whereabouts, has effective leave procedures in place

The hostel makes sure we have parent permission to leave and that we sign out and sign in.

Roll checks at night before bed to ensure that all boys are present and accounted for.

It [house] requires a lot of information if you are going out, this way they can keep track of you in case of an emergency.

Students have sign in and out books. Students go out in pairs or groups.

House has effective emergency procedures and equipment in place (eg, fire alarms, regular drills)

The well-organised fire evacuation system means that the whole hostel can get to a safe place in two minutes.

The house has effective / extensive security systems and procedures to keep intruders out and students safely in

Students always feel safe as no one can enter or leave the hostel without someone knowing.

Locks on every window and door, alarms, fences with locks all around the garden.

The strengths are security (locked in at night).

Having a night watchman constantly checking on your house.
Good physical health / medical care provision

*Every time a boy is sick he’s taken care of.*

[Staff] making sure people are well and not fatigued.

The building is kept in a clean and safe condition, is well maintained, upgraded

**Regular checks for maintenance and cleanliness.**

The hostel is always in a safe way, no hazards lying around.

The new additions to [our house] are all fitted with modern fixtures and fire exits, etc, are all very clear and well looked after. Anything that is dangerous is always labelled and we are made aware of it.

Nice environment (eg, nicely furnished, attractive gardens, good, private location); good facilities (eg, showers); well resourced

Very well set out, clean, nice environment.

Nicely furnished area for seniors to live in.

Always clean spare blankets.

There are strict rules for using cars, getting in other students’ cars

*Having to get* parents’ OK for travelling in other students’ cars.

Good, nutritious food

**Delicious meals.**

**Good food (better than it used to be anyway).**

House provides/arranges transport to ensure student safety when away from the boarding house

Other comments

A well worked laundry system.
Comment

The data in Tables C11–C13b show that a majority of these groups of respondents felt that particularly successful strategies to improve the safety and well-being of students had recently been introduced in their particular boarding establishment. It can be seen, however, that principals and managers were considerably more likely than staff members to give this response.

Some of the managers and staff members who did not answer 'Yes' or 'No' to the question commented that while new strategies had not occurred in the last two years, effective strategies had been introduced before that ("This has been done previously"). Fourteen staff members also stated that because they had not been working in the boarding house long, they were unable to comment about the last two years.

The sorts of initiatives most often mentioned included:
- staffing changes, staffing improvements, making better use of individual staff members' strengths and qualities;
- improved pastoral care for students and ensuring that students are listened to;
- more regular boarding house committee meetings;
- updated or revamped guidelines;
- improved study facilities;
- more support or assistance with prep/homework;
- upgrade of buildings;
- provision of more individual space for students;
- actively rewarding students for good behaviour;
- improving fire and security systems;
- encouraging good relations between students;
- having more computers available for students;
- appointment of (more) student representatives;
- introduction of more appropriate and effective disciplinary/behaviour management procedures.
Parents Reporting on Recent Problems Experienced by Their Child/ren in the Boarding House

One hundred and seventy-nine parents (39% of the 459 parents who took part in the study) provided answers to the question ‘Has your child (or children) told you about any particular problems s/he is having within the boarding house this year? Some respondents made comments that fell into more than one of the categories developed to group the responses made. Like the participating students themselves, parents reported that most problems experienced by their children in boarding houses involved relationship problems – with staff members and/or other students. (Some parents did note, however, that these sorts of problems had either been well handled or resolved by the boarding house or, in their view, were only trivial or a ‘normal’ part of teenage relationships).

But in contrast to the students who took part in the study, parents were considerably more likely to mention ‘bullying’, either ongoing or particular incidents. The reason for this difference is very likely because participating students were all senior students (who are less likely to be bullied), whereas parents were answering in respect of a much wider age range of students.

Table D1 gives the full range of problems identified by parents, and is followed by comments illustrative of each category in the table.
APPENDIX D: CONCERNS ABOUT STUDENTS’ SAFETY AND WELL-BEING

STUDENT SAFETY AND WELL-BEING IN BOARDING ACOMMODATION

Problems with staff members – poor relationships with them; having misunderstandings, disagreements; feeling that staff are not well suited to their position; being unfairly treated

Problems with boarding staff who treat them like they are being punished for being at boarding school.

Matrons picking on my child for no reason. Punishing my child for absurd reason – eg, my child went into the toilet after a couple of people had just finished a cigarette. My child got punished for it. Child has always been a non-smoker due to bad asthma.

Disrespect from staff.

He [son] does not think the housemaster has the personable social skills that are required of a person who oversees 80 children, tutors and assistant house tutors. He is not popular or well respected.

Inappropriate behaviour by hostel staff towards students. General dissatisfaction with some members of staff by numerous parents and students.

Relationship with one particular housemaster. (Though I do realise they have to be strict.)

[My son] finds the yelling of one particular matron difficult to handle, other staff members tend to yell as well. As stress levels increase at the end of the term, this problem becomes accentuated.

TABLE D1: Parent reports of problems experienced by their child/ren in the boarding house

<table>
<thead>
<tr>
<th>Problem identified</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems with staff members – poor relationships with them; having misunderstandings, disagreements; feeling that staff are not well suited to their position; being unfairly treated</td>
<td>28</td>
</tr>
<tr>
<td>Theft – personal property stolen by other boarders</td>
<td>24</td>
</tr>
<tr>
<td>Bullying (physical and verbal)</td>
<td>23</td>
</tr>
<tr>
<td>The food – insufficient, poor quality, unhealthy, not enjoyable, lack of variation</td>
<td>13</td>
</tr>
<tr>
<td>Relationships with other students – not getting on well with them; having misunderstandings, disagreements; not feeling included</td>
<td>13</td>
</tr>
<tr>
<td>Prep/study – too much noise, too unruly to allow study, inadequate supervision, lack of support, difficulties accessing necessary resources</td>
<td>13</td>
</tr>
<tr>
<td>Aspects of the facilities</td>
<td>10</td>
</tr>
<tr>
<td>Too many rules, not enough flexibility, not enough freedom, senior students not given respect by staff – ie, treated like children rather than as responsible young people</td>
<td>9</td>
</tr>
<tr>
<td>Poor standard of behaviour shown by other students</td>
<td>8</td>
</tr>
<tr>
<td>Homesickness</td>
<td>7</td>
</tr>
<tr>
<td>Need for more leisure-time activities</td>
<td>7</td>
</tr>
<tr>
<td>Inconsistencies in the way students are treated/disciplined and inconsistencies in how rules, etc, interpreted</td>
<td>6</td>
</tr>
<tr>
<td>Lack of privacy/personal space</td>
<td>6</td>
</tr>
<tr>
<td>Noise level – hard to sleep</td>
<td>6</td>
</tr>
<tr>
<td>Difficulties arising through role as a senior student</td>
<td>6</td>
</tr>
<tr>
<td>‘Normal teenage problems’ (parent perspective)</td>
<td>4</td>
</tr>
<tr>
<td>Minor/trivial problems (parent perspective)</td>
<td>4</td>
</tr>
<tr>
<td>Discipline of students who misbehave inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Racism</td>
<td>2</td>
</tr>
<tr>
<td>Security issues</td>
<td>2</td>
</tr>
<tr>
<td>International student issues</td>
<td>2</td>
</tr>
<tr>
<td>Bullying, relationship problems between students and/or students and staff, and problems concerning individual needs, BUT now resolved</td>
<td>21</td>
</tr>
<tr>
<td>Other comments</td>
<td>16</td>
</tr>
</tbody>
</table>
Part-time matrons, personality often harsh.

Some inconsistent treatment of students by a staff member and at times irrational response of said staff member to requests.

The hostel manager has a prejudice against certain students within the hostel which makes life more difficult for them.

Boarding matrons being rude to the girls.

Duty matron very late in pick up of child from bus stop. [My child] does not trust matrons to confide in. Does not see them as a mentor, preference is to talk to teachers or 6th or 7th formers. Always in conflict with matrons due to nil endorsement of tikanga Māori.

Unpleasant matrons, disrespect for senior students. Hostel managers should have positive leadership over matrons – to create good relationship with students.

One particular housemaster does not treat seniors with respect and problems are brewing.

Two of the masters he [my son] felt he could talk things over with, both left. He said there was only one housemaster left he could talk to.

Unable to communicate satisfactorily with housemaster. He tends not to listen to the children’s side of any problems.

Half-way through the year the housemistress in charge changed. She doesn’t seem to be as sympathetic to the needs of the younger boarders as her predecessor who was exceptional. She is older and has very rigid rules and doesn’t seem to have an overly homely attitude.

Don’t like ban to all pupils for a few students’ misbehaviour – ie, punish the naughty ones, not everyone.

Often told off because of someone else and not allowed to tell their side of the story, just punished often.

Unfair treatment – ie, treated harsher than others.

Being accused, by association, of things she didn’t do – eg, smoking – and being given no chance to refute this and consequently being punished. No consultation with parents over this. The child had not been guilty of any misdemeanour.

Our son has expressed concern over group grounding. When one person does something unacceptable and everyone gets punished.

Bullying (physical and verbal)

Bullying by older students, but has pleaded with us not to do anything for fear of revenge. But our son also opens his mouth before he thinks.

Brighter children putting down struggling child. Some matrons and senior students compare sisters negatively.

Verbal abuse towards one another – for example, if one has a disability.

Bullying from one peer – persistent aggressive verbal outbursts, usually sexual in content.

Bullying by one prefect.

A small group of Year 11 students have been verbally ‘crucified’ (almost all year) by a small group of Year 13 students. Had I been told earlier I could have informed the hostel manager and this behaviour/situation would have been looked into. Evidently, it is not ‘the done thing’ to nark at boarding school.

Verbal intimidation by another student.

Bullying in year group and across year groups.

Being picked upon by the older students.

Teasing/mild bullying by Year 10 students.

Excessive use of ‘power’ by prefects (not physical power though).
Theft – personal property stolen by other boarders

*Personal items, clothing, and money have been stolen.*

Ongoing problem with petty theft.

*Lack of* security for personal belongings.

Thieving of clothes and other personal items, toiletries, shoes, etc.

Constant disappearance of clothing from laundry, despite labelling.

Minor theft of clothing and personal food items taken from locked food cupboard.

Lockers being broken into and personal stuff stolen.

Relationships with other students – not getting on well with them; having misunderstandings, disagreements; not feeling included

Macho attitude (disapproval) towards kids that like drama, opera, etc, and don’t play rugby – stereotyping. Value of sports in boarding, versus academic, amongst students (this is not staff view).

As an older student he was getting sick of the younger students ‘in your space’ all the time.

Other members of the flat not pulling their weight.

Relationship problems with other girls.

Child immature for age and finds things difficult at times – socially.

Year 8 and 9 students annoying.

Relationship with other students can be difficult.

The food – insufficient, poor quality, unhealthy, not enjoyable, lack of variation

*The amount of food provided and types of food available.*

Awful food at canteen.

Nutrition – lots of meals have cheese added as protein. My son hates cheese, there is no alternative meal so he has to go without or use his pocket money to buy noodles, etc, to have on hand.

Menu has been the same for five years – not enough variety.

**Insufficient food.**

Some of the food is not to their liking – could be a teenage fad.


Not having adequate access to enough food during the weekend – ie, only two meals provided each day. Not enough for a 17-year-old boy.

Meals – this would be one of the major and most common complaints at hostels. Trying to serve interesting and healthy food for teenagers with as little waste as possible. Well fed students work better.

The food has not been good, a lot of deep frying, etc. Not enough variety. I have complained in writing a couple of times, but even after assurance things will get better, it hasn’t improved. It is so bad sometimes that students go out after dinner to buy food, as what was provided was inedible. We pay good money to have our kids there, and I object to having to pay extra when the food is rubbish.

Prep/study – too much noise, too unruly to allow study, inadequate supervision, lack of support, difficulties accessing necessary resources

Not being able to study in the quiet atmosphere as at home (weekends only).

Too much noise during compulsory prep time to study for exams.

Unable to access information for projects out of school hours.

*Lack of* computer compatibility for school/home.

Unruly, noisy prep time.

Prep time for middle school boys not quiet enough and inadequate supervision.

Has decided to be a day boy so he can do more homework.

No help with homework, not allowed to talk during homework time so no help from friends either.
Aspects of the facilities

Lack of heating in the dormitory.

Lack of a suitable piano in the boarding house to practise on and inadequate computer facilities in the hostel.

Building facilities do not allow girls to stay in their own house when sick. They need to go out in the cold to meals. Both of these aspects will improve with a new boarding house. Lack of available computer and e-mail access.

Inadequate quiet spaces. Poor lighting for reading, etc.

Money being spent on a new entrance should be spent on new mattresses and upgrades of bathrooms.

Poor ventilation in summer. The room window opens to an enclosed ease way and there is no air flow. It is difficult in summer and not good health conditions at other times to live in a poorly ventilated room.

Fifth and sixth forms – too many girls in dorms.

Too many rules, not enough flexibility, not enough freedom, senior students not given respect – ie, treated like children rather than as responsible young people

Sixth-former feeling not given enough responsibility and freedom. No trust!

Not enough time for reading in bed before lights out.

Common rooms and dorms being locked after school hours, therefore children outside unable to change from school uniform, etc. Being told they may not sleep after school.

Feeling he needs to be treated like a young adult instead of like a child.

Senior students having few extra freedoms, privileges, therefore don’t stay in over the weekend, feel disgruntled with the rules.

Poor standard of behaviour shown by other students

Girls who are forced to attend (at risk girls) disrupt students that want to be at the school.

School focusing on naughty students tends to frustrate the brighter girls. This is hindering the academic progress of [other students].

Girls shoplifting and bringing in drugs.

Lack of sportsmanship among other girls.

Particularly tennis, not turning up to matches, etc.

Lack of consideration by others for those who are asleep.

The use of drugs by some students is apparently condoned by the supervisor.

Exposure to smoking and drugs.

Lack of respect by other students of hostel facilities.

Undesirable kids that can cause trouble (emotional – ie, teasing, threatening, bullying).

Homesickness

[My child] found it very difficult to settle in as missed home too much.

One of our daughters has found it difficult settling in and has been homesick.

Homesickness – missing the family.

Need for more leisure-time activities

Lack of ‘out of school’ activities equals behaviour problems amongst the boys.

From time to time not enough recreational activities – eg, pool table, table tennis out of bounds – boredom.

Boring – nothing to do after school.

Lack of leisure activities or access to school facilities [after school].

Inconsistencies in the way students are treated/disciplined and inconsistencies in how rules, etc, interpreted

Inconsistency of discipline a particular problem.

Different rules for the boys than for the girls. A lot harder on the girls.

Favouritism among students by the house parents.
Lack of privacy/personal space

Lack of privacy when accessing showers.

As a junior, requires more privacy – large dorms are not restful places.

Too many in a small room for sleeping.

Need for more privacy.

Noise level – hard to sleep

Noise in dorm after lights out.

Dorms too noisy after ‘lights out’ and dorm prefects not controlling noise. Each student should have their own cubicle instead of sharing a small space.

Inability to sleep – noisy room-mates.

Difficulties arising through role as a senior student

As a senior, too much is asked of her when she wishes to concentrate on her study. This child found it very stressful in her final year.

Lack of supervision as a senior student by the dorm master.

‘Normal teenage problems’ (parent perspective)

Relationships with peers – truly a normal teenage issue.

Only the normal complaints this year – eg, some girls being nasty or property going missing.

Conflict with other students, both peers and seniors (inevitable, however).

Minor/trivial problems (parent perspective)

Trivial interpersonal problems.

Minor teenage complaints.

Very minor – not being able to use the phone. No lollies.

My son reckons the housemaster ‘has it in for him’. We think he is not used to such discipline but it won’t do him any harm. He also doesn’t like the food much, it is too ‘Asian’.

Discipline of students who misbehave inadequate

Inadequate discipline in the dormitories after lights out and people talking, radios, etc.

More discipline needed for junior students and followed through.

The language and lack of respect of some students towards prefects and staff and there appears to be no effective consequences.

Racism

Children being racist.

Sometimes racist abuse.

International student issues

Seemingly unfair accommodation for Asian students.

International students are not required to do duties.

Security issues

Stereo equipment stolen from premises.

Boarding houses are slightly isolated from the main school – unlocked at all times.

Bullying, relationship problems between students and/or students and staff, and problems concerning individual needs, BUT now resolved

Some girls in a group harassing others – it was dealt with straight away and no more hassles.

Minor bullying – resolved.

Bullying – it was dealt with by the housemaster.

Relationship with boarding dean – was resolved satisfactorily.

Our hostel has had numerous staff changes this year, as well as management committee. I feel now though (that) most students and parents would believe we have the right manager. With the change of staff it was most unsettling.

Food – but this has now improved considerably as the catering contractor has been changed.

Homework – noise and distractions – improved as the year progressed.
Personal adjustment to settling in as an only child. Staff very supportive of student. Mentor organised for support.

Mostly due to student himself getting his head around School Certificate and fifth form and home family and hostel worked hard together with our son and he is making great progress. He was new to boarding in term 4 of form 4.

Didn’t find compatibility with first room-mate. Immediate response from housemaster with move agreed.

Misunderstandings with housemaster which were resolved.

In her first year she was in a house with older students. The school did discuss this with us and the situation was monitored. After six months, she was settled. We were always kept informed.

A very old hot water system. Many student and parent complaints. BoT looking to resolve the problem. After e-mailing a complaint to the dorm master I received an e-mail from him and also from the housemaster and a phone call. The situation was also explained to the boys as a group, so they could understand. We were very impressed.

Name calling. It was quickly resolved by the Brothers and no further problems encountered. I was really impressed how effective they were stopping the above.

Minor problem in age group. Housemaster spoke to boys to resolve it.

Inexperience of tutor. Issue was appropriately sorted out.

Relationship with a duty master. Perhaps there needed to be more understanding and communication before the problem got out of hand. But has been dealt with now.

Personality conflict with a staff member. This was handled extremely well by the manager.

Child recovering from mental illness received minor verbal harassment from other students. Staff dealt with this satisfactorily.

Other comments

Unfortunately my daughter is a ‘snorer’ and one girl in particular is waking her and throwing her bedclothes out of the room, etc. at various times during the night.

Unable to go to bed before prayers at 10pm when really tired.

Transport for rowing not provided by the school, unlike rugby, etc.

Hygiene levels of some students.

Peer pressure to take part in social activities outside the hostel.

Having to return to their hostel for lunch each day, preventing interactions with non-boarding students. Need to be able to opt for cut lunches.

Confiscated personal property not returned at end of term or lost.

She would like to become a day student because she is tired of boarding and wants more freedom to have a social life.

The child’s problem is that he uses foul language that needs to be stopped.

Becomes difficult with supervision, transport, where student wishes to train for individual sport, ie, swimming.

Fourth-form son involved in alcohol-related incident – suspended from hostel for two nights. Had to come home and own the potential harm that this could have caused. A positive note was that once this particular rule was broken and punishment (suspension) applied, then it was over and done with and the slate is wiped clean.
Students' Reporting on Recent Problems Experienced in their Boarding House

One hundred and thirty-two (36.5%) of the 362 students who took part in the study identified problems that they had experienced, some mentioning more than one. The sorts of problems specified are summarised in Table D2. The table is followed by a selection of students' verbatim comments to illustrate each of the various categories.

When looking at the data in Table D2, it will be noticed that the sorts of responses from students were generally very similar to those made by parents when reporting on problems their children had experienced in the boarding house during the year (Table D1). But, as stated earlier, students were less likely than the parents to specify bullying as a particular problem.

**TABLE D2: Students' identification of problems they had experienced in their boarding house during the year**

<table>
<thead>
<tr>
<th>Problem identified</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems with staff members – poor relationships with them, having misunderstandings, disagreements, feeling that individual staff members are not well suited to their position</td>
<td>30</td>
</tr>
<tr>
<td>Too many rules, not enough flexibility, not enough freedom (especially for senior students)</td>
<td>25</td>
</tr>
<tr>
<td>Relationships with other students – not liking or getting on well with them; having misunderstandings, disagreements; not feeling included; bullying, being teased</td>
<td>25</td>
</tr>
<tr>
<td>Inconsistencies in the way students are treated/disciplined and inconsistencies in how rules, etc, are interpreted</td>
<td>13</td>
</tr>
<tr>
<td>Theft – personal property being stolen by other boarders</td>
<td>12</td>
</tr>
<tr>
<td>The food – insufficient, poor quality, not enjoyable</td>
<td>8</td>
</tr>
<tr>
<td>Lack of privacy</td>
<td>7</td>
</tr>
<tr>
<td>Poor standard of behaviour shown by other students</td>
<td>6</td>
</tr>
<tr>
<td>Some aspects of the facilities inadequate</td>
<td>6</td>
</tr>
<tr>
<td>Being unfairly treated</td>
<td>5</td>
</tr>
<tr>
<td>Getting into trouble and being punished</td>
<td>4</td>
</tr>
<tr>
<td>International student issues</td>
<td>4</td>
</tr>
<tr>
<td>Poor telephone access/not receiving messages (eg, because answer-phone doesn’t work)</td>
<td>4</td>
</tr>
<tr>
<td>Inadequate discipline of students who misbehave</td>
<td>3</td>
</tr>
<tr>
<td>Difficulties studying</td>
<td>3</td>
</tr>
<tr>
<td>Homesickness*a</td>
<td>2</td>
</tr>
<tr>
<td>Noise levels disrupting sleep</td>
<td>2</td>
</tr>
<tr>
<td>Racism</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Small problems but nothing major to report&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Other (‘one-off’) comments</td>
<td>7</td>
</tr>
</tbody>
</table>

*a Homesickness is probably less likely to be a problem among the group of students (ie, Years 12 & 13 students) surveyed for this study; this result may well have been different if younger students had been surveyed, especially any who were also recent arrivals at their particular boarding house. (Data in Table D1 above show that parents who took part in the study, and who answered in respect of a wider age range of students, were a little more likely to say that homesickness was a problem for their child.)

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23 The particular question students were asked was: ‘Have you experienced any particular problems living within your boarding house this year?’

24 Parents and students who took part in the study were not ‘matched’ in any way, as each group of participants was randomly selected.
APPENDIX D: CONCERNS ABOUT STUDENTS' SAFETY AND WELL-BEING

Problems with staff members – poor relationships with them, having misunderstandings, disagreements, feeling that individual staff members are not well suited to their position.

House matron treating students differently and being unreasonable which has upset people.

Old managers were not at all suited to the job, but we now have good new managers.

The way matrons talk to students is inappropriate. Feeling put down most times.

I find weekend staff unfriendly and unreasonable.

Unqualified housemasters.

Old manager was overpowering and had favourites. She was horrible to people who she didn’t like or did one thing wrong.

Manipulating hostel staff members.

Not knowing where you stand with your housemaster.

Some masters have treated me considerably less reasonably and respectfully than my Year 13 friends who are prefects of the house, even though I am a decent and rule-abiding student.

Took four hours to get straightforward leave, lack of communication between student/staff.

Lack of commitment towards ideas expressed by student body – it takes a long time for the appropriate people to act quickly on ideas.

Lack of respect for students and the consideration that we are just teenagers and do the things we do.

Matron gets drunk.

Matrons can be a pain and become very nosey into girls’ lives and their family affairs.

But the [problem] staff member left and has been replaced by two highly respectable staff.

I have not gotten along well with two of the staff members.

A certain staff member always moans (most of the time).

I have conflicts of opinion with our housemaster and the way he goes about some aspects of boarding life.

Everyone needs to go to talk to someone about their problems about other staff. The person they go to shouldn’t be telling that particular person.

Too many rules, not enough flexibility, not enough freedom (especially for senior students)

The way they treat us like we are younger than we are.

A few arguments have gone on between Year 12s and matron, to do with disagreement on behaviour and how it should be dealt with and also privileges.

No freedom at all for friendships/relationships.

Girls are not allowed in boys areas/rooms and vice versa.

Lack of respect to students and being treated like five-year-olds.

Being treated like I am younger (18 years) and not given the respect I feel I deserve from house managers.

They expect us to treat this like our home, yet we are not allowed to go out on Saturday overnight leave with family/friends unless its arranged on the Wednesday prior.

Not enough freedom to leave hostel.

We’re not allowed in our rooms during the day. I feel that since we are paying to board, we should be allowed in our rooms during the day, they are our rooms.

We do not get much freedom as there are not enough staff.

The understanding of senior privileges and the senior rules within the hostel.

There was something that everybody had to do but some people didn’t want to do it, so I came out and told them that, and that some of the [other] things we have to do are shit.

I have felt too restricted as a mature, senior student and have not had enough freedom.

Not allowed to go to certain places, always asked where, how I’m getting there, what I’ll be doing. Unnecessary for senior students.

Problems with not enough freedom for the weekend arrangements for senior full boarders.
Relationships with other students – not liking or getting on well with them; having misunderstandings, disagreements; not feeling included; bullying, teasing

*Living with some you don’t get on with can be hard.*

*Not getting on with other students.*

*Girls get sick of each other and get ‘catty’.*

*Other peers are unable to accept my achievements which leads to back-stabbing.*

*Some of the students here are selfish as well as snobbish – look down on others.*

*Mainly personality clashes.*

*Minor bullying.*

*When form members grow apart and have problems with one another and take these problems to school which makes life hard.*

*Emotional abuse from other students.*

*Most of the girls in my form I don’t like.*

*Get pissed off with others.*

*Teasing from peers.*

*Friendship problems.*

*Arguing with someone and another student trying to give me hugs all the time.*

*Inconsistencies in the way students are treated/disciplined and inconsistencies in how rules, etc, are interpreted.*

*How the masters pick on one guy all the time.*

*Some people are suspended for smoking but not for shoplifting. Supervisors think punishment work is more important than study.*

*Favouritism of students.*

*Matron’s inconsistency and favouritism.*

*Theft – personal property being stolen by other students*  

*There aren’t any locks on our doors so our personal items aren’t safe from thieves.*

*Stealing is definitely the big problem in our dorm. Lockers are often being broken into.*

*The food – insufficient, poor quality, not enjoyable*  

*Some of the food – yuk.*

*Food is shocking – very fatty and unhygienic.*

*Our fees have gone up twice and we are getting less food.*

*Dislike of food – not a balanced, appealing diet. Some food received is not in acceptable condition.*

*Food is not readily available – only three meals, no snacks. I must wait for breakfast on weekends when housemasters sleep in.*

*They refused to give me a vegetarian meal, as the meat was disgusting, so I went hungry [and this was] after my mother had requested my being able to be fed.*

*Lack of privacy*  

*Matrons don’t give us enough privacy.*

*Lack of privacy. As our boarding house is being rebuilt at present, there has been no extra personal space. But this has been addressed in plans for the new house.*

*Invasion of privacy.*

*Privacy was violated by matrons looking through everything and could not fully justify their reasons for such actions. (I was not the only one who experienced this.)*

*Poor standard of behaviour shown by other students*  

*Students who don’t mind getting into trouble.*

*The amount of stealing and drug abuse that goes on.*

*Dealing with peers doing drugs/smoking, etc.*

*Disrespect from juniors while in the dorm head position.*

*Students sneaking out, getting drunk on hostel premises.*
Some aspects of the facilities inadequate

Too hot in the rooms.

Rooms too small.

There is not enough ventilation.

The house was refurbished five years ago, however curtains on one side of the building are non-existent, leading to heating and privacy problems. Curtains are expected!

Being unfairly treated

Being convicted of something I did not do until later proven innocent.

Being put in a room when you don’t like the person you are stuck with, which matron knew of.

One person makes a mistake and stuffs it up for the rest.

Matrons/housemasters thinking and accusing me and friends of smoking when I don’t and looking down on me because I am friends with people that do.

Being told I stole something when I didn’t.

Getting into trouble and being punished

Got caught drinking.

Got busted for alcohol in the hostel – the punishment was fair and appropriate so I guess it wasn’t that much of a problem actually.

International student issues

Some staff can be misunderstanding and overprotective due to the fact that I am an international student.

I had not been allowed to spend a weekend at my host parents’ home as I was not able to reach my parents overseas and get permission. The hostel administrator did not even sign on my behalf.

Contacting family members (because I’m not a New Zealander) but now that e-mail is back on line, contact has gotten a lot more regular (again).

To be honest, I think most of the Kiwi girls [are a problem], especially my year level.

Poor telephone access/not receiving messages

Can’t get on phones when really needed.

Phones: difficult to get on phone as there is a long line – even if it is urgent. Answer machine often doesn’t work so you don’t receive messages left from parents.

Inadequate discipline of students who misbehave

Younger pupils misbehaving and not getting a hard enough punishment.

Theft is quite common and when the thieves get caught they seem to get away with it pretty easily.

Difficulties studying

Being a seventh-former sitting Bursary I’m needing a quiet place to study, which is hard to find because there are always people around in classrooms and my dorm.

Sometimes it is difficult to study because of the fact that you are surrounded by your friends and I find I want to do something with them.

It is too noisy, not a very good study environment.

Homesickness

Just when you are away from home so long you miss home.

Noise levels disrupting sleep

Sometimes hard to sleep because of the noise.

Noise level – people tend to sleep at different times.

Racism

Racism. I am a New Zealand Māori and I don’t like racists, especially Nazis – sometimes people draw swastikas on my wall.

I’ve found out that there is racism against overseas students by the local students.
APPENDIX D: CONCERNS ABOUT STUDENTS’ SAFETY AND WELL-BEING

STUDENT SAFETY AND WELL-BEING IN SCHOOL BOARDING ACCOMMODATION

‘Other’ comments

Traditions are no longer emphasised.
Rules segregating seniors and juniors or lack thereof.
Not having music facilities to practise.
Being locked in at night.
Being a Year 12 prefect (the only one), some of the other Year 12 students gave me the run around at the beginning of the year. It was a lesson to learn how to be a mate and authority.
Weekends are very boring in. Need things like pool table, etc. Not enough to do with brother school.
Contaminated water was unhealthy.

Whether Parents, Students, and Counsellors had had Recent Concerns about Students’ Safety and Well-being

TABLE D3: Parents

Q. This year, have you had any particular concerns about students’ safety and well-being within the boarding house, including the level of support given to help them learn and achieve well?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
<td>17.9</td>
</tr>
<tr>
<td>No</td>
<td>367</td>
<td>80.0</td>
</tr>
<tr>
<td>Not answered</td>
<td>10</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>459</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE D4: Students

Q. This year, have you had any particular concerns about your own or other students’ safety and well-being within the house?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>65</td>
<td>18.0</td>
</tr>
<tr>
<td>No</td>
<td>296</td>
<td>81.8</td>
</tr>
<tr>
<td>Not answered</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE D5: Counsellors

Q. This year, have you had any particular concerns about students’ safety and well-being within the boarding house, including the level of support given to help them learn and achieve well?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>41.3</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>49.2</td>
</tr>
<tr>
<td>Not answered</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>
**Comment**

Eighteen percent of parents (Table D3) said they had had some concerns about student safety and well-being in 2001. The same proportion of students (Table D4) also expressed concerns about either their own or other students’ welfare during that period. An even higher proportion (41%) of counsellors, however, reported concerns about student safety and well-being (Table D5).

The same sorts of concerns were identified by each group. These included:

- issues of staffing (the qualifications and training of staff, their suitability to work with young people, whether staff numbers were sufficient to provide adequate supervision and care);
- the need for more, or more adequate, supervision during homework/prep time;
- staff not always knowing where students were when on leave from the boarding house;
- lack of consistency in how rules/policies were applied;
- the nature of relationships between students (including bullying) and/or between some staff and students;
- that some students became isolated in the boarding house;
- the behaviour of some students and its (unsettling) effects on others;
- the extent to which students with health problems (both physical and mental) were adequately monitored;
- lapses/breaches in security (eg, students sneaking out at night; windows, doors left unsecured);
- inability of staff to cater for individual needs;
- the extent to which students were provided with suitable, well supervised, and sufficient leisure-time activities.

The concerns identified by these groups of respondents are detailed in full in Appendix F, pp.160–167.
Appendix E: 
Data Relating to ‘The Way Forward’

Views on the Main Issues That Boarding Houses Need to Address in Order to Best Ensure the Safety and Well-being of Students

Principals’ Views
Fifty-eight (97%) of the 60 principals who took part in the study provided answers to the question ‘What are the main issues that the boarding accommodation has to address in an ongoing way in order to best ensure the safety and well-being of students, including their being able to learn and achieve well?’ Some respondents made comments that fell into more than one of the categories developed to group the responses made. Table E1 below shows that the most commonly identified issues to be addressed concerned matters of staffing: for example, 12 principals (20%) mentioned the ongoing challenge to recruit and retain suitably qualified staff, while almost as many (11, 18%) commented on a need to improve aspects of the working environment for staff and provide (more) professional development opportunities. Six principals also specifically referred to the desirability of having greater numbers of staff to work with students.

Managers’ Views
Fifty-six (90%) of the 62 managers who took part in the study identified one or more issue in response to the above question. Like principals, managers most often mentioned staffing matters (Table E2). But twice as many managers (18, 29%) as principals identified the maintenance and upgrading of boarding accommodation as a major ongoing issue to be addressed.

Staff Members’ Views
When boarding house/residential staff members were asked to identify ongoing issues to be addressed in order to best ensure the safety and well-being of students, a total of 155 staff members (82.5% of the 188 in the study) chose to respond. Of the remaining group, five staff members answered ‘Not applicable’ and 28 did not offer any comment.

As with principals and managers, issues concerning some aspect of staffing were again frequently identified. In particular, these were said to be a need to improve staff–student ratios25, and improve aspects of working conditions for staff, including staff relationships. But as data in Table E3 show, staff members were more likely than principals or managers to identify aspects of managing student behaviour as major ongoing issues to be addressed. Staff members also frequently stated that, in order to maximise the effectiveness of students’ prep-time, improved supervision and support for students, and improved study facilities, would be necessary. As well, quite a number of these respondents specifically identified the ongoing issue of how to achieve greater consistency among staff when implementing policies and procedures in their interactions with students.

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25 The need for more staff to improve staff–student ratios seemed to be a particular issue for staff in special residential schools, with 12 percent of these respondents mentioning the need to address this problem in order to be better able to meet the diverse needs of their students.
### TABLE E1: Principals’ identification of ongoing issues to be addressed in the school’s boarding accommodation in order to best ensure the safety and well-being of students

<table>
<thead>
<tr>
<th>Issue to be addressed</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining quality of staff and/or recruiting and retaining suitably qualified staff</td>
<td>12</td>
</tr>
<tr>
<td>Various other staffing issues — improving working relationships among staff, improving staff morale, providing peer support/mediation for staff, the need for professional development for staff</td>
<td>11</td>
</tr>
<tr>
<td>Obtaining/having enough staff (ie, improving student–adult ratios)</td>
<td>6</td>
</tr>
<tr>
<td>Maintaining/upgrading buildings/facilities — ongoing maintenance, the need to ensure that buildings are safe and adequate for their purpose</td>
<td>9</td>
</tr>
<tr>
<td>Student study — providing students with enough time and space for study, ensuring that students are adequately supervised, distractions reduced, and/or that they are provided with support for their study</td>
<td>7</td>
</tr>
<tr>
<td>Improving/reviewing systems — rules, documentation, ensuring there are clear, consistent, acceptable guidelines</td>
<td>6</td>
</tr>
<tr>
<td>Improving relationships between students (including reducing bullying)</td>
<td>6</td>
</tr>
<tr>
<td>Encouraging and maintaining good standards of student behaviour</td>
<td>6</td>
</tr>
<tr>
<td>Helping students make the best of the opportunities provided at the school — self-improvement, developing confidence, meeting the academic needs of students</td>
<td>6</td>
</tr>
<tr>
<td>Balancing the budget to ensure an optimum (learning) environment (eg, “Remaining viable in ageing buildings and with rising cost.”)</td>
<td>5</td>
</tr>
<tr>
<td>Ensuring that there is enough personal space for students — for privacy, and to avoid overcrowding</td>
<td>5</td>
</tr>
<tr>
<td>Ensuring that there is clear, open communication between all involved in the care of boarding students (eg, regular meetings)</td>
<td>4</td>
</tr>
<tr>
<td>Keeping track of students when they are ‘on leave’ from the hostel (especially when they are not going home)</td>
<td>4</td>
</tr>
<tr>
<td>Ensuring that staff are consistent in the way that they uphold rules and policies and matters to do with student health and safety</td>
<td>4</td>
</tr>
<tr>
<td>Having effective systems in place regarding drugs and alcohol</td>
<td>3</td>
</tr>
<tr>
<td>Provision of pastoral care for students</td>
<td>3</td>
</tr>
<tr>
<td>Keeping up with technology and ensuring that students have appropriate access to it for their study purposes</td>
<td>3</td>
</tr>
<tr>
<td>Security/safety of students (fire drills, smoke alarms, security guards, etc)</td>
<td>3</td>
</tr>
<tr>
<td>Improving relationships between students and staff</td>
<td>2</td>
</tr>
<tr>
<td>Providing suitable and sufficient leisure-time activities for students</td>
<td>2</td>
</tr>
<tr>
<td>Other comments*</td>
<td>7</td>
</tr>
</tbody>
</table>

* Other comments were: “Induction of and orientation of new boarders”; “Most of our students have not chosen to board but must by necessity. We therefore have to balance carefully our priorities”; “Quality of food”; “The balance between safety, opportunity and independence”; “Balancing the needs of individuals and those of the group as a whole”; “Being aware of the needs of teenagers, their changing relationships, their mood swings, etc”; and “Student understanding of house rules and guidelines and their parents’ acceptance of these also.”
<table>
<thead>
<tr>
<th>Issue to be addressed</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining/upgrading buildings/facilities – ongoing maintenance, the need to ensure that buildings are safe and adequate for their purpose</td>
<td>18</td>
</tr>
<tr>
<td>Maintaining quality of staff and/or recruiting and retaining staff suitably qualified to work with young people</td>
<td>14</td>
</tr>
<tr>
<td>Obtaining/having enough staff to provide adequate supervision (ie, improving student–adult ratios)</td>
<td>9</td>
</tr>
<tr>
<td>Various other staffing issues – improving working relationships among staff, improving staff morale, providing peer support/mediation for staff, the need for professional development for staff</td>
<td>4</td>
</tr>
<tr>
<td>Student study – providing students with enough time and space for study, ensuring that students are adequately supervised and/or that they are provided with support for their study, including resources (eg, library access)</td>
<td>10</td>
</tr>
<tr>
<td>Encouraging and maintaining good standards of student behaviour (including “respect for others”)</td>
<td>10</td>
</tr>
<tr>
<td>Improving/reviewing/upgrading systems – rules, documentation, ensuring there are clear, consistent guidelines to ensure student safety and well-being (eg, health and safety committees)</td>
<td>8</td>
</tr>
<tr>
<td>Improving relationships between students (eg, peer mediation/mentoring systems, reducing bullying)</td>
<td>7</td>
</tr>
<tr>
<td>Improving systems for keeping track of students at all times, but especially when they are ‘on leave’ from the hostel, to ensure safety but still maintain flexibility</td>
<td>7</td>
</tr>
<tr>
<td>Helping students make the best of the opportunities provided at the school – self-improvement, developing confidence, meeting the academic needs of students</td>
<td>5</td>
</tr>
<tr>
<td>Security/safety of students (fire drills, smoke alarms, security guards, etc)</td>
<td>4</td>
</tr>
<tr>
<td>Ensuring that there is clear, open communication between all involved in the care of boarding students to improve their safety and well-being</td>
<td>3</td>
</tr>
<tr>
<td>Ensuring that there is enough personal space for students – for privacy, and to avoid overcrowding</td>
<td>3</td>
</tr>
<tr>
<td>Keeping up with technology/ICT (including Internet) and ensuring that students have appropriate access to it for their study purposes</td>
<td>3</td>
</tr>
<tr>
<td>Ensuring that staff are consistent in the way that they uphold rules and policies and matters to do with student health and safety</td>
<td>3</td>
</tr>
<tr>
<td>Improving food standards/ensuring good nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Providing for pastoral care of students</td>
<td>2</td>
</tr>
<tr>
<td>Reducing theft</td>
<td>2</td>
</tr>
<tr>
<td>Other comments*</td>
<td>4</td>
</tr>
</tbody>
</table>

* ‘Other’ comments concerned a need to have effective systems in place regarding drugs and alcohol, a need for “A wider range of reference material”, “Enrolling only good boys without behavioural problems”, and “Changing nature of students ‘sent’ to boarding school to ‘sort’ them out. Parents shifting their responsibility.”
<table>
<thead>
<tr>
<th>Issue to be addressed</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student study – for example, providing more regular, or better, supervision, providing increased support and encouragement for students, ensuring that appropriate staff (ie, those with a teaching background) conduct study times, and providing improved (quieter, more private) study areas</td>
<td>25</td>
</tr>
<tr>
<td>Encouraging and maintaining good standards of student behaviour (including “respect for each other”) that ensure that students overall benefit</td>
<td>24</td>
</tr>
<tr>
<td>Improving staff–student ratios (eg, to avoid staff burnout, improve level of care of students, and be better able to meet individual/special student needs)</td>
<td>17</td>
</tr>
<tr>
<td>Recruiting staff with appropriate qualifications / ensuring good quality staff / staff with appropriate personality to work with young people</td>
<td>13</td>
</tr>
<tr>
<td>Provision of ongoing staff training / professional development opportunities</td>
<td>9</td>
</tr>
<tr>
<td>Maintaining or improving levels of supervision of students (especially at night)</td>
<td>9</td>
</tr>
<tr>
<td>Improving pay rates for staff (to reflect level of responsibility)</td>
<td>6</td>
</tr>
<tr>
<td>Having (more) specialist staff available (eg, interpreters, physiotherapists, physical mobility instructors, support staff, psychologists, special language therapists, doctors)</td>
<td>6</td>
</tr>
<tr>
<td>Addressing staff workload issues (reduce long hours on duty, provide more time-out to maintain staff well-being)</td>
<td>3</td>
</tr>
<tr>
<td>Improving staff relationships</td>
<td>3</td>
</tr>
<tr>
<td>Ensuring consistency of approach among staff to discipline, to following boarding house procedures and granting student privileges, and so on; ensuring appropriate manuals/guidelines are in place and available</td>
<td>16</td>
</tr>
<tr>
<td>Improving systems of discipline/management of students (including ‘problem students’) to minimise disruptive behaviour</td>
<td>15</td>
</tr>
<tr>
<td>Improving communication between all staff who have a role in looking after boarding students (eg, part-time staff, staff in school)</td>
<td>11</td>
</tr>
<tr>
<td>Minimising bullying</td>
<td>10</td>
</tr>
<tr>
<td>Reducing number of students in boarding/residential accommodation – too many students jeopardises standard of care, especially when individual needs of students are diverse</td>
<td>10</td>
</tr>
<tr>
<td>Ensuring the availability of pastoral care for students; having support systems in place for students; addressing individual student concerns; ensuring students have plenty of care and attention</td>
<td>10</td>
</tr>
<tr>
<td>Upgrading of buildings / better accommodation / improving maintenance</td>
<td>9</td>
</tr>
<tr>
<td>Ensuring effective chains of command / management; improving communication between management and staff (eg, one-to-one communication)</td>
<td>8</td>
</tr>
<tr>
<td>Improving safety systems (eg, fire, security systems/procedures)</td>
<td>8</td>
</tr>
<tr>
<td>Improving student relations – eg, by putting buddying systems in place, teaching students to understand each other</td>
<td>7</td>
</tr>
<tr>
<td>Improving communication / liaison / consultation with parents to increase common understandings</td>
<td>7</td>
</tr>
<tr>
<td>Providing more privacy / individual space for students</td>
<td>7</td>
</tr>
<tr>
<td>Improving effectiveness of systems for student leave from the boarding house</td>
<td>6</td>
</tr>
<tr>
<td>Maximising opportunities for all students / promoting a healthy, balanced life-style and encouraging students to take responsibility for their own learning, etc</td>
<td>6</td>
</tr>
<tr>
<td>Reducing level of theft / vandalism by students</td>
<td>5</td>
</tr>
<tr>
<td>Improving food / food handling in the boarding house</td>
<td>5</td>
</tr>
<tr>
<td>The handling of drug and alcohol issues</td>
<td>5</td>
</tr>
<tr>
<td>Increasing the availability of technology in the boarding house (eg, computers for prep)</td>
<td>3</td>
</tr>
<tr>
<td>Providing more leisure-time activities for students</td>
<td>3</td>
</tr>
<tr>
<td>Improving staff–student relations/communication</td>
<td>3</td>
</tr>
<tr>
<td>Ensuring students get enough sleep</td>
<td>2</td>
</tr>
<tr>
<td>Other commentsb</td>
<td>9</td>
</tr>
</tbody>
</table>
Views on Whether There is a Need to Improve Standards in School Boarding Establishments in General

Q. Do you believe there is a need to improve standards in school boarding accommodation generally in relation to students’ safety and well-being, including their being able to learn and achieve well?

Comment
As shown in Tables E4–E6b, over half of each of the three groups of respondents (principals, managers, staff) who were asked the question felt that standards across school boarding establishments generally needed to be improved. Their reasons for this view were primarily as follows:

- that while things were going well in their own boarding establishment, they did not feel this was necessarily the case in other boarding schools;
- that in order to ensure standards remain high they need to be regularly reviewed and updated – “We can always do better”; “There is always need for further improvement and the school is continually reviewing its policies and procedures in this area”; and
- that there needs to be an assurance of consistent, minimum levels of good practice across all boarding establishments.

Those who did not feel standards needed to be improved felt that:

- they were already doing a good job in their own boarding establishment, which included a strong awareness of the need to constantly update and improve, and that, as far as they were aware, other establishments were also doing a good job.

It is interesting to note that quite a number of the respondents who did not answer ‘Yes’ or ‘No’ to the question on whether there is a need to improve standards in school boarding accommodation generally, commented that they did not know enough about other boarding establishments to be able to make a judgement. As well, it was evident that some respondents answered the question purely in terms of their own boarding establishment – mostly those who did not think that standards needed to be improved – rather than answering ‘generally’.

For further information see respondents’ comments in Appendix F, p.168ff.

Notes to Table E3:
* See note to Table C3a.
Views on Government Regulations Concerning the Safety and Well-being of Students in School Boarding Establishments

Q. If government regulations concerning student safety and well-being in school boarding establishments are put in place, which of the following would you like to see happen?

TABLE E7: Principals

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Would like to see only some aspects eventually become subject to government regulations</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>Would like to see no change</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Not answered</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE E8: Managers

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations</td>
<td>13</td>
<td>21.0</td>
</tr>
<tr>
<td>Would like to see only some aspects eventually become subject to government regulations</td>
<td>32</td>
<td>53.5</td>
</tr>
<tr>
<td>Would like to see no change</td>
<td>19</td>
<td>30.7</td>
</tr>
<tr>
<td>Not answered</td>
<td>8</td>
<td>12.9</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE E9a: Boarding house staff members

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations</td>
<td>27</td>
<td>18.2</td>
</tr>
<tr>
<td>Would like to see only some aspects eventually become subject to government regulations</td>
<td>53</td>
<td>35.8</td>
</tr>
<tr>
<td>Would like to see no change</td>
<td>52</td>
<td>35.1</td>
</tr>
<tr>
<td>Not answered</td>
<td>16</td>
<td>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* See note to Table C3a.

TABLE E9b: Residential staff members

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>Would like to see only some aspects eventually become subject to government regulations</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td>Would like to see no change</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Not answered</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Q. If government regulations concerning student safety and well-being in school boarding establishments are put in place, which of the following would you like to see happen?

TABLE E10: Counsellors

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations</td>
<td>25</td>
<td>39.7</td>
</tr>
<tr>
<td>Would like to see only some aspects eventually become subject to government regulations</td>
<td>25</td>
<td>39.7</td>
</tr>
<tr>
<td>Would like to see no change</td>
<td>8</td>
<td>12.7</td>
</tr>
<tr>
<td>Not answered</td>
<td>5</td>
<td>7.9</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE E11: Parents

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to see all aspects of the way school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations</td>
<td>63</td>
<td>13.7</td>
</tr>
<tr>
<td>Would like to see only some aspects eventually become subject to government regulations</td>
<td>145</td>
<td>31.6</td>
</tr>
<tr>
<td>Would like to see no change</td>
<td>208</td>
<td>45.3</td>
</tr>
<tr>
<td>Not answered</td>
<td>43</td>
<td>9.4</td>
</tr>
<tr>
<td>Total</td>
<td>459</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Respondents who wanted ‘no change’ (or, in the case of students, answered ‘No’ to the idea of having government regulations) frequently stated that as “everything” was working well in their particular boarding establishment, government regulations would be unnecessary, simply incurring extra and unnecessary expense. Another frequently stated view was that regulations would not take into account each boarding establishment’s individual character and would reduce their ability to be flexible. Some parents who preferred ‘no change’ also specifically commented on a fear that regulations would mean a rise in boarding fees (see these parents’ views on regulations in Appendix F, p.201ff).

Others who were not in favour of any change added that government regulations were not the solution for bringing about improved standards, and that strategies for change needed to come from within the sector, from people who know and understand boarding houses. It was suggested too by some that codes of best practice, for example, would be a better option, with checks being carried out by a group or body that could provide constructive feedback and advice on how to effect change if necessary, rather than simply carrying out an ‘audit’.

Students (Table E12) were almost equally divided about the need for government regulations – 30 percent answering ‘Yes’ and 31 percent ‘No’. Almost all remaining students were unsure, mostly because they were unclear about what regulations would mean, felt that although regulations would not be necessary in their particular boarding house, they may be desirable elsewhere, or that while a set of minimum standards was desirable, government regulation was probably not the right way to ensure this.

### TABLE E12: Students

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>109</td>
<td>30.1</td>
</tr>
<tr>
<td>No</td>
<td>111</td>
<td>30.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>140</td>
<td>38.7</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>362</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Comment

Tables E7–9b and Table E11 show that there was not a high level of support (between 14% and 25%) among principals, managers, staff, and parents for ‘all’ aspects of the way school boarding establishments operate in relation to student safety and well-being eventually becoming subject to government regulations. Overall, school counsellors were the most likely (40%) to say they would like to see ‘all’ aspects eventually come under government regulation (Table E10).

Although a considerable proportion of each group of respondents, but particularly parents (45%), indicated that they would like to see ‘no change’ – ie, no regulations introduced – the highest level of support was given to the notion of having ‘some’, rather than ‘all’, aspects of the way school boarding establishments operate eventually become subject to government regulation.

The reasons most often given by those who thought that ‘all’ aspects should come under regulation was to ensure that minimum standards of best practice were in place in every boarding establishment and that there was consistency in standards. Although this was the main reason also given by those who favoured only ‘some’ aspects coming under regulation, many of these respondents emphasised that they would not like to see any regulations that would put at risk each institution’s ability to maintain its individuality or special character.
Appendix F: Respondents’ Verbatim Comments

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(1) Strengths of Boarding Houses in the Way They Looked After the Safety and Well-being of Students, Identified by Counsellors, Parents, and Students

Counsellors’ responses

Fifty-three counsellors (84% of the 63 who took part in the study) identified strengths in response to the question: "What do you think the boarding house’s particular strengths are in the way it looks after the safety and well-being of students, including the level of support given to help them learn and achieve well?"

It can be seen from the comments that several respondents felt that a particular strength was when a boarding establishment was taking steps to address either specific or more widespread problems.

Students appear to be well cared for physically – nutrition/hygiene/access to exercise and recreational space.

Established routine to encourage focus on education and learning. Supervised homework or ‘prep’ each night – Sunday to Thursday.

Friendly warm place; caring atmosphere; good guidelines; supportive staff.

Strong involvement of Director of Boarding; initiatives to respond to needs as they evolve; strong leadership provided by DP; good connections to school/deans/counsellors; strong parent committee.

The boarding house enables students of many ethnic backgrounds to live together harmoniously. Students have strong academic support to achieve their potential.

Rooms are comfortable, support structures for students are in place, study is supervised, lots of variety of activities. Adult care for students and students feel supported. Student leaders were given leadership training, common religions philosophy really helps.

Students are encouraged to participate in various activities – sports, music, cultural activities etc – in and out of school. Support and encouragement for their homework/academic work.

Note that within each section and sub-section, each comment quoted has been made by a different individual.
Well-publicised and enforced rules. Good routines, support for students in academic and extracurricular pursuits. Pleasant, clean, well-resourced environment.

A strong sense of family.

Excellent orientation programmes are in place for new boarders, and this year a one-day orientation for international students was very successful in introducing the girls from overseas to each other and the school a day before everyone else arrived. Six GAP\(^{27}\) students act as tutors for all Year 9 students and are available each prep session.

Fun environment. Boys are encouraged to cooperate, play sport, share. Experienced staff (although with some problems at times). Generally are supporting, clear and positive with students.

Because of small nature of our college, the students are an intricate part of the school – staff seek advice and refer any concerns freely.

Good staff. Staff readily accessible and open to students. Good boarding house and inter-family relationships. Good principal and board with clear and firm guidelines.

The policies, systems and procedures for welfare have been well addressed. The hostel manager has been very proactive in health and welfare. Good learning support for Years 9–11 particularly.

The Pastoral Care Team at school moved to assist students when it became obvious there was a problem. Steps have been taken by school and hostel management to address the problem.

Strong supervision, extra tuition, team learning, holistic approach, flexibility with clear rules, strong support/encouragement to keep contact with parents.

The ‘family’ atmosphere and small numbers (approximately 47) of students are two factors enhanced by the number of the staff/supervisors of both sexes and of Māori, Chinese and European cultures.

Excellent boarding mistress – competent, professional, mature, kind and caring, excellent disciplinarian, interrelates with counsellor, parents, teaching staff, creative, highly respected by students.

Constant supervision. Extra tuition made available. Regular ‘prep’. Full encouragement to be involved in a range of school activities.

The unit is very conscious of safety aspects, and they know when students are not happy and attempt to improve things for them. Some pupils simply would rather live at home.

The hostel is fortunate to have an excellent matron. The boys call her their ‘second mum’. The headmaster who lives close by takes a vital interest in the safety and well-being of boarders. He spends time with them because of the inability of the senior master to do his job.

Clearly defined policies/rules, consistently applied.

Strong, clearly defined routines. Supervised prep in the evenings. Supervised leisure activities.

Excellent liaison between managers and guidance counsellor, when there are concerns for a student.

Good individual care; students treated as individuals; good liaison with parents. Some 1:1 for students with learning difficulties – eg, checking they’ve completed homework, got correct gear.

The Year 9 group do have active and consistent help from their supervisors. Seniors seem to feel safe and happy, and some are well used to supporting others, including juniors.

Boarding has worked to improve standards in the facility and to tighten policies. A consistent standard is being sought.

The matrons appear to be in touch with families and know the girls well. They were readily taken to the doctor’s for medical attention if unwell.

We encourage supportive roles between seniors and juniors. It is compulsory for all hostel students to complete all homework and study. This is supported by and endorsed by teachers and supervisors.

\(^{27}\) For an explanation of GAP students or tutors see footnote 22 on p.78.
Having a husband and wife team managing has improved the situation and girls are feeling a lot more positive about the hostel.

The school has three boarding houses, all differ somewhat – but generally all do a good job with both their own systems and day-school systems as well. Good communication between the two areas, and a positive relationship between most personnel.

The house staff and pastoral care staff meet weekly to compare notes and make joint plans for student management.

Individual needs are met. Student leadership functions well. Parents are kept informed. Prep is well supervised.

All girls have more space, privacy and more attractive living and sleeping areas with the redevelopment. At present the Year 9 girls use the dining room as their study/prep area. Not ideal.

Tutor systems/education programmes. IEPs [Individual Education Programmes] in some houses.

Matching students with staff expertise. Positive communication. Closer liaison with school staff – ie, teaching staff. Full opportunities for sport and recreation. Appointment of counsellor.

Encouragement for staff to work towards social work qualifications.

Fun environment. Boys are encouraged to cooperate, play sport, share experiences. Staff (with some problems at times) generally are supportive, clear and positive with students.

Works well as a team.

Boarding house staff identify those students who do not appear to have sufficient homework prep and school staff are notified. Staff quickly identify and notify management when bullying or other issues become apparent so that they can be dealt with immediately.

Teaching staff cooperate with homework, etc.

High level of responsibility by some hostel staff in relation to care and well-being of students.

Achievement – regular study (supervised). GAP students and SES resource people available to help out with tutoring. Staff working together – logs kept of students from one shift to another.

The personal relationship between staff and students is consistent and professional. Trusting, caring, aware, alert supervision. (There are only 25 Year 12 and 13 students).

Pastoral relationship – eg, chaplain and counsellor available. Wellness programme operates through all year levels. Registered nurse available every day and doctor on call. Individual needs accommodated re academic and emotional.

Bullying is a problem, verbal and physical and psychological – but genuine attempts to resolve this are in place.

Strengths: two hours prep each night, tutors available for additional help, an expectation that students will give of their best. Safety: not easy to get leave from the hostel.

Good support structures – student involvement in decision-making, emphasis on safe (emotionally) environment.

The caring staff they employ who have the interests of the girls at heart.

Great team environment – they support one another.

This hostel has made many changes and it would be fair to say that they are addressing other issues of change to address safety, study supervision, as well as the building of new hostels.

The dedication of the hostel staff in looking after the boys’ welfare.

Emphasis on reducing verbal bullying. Prep at night really supports the boarders to learn and achieve well.

Apart from bullying incidents, strengths are the personal care and concern for student well-being demonstrated by the hostel management staff.

Structures are in place – eg, rules (very autocratic system). So – clear expectations, boundaries are helpful.

Redesigned the way that boys operate within the house, including leadership and responsibility. More effort at integration and some attempts at mentoring.
APPENDIX F: RESPONDENTS’ VERBATIM COMMENTS

STUDENT SAFETY AND WELL-BEING IN SCHOOL BOARDING ACCOMMODATION

Parents’ Responses

A total of 355 parents (77% of the 459 participating parents) listed particular strengths of the boarding establishment with which they were associated, in the way it looked after the safety and well-being of students, including the level of support given to help them learn and achieve well.

There was a great deal of consistency in the sorts of strengths of boarding houses identified by parents, with these primarily focusing on: ‘caring staff’; staff being readily available for students to talk to about any problems or concerns; the attention given to both the pastoral care needs of students and to their physical health and safety; staff actively promoting positive relationships between students (caring for and respecting one another); students being well supervised and supported in their study, with set times for homework, and qualified tutors for extra tuition being available as required; students being encouraged and supported to ‘have a go’ at a wide range of pursuits, and to work hard to realise their goals; and the boarding house communicating effectively and in a timely fashion with parents.

Regular prep, some supportive house parents and prefects. They are making an effort to support students at prep.

Signing in and out of boarding school – letters of consent where child is going from parents. Tutors are available in all subjects and levels.

New manager that actually has some skills and qualifications – (although better training on emergency procedures is required).

The homely atmosphere of the hostel; consistency in staff contacting parents if problems, illness, etc, arise. Staff always available.

There is a good procedure for students leaving the hostel – must have parents’ permission to go away with anyone other than caregiver. Strict time limits for children leaving the hostel daily – eg, to sports, etc.

Installation of computers for the students to use to help with homework, although there should be an allocation of time per student.

Wonderful multicultural atmosphere. Good attitude between matron (head) and students. Flexible to parents’ needs.

Always a matron at the front office checking girls sign in and out. Always a matron to speak to parents if needed.

Safe haven with excellent control of movement in and out of boarding establishment. Rigorous requirements for homework and good assistance for homework.

Regular and supervised study time. Improved meals – new catering company employed.

They support and help the boys in study, sport and socially, and do an excellent job.

The encouragement to play sport, to look after and mix with younger students, do their study at given times, plus encourage parent-days in conjunction with sporting events, finishing the day with meals, etc – a good family environment.

Excellent pastoral and spiritual care. Physical well-being is addressed effectively. Study habits are fostered. Self-esteem and participation is enhanced.

Yes, the hostel head helped my son with maths homework. Very supportive after the death of my wife during October 2001.

Most boys look out for and after each other. Study (homework) time compulsory with a set time daily.

Safety – they installed a new fire alarm system in the hostel. Always encourage a high level of support for the girls, especially prep time and organisation of this which has prepared my daughter well. Night security patrols around hostel and grounds.

Disciplined prep/housework times. Regular ‘team’ meetings for students. ‘Leave’ procedures monitored well. Access to staff by senior students good.

Teaches self-reliance, accountability, individualism, as well as tolerance. Good support from the masters and matron for all the boys.
I believe that the systems in place reward and recognise seniority but not at the risk of bullying younger students or placing them in a position of disadvantage. Academic support for boarders is also outstanding.

Strong academic discipline and ‘esprit de corps’ at house level within the school.

Good academic support from tutors and availability of excellent resources for learning.

Encouragement for year group to work well together. Great house spirit, encouragement leading to greater achievement and positive attitudes.


Close supervision by the housemaster and a high standard of regard for others is encouraged.

Family-focused, excellent dorm parents.

The dorm parents are very positive people and are there for the boys in their dorm.

They are excellent in keeping them on their feet by doing their homework, cleanliness, keep the dorm tidy, and always let parents know what is going on with their children.

Concern for the individual girls. Treated like family.

[The boarding house] always has tutorials for its students before and after school. The school is conscious of the safety of its students and I am happy to have them supervise. Homework is a standard period in the early evening, five days a week.

My son has excelled this year and I feel it is due to the safe environment he has been in and support he receives from staff. Also, his sporting ability has increased (nil at home) and he is concerned about his physical well-being.

Students are on the school premises. They do not have to travel. The learning facilities are readily available to them. They have ready access to resources and resource material.

The set time for study.

Peer support was the most important aspect.

Good relationship between students in the dorm. Segregated from senior school pupils. Supervised study period.

Well-run study times. Checking in and out when on leave.

My son seems well settled and motivated at school – a good sign to me he is being well looked after and supported to learn and achieve.

Yes, support is always available.

Better organised after-school hours for doing extra tutored homework – eg. computers and maths, etc.

Communication between students and staff [is a strength].

I like the system they have set up where the Year 9 and Year 10 [students] board together in their own age group and have a senior watching after them.

The strength in this boarding house is the concept of Whanaungatanga Tika Pono Aroha and understanding of the concept.

Boundaries, discipline, honestly, counselling, aroha.

My daughter has had a wonderful year in [the boarding] house. She settled quickly and any personality problems were discreetly dealt with. A high standard of cleanliness, work ethic and respect for others was demanded.

Ensuring the boarding house is a good environment and providing encouragement in all areas.

Tuition available for exams and study from qualified staff. Improved the menu for the boys’ meals.

They encourage students to seek help during prep time.

Set homework times, trying to satisfy 120 different appetites.

Variety of food, encouragement of physical activity as an outlet.
My son has achieved well thanks to encouragement, support and firm insistence of expected work standards – something our local school didn’t do. He is proud of his ability – it is OK to be a tall poppy.

They discipline them without being too harsh and encourage them all to do well in their school work, sports, etc. The matrons are always very helpful and compassionate.

Good routines and patterns, provision of a qualified teacher to supervise prep, provision of extra tutoring when required at a good price.

They allowed them to go home in study time – allows referencing through Internet. Encourage them to have independence – ie, cars in senior year.

The boarding house’s strength as I see it is the calibre of the women they have there that work as matrons. Wonderful women who work well with the girls.

The compulsory study time.

Professionals have been brought into the hostel to speak to staff and students about meningitis, epilepsy, stealing, time-management, computers and [the school] deans have visited the hostel during prep time.

The staff are excellent when a girl is hurt or sick. Parents are well informed if anything is going wrong at the hostel or school.

You never see any cat-fights. The girls are always affectionate towards each other.

Our daughter is thriving in her environment so I would say her boarding house has strength in all areas.

Child activities are well monitored on exits from hostel. Prep is in place week nights.

Hostel is very friendly and caring but security could be better.

Encouragement from older students and prefects. Help when needed from staff.

The assigning of senior prefects to a dorm and a group at prep time.

They have good role models – prefects, etc.

Positive, attractive, comfortable, supportive environment.

The school fosters strong loyalty, camaraderie and support within the boarding house. The staff are well-qualified and are supportive of the students and the students are supportive of each other.

Strong emphasis is placed on developing the students ‘body, mind and spirit’. There is no ‘tall poppy’ syndrome. Students are encouraged to succeed and their success is recognised tangibly.

Consistent with study, free time, safety, good counselling.

This year my son relates well to the tutor and will ask him for help and finds him easy to understand.

Senior students are given more freedom. Staff help students pursue other interests – eg, sports, music.

My child has the most stable routine and rules which she thrives on. She is quickly and professionally acted and cared for in a very positive manner if a problem does arise.

Well-organised, modern boarding complex with excellent staff and students.

The prep time is supervised by qualified staff. Seem to be aware when a student has a problem.

The house’s insistence on leave forms being filled out correctly and if necessary they will check on that information. The assistant housemasters and tutors are younger people who interact really well with students and are able to assist with projects and homework.

Tutors available to assist and supervise homework. If a child is sick, parents are notified and can take child home until recuperated.

My son relates well to other students and adults and I visit once a month to check how things are. Apart from initial settling in uneasiness he is relaxed and happy. The boys get on well together – they support one another. One of the strengths is having only 50 boys in [the] house, it is not too big. Another strength is having set hours for homework. Also, some of the housemasters are good role models for boys and ‘Whanaungatanga’ exists amongst the Māori students. They care for one another.
Good relationships between staff and students, leading to the students taking responsibility for themselves and peers. A respect for each other and a pride in being a 'hostel boy'.

The quality of the staff.
Very well supervised, but in a comfortable homely way, very supportive with schooling.

After-school activities are well supported and encouraged. Safety and well-being are always foremost as far as I’ve noticed with my children.

All the hostel supervisors are teachers in the day school. They are therefore well versed in boarders’ daytime and hostel requirements.

A new innovation of getting students to read in bed at night is excellent. Excellent fostering of competitive hostel spirit.

Their unity. Support for each other among the boarding students and from the staff. Parents fully informed.

Extra prep and tutoring are readily available. Staff always make themselves available for extra sports activities.

Peer tutoring at prep time. Dorm libraries forming.

Our son spent four days in hospital in Term 1 with suspected meningitis. We were rung and told not to come as it was their responsibility to care for him. If he had meningitis then we would go to see him. At 11.30pm we had the call to say he was okay and they would look after him. They sent him home for a week to recover. The boys have set prep time five days a week, plus extra is available. Wonderful environment. Also, senior boys are available to tutor the juniors. The teachers are available also. What we like about the [boarding school] is the fact that all the housemasters (and ladies) live within the school grounds (with their families) and they are also part of the school family. They eat, sleep, socialise, alongside the boys and experience the same things. An example: if the boys say the ‘food’ is no good, the teachers and families sit down to the same meals with the boys. They’re not treated any different. Tremendous open lines of communication. Our child’s special needs/requirements were listened to and acknowledged and are not a problem, which I as a mother really appreciate. We cannot speak highly enough of the school, from the principal down. From our very first point of contact querying boarding in August of 2000 we were made to feel welcome.

My husband had had a severe car accident and we had to cancel our first appointment and it was not a problem and when we did get to the interview they were interested in the whole family. And what really impressed us was the principal’s statement at the end: ‘There is a place for [your son] if he wishes to come, but not if he doesn’t’ and also ‘not if his parents do and he doesn’t’. It had to be for the child. We just love the school and all it offers. Thank you for the opportunity to fill this [questionnaire] out.

The fact that prep is compulsory most days of the week is really important.

Staff are prepared to listen to students’ concerns. Encourage good behaviour and high achievement. Discipline bad behaviour. Reward achievement.

Buildings are modern and secure and students have access to a well-motivated and qualified homework supervisor.

The girls are encouraged in all activities, both at school and boarding, in a caring, sharing environment.

All students must sign in and out for designated activities. Homework supervised.

The boys are catered for to enable them to be involved in extra-curricular activities. There are teachers around who will give extra help at no charge to ensure the boys achieve well.

They give students (Year 13) independence when they are performing well. This aids the transition into adulthood.

The boarding house sets high standards. Treats each student as an individual. The Brothers and supervisors really care about the students.

House] encourages and offers extra tuition for children that may need it.
Two hours or more study time each night. Able to talk freely to hostel masters.

Christian values are strong. All students have equal opportunities to achieve to their highest ability.

Staff go out of their way to ensure the boys have access to all out-of-school activities – ie, body-boarding at the beach, movies at weekends, etc.

When I rang to enquire (arrange) for a reader/writer and spoke to the HOD Special Needs, she was aware of my child’s situation although I had had no prior contact.

The willingness [of staff] to drop off and pick up from after-school activities.

The staff are very supportive of my child and encourage him to strive and try his best in academic and sporting activities.

The new management is a strength.

Major strengths are the communication with students, and safety. Excellent in family emergency situation. Supported student very well indeed.

Provides a warm, happy, safe environment for all student levels.

A very positive and supportive attitude prevails in the hostel. Staff keep excellent track of where the girls are and are very approachable.

The introduction of teachers supervising prep rather than just matrons.

Communication with us and support for our son while he struggled to settle down.

The staff are very supportive of the students’ schoolwork, help solving problems, and spiritual guidance.

The deans are parents to everyone.

The strict no fagging policy.

Housemaster is interested in boys’ well-being as well as head boy looking after boys who need help.

Ongoing team building and house spirit. Older boys encouraging younger boys to do their best on the sports-field and academically.

Genuine caring and concern for students’ holistic welfare.

Personality of housemaster.

Group work – establishment of close friendships, taking responsibility for their activities, being involved and far more physically active.

The house has been an easy and welcoming environment for our boarder.

My son was well supported when he broke his thumb. We were kept well informed during his hospital stay. His housemaster is aware of my son’s abilities and works to foster and encourage these.

The boarding master of the house is particularly good and is very supportive of her students and very available to parents. She also is a teacher and takes a very active interest in their academic progress and is very helpful.

The headmaster, housemaster and staff are the strength of the house – you can’t fault them. They relate very well to the children in all manner of things.

There is a very positive attitude towards success [and the house] offers a range of sporting and cultural activities. The boys enjoy it, if not we could withdraw them.

Good management and policies in place. Hostel always knows where girls are. Supervisors are caring and encouraging.

Extra tuition on studying for exams and help available when needed. Very approachable matron who oversees the children’s health and general well-being.

Lots of support for students. Ready access to staff. Encouraged to achieve.

Excellent integration of young men and women in co-ed hostel environment. ‘Family atmosphere’ – fosters mutual respect for each other, both student : student and student : staff. Well balanced disciplinary procedures. Individual requirements of each student are met.

Well-structured and organised – eg, prep times, free time, sports, meals, duties.
The students are encouraged in all areas, they have strict guidelines in everything and know exactly what is expected of them.

Extra help in all subjects is available.

They are like one great big family – neat atmosphere. Good strict prep routine. Students kept busy with sports-cultural activities outside school hours. Encouraged to look out for peers, support, care for each other. Well supervised, encouraged to give everything a go.

Each term they have a theme which staff and students aim for – a goal, eg, ‘better than before’. This is discussed with both parties. They have continued with the hostel parents’ support group where issues are discussed, etc. (It is an outlet for parents of students).

The house has individual study areas for each boy.

Regular and consistent study times. Accessible medical help. Substantial meals.

‘No car’ rule – minimises potential for problems with seniors and cars. Good facilities for homework/ prep and quite well monitored and supported.

The supportive ‘family’ type feeling present. The students look out for each other and care for each other. Relationships across ages are positive and healthy, based on friendship and respect.

Controlled homework and study times.

Great matrons. After-school prep and exam-week prep well organised, as is learning assistance from some hostel and school masters.

Student managers (boys and girls) try to be proactive when dealing with issues. Open lines of communication among all people – students, parents, staff and board of trustees.

The hostel has provided a few leadership and personal development courses (for prefects) and these have been excellent.

Well supervised ‘prep’ time. Safety of students’ whereabouts (ie, transporting to and fro) and ensuring being happy and courteous to others.

Good support for all sports. Top laundry system. Good encouragement in academic achievement. Fabulous matron – always has interests of boys at heart.

They go out of their way to get boys to practise, etc. Good set up for their homework and good access to school books, etc.

Excellent matron and senior housemaster. Boarders always encouraged to do well. Competitiveness between boarders and day students is great.

Prep supported well. Students are allowed to become individuals.

Leave procedures are always adhered to. Find the whole establishment exceedingly well run.

[The house] encourages achievement in academic and sports areas by fostering preparation.

Support for homework (prep) is great. Staff have always been available to talk. Beginning to introduce more support systems – eg, access to computers, etc.

Regular prep remains important. Excellent matron.

Sign in and out system, so they know where everyone is. Compulsory prep Years 9–12. Prep supervised by teachers. Definite rules and no compromise when broken. Everyone knows where they stand. Efficient management of hostel.

Newsletters giving successes of students and definite confirmation of ‘it’s cool to achieve’.

Network between school and boarding house excellent.


The support given for study and exam time.

The safety is excellent at the school.

[The] house is very good with monitoring the girls’ comings and goings. They have a very good system and they know who the child has gone out with and when they are due back. They are only released to someone who the parent has already given permission for and never without that permission. I am also aware that [the] house follows up late returns or if it is suspected that the child was not where she was meant to be, etc.

Private tutors available for extra tuition during prep time. Availability of computers at all times. Caring support from boarding house staff. Well organised boarding house outings.

Excellent support given to achieve well. Rules are set for the safety of the pupils which fit today's way of life. Organised Saturday sport and occasionally Sunday outings provide the students with interesting activities which fill in the downtime at the boarding house.

Water sprinklers in place. Regular earthquake/fire drills at night. Motion sensor alarms in place at night. Gates locked after certain hours. On-site adult accommodation (permanently).

Tutoring system by older students. Capable staff. The girls are encouraged to be independent and are being well prepared for their next step into tertiary education.

Locking of the gates at night to prevent unwelcome visitors. Transport of girls in minivans to sport and educational outings. Making the girls feel safe in a homely atmosphere.

Regular contact with matron.

The range of activities available to students is endless and all are encouraged. Most of these activities would be unavailable to our daughter if living at home in the country.

The encouragement offered to enable each student to do his best and be proud of it.

Great adult supervision and a caring environment for the boys. Well practised bullying policies. Overall very well run junior boarding facility.

Compulsion to participate – to give it a 'go', regardless of success.

The housemaster’s dedication, commitment to individual needs. Teachers on duty, full commitment. Matron’s kind, caring and sensitive attitude. The warm nature of all responsible.

This boarding house’s strength is its family concept. If a student achieves, they are all included in the fanfare and encouraged to do well in their own fields in a house with a very multicultural group of students. Learning and achieving are very actively promoted.

Management have an extremely good relationship with students: are friendly and approachable and yet respected. Responsive to student and parental concerns.

Strengths – compulsory prep time, weekend outings for students, having house parents on site.

The management are always contactable, and are very caring and helpful. Encouragement is always given, and extra coaching and tutoring is available.

The system that is in place so that students feel happy and secure in their relationship with both the manager and matron.

Stable management team, who are consistent and approachable for students and parents. There is a happy atmosphere – a good balance of discipline and congeniality.

The new housemaster and matron are both well liked by the students, and are firm but fair and readily available for contact by parents.

(The) house is a great place to be. Caring environment, students feel it is their 'home'. Prep actively encouraged. Students are proud to be there, due to atmosphere provided by management and staff.

Transporting students to sporting venues. Taking an interest in the student.

All boys treated and respected as individuals. Great communication – weekly – with home. Staff always accentuating the positive and congratulating boys.

Smaller boarding numbers mean more individual space. Dorm design promotes a safe environment with good peer support/staff support.

Clean, well-kept boarding facilities with good meals. Sporting involvement encouraged.

Since the new manager and his wife have been at the hostel, things have improved dramatically. They have done wonders in the short time they have been there.

New housemaster. She is 'there' for the boys.

Mentoring. Junior prep-time supervision.
Controlled study hours, lights-out, morning wake-up and breakfast times. Good routine.

Availability of religious order of caring Brothers in charge of students.

Homework classes well enforced.

They have taken far more notice/care than the school about our son’s loss of hearing (school accident). All boarders and staff have learnt to accept his disability.

Special Catholic character of the school/hostel which is caring and supportive. It is great having the set study time each evening.

Flexibility in dealing with the girls’ needs, especially at exam time. Painting students work all odd hours, they are encouraged to work when motivated and still try and get some sleep.

Offer a safe environment to live and learn in. Welcome family members anytime. They encourage the girls to participate in school activities.

Children are well supported at study time. The girls’ movements and outings are monitored and supervised.

This year, students are to have at least one outside interest – ie, sports, music, and this has improved well-being of students and discouraged boredom.

Great interest and encouragement has been given by the housemistress. Personal interest aspect is great.

The care and support from staff and other boarders has been brilliant as we’ve found in the past, especially around exam time and other times of stress.

Students are given a caring, nurturing environment and full support in all aspects of their learning and sports and many social activities.

The house provides a quiet, consistent time for homework to be done. The matron helps students when required. Form 6 students are given more independence and flexibility with leave as long as people are adequately informed.

It has a good system in place where they always know where a student is but also gives them responsibility and encouragement to make their own choices with guidance.

I think the hostel has covered all aspects of care and support excellently. Both the Director of Boarding and the chaplain give a lot of thought to the girls, creating special times and taking effort to talk with and relate to the girls.

[An aspect is that] boarding house staff do not get involved in the academic or extra-curricular activities of the students. The house is safe and secure.

Warm, caring environment that has only benefited our daughter.

Providing tutors in most subjects.

Teachers living in the house are supportive and help [the boarders] out with their school work.

Caring attitude of staff when there has been a special need or individual problem.

[The] housemaster is a fantastic man. He has special skills and is a hugely positive influence on the boys.

[The house] actively encourages a tutor system and identifies needs of students where they are not performing and encourages them to take initiative in their weaker areas of study and has high expectations of students.

Good guidelines set for homework/study. Caring matrons, easily accessible. Staff encourage personal health and hygiene.

The institutional regime of life and study.

Strong and close family ties with students, staff and teachers. Excellent living facilities and regular meals (healthy).

This year our son is in the seventh-form. The seventh form are encouraged to be responsible for themselves (with support) and treated as mature, young men. Sets them in good stead for future years.

Prep-time support. Regular house meetings. Promotion of sport.
Great facilities for older children to help younger ones with homework.

Clear times for prep. Tutors available to help with academic or personal issues. Exclusion of anyone found with drugs. Clamp down on stealing.

My son loves boarding school (it’s his first year). The same rules for everyone, high expectations with wonderful support from all the staff and students.

The boarding house provides a caring environment where success is encouraged in a supportive way by all members of the boarding house.

The house tutors are well liked and all the boys in the house stick up for each other and help each other.

Great level of support from peers and adults for any form of achievement.

Its strength lies in the Christian-based environment.

Shared responsibility with older students in determining direction of boarding attitudes and co-operative approach exhibited by all boys.

Mentoring systems in place. Allowing them access to school art and computer rooms.

The school and boarding houses have a mentor programme going which seems to be excellent and is working well. I don’t think some of the younger boys quite understand what that means for them though. My younger son has found this programme extremely helpful and my older son is a mentor – he has had to be more considerate and understanding.

It works like a family, and we see the older boys caring for the younger ones.

Mentor systems, leadership. The boys are very privileged to be involved in these areas which in turn brings safety and well-being into line. Excellent prep-room support.

Staff support the students in sports, all kinds, not just the rugby.

Prep-time involves trained teachers to help with homework. Inter-house competitions, fostering pride. Well-trained student leaders, to support the young kids.

Boarding staff working with the boys’ best interests in mind.

Good tutors for homework. Housemaster is caring and in touch with how students are faring academically.

Boarding house staff are well qualified and caring, ensuring a happy place while dealing with very many different personalities, and parents are kept informed.

Students are treated with respect and are expected to behave responsibly, so, in general they do.

Cheery, helpful, friendly staff. Good communication.

Very organised – well monitored, good staff. Always cross-checking. No complaints whatsoever.

Fantastic staff in some houses – genuinely interested in their students and jobs. Easy to talk to and discuss concerns with – both students and parents.

Well-qualified staff, especially picking up on unwell children.

[The strength of the house is] the staff that are with the students (the people).

The boarding house is widely promoted as the backbone of the college. Students are encouraged to be proud of being boarders, and they are very well encouraged and looked after.

Family-like, caring environment. Students get along very well. Children are happy there.

Students are encouraged to do well. Those that do well are acknowledged. Senior students and staff are excellent role models. Strongly supportive school community.

Good food, clean surroundings, flexible approach to leave when appropriate, set study time and ‘lights out’.
Contacting parents and hosts about weekend leave. Fire drills (old building). Good nutrition. Good communication amongst staff re girls’ health. Good signing out books.

Very inclusive and welcoming – making one feel a valued member of school/boarding house ‘family’.

Excellent staff. Good communication with parents. Very good safety measures – ie, fire drills, etc.

A mature, competent and reliable day manager (matron) and similarly the evening resident manager (matron).

Supervised study time in evenings. Positive and encouraging environment. Supportive to students who are living away from home.

As the boarding establishment opened brand new facilities in the year 2001 we have found all levels of support to be absolutely fantastic.


Students have structure in their lives. Support is always there when needed. Encouragement is great at all levels and ages.

Housemasters/mistresses (who are also teachers) are available to help students with study and [provide] tuition.

Having a new hostel certainly makes study spaces better.

[The] house has just been rebuilt. Plenty of space, safe building. Good supervision of younger students in prep and they are also able to seek help from older year groups.

The boarding house’s strengths would be [its] supportive, positive environment, as well as [being] safe, and good student relationships across the board. Also a pride in where they live. Increased level of privacy for Year 10 students. Great individual space. Mostly happy, positive environment.

Students always sign in and out. If they sneak out they are dealt with.

Thoroughly professional school boarding establishment. Well-run, happy and pleasant environment.

Boundaries are well identified. Support structures are in place if needed. Staff display humanistic characteristics.

Constant involvement in communication and feeling of pride in their house assures them to do well.

Matrons are great friends and role models to the students. Great facilities in the boarding house my daughter is in, warm and safe building, nice décor.

They have done a great job at mixing all the girls up in their first year so that they have all got to know each other well.

The matrons are always there to help or advise the students.

It looks after the physical needs of the students, good dining room facilities and happy atmosphere.

Very supportive of the girls and genuinely interested in what each girl is doing.

Overall I am happy with [the boarding house]. When I have a problem, the manager takes steps to rectify the problem and address concerns.

Staff are very diplomatic in handling all problems that occur.

An approachable, caring, supportive network of staff – matron, housemasters, manager. The excellent organisation of extra-curricular sports, outings, etc.

Interaction between different year groups is excellent. Prep-time is set and areas are set (it’s the inconsistencies of staff members supervising that causes problems). Food, extras, etc, great and plenty of it.

Keen, friendly and motivated hostel management.

Each night the students do have a set study time, which is supervised.

They have homework, six days a week.
The security, support and interest in each student. The hostel has had a difficult year, which has made them reassess the running and general well-being of all concerned.

Very caring atmosphere through the whole hostel. Older students responsible for needs of younger students. Supervised study and out-of-school support for extra tutoring.

They have rules and seem to stick to them. As students get older they get more freedom. Hostel and school work together with compulsory study plus extra tuition if wanted.

Obvious pastoral care by supervisors and interaction with students – up at 6am to drive the boys to running practice, etc. (The boarding house) is a very special place – the boys don’t look to come home, they are busy and very happy there and interact well with both boys and girls.

Having a high quality ‘mother’ type lady to oversee the boys. They [staff] do work hard on positive relationship skills.

Staff very approachable. They’re in regular contact with school regarding students’ academic needs.

Studying has been very well supported. Safety is very good – there is no way students can leave the building at night.

Rules consistent, interested staff, communication honest and regular between hostel and home.

The strengths are the controlled time for study. Also the children have enough freedom within guidelines to expand their personalities.

Students boarding are either 6th or 7th form and are prepared for flatting situations. They prepare menus, shop, cook, clean and learn to live in harmony with others. This is done under supervision.

The boarding house provides a safe venue for the students to develop their independence and life-skills whilst attending to their studies; the house also provides a pleasant place to live in a supportive environment with peers.

Our new manager has implemented many new ideas, including better positive interaction with school staff and consulting parents. Our new principal will make our hostel flourish.

They [students] get every encouragement to learn and study. The school buildings are available to study in as well, plus they go to every cultural activity available to them in (the city).

Supervised prep each evening. School keeps very good track of where the children are.

Supervised prep for forms 1–5 has instilled valuable work ethics in students. From form 6 on there is support from well-educated boarding house staff members who are available any time to assist students.

Housemistress has particular strengths and has her finger on the pulse.

The safety, well-being and achievements of the students are the main priority.

Open communication with families. Support is available [for students] and family morals/ethics are reinforced within the hostel.

(The boarding house) is values-based and promotes caring for others.

This year a homework programme was introduced (paid by parents) using tutors to supervise and assist boarders with their homework. Good idea although there should have been longer homework sessions for older students.

The ability to have structured study and homework times. The safety and well-being of students is looked out for – but if the boys are not happy to approach staff, some issues go unattended.

Staff encourage children to be active in all cultural/sporting ventures. Great support for ‘schooling’.

A well structured routine and encouragement to pursue outside activities – ie, other than school-related.

Very strict homework times.

I think the hostel environment is pleasant and encouraging to girls who wish to be independent and/or increase extra out-of-school interests.
It fosters a culture of peer support and all are encouraged to give everything a go. Those that are good at things help others who are not so good. My wife and I cannot speak highly enough of what [the] school has done for our son. The wonderful caring environment created by strong leadership is enjoyed by the boys. Young boys respond well to strong leadership and routine. The Christian values taught should never be underestimated.

The headmaster, housemaster and staff are the strength of the house – you can’t fault them. They relate very well to the children in all manner of things.

Small boarding establishment – only 120. A long history of boarding and running the business. All children known individually (needs, age, etc). Being so small an advantage.

Always have someone available for students to talk to, entertain, help, etc.

The rules and discipline put in place by the school ensures that there is virtually no conflict amongst pupils. Also, compulsory participation in sports allows for healthier children.

Boundaries for students for safety reasons. Supervised regular homework times after school.

Health-wise they have a good nurse and are prompt in notifying parents of a girl’s ill health. Location of boarding house is central to town – but this is hindered by stupid rules and lack of support and motivation by house and peers. I have two other children at a [boys’ boarding school]. This school operates at a wonderful level of satisfaction for the holistic approach to the well-being of my boys – the girls’ college needs to look at the way they incorporate life in a boarding hostel – eg, trained teachers as boarding managers, assistance at prep time by these teachers. Young teachers act as mentors, lots of parent involvement with boarding activities – they are looking at any suggestion to improve the boarding. There is a sense of family within the boarding house, brought about by great teamwork and older students getting alongside younger boys in all aspects of boarding. They look after each other as if they were part of an extended family. The parents are always welcome for meals and to visit their boys, etc, etc. I could go on for ages.

Happy, safe, positive environment. Credit to housemistress and senior students.

The house has a strong spirit and endeavoured to support all students in various activities. It appears to focus on a bond within the house and everyone seems to adhere to this objective.

Organised prep, responsible and helpful seniors, helpful masters (also approachable), availability of good recreational facilities (needs a revamp with rooms though) – eg, pool table, TV, etc.

Good prep supervision.

Prep supervised and positive; good communication with parents if there are any difficulties – before they become big problems.

[The house provides] massive support for students. Allows them to mature, gives them responsibility – sticks to the rules when they are broken.

The hostel manager is like another mother to the girls.

The friendly environment which our daughter feels very happy about.


Parents are kept well-informed of any problems. Extra tuition is available to the girls if they are struggling with a subject (but they do have to pay for this which I am not sure I agree with given the cost we already pay).

Encourages students to achieve in school; provides opportunities to foster lifelong friendships; provides activities to keep students interested and active.

A caring staff – as it has a small number of students, more like a family environment.

The overall family atmosphere created. Healthy contact between boys and girls.

Good liaison between housemaster–student and tutor–student.

Well-defined rules; flexibility; structured homework.
Good discipline. Being able to give educational help for the student when needed, for prep and homework.

Consistency in their discipline, harmony amongst staff and students. Limits on weekend leave. PRAISE!

Open communication between parents/student/staff. Excellent, clean, modern environment with particular focus on establishing good individual study habits.

The strengths are the dorm parental support for studying, and the great support system in place for students emotionally, spiritually, educationally.

Well-run study times. Students having to check in and out when on leave.

Support for students is always available.

Social worker and staff are good at talking through problems with boarders.

They always help students because the staff give quality time to students. However, the staff numbers have reduced, and if you are to continue the one-to-one help by staff, you can’t with less staff.

Because it is a boys’ residence, the strengths lie in the close working relationships, delegated duties, role modelling by seniors, good support, good leadership skills by some staff.

Support given to students, staff listening, and following up on any problems.

I think the school is a very caring, nurturing environment, with the best interests of the students as its main focus.

Encouragement of students to support each other.

[My son’s] behaviour and writing has improved very well since being at [the] school and his anger has been really good and he has been able to control it.

There is always someone there with the students. I am very pleased with the way they are taking care of my child and his learning.

Safety and well-being given high priority. [School] does an excellent job on a limited budget.

My son has changed due to consistency and caring given by the school. It is a learning, social environment where he is able to be himself.

I am pleased with the way things are with safety, care and learning.

Positive actions of the staff, thoughtful actions at the right times, observations, daily write-ups, rewards versus punishment.

I have never had a problem. The school has always cared for the students well in all aspects.

Residential student numbers are kept at a restricted level to meet optimum well-being and safety of students and the staff are highly qualified and motivated, there for students’ needs.

[School] makes the students aware of what the world has to offer them as an individual.

The school maintains an ‘open door’ policy with parents, provides child and parent with a sense of security and works towards building the child’s self-esteem and well-being.

Strong level of support from the board of trustees down through principal to senior staff. Much emphasis is placed on the safety and well-being of all students.

Well-qualified staff are obviously aware of safety issues. All staff work together in this area.

All students are included in activities, recreation, jobs and decision-making.

The encouragement of students to support each other.

They have a resource room where students can go for information.

The school is meeting our young person’s needs in most areas.

Good support programmes and trained residential staff to follow it through.

[Students] always have someone on hand to talk to.

Always at least one staff member monitoring the children and available to help them with anything. Lots of encouragement and positive vibes in the school. Staff want to help the children – not just there to get paid.
Students’ responses

A total of 320 students (84% of those who took part in the study) commented on particular strengths of their boarding house in relation to the safety and well-being of students. The information provided is summarised in Table C10 on p.106 of this report.

Regular fire drills, and if matrons think something is wrong they will talk about it with us.
Alarming of all doors, strict rules on visitors coming into the dorm areas.
Security guards all hours of the night.
Security cameras in place. Matron’s health policies. Nutritious food.

It [house] always makes sure they know the whereabouts of their students, and if they are missing take immediate action to finding them.
Supports students academically.
Keeps track of where boarders are when around the hostel and outside the school grounds.
The special nature and character of the school which is run by religious brothers, makes it a more friendly, open, safe environment.
Anyone with problems can feel comfortable when they need help in approaching staff.
The hostel master always know where everyone is at any given time. Everyone is treated fairly and encouraged to be themselves.
All students who go out declare where they are going and when they will return.
Everything about the house is great, the Brothers looking after us and the respect of the students for each other.
Enforcement of the rules and recruiting more prefects to look after the students did strengthen the safety of students.
Able to go to White Cross medical centre, teachers supervise prep.
All students stick together, housemasters help with problems.
Team-work, being a family.

[The house] brings everyone together to do things, has good leadership system.
Counsellor is readily available, building is locked at night at 10.30pm, staff on-site at all times.
The fire alarms are in good working order (if only they wouldn’t go off at the wrong time); it’s a safe place to live but I think it’s too safe.
Making sure people are well and not fatigued.
Locks and alarm system which ensures that there are no intruders.
They put alarms and locks on every door and window (which is over the top).
Locks on every window and door, alarms, fences with locks all around the garden.
Has someone present in the house at all times.
Has medical equipment.
They ensure that all fire appliances are fixed and in a good condition, and that the house’s cleanliness and hygiene is well looked after.
The support and encouragement cultivated in other boarding students, also a head of boarding that is efficient and compassionate.
It makes certain that each and every student in the boarding house is fine, physically, spiritually and mentally by the very close staff-to-student relations.
The matrons up at the boarding house take care of the boys who are sick and report that to the sick bay, and trust me they give it their best effort!!
Everyone [in the house] sticks together a lot. Staff are very supportive –especially in medical issues, and very strict with ‘leaves’.
Dedicated support from teachers and boys within the house; enjoyable; comfortable; good company from friends; delicious meals.
The house provides emotional and academic support for students in their hard times and encourages students to pursue future goals, whether academic or sporting.
Having a night watchman constantly checking on your house. Having teachers on school property to help the house if in trouble.
They are protective of boarders and very concerned when anyone is missing. They are also good at giving leisure time for students because boarding is such a boring thing.

By getting rid of students who don’t abide by the rules, taking quick actions.

Unity, trust for each other.

Knowing that each boy where I live has always covered my back, because I have built a relationship with them.

Even though everyone has their little problems, everyone helps each other out, everyone sticks together, unity.

United family.

Everyone in the house sticks up for the house boys.

We all act as a big family and treat everybody well, everybody has the same opportunities.

Regular checks for maintenance and cleanliness, help given to those who need it.

Having security lights and checking all doors and windows are shut before going to bed.

The staff are a really good and supportive team, so because of this no major violence happens.

[Staff] asking if everything is OK.


The staff are all very caring people which helps to build a good environment so the safety and well-being of students is better.

Chaplain – talking to students. Weekend supervisors – university students who the girls relate to.

Staff willing to allow privileges to senior years yet ensure their safety.

This hostel has always had a great strength in looking out for its students and nothing has changed this year.

If someone’s really sick, that person will be sent home, so that she doesn’t spread the sickness. The matrons are always aware of anyone that’s hurt themselves or is sick, and the hostel is always in a safe way, no hazards lying around.

The staff are always willing to talk to and be open with the students.

Good system for keeping track of people, compassion and understanding shown to residents.

Enforcing the fact that we have to live together enables the students to look after each other. I have to say the job of a prefect enhances this, as we follow it up constantly.

The hostel is for older students and they are given more responsibility for looking after themselves.

[The house is] small and manageable.

Good house masters. Good disciplinary measures. Healthy relationship between staff members and boarders.

All of us hostel boys look after each other all the time (seniors and juniors).

The older students always look out for the younger ones.

The care of one another and standing up for one another when in trouble.

Because it’s so small, it’s easier for supervisors to provide us with a safe, healthy environment.

Everyone helps out.

They have supervisors for activities.

Strengths: leisure activities, home away from home feeling – mum-and-dad-feeling relationship. Tending to individualisation.

They make sure there is no bullying.

Security light, fire drills, supervisors always around.

Girls not allowed in boys’ rooms and vice versa; supervisors always around.

Everybody looks out for each other at school and people just have a bit of fun.

The length that the masters go to keep us all safe.

The sport.

Hostel staff are always friendly and open and most of them act as second parents.
The interaction between year levels.

It has a very effective fire drill system and other emergency systems. There was not any serious injuries this year.

They have good alarm systems and also we practise fire drills and the check-up routines are very helpful and useful.

The staff are trained in first aid and are always caring. The students look out for each other.

Having a good matron/manager helps in the running of the hostel as it is a more stable environment, especially when students come at the beginning of the year.

Staff know all students well and keep in contact with everyone frequently.

The Brothers are always there for students if they are needed, they are very supportive.

Having a strong family community within the house and making everyone take responsibility for their own actions.

They always know where you are and the students respect the supervisors so therefore the relationship is good.

We’re like one big family – look after each other, get a good balance of both academic and leisure time in visiting school library and gym.

If there is a fire or earthquake we know what to do, how to do it, where to do it. Only being allowed to sign out for three hours a day in weekend to make sure you are safe.

One particular housemaster [is a strength] whose only concern is the students and regularly puts the students before herself.

This year the new managers have allowed students to have more freedom in after-school activities.

Housemasters are always looking out for students.

Very good and caring managers and their team of housemasters always cater for the students’ needs.

Students clearly understand house rules, and punishments for misbehaviour in the house are appropriate. The houses we live in are kept clean, safe and secure for our well-being. Staff take good care of students and consistently go the extra mile to help students out.

Telling us the word of God; getting on and just being good friends; giving us encouragement; looking in and resolving any particular problems.

The housestaff/students and the house spirit – generally a good atmosphere.

It’s locked every night and everyone is checked that they’re in their own rooms.

The support given and the encouragement, not just by the housemaster but by the Year 13 students was a huge strength in the success of the house.

That all people are respected, so most of the time the well-being of the students isn’t a problem.

Year group forum, BBQ with housemaster, the counsellor, and having chaplain as a housemaster.

It’s a close house and everyone knows everyone and what’s going on.

Students always feel safe as no one can enter or leave the hostel without someone knowing.

All students are very well looked after.

Students always feel safe and very much cared for.

Staff ensure that all students who leave the hostel go to where they are meant to go, and are not in trouble.

Leave details need to be perfect, so the staff know exactly where we are at all times; hostel students stick together and look out for one another.

A strength that this house has is that we will all stick together and are always alert to everyone’s well-being.

The hostel tries hard to involve everyone in the activities it takes part in.

Bullying that is found is dealt with appropriately.
[Staff] get to the bottom of problems quickly and quietly, they don’t make a big issue of it, just get on and do it.

Always knowing where the students are when they are not on the hostel grounds.

Head matron is always willing and able to listen to you if you need to talk to someone. Matron addresses issues of bullying amongst students. They listen to student complaints and try to make changes.

All the bad students have been weeded out during the years, leaving the rest as friends.

GAP students helping out when staff are needed elsewhere from office – eg, student problems/questions solved.

The counselling services are good.

The hostel makes sure we have parent permission to leave and that we sign out and sign in. They have introduced new rules that ensure that parents have full knowledge of where students are when out of the hostel and who they are driving with.

The gardens and landscape are well maintained and if something gets broken it is fixed by the handyman a.s.a.p.

It’s a nice environment and the staff are caring and kind and there to talk. They enforce the rules for our own safety — which is good.

If there were any queries or alarms they do room checks, we can see the nurse/doctor when we want, they try to organise boarding activities in weekends, especially for juniors.

I think the staff take particular notice of different students’ needs so they pick up quickly when people have problems and act to provide solutions – eg, when people are sick or need physio or when people are just emotional, upset.

‘Onto it’ staff and principal.

Very well set out, clean, nice environment, and computers, art rooms, etc, are always available in the weekend.

Everyone has the courtesy to knock and give each other privacy. We talk about our problems with each other and get on really well.

The girls are all pretty friendly, we all look after each other and respect one another’s privacy. The house matron has had a friendly relationship with us all, making life a lot easier.

Cool, calm housemistress – eg, buys us gifts and cards when sick or our birthday.

Locked house after 10pm, big talks about no stealing, seniors being nice to juniors and approachable.

Knowing where we are all the time, but sometimes it’s a little overcrowding, we are 17, not five-year-olds.

Upgrading of the dorms.

Rules – boys know what they can and can’t do. Nicely furnished area for seniors to live in, slightly less supervised and more freedom for seniors, good matrons for when you are sick.

The leave system is very good, so students don’t go places they shouldn’t.

Study habits are good.

[The house] takes note of where everybody is. Rules about where we have to be at certain times.

Looking after each other and working as a team.

We have a new ‘sign-out’ system that tells us where boys are all the time!!

The well-organised fire evacuation system means that the whole hostel can get to a safe place in two minutes.

The quickness in which they resolve the problems. Provides a safe and caring environment where students understand the rules, black or white, no grey.

Always clean, spare blankets.

They (staff) do everything they can to comfort and look after the girls.

Head matron is very approachable.

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28 For an explanation of GAP students or tutors see footnote 22 on p.78.
The close relationship between students and staff – can talk to them [staff] openly.

Good location: private.

If trouble is suspected or students are ill the appropriate emergency services are called immediately.

There is always someone for people to talk to and to support them through their problems.

Tight organisation skills and a good knowledge of the students’ location.

The way this hostel is set out makes it very safe and it’s kept very tidy.

They make sure they know where everyone is and if someone leaves without asking they are punished.

We have a new matron who is like a mum and listens to our needs and wants and helps us in any way she can.

Very good. We all pitch in and try and keep things as tidy as possible. We do cleaning every week which is great.

Strict curfew, sign-out book, having contact number, eg, cell-phones. Student leave forms, and out-of-town leave forms, [having to get] parents’ OK for travelling in other students’ cars.

[Staff] giving responsibility to the occupants.

Ges everybody involved in certain sports and activities, makes sure people have interests to keep them occupied.

Trying to keep different year levels apart.

A doctor is available every morning. Matron is always there if you need her.

The new matron had had a positive effect and is a strength, she is easy to approach.

The prefects have had a bigger involvement with younger students.

Having a mediator and counsellor available.

Problems are normally sorted out and the students’ views/concerns are listened to.

Taking our cell-phone numbers so they can contact us.

It’s so strict I don’t think anyone could do anything without getting caught.

It [house] requires a lot of information if you are going out, this way they can keep track of you in case of an emergency.

There is a wide range of age groups at the hostel but all students mingle together and stick up for each other.

The way people were encouraged during fun games was good.

Its strengths are the facilities and the rector’s involvement.

It sends sick people home.

It’s a good environment to be in with your mates.

Having a sign-out book for juniors but relying on seniors to tell them where they are going.

Knowing where each girl is if on leave at any time. Homework time is a great strength.

Facilities such as showers, wheelchairs, etc, are great. Staff are open-minded.

Supervisors are quite often walking around and checking on how you are.

They [staff] are available to any students if they need help.

Good individual attention when needed.

The new additions to [our house] are all fitted with modern fixtures, and fire exits, etc, are all very clear and well looked after. Anything that is dangerous is always labelled and we are made aware of it.

Good fire alarm with sprinklers. Some areas, for example, walls and ceilings, are fireproof.

We have a matron who lives in the house who anyone can talk to.

We have drills over what would happen in worst-case scenarios.

Prefects can be asked for help.

The organisation of the senior students to act on any problems that may occur in any year group. Homely.
Students’ concern and care of one another.
Everyone asks about and cheers up anyone whose well-being is not up.
Supportive, close-knit environment, trust is encouraged, small group – very close!
High standard. Good safety and emergency procedures.
There are appropriate rules for looking after the students.
Everybody supports each other.
All students have to tell supervisors what they are doing – eg, going down town, visiting sport, so as they can find you easily in an emergency. All students are encouraged to look after themselves, playing sport, and tough rules on smoking and drinking.
The caring environment ensures that no student feels left out, or [feels that] there is no-one that they can talk to.
They look after me like home and family. I think it’s very good because my family [is] in Thailand so New Zealand just like my second home.
Students’ needs, fire procedures, school and cultural activities, peer support, and sporting activities.
There is always at least one supervisor or adult around at the hostel students feel comfortable talking to about things and relations between different year levels means everyone feels comfortable.
The house has an alarm system which is set after lights out and is on all external doors. The bottom level windows can only open about 100mm. Regular staff and dorm representative meetings are held to enable any concerns to be voiced. There is also a prefect rostered on duty to sleep in the Year 9 or 10 dorms.
Staff getting to know the students better.
Tag board system. Panic buttons in annex.
New window latches to stop others getting in and out, earthquake strengthening. Really good bond between students and managers.
Positive helpful management, matron and supervisors. Awesome atmosphere that everyone wants to be involved with!!
Having prefects for people to go to. Having good rules. Being able to talk to staff.
Many form interactions – making sure the younger students feel like they can talk to the older students or matrons about their problems.
The supervisors are always helpful.
We are more than a team, we are a family and everyone is very close and protective of each other. We work through problems well and very rarely disagree.
Staff take care of us when we are sick by taking us to doctor/hospital. Staff wanting to know about injuries and sicknesses.
Sign-out book. Efficient security systems stop anyone trying to leave at night without permission. A live-in manager means they (he/she) are always around if an incident does occur.
Approachable environment, easy to follow rules, strong leaders.
You don’t like something, you talk to the housemaster.
Nothing stands out but I do feel safe here.
Warm, caring environment, comfortable, flexible.
People are nice.
Some matrons give us heaps of support and always make sure we are happy and having fun. They do not restrict us too much but still keep regulation.
Everyone looks out for each other. As our form has reduced in size from 6th form we have become closer and better friends.
Appropriate study times.
A well-worked laundry system.
The college has a rich tradition which the house is very much the centre of; because of this, there is great pride and togetherness amongst students.
A good, well-qualified matron. Good food (better than it used to be anyway.)
Good medical attention, caring and friendly staff and surrounding students.

[Our matron] is very lovely and thorough with her work, she ensures the students’ safety.

[House] makes sure appropriate measures are taken. Very together kind of big family – everybody talks to one another as far as I know.

Staff enforce the punishment for not signing out for the well-being of the students. There is also adult or senior student supervision when needed for the boys.

We go through fire procedures and deal with bullies appropriately.

They make sure no-one misses any meals. They try and keep track of people on leave, they have a very strict weekend sign-out system. People who sneak out and endanger themselves get punished.

Any issues concerning safety and well-being of students are recognised and dealt with quickly by staff members.

Staff are quick to recognise and deal with any situation that could lead to student harm. Friendships within the house are formed, secured and long-lasting. We all come from different places with different backgrounds.

Year 13s are very supportive to all year groups. Staff members are always interested in students’ achievements.

The staff are good about going over rules and restrictions with the new boarders when they first enter the hostel.

I think every student is made to feel valued and known as an individual. We practise house safety, eg. fire drills, very regularly.

Good, close family environment. Good support within student body and staff.

Good relationships between staff and students – trusting.

Restricts physical activity to the playing field. Accidents are immediately dealt with.

I believe this house’s manager has performed a creditable job and has laid down the laws so the students are looked after safely.

The hi tech fire alarm and sprinkler system.

Making sure everyone comes in safely after a night out – supervisors stay up until everyone is settled and the site is quiet.

Everyone gets on and works as a team.

Strict guidelines to follow, time-management to be able to keep on top of homework and commitments.

Fire drills, sick bays, in caring shoes [hands].

We are not allowed to go out [off] the house at night by ourselves (walking).

Safety of the students. Cool matrons.

Our new head matron has done a great job of ensuring fire safety and notices are known and what to do in drills. Also she has taken special care of the juniors with activities and being like their mother – ie, helping with homework and listening to them.

That there is no bullying and the standard of living is kept at a high.

Basically just looking out for each other. Helping in most aspects.

That junior students have had a lot of freedom and I think have been very lucky compared to my junior days.

Most people get on well together with their own age groups and others.

The staff are always ready to help with problems.

Having the doctor over every few days.

Weekly meetings to discuss problems.

We have a wonderful matron that looks out for us and as well as her, we are always there for each other.

Everyone is encouraged to do things.

Study habits are good. Fire alarms.

Takes note of where everybody is. Rules about where we have to be at certain times.

The leave system is very good so students don’t go places they shouldn’t.
Even if staff are busy, members of other year levels are there to help the others.

Friendships between the students. Senior privileges.

If you talk to someone about your problems, they can be dealt with.

The bond between the students. We’re all like a big family.

Our strengths would be the way in which the students can handle situations that are a concern within the hostel.

Students have sign in and out books. Students go out in pairs or in groups. Students have access to the phone.

Students look after each other in their form levels. We’re just like one big family.

The house I live in is small and everyone in it gets on well. The safety and well-being of students is not at risk because all the hostels [at this school] are small and everyone has to get on with each other.

We always stick together and help one another and so do the house parents.

[During the] year, more boys in my level all got to go swimming, and [use] the pool room and weights room.

All the boys know to watch out for safety, tell each other, tell staff. Students don’t like staff angry, but staff OK.

The staff make sure that the students in the boarding school are safe and some of the older students take care of the younger ones.

The out-of-bounds rules, stay out of other people’s rooms.

They [staff] are patient and try to understand where we are coming from. There is always someone to go to if you have any problems. They are lovely and friendly most of them, most of the time.

They [staff] make sure that we are all safe.

## (2) Principals, Managers, and Staff Members’ Views on the Written Guidelines Currently Being Used in Their Particular Boarding Establishment

**Principals**

When asked to explain why they were or were not satisfied with the written procedures or guidelines currently being used in their boarding establishment (see Table C4, p.103), 40 principals (67% of those who took part in the study) gave reasons. The remaining third (20) of principals did not express their views.

Principals who were satisfied with written guidelines currently being used

Updated and reviewed annually – very similar to other secondary school boarding hostels.

Appropriate for our school.

But this needs constant review and updating. situations change rapidly.

Good procedures in place. A satisfying atmosphere.

We believe our systems and pastoral care work well but we are always reviewing and streamlining.

These are reviewed regularly and there is opportunity for input by girls and parents.

They are simple and follow common-sense procedures. They are currently being reviewed.

The boarding home is very well-administered and over the last ten years has had the confidence of boys, parents, neighbours, principal and board.

While reasonably satisfied we are looking to upgrade and have clearer procedures set out in writing.

We have four boarding houses and they are guided by our boarding house manual which has been developed for this school.

[Guidelines] have proven to be very sensible and valuable over the last seven years.

Tried and tested. Acceptance by all parties.

Always work to be done to satisfy the insatiable demands of bureaucrats.
The boarding house is only for Year 13 and no problems to date.

Boarding house runs very well. Clear expectations and procedures. Routines work, boys are happy.

[Satisfied], however we self-review each year and procedures and guidelines are modified where appropriate.

We have a living document which is reviewed regularly and as the need arises. It is also clearly understood by students and parents.

The manager of 10 years has been instrumental in raising the status of NZBSA (as an executive member); she also helped to set staff standards and develop staff training courses.

Hostel functions in a family environment with few difficulties.

Our eight houses operate very smoothly with clear guidelines and communication lines open.

We are always adapting and changing our guidelines to ensure the continued smooth running of [the] house.

The procedures we have, have been developed over an extended period of time.

We have spent many years – since the mid 80s – developing a set of procedures and processes which operate from before a pupil is enrolled to after they have left. These processes are reviewed as necessary and are adaptable to meet group and individual needs.

Constant need to revise procedures and guidelines to reflect changes in legislation and improvement opportunities from study of best practice.

We have comprehensive policies: code of ethics, code of practice, behaviour management manual, administration file, and a philosophy of continuous review.

[Satisfied with existing written procedures but] needs ongoing development and refinement.

We have recently reviewed our operating policies and procedures. We believe they systems in place are robust (although we acknowledge there is always room for improvement).

[Satisfied but] they need reviewing and a meeting for this is planned for February 2002.

Principals who were not happy with written guidelines currently being used

Five of this group of principals simply stated: “We are in the process of reviewing and updating our policies and procedures.”

We need to develop more procedures to flow on from our policies. We also need more information available for students and parents.

Believe we can improve to develop more consistency between houses.

We haven’t documented this [ie, procedures] formally.

Need to develop a wider set of policies.

Our particular school has recently been restructured, therefore we are in the process of developing our own procedures manual/guidelines for residential care but, yes, we do see this as necessary and vital.

The guidelines at present leave too many gaps and the opportunity for inconsistency across the cottages.

Managers

Thirty-six managers (58% of the 62 who took part in the study) explained why they were or were not satisfied with the written procedures or guidelines being used in their particular boarding establishment. The remaining managers did not give reasons.

Managers – those who were satisfied with written guidelines currently being used

Guidelines are brief and to the point and are updated every year. Parents have never complained about written procedures or guidelines.

However it is a document which changes and is continually being updated. The cost has been huge and continues to be very time- and money-hungry.
This has been developed over a four-year period by the proprietor and is comprehensive.

However, these guidelines are currently being developed in conjunction with the Education Standards Act 2001 circulars, distributed recently to boarding establishments.

We have just updated an information booklet for all parents/students and staff.

Our written procedures have evolved over time, and are well understood by our parents and boarders.

Tried and tested, and constantly under review.

We constantly check, monitor and amend any procedures that can be improved.

Staff, students, parents know what is expected of a boarder at our college.

Procedures for any establishment are specific to that establishment. They in most cases have been operating successfully for many years with alterations each year as part of a review process.

Have led to improvement in support with discipline.

Our policies and procedures cover all aspects of student safety, both in the flats and when off-site.

Our guidelines are easy to understand by staff and boarders.

Yes, the board policies and written procedures written by the boarding house are set down in detail and give a comprehensive guide to what is required.

Written specifically for our own establishment, therefore more appropriate. Easily adapted if circumstances change.

These have been fully reviewed over the past year.

A recent review of policies has taken place.

All procedures are reviewed regularly for continuous quality improvement and to ensure that we provide care that is appropriate and valid.

They were negotiated, are well distributed, and seem uncomplicated.

[Satisfied but] they are ready for an update. This may happen when we have in place a ‘certificate’ for staff training.

They have recently been re-written and the areas of concern have been addressed. They are also an evolving document so they best meet the demands and expectations of both the school and boarding community.

A manual for policies is in place and a staff manual for day by day procedures is in place.

It [manual] is a comprehensive aid that has been developed over a number of years through consultation with management, staff, parents and students.

We operate within an environment of clear aims and objectives that will promote happy, healthy, safe students who live together in a community.

Comprehensive, specific and relevant.

The manual is clear and concise on responsibilities as they pertain to the boarding house.

The manual is comprehensive and details everything related to the hostel in a booklet of 51 pages from how to best prepare a child for boarding, homesickness, through to everyday reactions.

The policies we have seem to be appropriate for our needs thus far.

[They mean] consistency, high standards, safety, well-being of students.

Everything is set out in a hostel booklet that has rules, conduct and guidelines to follow.

Guidelines have been developed over a number of years – reviewed frequently.

Yes, because as manager and staff we have good regular accountability to the school principal, trustees, and students alike.

Suits our special character requirements.

[Yes] but could be developed further.

They are standard guidelines relevant to health and safety procedures in accordance with and to Ministry requirements.
Managers who were not satisfied with guidelines currently being used

We have a mix of boarding staff and school staff. I have no control over the school staff. This will change in 2002.

Staff Members

In all, 119 (63%) staff members gave reasons for their views on the written procedures or guidelines being used in their particular boarding establishment (see data on p.103). A few respondents simply stated that “they work”, some adding that the boarding house was “operating well”. As remaining staff members expressed ideas that were often very similar, the following statements are representative of the range of comments made rather than a complete listing.

Staff members who were satisfied with written guidelines currently being used

We have spent some time developing manuals, in terms of supervisors, boarding booklet, leadership study and developing practical exercises for installing a caring culture.

Hostel runs well with the systems/procedures that are in place.

The manual we use seems quite thorough and fair and effective.

It ensures the boarding school runs more efficiently and guidelines and expectations are laid down.

Well written, comprehensive.

Simple, clear statement that all can follow easily.

Rules of the hostel are set out. Students’ rights, etc, are explained, their town visits, etc, laid out and signed by their parents. There are no ‘grey areas’.

Several years of fine-tuning and improvements have produced a comprehensive quality manual.

Work very well for us. Our boarding house is the envy of many.

They [guideline/procedures] are clear but may not be known to all staff.

The [written] procedures [in place] establish the parameters for adults and children but in the long run it’s whether or not the children ‘like’ you or not which ensures success.

They are simple guidelines but effective.

Because they are there as guidelines for us to follow.

Useful for reference.

Very comprehensive.

Helped write it [manual]. Many people experienced in boarding developed it.

It [manual] clearly sets out rules for students but leaves room for flexibility as needed.

We update our rules/procedures/guidelines regularly.

Very comprehensive regarding discipline, and pastoral and academic care of students. A good model.

This is an ongoing matter and [guidelines] are being updated as the need arises.

Our manual is written so that if someone walked off the streets and read it they would know exactly what we do here. It’s simple, basic, but very clear.

Our manual seems to cover the day-to-day running of the boarding house. We all had an input into writing it up. We go through it regularly, updating it.

Policies and procedures are clearly outlined.

[Satisfied] but only if management stick to the rules and guidelines.

We have not come across a situation they [guidelines] did not cover.

Covers all basic daily routines and procedures and hostel policies.

Manual covers any area or problem occurring in the boarding school with clear, precise documentation of guidelines and procedures.

Rules are fair and not overly strict.

It suits the hostel students and workers. But sometimes it could be improved upon.

General guidelines (rules) which cater for most occasions and incidents but procedures lacking in details.
The boarding schools’ (NZBSA) manual is well written and our own guidelines cover everything that makes for a happy and healthy living environment.

[The manual we use] encourages consistency in co-educational boarding.

We have a thorough system to deal with all problems.

[The manual] works well and helps when confronted with a problem and [when] hostel rules are in question.

They work, they are well publicised, and boys know expectations.

Most contingencies are covered and we have the flexibility to change as circumstances dictate.

The manual is set out well and is easy to understand and follow.

Works well with all year boys – students from Years 9–13. Clear guidelines for all.

National guidelines are excellent, but own guidelines are suited to each hostel.

[We use a] manual written in conjunction with school/BoT, therefore has back-up of school.

The boarding house currently uses a set of guidelines developed over a period of years in cooperation with board members, parents, staff and students.

Feel that our manual sufficiently outlines all information required by parents and students.

It is a comprehensive cover of all the needs of a child in the school’s care, both as a boarder and student.

[Generally satisfied but] it is hard to write a general manual as things change a lot of the time.

[The guidelines are] reasonably specific about what and when, but sometimes – as in most dealings with this age group – the varied ‘grey areas’ require more thought/time in assessing and acting.

The manual of guidelines are accepted and appear to create a good spirit.

Sound and sensible for all to abide by.

It is good to have them [written procedures/guidelines] because then it is not left to a couple of people to decide, which in turn must benefit the students.

The manual covers situations that could arise, legal standings, correct procedures, etc.

It is up to date and pertinent.

Our manual covers everything we need to know.

I am satisfied with our manuals – as challenges arise we address them and are able to put procedures in place that help us to give better service and care to our students.

It is clear, all boarders and parents have a copy. It is revised continuously.

Both boys and masters know where they stand, procedures to follow – black and white.

We very regularly discuss and update where needed.

Our guidelines are established specifically for the needs of our school environment, so they are relevant to us.

[Satisfied] because it [manual] covers all aspects of the day-to-day running of boarding.

It sets down expectations that the hostel has of the boys and it gives them some warning about what to expect.

I believe to keep the boys on the right track, I need to make sure I’m following the manual – and you can tell the boys off by showing them the manual as well.

It means that rules and regulations are consistently applied.

Because it has been set up by ourselves, the kainga parents, and because we live with these students, we know their needs, and we also have life skills and experience we share with them.

Because the manual sets the guidelines to create harmony and unity with the college and parents.

Policies and procedures have been reviewed and developed this year to meet our requirements.
Appendix F: Respondents’ Verbatim Comments

Staff members who were not satisfied with guidelines currently being used

A lot of situations fall through the cracks – there are too many grey areas within the guidelines which are open to interpretation and therefore perceived differently by each supervisor.

Nothing is uniform.

We need a manual which all houses follow.
In the process of being reviewed and rewritten at the present.

Absence of procedure makes for inconsistencies between individual boarding houses and different staff on duty.

Not enough information for staff to make consistent decisions across all three boarding houses.

We have good guidelines for student behaviour, routines, etc. But none for staff.

No depth, no real procedures. Most of what I do is learnt from experience and common sense.

Procedures for related offences that occur vary. The manual in itself is great if followed.

Very old-fashioned and needs to be targeted towards today’s youth.

Procedures and guidelines change depending on the manager’s mood or the girl involved.

There isn’t one [ie, manual].

Haven’t seen it [manual] for a long time.

It could be a bit more detailed in some sections.

It is not really a manual, more a list of requirements.

Guidelines change depending on staff/manager/student involved.

In the process of developing new manuals to give consistency to all issues across the four boarding houses in the school.

It is an old manual and needs updating.

Staff members who did not answer ‘Yes’ or ‘No’ to the question which asked whether they were satisfied with manual/guidelines

Not really able to comment as I’ve not read the New Zealand Boarding School Association [NZBSA] manual. We have an in-house one for students, parents and staff as well as the rules and orders for the school boarding as a whole.

Do not have a manual.

Hostel functions in a family environment with few difficulties.

There are no guidelines.

The policies need to be reviewed and updated as necessary and regularly. Perhaps also should be more open to independent review to give guidelines or recommendations.

Guidelines not fully in use – draft form for school manual at present but nearly there. Lack of staff involvement and/or interest – left to a few.

They are not clear enough and too controlling.

(3) Concerns About Student Safety and Well-being Identified by Parents, Counsellors, and Students

Parents’ responses

When asked the question ‘This year, have you had any particular concerns about students’ safety and well-being within the boarding house, including the level of support given to help them learn and achieve well?’, 87 parents (19% of the 459 in the study) identified specific concerns for them.

Doctors’ visits or ill-health are not reported to parents, even ambulance and hospital visits are not reported immediately. Kids are sneaking out at night regularly.

Students given no help or support with homework. Boarding master very mean to boys. Boys often play on field or out of boarding master’s way.

Effects of bullying not well dealt with. [But] acute homesickness and alienation is well handled.

Students’ responses
Good support to learn and achieve. But I was concerned that the ongoing bullying from the single individual would undermine my child’s confidence. If staff were more approachable, or could spend more time with the students, they would be better informed.

Would like to see more supervision of prep and tutors available for explanations if required – ie, for prep.

Older students are able to leave the house to attend inappropriate social venues. Not enough checks kept on some students’ activities. My son has been quite ill – house staff were quite unaware of this.

Not enough discipline in the house and too noisy for studying. Housemaster is in his final year and has given up a bit I think.

Prep time not supervised enough for the senior pupils: are they actually working or just giving that impression when the master comes around?

I have concerns about safety when the senior dorm/motel unit isn’t locked at night and anyone could enter while they are asleep.

I have concerns about their learning – there needs to be less television. It [boarding house] should set hours, with other programmes recorded and viewed in leisure time – eg, weekends, nights off. Seniors (6th/7th Form) would like to do part-time paid work but aren’t allowed.

I have been concerned about my daughter’s well-being after learning (too late) that she has been ‘crucified’ by an older student.

I feel that their prep or homework time is maybe not supervised sufficiently. That homework is not being done.

The lack of qualified tutors at study time.

I feel staff could more closely monitor whether students are doing their homework or not.

Security needs to be improved.

My main concern about this hostel is that all the staff (apart from cooks and cleaners) are full-time teachers at [the] school. They are under enough pressure with their first job. I think there should be a full-time manager or managers who have the management of the hostel as their only job. It is good to have some teachers living in and spending some hours with the boys but parents would feel much better if they knew there was a dedicated person in charge – who had the time and the ‘mana’.

The dormitories are very old and draughty and unheated. My asthmatic son has constant chest complaints every winter.

Our son has been physically assaulted on at least four separate occasions this year. Although the school has investigated and identified the culprits on each occasion, they have not enforced their written policy of suspension or expulsion. On each occasion it has been a senior pupil.

[I have concerns] about [my child] being given the ‘bash’ for different things.

Strict guidelines are needed in following up any health problems. More access to tutoring.

Qualified lifesaving students should be able to look after students while swimming.

Nursing sister at sanatorium acts as gatekeeper to the doctor. Students should have easy access to doctor and medical attention.

Those not sitting exams – eg, 5th formers not sitting School Certificate – should be separated from others during prep close to exam times as they can be a distraction.

Younger students going out in the evenings to sporting commitments, etc, and not being picked up when it is dark.

Weekends need more activities planned apart from Saturday morning sport.
The boys do not have an independent person they can go to when they get into a situation they know is not right – eg, one of my son’s got involved with four other boys from the hostel one night when one bought a bottle of vodka and ‘sculled’ it. Four of the boys all had a sip (and probably aided and abetted this boy) but obviously the boy who drank all the vodka got drunk very quickly. The others tried to sober him up before taking him back to the hostel, but he vomited next to a security guard outside Burger King. They thought this guard was going to help the drunk boy so they scarpered back to the hostel. However this boy was eventually found two hours later passed out in a car park and taken back to the hostel. The boys had run off because they were scared of being caught as they would have been kicked out of the hostel. However this boy could have died (choked on his vomit) and the other boys should have had someone they could have gone to at the hostel for help rather than just leaving him.

Certain ‘coloured’ or ‘naughty’ students appear to get the less favourable sleeping and prep areas.

Lack of help at prep times on specific topics – needs more resources available.

After-school leave passes. Students don’t have to specify where they go. Hostel manager’s poor relationship with students.

Senior prep classes need more organisation.

There should be more help and attention given to prep (homework) and to making ‘sure’ that they are doing it.

My 13-year-old is dyslexic and school was given a written report prepared by a professional in this regard. In my opinion house staff aren’t making any allowances for her short-term memory problems that occur from time to time. She also needs support of others during prep time and this is not happening. Prep-time is supervised by 6th formers and situations like this need adult attention.

Not enough adult supervision at times. Peer pressure and [my child not knowing] how to cope with ‘older girls’.

Information and facilities unavailable, placing stress on students for completion of projects.

[Had concerns about my child’s] safety due to effects of mental illness. [However] very pleased with management’s response.

Struggling students need someone to encourage and help them to achieve their potential. My child has had a struggle to achieve this year.

There needs to be better communication between school and boarding establishment re catch-up or extra study required to push academic achievement of students.

At times staff have not been supportive and have created problems by their attitude.

There is no support or guidance for students to help them achieve. This is a concern as it is a reason for choosing a boarding hostel as opposed to sending our son to a local college.

Disappointed that more attention is not paid to ‘children’s tidiness’ in dorms and when my child was unhappy I was not contacted – child’s immaturity causing problems. Could probably do with another ‘live in’ supervisor.

I understand from my daughter that it would help to have homework supervisors that have a wider curriculum knowledge. Especially to support seniors (6th and 7th form). This would have helped our daughter – eg, in English, history, art history. And access to material, especially the internet.

Have concerns regarding bullying.

School problems can lead to [student] exhaustion.

Security of the houses to prevent ‘outsiders’ getting in was an issue. After an intruder in the girls’ house was found this improved.

It is not easy for tutors to have general chats about progress. There is no tutor assigned to check and converse with each girl at this year level in regard to academic work.

Lack of access to library and computer room for study and research for projects during the weekend.
A lack of qualified matrons and a reliance on young tutors who have periods of sole charge, particularly on the weekend shifts.

House tutors in flats rarely there and not responsible enough for position.

Being able to study and complete homework without distraction or harassment. This did get better as the year progressed.

[The lack of] support for students during prep time.

Often the computers are not functional. Internet often not available.

The very structure – ie, costs of fees and building space sometimes means the student is in close contact with others for homework which creates difficulty for supervision – ie, not [a] safety issue, just distractions.

Use of drugs by day boys.

I am concerned that the girls do not get to practise evacuation procedures – they had no fire drills this year using the fire escapes that they would have to use if there was a fire. It took a whole term to get a heater in a dorm.

[My son] finds it difficult when the whole group is punished for a few people’s wrongdoing. I do too.

Only concern being the intimidation from older students, which could affect my son’s confidence in himself.

There appears to be inconsistent expectations from differing staff members regarding all aspects of the boarding house. Consistency is the key. Cars and the rules regarding the keeping of these are of a major concern where safety is concerned. With a varied group of boys academically there is concern over prep time, where, when and supervised by whom, and what their expectations are.

There is no adult in the houses at night (lots of separate sleeping). This means some children have been going out and coming in drunk in the early hours of the morning and no one knows.

The freedom of the girls to walk the streets and meet boys, etc. in spare time. Lack of organised activities to keep them busy after school hours.

We had an incident when the whole [year] level of girls became involved in some trouble. But only two individuals were punished. This was a concern to us.

Inconsistent responses to accusations of inappropriate behaviour. Bias appears to be based on religious grounds. Total lack of communication between staff and parents. Term ‘hostel reports’ pay lip service – are full of clichés and patronising, meaningless ‘mumbles’.

Adults supervise but I think the actual help given so that the boys learn and achieve well could be better.

[Students] need a quiet room to be on their own for reading.

I’m not sure why we should pay extra for homework supervision.

Bullying.

The need for some private space sometimes.

A number of staff changes through the year have been unsettling.

Only by hearsay: lots of verbal abuse/racism.

A decided lack of support and continual undermining of self-esteem of child. Not a lot of ‘nurturing’ going on which does not help the achievement level.

There is leave [for boarders] in the evening from 7.30–8.30. I am concerned that this is not monitored sufficiently.

Lack of respect for some staff members by a lot of students causing problems – no respect = poor discipline.

Lack of motherly, understanding figure. Problems not effectively and openly discussed with an independent person, without supervisors present.

My daughter had serious medical problems which were not acted upon initially but after they [staff] were made aware of the situation (by a complaint made) we had no problems.
In respect to learning and achievement next year, I’m hoping [the boarding house will] have a trained teacher taking homework. I have seen the students ‘don’t care’ attitudes to learning – how do you improve this? Homework requiring newspapers, access to news, etc, is difficult in the boarding house. Little supervision between 3.30pm and 5.30pm.
The meals the boys get are not enjoyable and do not always meet their nutritional needs. No activities are provided other than college Saturday sport.

My son has Aspergers Syndrome and is often the subject of teasing. I’d like to see it stopped. Always a concern to have a child who is so vulnerable in someone else’s care although they are well supported.

Psychiatric students (wrongly placed in [the school]), threatening to kill the teachers, students, principal, etc.
The level of his learning has improved, though the happiness about going to learn has lessened.
My son has switched off and is not achieving as much as he is capable of.
Need to monitor showering, sleeping at night, access to a better recreation room, sex education, tutor for homework after hours.

Students’ safety will always be an issue of concern. [Need] to teach students about living together, eating together, sleeping together, working together, whanaungatanga.

This school needs to be reviewed very closely by ERO. It holds a lot of very disgusting secrets, like the way the students are taught and cared for.

Follow-up on student injuries is slow. Pettiness of adults, especially matrons. Students from kura kaupapa Māori seen as ‘dumb’. Tikanga is not a priority, despite being a school for Māori.

Health issue, the cleaning accessories filthy – eg, mops breeding disease, no shower curtains, and just lack of general cleanliness in the washing and toiletry area. The cubicles look like shacks and there is no discipline in general hygiene and cleanliness.

Many of the young ladies placed at the school have been put there by government agencies – their home lives are not suitable. This is not fair to those who have struggled to give their children something special, as too much energy is directed to those who don’t want to be there. Academic excellence and achievement is difficult to maintain if teachers/hostel staff have to deal with negativity on a regular basis.

No ongoing coaching outside of normal school hours for those requiring extra assistance.

Counsellors’ responses

I have concerns about international students – left at weekends without direction. Unable to cook food even occasionally. Very bored.

Some students have become isolated – not enough has been done to teach others students skills for getting on with these individuals.

Leadership problems meant inappropriate staff were hired. Students struggled with conflicting opinions. Staff has recently been changed in the leadership area. Hopefully this will mean positive outcomes in the future.

There are inherent dangers when a student gets ostracised.

One boy did not like it at all [ie, living in the boarding house]. No privacy, no peace and quiet. He was a very touchy pupil though. Most pupils are accepting of it.

The senior master has been in the job 30 years – 30 years too long! He is grumpy and tired, does not communicate and he lacks compassion.

I have been counselling a young man who is ‘at risk’ and I have had to rely on the matron to monitor him because of the attitude of the senior master. The senior boys say virtually no one comes and enquires about their welfare.
There is a need for a more involved ‘adult presence’ with our Year 7 and 8 boarders, especially at weekends.

Occasional lack of respect shown by fellow boarders towards other boarders and property.

Concerned over the attitude of the manager to a student – I felt the student was discriminated against.

The major issue is bullying. Although most of it is low level it is persistent and some boys suffer persistent (daily) abuse – mainly from their own year level. There is also occasional inappropriate contact from older students – harassment, etc, and some serious incidents. I’m not aware of any inappropriate sexual contact.

Concerns arose over the apparent inability to oversee a student taking his medication. The hostel were initially reluctant to accept responsibility for this task.

There have been a number of students unhappy with food hygiene. Some have decided not to eat – unhealthy. On two or three occasions I have heard of incidents between supervisors and students that could have been defused but have escalated, possibly due to insufficient skill on the part of the supervisor in handling conflict – [too] young?

Minor/short-term concerns which are alleviated by using appropriate helping systems – ie, conflict resolution/mediation, etc.

There are varying standards between houses [at this school].

Lack of effort and emphasis on academic programme.

Students who overdose – ensuring that policies are followed in the aftermath.

Issues surrounding different treatment of different cultural backgrounds. Asian students are happy to study most of the time at weekends. New Zealand students want to socialise. What has been regarded as ‘the norm’ is gradually changing and has been problematic as the staff have found New Zealand students more of a challenge from a management point of view.

Progression of trust needed for senior students.

Mainly bullying – and whether boarding house staff react appropriately when their authority is challenged. This matter will be addressed shortly.

The culture which is promoted fosters rivalry and ‘power’ between year levels – eg, some students being able to issue punishment to others, boys receiving different (preferential) treatment compared with girls. Also, no support for student complaints for concerns, (nowhere in the hostel for them to take these – nobody ‘safe’ to talk to about many issues), especially issues regarding hostel staff, etc.

Some bullying/exclusion [but this was] dealt with promptly and effectively by boarding staff in conjunction with myself.

Ministry of Education has re-directed a particular student back to our school despite our protests/concerns re suitability of placement and the safety of other students.

Concern that behaviour that is within the range of normal adolescent expression and growth is viewed as abnormal and deviant [by some staff], with corresponding negative reaction.

Erratic support given to assisting students academically.

I found some of the staff’s disciplining tactics extremely harsh and punitive. I felt the girls were at times verbally abused and seniors were actively encouraged to bully the juniors in order to keep order and control. However these are difficult students who may not have responded to a more passive approach. Also the staff had a lot on their plates and were over-stretched in resources/time.

Some senior students think they have the right to punish junior students – eg, swots, standing to attention, duck-walk. Staff tend to intervene when told.
Students’ responses

Of the 362 students who took part in the study, 57 (16%) chose to specify concerns in response to the question: ‘This year, have you had any particular concerns about your own or other students’ safety and well-being living within the house?’

Some students can be intimidating and hard to work with.

One incident worried me greatly as it concerned physical harm between two students, [although] this was resolved by staff at the time.

Being singled out, or the bullying (verbal).

Mental disorders and problems or anxiety with weight, etc.

Eating habits, emotional and mental problems.

End of year pranks (from seniors to juniors) sometimes went over the limit. But only once this year.

I have concern for the quiet students, where they are good targets for discrimination or bullying.

Some new students that didn’t try to abide by the rules because they don’t want to be here.

Some people acting silly.

The dorm parent is a bit inconsistent with punishments.

Really big students with anger problems that are hard to handle because of their size.

Waiting alone at bus stations at night.

Though we are on the second floor, doors are being left wide open on the ground floor – security needs to tighten up immensely.

Rules have gone a bit floppy but I am sure that next year they will improve.

One of my friends had hit her head on the window and had a very deep cut, just this weekend. She was immediately taken to hospital but when she got back she needed painkillers from the matron but was totally ignored.

Meals are not very good, especially for international students. Housemasters show little respect to seniors and international students – ie, students are admonished or punished for trivial matters and hypocrisy rules.

There is a boy here who is mentally ill, but managers do as much as they can to help him.

[Have concerns] about some individuals [who] try to make others feel inferior to them.

Strangers coming into the hostel late at night, even though it is locked up and we have security guards on.

Fights/disagreements between girls and/or parents.

Making sure all windows are closed at night because of break-ins. Not so much upstairs but definitely downstairs.

Some younger boys are constantly abused both verbally and physically by their peers.

When there was an ADD boy fighting with another boy and there were no duty staff to be found.

When staff members don’t know where students are.

There can be conflict between the Kiwi girls and the international girls. This makes both sides unhappy and homesick.

When Year 11s were sneaking out of windows – any stranger could get in. Very light punishment given to a girl who was caught with marijuana.

When drunken members of the form come back from night-leave drunk and act in a violent way.

Getting sick because dishes are not done properly, showers and toilets are not cleaned properly and broken heaters are not fixed.

Unstable girls in the hostel when clearly they shouldn’t be.

People with eating disorders have created problems as others do not want to be around that sort of thing.

Because the older students aren’t allowed to control younger students there tends to be bullying amongst individuals in their own year group.
I was aware of bullying in the junior house but things were sorted out as I informed the house manager and principal. All the students are very supportive of each other and always there to assist each other.

When the boys escaped the hostel – leaving it unsafe for all in that dormitory.

[Have concerns about students with] severe depression, not eating properly, not enough sleep. When a number of junior hostel members snuck out to no one’s knowledge and walked the streets until they returned at 6am.

They forgot to wake up one student in a single room when the fire alarm went off. They also didn’t take the roll (housemasters).

Emotional safety and well-being concerns me.

If you’re sick or hurt yourself you can’t always find the matron or a staff member.

The very personal situations can affect a person’s judgement against other students.

Predators walking round the school while I am asleep.

There was a girl, who after a break-up with her boyfriend had suicidal thoughts, and was not particularly well looked after by the hostel, except by one supervisor.

No one was happy under the rule of the old managers, very bad atmosphere. (Good atmosphere now.)

A [staff] member who has now left began to drink a lot.

A duty master being quite angry and losing the plot.

When my friends are in trouble or are down I feel for their safety because there is a lot that they could do to themselves or others.

People need to keep their personal hygiene to a good extent [sic].

Some year groups are catty and immature towards each other, this leads to certain people who are not mature doing things that are not appropriate.

A fire escape route was locked so that if there was a fire they couldn’t escape. But it did get fixed after a while.

There are certain students who are mentally and emotionally unstable being abused by others. This is quite a concern for me as a senior in the house.

Some of the younger girls were getting drunk at night.

People coming back from evening leaves drunk and no staff noticing.

One of the flats [houses] has experienced a stalker.

Student safety regarding one intermediate boy. I have been a bit concerned about some of the students’ behaviour. We need our students to be more respectful and use their common sense.

Maybe not recent, but last year touching from boys to girls and vice versa. This went a lot further. Room changes have been made which is good.

As one of the school leaders people come to me with their personal problems so naturally I’m concerned, but if I can’t solve it there is always someone else to turn to.

Not being treated fairly.

There is a lack of privacy in the dormitories. The relationship between supervisors and students is not a very good relationship. Some supervisors don’t have very good skills working with students.
(4) Principals’, Managers’, and Staff Members’ Views on Whether There is a Need to Improve Standards in School Boarding Accommodation Generally

Principals

Forty-four participating principals (73%) commented on their answer to the question: ‘Do you believe there is a need to improve standards in school boarding accommodation generally in relation to students’ safety and well-being, including their being able to learn and achieve well?’

Several of these respondents (see below) stated that they did not know enough about other boarding establishments to be able to make a judgement about the need to improve standards generally.

Principals who answered that ‘Yes’, standards did need to be improved

While we believe our [boarding establishment] is good there is anecdotal evidence that this is not always the case; a code should help in this area.

Some hostels seem to me to be less ‘safe’ for their students than they should – some have less privacy than students would like; changing situation, means students board for different reasons from in the past – I strongly believe BoTs and principal must be finally responsible for every hostel.

I have visited many schools with hostels and I ask the question – would I put my son or daughter in this establishment. Sadly I often answer no.

There is always room for improvement.

You can always improve. A form of training for house staff would be good.

Obviously media reports on incidents in some hostels have created bad press for all of us.

We are charged with providing a service at too low a cost.

But this is a local issue and does not need regulation, inspectors, or the Ministry of Education monitoring. ERO serves to monitor and evaluate boarding conditions.

Feedback from other hostel managers and parent experiences.

There is no training for boarding house staff before taking up these positions, and little ongoing support or professional development.

[Improvement in standards] is currently planned for and happening. We are well into our upgrade process.

Consistency is sought, [but] ‘best practice’ is more valuable than decreeing what is expected. ERO visit welcomed – needs specialist personnel.

Still the occasional horror story hits the press and damages the image of all boarding establishments.

[There is a need for standards to be improved] although the schools that I know of and have been involved in have worked hard to promote student welfare/achievement.

There is always room for improvement.

We need consistency in standards to ensure all boarders are well catered for.

This is only my opinion [ie, that standards generally should be improved] given the feedback from parents who have visited other institutions. We have a waiting list.

There are always financial constraints in making the necessary and desirable improvements in facilities.

We can always improve but the Ministry must be careful not to be too bureaucratic/draconian because of a few spectacular failures in New Zealand.

A custom-built hostel with purpose-built study libraries [is needed].

Absolutely – to ensure staff and management are aware of the importance of their role.

There is always a need for self-review and to work towards an ideal.

Continuous improvement is the goal. Cost of compliance is an issue. As new, higher standards are introduced, there are always associated costs to explain, implement and evaluate the change!

29 Tables E4 to E6b (p.129) provide the numerical data relating to this question for each of principals, managers and staff members.
I believe there is a need for a minimum standard which ensures safety and progress for pupils and that establishments should always strive to achieve at a higher level than that set.

Principals who answered that ‘No’, standards did not need to be improved
We are specialists in this area and proud of what we offer. We openly acknowledge our desire to review in order to continuously improve.
OSH regulations seem to be working.
I can only comment on our operation. In saying that, there is always a need to improve standards although this does not necessarily say that there is an issue to be addressed. But we could always do better.
If our hostel is typical there is no need at all. We maintain high standards so we can get clients.
Generally it seems boarding accommodation is okay. Managers are well aware of the need for standards.
This school has a new hostel with exceptionally fine facilities. Things will continue to improve but it is not driven by a need because things are bad.
New Zealand state boarding schools generally are excellent – far in advance of the many I have visited in the UK and USA.
I have found that nearly all school boarding accommodation is run well, just a few have difficulties and cast doubt on everyone.
Principals who did not answer either yes or no
Have no direct experience of any other establishment.
Not confident in my knowledge of what goes on elsewhere.
Cannot comment on any boarding establishment other than my own. We are always working to improve our set-up. That’s our commitment.
Can only comment on our own school.
Neutral, don’t know enough about [other] school boarding establishments. The question sounds biased.

No boarding school can ever think that they can get things right – but in all boarding schools I’ve seen (4), all staff generally have the kids’ safety at heart.
Really don’t know a great deal about other boarding schools, except some negative publicity in the media.
Not experienced enough in this area to comment.
Not really aware of standards in other boarding establishments throughout New Zealand. However, with some exceptions that we see in the media, most parents sending their children to other boarding establishments in my area seem pretty happy.
Unsure. I have no specific knowledge about other boarding establishments.
I have only been in New Zealand for a little over 12 months so I am unfamiliar with boarding standards of care in other schools.
I think we need to continually monitor and review what we are doing to improve the quality of the service (parents’ forums, parents’ house committees, etc, have been implemented this year).

Managers

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<th>Managers who answered that ‘Yes’, standards did need to be improved</th>
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<td>The monitoring of boarding staff is essential in order to maintain the well-being of boarders and staff. Systems to maintain the well-being of boarders and staff (are needed). Systems require an effective supervisory strategic plan to identify high needs support of both students and staff. Bullying needs to be monitored.</td>
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Forty-six (76%) managers commented on their answer to the question about a need to improve standards across school boarding establishments generally. See Table E5, p.129 for the numerical data.
We are continually looking at improving as boarders’ needs are changing. The family background has become more complicated. The pressure and expectations of achievement levels continues to grow. Reasons for boarding are more diverse. Transport, drugs and alcohol [have] huge impacts on behaviour.

Management and accessing of resources to manage serious behavioural problems. (Both for the individual and to protect the welfare of others.)

Some hostels do not yet have policies in place to do this.

Communication between school and residence needs to be improved. There also needs to be consistency across the site, policies to address issues that are raised and professional, qualified people working with the children.

I’m not sure about the other boarding schools but we work very closely with our BoT and staff and any learning or behavioural difficulties are carefully monitored by our dorm deans.

Gone are the days of ‘spartan’ accommodation; should be close to what one would expect at home.

[My view that standards need to be improved is based on] my knowledge of other hostels over 15 years as a manager in two large co-ed hostels.

There is always room for improvement and this is why review and evaluation is so important.

Must be ongoing review as nature of society and expectations of community change.

Increase staffing to support students in their learning and achievement.

There is always room for improvement.

Recent news reports indicate that some schools need guidance.

Given the availability of resources and finances things can always be improved.

A required standard with a set of guidelines would be good for the overall standard of New Zealand boarding.

Supervision of prep proves to be difficult for inexperienced boarding school staff. Students’ safety and well-being is paramount to us but the conditions for learning/swot here for Years 10 and 11 could be improved.

One must always aim to improve the standards within the hostel so it may progress and keep up with the times.

I think it is important to ensure a safe environment is provided for boarders and this can always be improved.

A quality management system needs to review all aspects regularly! We must keep up to date!

If we could afford to, we’d turn part of the dorms into study areas so learning can occur in the hostel; [we’d also] provide computers and on-line access for a one-stop learning environment.

There is always room for improvement. Most of our students and parents are happy with ours [ie, standards].

[There needs to be] consistency of skills and understanding of job responsibility by supervisors. Standards set nationally would definitely help – as would specific training courses to address staff weaknesses.

This [the need to improve standards] is ongoing. Each year brings new challenges.

We believe that some hostels rely heavily on older students’ supervision instead of using adults.

The needs of boarders are continually changing with the changing of family-focused behaviour and attitudes. Modern boarding has to adjust in its daily life to family priorities.

Our school continually seeks to improve its boarding services to it students. We are committed to do better, be better at it, than the year before.

[There need to be] effective strategies [in order] to ensure students are safe and secure – bullying, illegal substances, AWOL at night. Can never be complacent and we know we are only one incident away from a disaster.
Standards vary from house to house, staff levels per head of student are sometimes inadequate. Some facilities I have seen fall short of what I think are acceptable.

Yes, [standards need to be improved] – mainly there needs to be an adequate ratio of supervisors or staff per number of students.

Managers who answered that ‘No’, standards did not need to be improved

But students must have the desire to learn and achieve and the unfailing support of parents and dedicated teachers.

Each establishment is unique and the dynamics are particular to that institution.

No, although the lowering of the drinking age can create problems in the senior student area (needs much tighter policing).

Not really, the houses are well maintained. The junior house needs painting and new curtains, but this will happen within the next two years.

I don’t know enough about others to comment on those – but know that we are doing as good a job as we can.

Seem to be okay.

Student accommodation is currently very good with nearly all senior students having single or double rooms.

We believe that our students are, generally speaking, very well cared for.

Ongoing communication with regards to our hostel continue to improve better outcomes for all involved.

My experience of 10 years suggests that most [school boarding] institutions are coping well.

Managers who did not answer either yes or no to the question about the need to improve standards

Cannot answer – have not been in any other establishments.

Not sure – too new to comment.

Unable to comment, only have experience of one boarding establishment. Private and state-funded establishments may make a difference because of funding. Also male/female establishments.

This cannot be a general question. Some schools are excellent, others can give boarding a bad reputation. These schools should be reviewed regularly.

Staff Members

Of the 188 boarding house/residential staff members who took part in the study, 130 (69%) commented on their answer to the question about whether there was a need to improve standards across school boarding establishments generally. Common themes in responses from staff members who felt that standards did need to be improved included the need to upgrade the accommodation, provide more space and privacy for students, and improve the conditions and resources for students’ study. Others simply stated that there is “always room to improve”, while still others felt that there should be greater numbers of suitable staff, and more opportunities for staff to receive professional development. Several respondents said they were not familiar enough with other boarding establishments to be able to give a view (see p.176). Tables E6a and E6b, Appendix E, contain data on the numbers of staff members who felt that standards did need to be improved and those who did not.

Staff members who answered that ‘Yes’, standards did need to be improved

Referrals from other hostels have alleged that the practices within these establishments are unsatisfactory. Stories of abuse, bullying, discrimination between age groups. Part of institution.
Standards need to be improved in some hostels where systems do not cope with issues that arise. However every hostel is different and what should be produced are a set of guidelines so that hostels can develop systems to cope with problems as they arise.

Need more resources for study – eg, computers, printers, more library books, games, paper, stationery, calculators.

There should be privacy for students in boarding – own rooms.

Upgrade living areas, more privacy in dorms.

There is always room for improvement, however any change should be collaborative and agreed to by the relevant stakeholders.

There is always room for improvement.

We need a qualified teacher or tutor at homework time now that our numbers are on the increase.

The need for more privacy and a minimum area per student.

I think we should be constantly trying to improve standards by providing a well-kept, purposeful environment and also focusing on the individual’s needs.

So many other schools do not seem to have the proper leadership. Money is such a big problem. Not enough money to do what is needed.

Environment plays a large part in well-being.

[Standards need to be improved], particularly in older buildings.

Horror stories.

There is an ongoing need and desire to do better.

I have heard not all boarding schools have ‘modernised’ and got rid of ‘old traditions’ which equal bullying.

The need to have single-room accommodation – this I think is necessary in this day and age.

We need to stay updated, one step ahead, especially with safety and care. If the girls feel safe they may feel relaxed and able to learn and achieve better.

Adverse publicity in the media has made it necessary to be vigilant and to be open to scrutiny.

Students can get out of the building after you lock them up – eg, [out of] windows.

Accommodation could be improved – eg, single rooms for students to allow them to have better quality time for study.

Ongoing assessment is the only way to identify and eliminate hazards. Close contact with school is important.

There needs to be better access for boarding students to school facilities and equipment outside of school hours.

Many boarding schools are not given their own budget and responsibility to oversee funding. Should be able to raise funds just for the boarding school. Rent out dorms during school holidays and use this income to upgrade and improve facilities available to boarders, not have it channelled into the main school funds.

There need to be building upgrades and separate prep classes for students according to age.

Better nutrition.

Better communication between management and supervisors needed. Better remuneration for staff would be appreciated. More discipline by staff for consistently naughty students. Somewhere provided for students to talk to staff in confidence.

 Provision for tutoring less able students. Review of staff performance – regular.

A lot of the place is very dated. Students would progress in a more positive, warmer atmosphere.

More about feeling proud of where they live and having more privacy rather than student safety. Not enough money is being put into replacement [of facilities]. Some areas have become quite run-down, with this has come increased vandalism.

Sensible and practical maintenance for the betterment of student accommodation rather than commercial board decisions to keep the budget as low as possible. Practical issues requested by boarding staff are often not recognised/accepted by school boards.
There are always going to be loopholes, hopefully resolved in our new boarding house.

Improve standards of buildings and surroundings but only if the students look after them and show pride in what they have.

Staff need effective training to cope with issues such as homesickness, conflict resolution, developing good study habits, finding ways to encourage effective use of leisure time.

Need to make it easier to take out [of the boarding house] children who bully/disrupt others.

We must always strive to improve what we offer to our girls and keep up with expectations parents have, and indeed we have, for our girls.

In a changing world there is always a need to improve. These are challenging times.

There is still a lot of bullying at most boarding hostels.

Shape of building, lacking individual areas in some of the parts of the hostel, some have to do prep in dining room which is not always acceptable.

Only seen one boarding accommodation so cannot make comparisons. Generally, accommodation built in the last few years caters well for students, but lack of funding inhibits improvements to older buildings.

More resources and library books, computers in the hostels, etc, are needed for student study.

I think in any hostel there is always a need to improve standards.

I personally believe that there needs to be a greater responsibility shown by senior students towards juniors. Ideally, senior students should be taking some part in helping run the hostel which would help generate a more ‘family’ atmosphere.

Better monitoring of educational achievements and more effective learning.

Boards need money available for upgrading when the building is getting very old. Would also solve all the problems with waiting lists and students turned away when there is no money available to build on extra rooms.

There needs to be a greater emphasis on physical/mental and whole person well-being – being a good citizen/responsible member of society – many of these issues in the ‘grey area’ are left in the too hard basket or the ‘not politically correct’ basket.

I can only base my answer on my experience of the hostel I work in. In this hostel we need to improve a great deal. At times I believe we inhibit learning.

Poor prep facilities = shortage of updated materials and computers.

Funding needs to be made available for equipment for academic and leisure support.

Public perception is that a lot of bullying goes on, also that hostels are a good place to send problem children.

Some older establishments are run down. Ours is only 10 years old and continually has maintenance done.

Need to be able to attract better staff.

More privacy in a lot of boarding houses, [should be] no more than three students to a room.

Our students’ safety and well-being is fine but it could improve in our study areas as some students are more focused in their goals than others and it is this area that is not being worked on at the moment.

I think all students should have a quiet, private space to study.

A student should be entitled to the same standard of accommodation that would be found in the family home.

Standards of accommodation vary considerably – some verge on substandard. Boarders are susceptible to various forms of abuse, especially from other boarders, and this may go undetected. Need good systems in place.

[Need to] try to discourage parents from sending kids to boarding schools just because they are a problem at home, therefore taking away the opportunities they provide to a boy/girl who would benefit from them.
Some of the establishments I’ve seen are very old and unwelcoming. Completely ‘wrong’ staff employed as caregivers.

Not enough quiet places for the students to study.

Not so much improve standards, but give students more room, more privacy and occasional time-out.

In relation to ‘trouble students’, in a hostel environment they can cause a lot of damage both to the physical hostel and to the students who follow them. The housemasters must have a system to remove these students from the hostel.

It’s a tough life being a boarder from what I see. Lack of privacy and regimented rules, particularly for older students, make it difficult.

Could do with better bedding and furniture and re-paint walls to feel like a home.

Ongoing assessment and development will always be necessary. Regular assessment from groups such as ERO are invaluable and input from students is often useful.

Accommodation is safe and secure. [But] for extra privacy and lack of opportunities to harm others a better alarm system on bedrooms or one room per child is necessary.

Alarm systems could be improved.

The accommodation needs to be extended as when at full capacity there is not enough space.

Staffing levels are not adequate. Special needs students benefit greatly from one-to-one teaching.

There is always need for further improvement and the school is continually reviewing its policy and procedures in this area.

More family involvement and input would be valuable. Upgrading of staff, professional development in training area, utilising the skills of individual staff. Though I also believe we have a high standard of safety and well-being in general.

Improvement of standards is always an ongoing procedure in any school or boarding establishment to meet the pupils’ needs and to ensure a safe, secure, nurturing environment. To treat all students with dignity and respect is their right.

Larger and more user-friendly residences needed. Not enough living space currently. Reduce number of pupils per residence and increase staff-to-pupil ratio.

Would love to see that our residences do not accommodate as many students. At present, ratio stands at one staff to eight pupils. Would love to have this reduced.

Better resources needed to cater for individual needs – ie, disabled students, cultural differences, behaviourally challenged.

Smaller cottages, smaller groups for well-being, learning ability. Large numbers of children in one building does not provide a good learning environment for all. Also a lack of privacy.

Rooms to be well-decorated – colour, etc, for teenagers (not the painters’ choice). Adequate privacy. Maintain individual rooms.

Need trained, qualified staff who can work professionally, building positive relationships with students.

Need smaller cottages. Bigger and brighter bedrooms. More trained staff.

The buildings are old and outdated. Poor bathroom facilities and they are not designed to suit the needs of the students.

In this particular school, students are housed in a hostel environment lending more to an institutional atmosphere. There is a minimum of nine students in one particular hostel. With a more modern approach of transitional living the emphasis should be on a smaller unit, smaller numbers of students per unit – a more home-like environment.

I can only write about this establishment. A new, well-planned building must be beneficial.

Certainly larger areas within the residences should take a lot of pressure off the boys – 18 boys per villa should be the limit. They should be attracting enough funding for the status quo to remain.
Staff members who answered that ‘No’, standards did not need to be improved

If hostel staff are doing job well, leave be.
Standards must be set by individual hostels.
Most schools in New Zealand do a professional job looking after pupils.
Our hostel is continually monitoring the welfare of students.
I think everything in our boarding house is run successfully.
Having only had experience of one boarding hostel I feel it is well run.
Being done [ie, standards improved] in this college all the time.
Feel that the staff here are caring people. The atmosphere is like a family.
This house has recently been renovated so it is better equipped to meet the expectations of students and families.
This [answer – ie, that standards don’t need to be improved] is just based on what I’ve seen here. I do not know in general.
It’s all laid on for them [boarding students].
I believe that every boarding school that’s operating with a proactive board and management team endeavour to give the very best care and offer a high safety standard to all the students in their care. I feel it is a high priority for every boarding establishment.
In general the boarding hostel is well supervised.
We have a huge waiting list for hostel students even after expansion this year, so feel we must be getting something right.
This hostel is well-endowed. Money has been managed well.
The boarding school I work at is a very pleasant place. The accommodation here has been improved greatly over the years I’ve been employed here. The majority of girls have single rooms.

I believe that my experience extends only to my current school and the prep school my children boarded at and in both I believe the conditions to learn and achieve well were/are excellent.

Everything was done 12 months ago and is wonderful. Bright attractive modern rooms. Bathrooms and showers very private, heaters are automatic in bathrooms, etc. Very well appointed boarding house.

Not generally but each school needs to ensure that all issues are dealt with especially when welfare of students is involved. Complaints, concerns, etc, need to be fully investigated and dealt with.

Our house has been recently refurbished.
At the present time I cannot see how our boarding house could be improved as the girls want for nothing. They live in a very safe environment.
I can’t speak for other hostels but they are safe here – being a hostel in a small town is an advantage.

Our boarding accommodation has been upgraded.
The standard is of high quality, [but] the boys have little or no respect for property belonging to the hostel – ie, not their own.
[No, not in standards but] there needs to be an improvement in conditions of dormitories, eg, privacy. Maybe there could be some improvement with menu planning.

The physical buildings are excellent and boys in the seventh form have single study/bedrooms.
Specifically with regard to the boarding hostel where I am currently employed – no. As a generalisation nationally then possibly yes.
The system established over the years seems to work most satisfactorily.

Student accommodation is currently very good with nearly all senior students having single or double rooms.

There are clear, well-defined systems that operate successfully. While evaluating and seeking to improve is always a focus, the basic systems/structures are very good.
All safety standards are met, excellent coverage in all aspects of boarding. This management team is the best I have ever had the pleasure of knowing. I believe this hostel is well set up.

The hostel students need to understand that their safety and well-being is influenced more or less by their own attitudes and values during their time here. Hostels supply opportunities. It’s up to them to take advantage of them.

Staff members who did not answer either yes or no to the question on whether there is a need to improve standards in boarding accommodation generally can’t comment as I only know about our operation here.

Only know of this boarding facility. Many differences depending on funding.

[Existing] standards are adequate. I am unable to comment on other boarding establishments.

Unable to comment as have only had experience in one boarding house.

Probably not in more modern facilities or those that have been recently refurbished.

I do not know the situation outside the hostel where I work.

We will be implementing combined study time in the evenings next year instead of allowing students to study alone.

Not informed well enough about other boarding schools to comment.

I can only comment on our own establishment which has a programme to upgrade the boarding house in place.

Unable to comment as this is the only accommodation I am familiar with.

This is too broad a question to ask given my experience relates to only three hostels.

This boarding school provides care and conditions of a high standard compared to some I have seen.

[5] Strategies that Principals, Managers, and Staff Members Felt Had Been Particularly Successful or Helpful in Improving the Safety and Well-being of Students

Principals’ Responses

Greater communication with parents; prefect training; buddying system; established board hostel committee.

Big sister programme: Year 13 [students] with Year 9. Peer support, peer mediation, anti-bullying policy with strategies for awareness raising, independent external audit/review, health programme, many more surveys, eg. student surveys, parent surveys.

Private study, employment of tutors on a casual basis, use of the college library and internet access for research and study.

Improved sign-out procedures. Improved tracking of visitors to the hostel. A code of behaviour for students.

Use of library and computers during study time. Increased number of staff. Refurbish dormitories.

Refurbishment, restorative justice programme, drug amnesty.

All doors alarmed.

Kia kaha anti-bullying programme introduced.

A programme to reward [student] achievement and reaching of goals has been implemented.

New policies are in use, health and safety inspections, prep in a safer school area (close to boarding house).

Extended the security system to limit the possibility of students leaving the boarding accommodation during the night.
Alarms on the outside doors, both gates are locked earlier than they used to be, traffic no longer drives through the school, re-introducing 5 nights of prep after letting them off on Friday night.

Reviewed our strategic plan to ensure we were on task and maintaining our standards.

Tutors in English, maths, science, to help during homework time. Aligning policies and procedures of the day school to the hostel to ensure fairness and consistency.


Tutor groups. Mentoring.

Better study facilities for each student. Own desk, book shelves, computer link to desk, computer available in library, evening tutorials in mathematics.

Currently undertaking a massive refurbishment of all boarding house accommodation. Introduced more frequent boarding committee meetings.

Weekly meetings of all involved to discuss concerns and look for solutions.

An extensive review of boarding house management and operations was conducted by an outside review – involved parents, staff, students. We changed our management structure and staff supervision. Reactivated boarding house student committee – two reps from each year level.

Senior accommodation allowing a flatting situation. Less supervision by older students – peer groups self-monitored more. Living and study areas separated.

Least intrusive but consistent consequences regarding misbehaviour.

Processes for communicating with school are effective.

The ‘wellness’ programme is very successful.

Invited speakers in regard to health and life skills.

Climate committee – for girls to express their feelings, ideas, etc. and to review progress. Improved security alarm system.


A ‘quiet’ room for the junior boarders (Years 7 to 10) – well decorated, carpeted, sofas, etc. with study desks and lamps – no television, no music. A very useful space/retreat for them away from the TV room. A good study space with computers/internet available. (Also) internet and e-mail now available in the boarding house – good for study and home contact.

Improving school culture program. Big emphasis on positive peer relations.

Security and fire upgrades.

Reviewing the handbook: explaining via newsletter and parents’ meetings changes that have occurred – clarifying procedures.

Continue to upgrade policies and staff manuals.

An alarm system that enables monitoring of students and/or outsiders entering or departing between the hours of approximately 11pm–5am (depending on the day or season).

Partitions in shower blocks. Whole-house camps. Access to library/computers at prep. House birthdays (one day each year designated for that purpose).

New complaints policy and procedures. Male presence at the hostel policy (all girls).

Additional staff at study. Promoting healthy eating programme through sound menu development. Using outside help in establishing revision and for tutoring programme.

Policy on harassment; consistent guidelines in the manual are updated each year.

Communication process for any wrong-doing. The boarders now have an easy plan and system to redress matters of concern.

More rigorous criteria for selection of boarding parents; improved discipline procedures and communication; improved management structure with addition of boarding management team.

Better procedures on monitoring visitors, whānau, friends, workers, contractors.
Professional development – creating a positive learning and living environment, and improving learning and teaching styles.

The residences went through a programme of restructuring that involved re-defining roles and responsibilities of staff in providing programming and support for students.

Regular and ongoing reviews of pupil management strategies, access to child psychiatrist for regular consultation with pupils as indicated, and continued development of parenting programme and involvement of parents in the school. Reorganisation of the night shift to enhance good practice and further development of the electronic monitoring and security systems operated during night shift.

Employment of culturally appropriate staff. Focus on improved communications with home. Better/stronger links between residential and school programmes.

Weekly one-on-one meeting between social worker and students to explore safety issues – with student, with staff, or others. The adoption of a code of ethics for all residential staff.

Review of all safety processes for students by a staff working group.

Managers’ Responses

Forty-eight (77%) managers identified at least one strategy or initiative that had been put in place in their boarding establishment in the last two years or so which they felt had improved the safety and well-being of students.

Full interview [with potential boarders and families] and checking that we only take boys with a good track record in terms of behaviour and classroom work ethics.

Individual development plan for board. A Year 13 –Year 9 ‘sister/buddy’ system introduced. A health programme with guest speakers. An anti-bullying policy implemented with strategies for proactive awareness-raising. Surveys conducted – an independent audit which looked for areas to improve on.

Improved privacy in hostels. Better study areas, a large number of single rooms now available so many students, particularly senior students, can study in their own room without interruption. Improved supervision.

Our peer counselling/buddy system with seniors and juniors enables homework, reports and spiritual interaction to be implemented from the very start.


Review of all our procedures – finalised with a general simple booklet for all staff, parents and students.

We have developed a purpose-built prep room and introduced paid security on weekend nights and surveillance cameras.

Introduced twice-yearly (or more often if required) personal safety questionnaire out to all students (or particular year groups).

All aspects of health and safety and student well-being are constantly reviewed and improved. The introduction of six computers and four printers within the house provides additional learning and presentation tools. Boarder on hostel committee to present student input.

Stronger security systems. Improved facilities, improved communication systems available, outside activities to balance with school activities.

Conversion of cubicles into individual rooms for senior students to ensure privacy and a place for them to work without disrupting or being disrupted by other students.

Vertical tutoring system plus group of students from all levels meeting regularly with headmaster.

An operations manual has been developed and its content utilised by all housemasters to ensure consistency among staff. It also gives a clear guide as to expectations for students and parents.

We now have a computer suite, and new, very spacious single rooms for Years 12 and 13.
Computer/library facilities available outside class-time. Upgrading facilities.

An outhouse ICT study room. Another space for students.

Honours for ‘weekly duties’ (effort guide) results in free Friday night for all seniors. Computerised leave register system implemented – allowing easier/more freedom (perceived!).

Changing of living arrangements so that many of the old systems that were unsuccessful have now been made better to improve the well-being of the students. The utilisation of the school counsellor.

New menus for meals (new senior cook). Made students more responsible for consequences of their actions – less staff chasing up, reminding and direct supervision, eg, getting own laundry done – if not done you don’t have any clothes.

We have tightened up on monitoring students’ involvement in activities which may clash with study times on an ongoing basis. Additional studies are now run.

We have built a new unit for students with confinement to wheelchairs. We now have a soundproof prep room and have installed computers and internet connection.

Automatic alarm system on main doors and windows in both junior and senior houses. Keeping prep-time well supervised. Taking the girls/boarders to the local doctor’s clinic rather than have her visit us – female doctor in place of a male.

Introduction of student rep on boarding house committee. Bullying survey annually. Appointment of dorm leaders for 3rd and 4th forms.

Extra prep. More/easy place access. Quicker response to change.

More staff supervision. Better retention programmes.

Giving a more balanced, varied programme with regards to physical and mental needs – prep not at the same time every day / mixed times with PE.

Goal setting – emphasis on academic performance. Availability of free tutorial service – easy to achieve when teaching staff are boarding staff. Anti-bullying programme – ‘no blame’ approach, hostel council, ‘Top Bloke’ award system, inter-house competition.

Over the last two years we have formalised administration by supplying handbooks on policies and day-to-day running of the hostel.

Extension of sprinkler system into two more blocks. Introduction of night supervisors between 10.15pm–6.30am each evening.

In 2001 we opened a separate wing for senior (Year 13) girls. Introduced GAP tutors30 to assist with systems and activities for girls. Upgraded fire system and general security. Computer networking for 2002.

Boarders’ handbook, code of conduct, developed policies for the health and safety of the girls and staff. Professional development for staff. Year 7 and 9 orientation programmes. Parents’ area meetings. Year 11 team-building weekend. Induction program for international students, etc.

Secure lockers. More leisure facilities. Improved kitchen facilities.

We have introduced a pastoral care system in school and this supports the boarding school.

Effective use of on-campus school facilities has made improved evening study for students. Dormitory alarm system installed has virtually eliminated risk of student safety from potential intruders or students going AWOL from dormitory.

Parent committees for each individual house formed and fostered. Library/computer room made accessible to students at prep times.

Training of our senior leaders (dorm leaders and prefects) and regular meetings with them. Effective prep conditions and staffing and process (added value) that has improved each year. Outstanding School Certificate results in 2000.

30 For an explanation of GAP students or tutors see footnote 22 on p.78.
Trained supervision and assistance with computers, students’ files linked to a server, additional phones, positive reinforcement system extended.

[Not specifically in the last two years or so] but policies and guidelines are constantly reviewed and amended as a boarding facility is a changing environment.

These structures have been in place for several years and are reviewed when necessary.

A stronger measure of acceptance of appropriate behaviour – clearer guidelines to both parents and students – easier chain of events leading to expulsion.

The showers were running hot and cold (too hot). Ministry grant has been accepted to fix problem. We now have a huge deck that is dangerous and in the pipeline for replacing.

Study times are consistent and well supervised. Student (boarding) contract ensures an adherence to rules, policies, and procedures. Boarding staff agreement with proprietor ensures good service delivery of care.

The implementation of a ‘welfare’ team that consists of DP (school), nurse, and counsellor.

A minimal increase in staffing levels (unable to be improved further because of staffing levels).

Improved access to recreation/leisure programmes

Student behaviour was difficult at times but now with more activities and more discussion with students about their needs and wishes (it has improved).

Development of behaviour facilitator role in response to challenging behaviour of many of the residential students. Increased security at night in one hostel by way of passive electronic surveillance.

We are now run by the Ministry of Education so this is an ongoing process which we will continue to build on.

Casework (individual) recording; determining support staff might need.

Staff Members’ Responses

One hundred-and-three (55%) of the 188 staff members who took part in the study identified strategies or initiatives that had recently been introduced in the boarding establishment with which they were associated, and which they felt had been successful in improving the welfare of students.

Leadership – [students] taking responsibility at 3rd form level. Prefect and leadership training – use of behavioural science (neurolinguistic programming).

New prep area, continual ‘doing up’ of hostel buildings.

Use of security guards on weekends (overnight) to maintain security of hostel.

Bullying survey (audit) and appropriate action taken.

Improvements in prep routines; courses on bullying.

Extra hours by our supervisor on Friday mornings when students are getting ready to leave hostel for the weekend to ease manager’s workload.

Anti-bullying programme.


Implementation of new study rules and supervision of study. Introduction of GAP students.

The development of individual rooms for most students. Regular feedback on their achievements. More computers available.

Organised weekend trips for students, end-of-year events.
Computers installed in senior students’ room. Ramps instead of steps.

Upgrading all the rooms, computers, ramps for wheelchair access. It is a homely and friendly environment.

Monitoring for drugs and the visits of a ‘drug dog’. No blame approach. Much trust built all round.

Senior students now study twice a week in the library during the evening. New computers in the dorm. New dormitory policies are being implemented and some upgraded.

Anti-harassment programme.

Peer support work – senior students undergo training course.

Prep is monitored by [both] academic and house staff.

Have a computer available and more study developments.

Our hostel manager is a very respected person, who has managed to promote us into growth of results and facilities.

Specialist teacher who takes a select group over to the school library three nights a week. The full library facilities have been made available. I do this instead of day duty. I also act as a motivator of students who struggle to achieve homework, etc.

Prep guidelines introduced.

There have been a number of health and safety policies put into place.

All staff members have completed a practical First Aid course. Major improvements in the dorms. Library and computer room added to the hostel, allowing better study areas.

Teaching staff or other girls offering extra tutoring to some girls for study work.

A modern alarm system with pads in each matron’s flat. A superb courtyard with tables, chairs and umbrellas. Great area for boarders to relax. Boarding activities organised by the boarding administrator twice a month on a Sunday.

Water filters in all dorms. Health/safety check-ups for dorms (reports by student reps). Log books to be signed by teachers so no student needs to say ‘I’ve no home work’.

Peer support. All year levels accommodated in separate dormitories. Some evening tutorials available.

A much better manager and matron. Firmer discipline applied. Supervisors who are not really appropriate have left.

Having two senior students plus two staff on duty at the same time. Supervision of Year 11 prep. Random night-time checks to ensure students are in the house. Providing mentors for juniors.

I am a relative newcomer so I have only a little understanding of what was in place before and what has changed but, for example, a group of students meet with the housemaster regularly to discuss any issues and tutor groups discuss similar issues.

Well supervised prep time with qualified teaching staff. We have a silent time; tutor takes some students to the town library to select study material and literature once a week. Year level tutor group meetings once per week to discuss any issues; this has created a better atmosphere.

Our senior/junior mentoring system. Our policy of not allowing senior students to directly or physically punish juniors but to pass the issue onto staff.

The boarding house has been refurbished, rooms for four for prep Year 10, and bedrooms for two for Year 11. Common room for all years, TV room for Years 7–10, separate for Year 11. Computers in the house. Rules and policies all posted on noticeboard in the common room.

Complete rebuild from dormitory to bedroom. Better heating and lighting and all round comfort. Introduction of student computers.

We are building a new building complex.

Having teachers as housemasters.

A new building.
Upgraded the hostel.

Regular programme of speakers on a range of topics and issues from sexuality to politics. House council comprised of members of every year group.

Boys not adhering to the house guidelines after several chances and warnings are asked to leave.

Our policies are constantly being reviewed – eg, lowering of drinking age has called for much soul-searching and tolerance of unwelcome behaviour by 18-year-old students.

We have computers installed. A security company patrols the grounds twice a night.

Computers in the hostel has helped. A new head matron has improved aspects of the hostel.

Changes in sleeping arrangements into form groups so that juniors are not disturbed by older boys. Prep more supervised.

Just [having] clear boundaries.

Extra ESOL training.

Monitored study at form 7 level.

Continually monitored and upgraded according to students’ needs.

Students no longer able to get in and out of private cars.

Team work with staff, close ties with families.

We have introduced a peer mediation system – works well. The students feel they are involved in the resolution of their own affairs and disputes. The staff are fortunate to have regular supervision (ie, two to three times per term).

Introducing new initiatives to help improve self-worth and helping students to feel good about themselves.

Placing alarms on outside doors to stop boys leaving at night.

The students have well-supervised homework time each night. They have access to extra school tuition, music, cultural and sports activities. A good check is kept at all times as to where students are.

More duties (maintenance) for badly behaved students and less for well-behaved students.

Access to transport (school vans) has allowed more hostel outings.

Stamping out bullying and actively reinforcing this.

Introduction of computer directly into the hostel as opposed to just down at the school. Regular checks by GAP students to document views/feelings of junior boys to life in the hostel and also (subject by subject) at school.

 Sometimes a tutor in a particular subject or subjects is or are made available. Use of quiet time at a certain hour after school.

Installing fire/smoke alarms and special door locks (fire safety). Set study/homework times with extra time allowed during exams.

A security system has been installed and we now have a night supervisor seven nights a week from 10.15pm–6.30am.

Regular fire drills are carried out. A health and safety manual has been developed and provided. Professional development courses – eg, first aid – provided. Staff induction programme established.

Seniors now have their own house with all ‘normal’ home facilities for use.

Improved food and nutrition with changes in catering – food now cooked fresh on premises.

International student programme.

Small groups supervised by GAP tutors for prep at Year 9 and 10 levels. Boarding students now having access to school computer suite, music suite and art department after hours.

Each year level has its own master who is responsible for pastoral care and academic monitoring.

Pastoral care system for all students.

Designating duty masters to specific year levels.

Boarding house has adopted the ethos of family and we have tried to promote a home-away-from-home with normal family values.

31 For an explanation of GAP students or tutors, see footnote 22 on p.78.
Monitoring of homework diaries and requirement to develop study books for each core subject.
Introduction of buddy system with prefect for boys who are repeatedly misbehaving and are on disciplinary scale.

Having a master on at night to supervise senior prep (three masters on duty).

Credit system – provides tangible rewards for positive behaviour(s).

New student block, all ‘own’ room with desk and computer link-up. New block in process of being built, games room, art/sewing/activity room. Quiet room, books, etc. common room.

Personal weights area for de-stressing.

Academic and individual students are placed in accommodation conducive to independent study – ie, own rooms with study facilities.

We have implemented a computer system for the students to check out in the afternoon which makes their life easier and gives them more freedom.

A booklet must be signed by all personnel who exit and enter the boarding house or first seek permission. Private tuition is organised and encouraged after school for those needing it.

Discipline procedures which monitor deviant and subordinate behaviours [have been introduced]. Manuhiri policy ensures all visitors sign in and out.

Improving organisational communication between staff, management and governance.

New process and policies in place has improved safety for students. Health checks, free clinic, study times set up in kainga two hours each night, with some tutors available in the kainga.

Within our own cottage, bullying is dealt with immediately. Staff work with students, counsellor, families to cooperate and resolve conflict. Problems. Safety is of utmost importance – staff must know where students are at all times and vice versa. No doors to be shut to bedrooms if visitors in room (student visiting other student, including staff). Families encouraged to complain or enquire if any worries to staff. In-house guidelines and rules, too numerous to note. Liaison with students, deaf unit teachers on a daily basis. Students encouraged to support each other. School – ongoing policies and development of policies.

More staff, updated the strategies, and training update.

All students to read and sign the rules of the residence. Students to fill in permission sheets before they go out – when, where, and what time their return. Cleaning duties before term breaks.

Safe class, non-violent crisis intervention. Mastery tutor, and more access to other specialised staff. Improved bathroom/shower areas. Staff and student code of conduct. Student rights chart. Parent support. A better admittance process. Better use of RTLB [Resource Teacher: Learning and Behaviour] support. Regular staff meetings. Improved professional development, staff training. Clinical supervision, better visual supervision (ie, glass window in doors).

A sensor system for safety of students at night. Staff are being taught calming techniques, safe room for students who need time out.

‘Caring for ourselves’ programme, which is run by an external agency; individual counselling provided.

Sensor alarm in all bedrooms.

Ongoing training for staff.

Increased staffing levels. Greater awareness of and better resourcing to meet individual needs.

Staff training, school continually evaluating policies, programmes, etc.

‘Stop bullying’ programme – Kia Kaha – and behaviour programme introduced. (Outside) visits to monitor (situation) on behalf of students. Staff supervision.

Staff training and working in a positive manner. Respectful, more culturally appropriate number of Māori workers. Restructure to supervise workers.
Anti-bullying programmes, counsellors available for students, students able to make their own choices. Integration into local sports groups, etc.

Formation of a health and safety committee who not only monitor work conditions but also building safety, student accessibility of buildings, equipment needed for safe management of students, seminars on teaching techniques. Accessing NZQA courses for staff.

‘Bully box’ so children can do something about it.

We have brought in student advocates whose role is to be there as an objective adult who is able to listen and act if necessary.


Of the 60 principals who took part in the study, 41 (68%) gave reasons to explain their answer to the question ‘If government regulations concerning student safety and well-being in school boarding establishments are put in place, which of the following [options]32 would you like to see happen?’

Principals who answered that they would like to see ‘all’ aspects come under regulation

There needs to be a supervision of boarding.

This would allow/promote continuity in all boarding establishments.

Would ensure consistency.

School hostels should be only too happy to be accountable to a genuinely external group.

However] this should mean that adequate resourcing be provided to meet the regulation.

In a residential school the most difficult area is to ensure safety and well-being of staff and students in the residential area. [Need] more qualified, more professional staff.

Principals who answered that they would like to see only ‘some aspects’ come under regulation

We would like high standards in all boarding hostels but regulations may not be the way to achieve this. Vetting all staff is positive but many areas could be left to the individual hostel.

Some basic aspects should be covered but there is resistance to more bureaucracy.

Minimum standards should be set and checked, but people with knowledge of hostels should be [the ones doing the] checking.

Some aspects of special character are unique to some and not for others.

In the interests of students nationwide, standardised guidelines would be worthwhile.

Each school has its individual quirks but there could be a lot of ‘common issues’.

[Some rather than all aspects] because the paperwork becomes enormous and sometimes the time spent in organising it all stops you actually getting on with the job as it does in schools. It’s time principals and teachers were trusted a bit more to act in the best interest of students.

Depends on how prescriptive the regulations for ‘well-being’ are. Absolutely yes to all aspects of safety.

There would be a cost of compliance that would be visited on parents or reduce the delivery to students. Any regulations must apply equally to private school boarding establishments. Both will have students on government boarding bursaries – eg. OSH regulations should be the same.

One size would never fit all, but consistent guidelines would be helpful.

32 The options given were: ‘Would like to see all aspects of the way that school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations; ‘Would like to see only some aspects of the way that school boarding establishments operate in relation to student safety and well-being eventually become subject to government regulations; and ‘Would like to see no change.’ Table E7 (p.130) provides the data on the number of principals who gave each type of response.
Attempts at this in the UK have resulted in the creation of an unsustainable bureaucracy weighed down by red tape.

Needs to be a degree of flexibility.

Those areas which deal with OSH requirements only should be addressed. House staff could be registered as [are] teachers. I do not believe that the government should be using a ‘sledge hammer to kill an ant’. Another ERO is not desirable.

Opening dialogue should be the priority. Some guidelines (also regulation) would be necessary.

It depends how much extra paper work would be involved. We have an excellent hostel which runs really well and would not like to see a whole lot of regulations causing more work for what is already an enormous task.

We only board Year 13 students.

Hostels will have their own character and delivery.

We have worked hard to review what we do and parents’ feedback is that in the main they are happy with our facility and the way it is managed. We cannot now satisfy the demands for places (which wasn’t the case six years ago).

We would like the right to respond to individual needs and maintain some autonomy because we believe we do this well. (Survey completed by parents and students in 2000 contributed to our strategic plan).

Every establishment has its own particular flavour. We should not strait-jacket all.

Not all boarding establishments have the same priorities. Safety is of prime importance however.

There are basic guidelines that need to be in place, however schools must have the flexibility to deal with their unique circumstances.

My experience is in the residential special school environment which I consider would need a higher level of regulation than a regular boarding establishment. There are however a number of areas which should be subject to audit in any establishment.

Some clearly focused issues would be more likely to be achievable than ‘all’ aspects.

Principals who answered that they would like to see ‘no change’

Ours is a small country hostel that operates for four nights per week. Some of the regulations which would apply to a large seven-day hostel in the city would not apply and could make the hostel uneconomic if forced upon us. We currently budget to break even. If we have to put fees up some students will no longer come and the hostel will become uneconomic so students will end up bussing 60+ km each way every day or else they will go to city boarding schools which would be a tragedy for our school.

Over-regulation from the centre would have a flow-on cost to parents who currently struggle with fees. Boarding bursaries need to be greatly increased.

There is a need to improve standards in school boarding accommodation generally but this is a local issue and does not need regulation, inspectors, or Ministry of Education monitoring. ERO serves to monitor and evaluate boarding conditions. The Ministry of Education has far greater priorities and does not need to establish another bureaucratic arm that serves little purpose.

If it isn’t broken don’t fix it. No need for control for the sake of control.

Unless the government is prepared to give huge increases in funding for boarding establishments it can keep its regulations away. With regulations comes responsibility [ie, for government].

As an independent school we value our independence and have full confidence in setting applicable standards.

Schools should have flexibility to cater for their clientele, the basis for which they exist, particularly in a church-sponsored school. I am reluctant for government to be in the regulation business. A set of protocols, indicating standards, I can accept.

Our systems and integrity operate very smoothly. We are far different from a ‘one manager in a hostel with 150 students’ situation.
Happy to accept regulations (and keep Wellington bureaucracy happy) as long as the dollars are made available too. We are presently reviewed by ERO – is this just another mountain of paperwork?

Principals who did not specify an option in relation to government regulations

We are an independent school and would prefer to keep a certain level of independence. We may well follow all recommendations but it would be ‘our choice’.

No strong views either way.

It would be good to have consistent guidelines (checklists) based on the collective wisdom of all boarding schools. We can all learn from each other.

Managers

Forty managers (65% of those who took part in the study) gave reasons to explain why they would want to see either ‘all’ or only ‘some’ aspects of school boarding houses come under government regulation, or why they would not like to see any government regulations put in place (see Table E8, p.130).

Managers who answered that they would like to see ‘all’ aspects come under regulation

Good quality assurance.
Consistency of guidelines.
I believe boarding schools will be easier managed if procedures are the same. No comparing one to the other which I find annoying.
That a minimum standard is met for all boarding establishments.
We have nothing to hide and would welcome support by government.
To give uniformity throughout the country.
Enforceability.

Managers who answered that they would like to see only ‘some’ aspects come under regulation

A number of hostels operate independently to school boards and it is common knowledge that a number are below standard in a number of key areas.

Guidelines are required, however there needs to be room for movement as all hostels differ depending on the location or type.

Over-regulation by government would remove/restrict individuality of boarding schools.

The government would offer greater stability rather than all regulations being the responsibility of various committees and organisations.

A guiding body which is available would be helpful, especially if parents or staff have concerns that need to be investigated.

It is important to recognise that a large number of staff choose to be part of boarding because of a ‘belief’ in it. If there were totally defined guidelines it could kill boarding as people wouldn’t get involved.

More flexible.

Boarding should be part of the ERO checks on school.
I have seen some hostels whose standards seem poor and facilities which make us feel very lucky.
Each establishment has its individual character which cannot be legislated.
Individuality of hostels needs to be preserved.
We need to be autonomous in most aspects but safety not compromised.

As each facility has its own ethos, which could be compromised with full government regulations. However some key guidelines are required.

Tight regulations could stall development of some very good schools.
The same minimum standards should apply to all boarders in all boarding schools.
Some situations of boarding are unique to that area/school.
Every student is different, as are their needs – regulations can’t cover all.

I feel each school should have a degree of autonomy.

Managers who answered that they would like to see ‘no change’

We have a very small hostel with a family atmosphere. You have good days and not so good, but in general things tick along nicely so I don’t feel any regulations would help the hostel or students. We have to be very careful on costs with our hostel with such small numbers. A bigger, 7-day hostel would possibly be a different story.

Most boarding establishments have very able personnel with a ‘hands on’ approach and would be more accessible than a government body.

Managers already meet annually at the NZBSA conference to keep abreast of best practice initiatives.

We [already] set and strive to maintain a very high standard.

I have real concerns about the impact of regulations. Clear outcomes about welfare and an audit process I believe would be a better alternative.

Wouldn’t want to see government regulations] unless it is totally open for discussion with the people running them, as most I have met are good, sound people and I have been a hostel manager for 25 years.

The board of governors have proved reliable and are not likely to lower any standards in the future, with regards to the three areas, safety, health and welfare.

Our hostel, like others, is unique. We have our own culture/ethos that I fear would be lost if we became government regulated. We currently use NZBSA guidelines.

This is qualified by the need to acknowledge that private institutions, non-government funded, are given the flexibility to implement and administer their own protocols which follow the general principles of student health, safety and positive well-being.

Why change a system that is working well? We believe it is unnecessary to introduce legislation to a system that is highly effective.

I fear that regulations will impose unnecessary work and expense for smaller hostels.

Because we are a small hostel our strategies are working well.

Managers who did not specify an option in relation to government regulations

I would like to see best practice guidelines which give scope for individual cultures to remain but with a focus on continuous quality improvement and minimising the paperwork which is already complete due to our own measures.

Not able to comment really, our policies, procedures and guidelines suit our type of course – supervised flatting/independent living skills for Year 13 students with a very limited number of Year 12 students.

Because we feel the city council Building Warrant of Fitness is comprehensive enough.

Staff Members

One hundred-and-seven boarding house/residential staff members, 57 percent of the 188 who participated in the study, gave their views about government regulations for the safety and well-being of students in school boarding accommodation. The data on those who selected each of the options given for answering the question on government regulations – ‘all’ aspects to be regulated, only ‘some’ aspects, or ‘no change’ – are given in Tables E9a and E9b (p.130).

Staff members who answered that they would like to see ‘all’ aspects come under regulation

Need to have basic standards that are consistent across the country, especially now that we are in the era of global marketing.

Consistently applied regulations throughout the country, make for better society.

[But] my answer would be influenced by the fact of funding – government regulation with government assistance.
Hopefully would achieve a consistent standard throughout New Zealand.

I believe parents should have the assurance that boarding homes are meeting set requirements and I also believe that the standard of care should be lifted so that qualified teachers form part of the system.

This would ensure that the boarding establishments right throughout New Zealand have the same standards.

Best to have minimum guidelines throughout the country.

There would be very specific guidelines that every boarding school would be obliged to follow – would offer consistency for staff and students alike.

We would get uniformity if government regulated.

I think we need a lot more consistency between boarding establishments around the country.

Works 100 percent in the UK.

Need overall guidelines that parents must adhere to as well. Different families have different ideas on what are appropriate safety and well-being issues.

Would take the pressure off staff – proper guidelines would be able to be maintained.

Needs to be consistent standard New Zealand-wide.

There are many aspects to a student’s life in a boarding house – and all individual students have different needs.

There needs to be an upgrade of some hostels’ buildings.

All views/regulations need to be evaluated regularly to maximise learning/social environment.

Gives protection for both students and supervisors. Would provide definite rules.

Would provide regulation that could be nationally adhered to as long as they allowed flexibility for different boarding types.

This would be a very safe practice to use. Hopefully it would ensure good safe standards.

Accountability and transparency.

Safety of students and staff.

It would promote consistency.

But only if government can support the necessary resource needed.

Staff members who answered that they would like to see only ‘some’ aspects come under regulation.

The government will cause problems if it tries to regulate boarding activities. Boarding schools are diverse: urban/rural, boys/girls/mixed. You cannot regulate diversity!

The hostel is a business and part of that business is promoting the unique traditional foundation which involves developing the all-round talents of boys with a no-nonsense approach to their care.

There are some things that are special only to your boarding house.

Too much regulation could hamper the ‘homeliness’ of the hostel.

There is a need for ongoing inspections.

I suppose we need to be protected in the event of something going wrong.

Basic safety/health areas could be required giving room for options according to the boarding house needs.

Individual boarding schools have their own needs which they should be entitled to have input into.

I think there has got to be some national consistency and accountability – but don’t overdo it please. A paper war, bureaucratic system is the last thing hostel life needs.

Any changes must take into account the special character of the school and allow boarding schools to emphasise their differences.

Our students are mainly rural kids. We are very different from some hostels that have mainly urban or overseas [students] and so need different regulations.

Different schools may need different regulations – eg, Catholic schools.
Each boarding school has different facilities and functions. To be totally government-regulated would prevent individuality and choice for the boarding students and parents.

All hostels and students are different so therefore I suggest this is played by ear as to what suits everybody.

Difficult, as boarding is seen as borderline economically at the school as it is but [despite this] I believe the boarding aspect of our school is very important and valuable.

All boarding houses have different routines pertinent to their particular area or needs. What is right for one place may be quite out of order and not suitable for another.

Experienced boarding staff should be seen as pivotal to government regulations.

Consistency throughout schools.

There must be some guidelines but over-regulation will be very difficult and time-consuming to implement.

Some things are dependent on the students from each hostel and therefore cannot have a blanket coverage.

Special character of schools needs to be maintained.

Legislation for some aspects makes some things non-negotiable and hence simpler for all concerned – staff, students, parents.

There is a need for some flexibility – not all hostels operate in the same way.

Lack of $s will make it hard for certain hostels to comply with regulations unless helped by government financially.

To allow for the differences in the way boarding houses are run to accommodate the philosophy of the establishment.

There are issues that need regulating, however children are very much individuals and could not be grouped into one.

To standardise safety procedures, making the situation clearer for providers.

A lot of government regulations are too tough, eg, OSH, and smaller boarding establishments would be closed down because of expense.

That a minimum standard is met for all boarding establishments.

Regulation of systems to ensure basics are covered well but flexibility to cater for individual needs of school and community.

I feel that major problems are well addressed in our hostel but there is no outside contact (ie, government).

Each place is unique due to demographics so you need to have some individualism.

It gives individuality to each establishment.

No problem with a government review group inspecting boarding facilities, but each school must be able to maintain its own special character.

I think our operation of boarding is ‘tops’ but it may not be so in other schools, so some government regulations may be helpful.

Certain aspects of control by the government would be fine; however, each hostel has to have room to move in their own environment. These regulations would have to be looked at on an issue-by-issue basis.

Staff members who answered that they would like to see ‘no change’

What we have in place here is working well.

I would like to see the school remain in charge, but with them conforming to broad government guidelines and in negotiation with parents and the board.

Being in an independent school I do not see the need for our boarding house to be monitored by government, but where an institution is poorly run, perhaps there should be a system of checks and balances – accountability.

Unsure what government regulations are.

Schools must be allowed to cater to the needs of their students, with guidelines common to all.
I believe the existing infrastructures we have in place adequately cover safety and well-being. I am not in a position to comment about other facilities.

This hostel functions very well.

All hostels are different. What works for one won’t work for another.

Must be left up to individual hostels as they are best able to cater to the needs of their particular students – all hostels are different and this must be catered for.

Improvement should be made through the use of guidelines and advice so that hostels can operate in their unique ways.

We run our hostel to suit the type of people we cater to. Sometimes government policy is restrictive and unworkable.

Low government intervention is better.

As long as boarding hostels are accountable to principals, ERO, and boards of trustees I see no need for government intervention.

This boarding house runs very effectively.

I don’t see the need for such regulations at this institution. Most likely they would just make my job harder, with more paperwork and no real change.

I don’t believe the government needs to be involved. Parents pay for the service and if unsatisfied are able to shop around.

Need to allow for special character of some boarding houses.

We are under a separate trust board that is ‘hands on’.

I feel boarding houses are running very well the way they are; the only thing is having some more money available to expand when there is no room for more students and we have waiting lists.

Government regulations have never proven successful over a variety of hostel options. Different types of hostels require slightly different regulations and those in government are probably least likely to know what that should be! Unfortunately, all hostels have different needs criteria for entry, purposes of existence, etc. A charter-type approach that is governed by their own BoTs and the like would be preferable to a government body setting regulations. The law sets regulations enough that can be used to cover most if not all aspects of health and safety and OSH – physical and concrete.

I feel the present system is fine, why mend what’s not broken.

The present system is fine, why regulate if something is working now.

See no need as the ‘parents’ will choose the best place as they see it. Each area develops its own structures and hostels are extensions of their school, its past and future.

Depends on the aspects. If sensible, perhaps.

Each school is individual and should have flexibility in the way they run their boarding houses.

We try to make the hostel a ‘home’ environment. This would be taken away with too many government regulations.

On the whole I feel our school systems are satisfactory.

Politicians would only ‘stuff it up’. I have yet to see them get anything right. They would be out of touch. Best left to hostel staff.

Given the different nature of boarding hostels, schools and communities and their needs, operating under one set of guidelines would be inappropriate.

I feel our boarding establishment has its own ‘identity’ and would like to see it kept that way.

Hostels used to be very brutal places, whereas now they are run more professionally; it is a business.
Having lived and worked in several boarding houses over the years I think that government regulation would be too specific. Every hostel and its students have different needs and expectations.

I think that every hostel has its own unique characteristics in terms of facilities, etc, which may make it difficult to come under specific regulations.

Unless the use of regulations also involved funding for these services, I wouldn’t like to see a change. Parents and students have the ability to monitor safety and well-being, as do staff.

I believe each boarding outfit (college) should remain unique.

Staff members who did not specify an option in relation to government regulations

Would not like to see government involvement.

 Unsure of government regulations.

To be able to update accommodation, depends on money and fees.

Not sure of government regulations – unable to answer.

Unable to comment – no experience of other New Zealand [boarding] schools.

Difficult to answer as it is put as I believe that this country is ‘over-governed’ now.

Counsellors

The following views were those expressed by the 47 counsellors (75%) who commented on why they would want to see ‘all’ or only ‘some’ aspects of the way boarding establishments operate in relation to student safety and well-being come under government regulation or on why they wanted ‘no change’. (Refer also to Table E10.)

Counsellors who answered that they would like to see ‘all’ aspects come under regulation

So that all are consistent no matter what school.

All boarding houses to operate in the same way so that those that are possibly ‘unsafe’ for students are closely monitored.

Boarding houses need to operate at a very high standard in all schools.

Young people have difficulty in expressing their complaints and they can be made to feel powerless easily. Staff who work with these students and management need to be accountable.

Personal health and well-being/safety is paramount. Government regulation would create a precedence nationally and enhance the health and well-being curriculum taught in the colleges.

There is a need to make those who administer and care for boarders accountable.

Would provide uniformity nationally and more (hopefully) accountability nationally.

Standardisation of the way boarding houses operate.

Ensuring absolute safety – a baseline ensures a high standard and can be monitored. Schools and staff would be made accountable for safety.

Sadly, boarding schools are financially under real pressure. Regulation is essential to make sure minimum standards are met and financial expediency does not dictate.

I don’t believe such fundamental issues of well-being and safety should be ‘brokered’ and left to the interpretation of various boards/trustees.

I am a firm believer in clear guidelines providing they are carefully thought out and take specific boarding house differences into account.

Minimum standards as per CYPs [Child, Youth and Family] foster parents.

Because currently it appears that individual BoTs can make their own rules and this tends to result in inadequacies of physical provision for students.

We have had few if any problems with safety and well-being in our hostel set-up. I imagine this would be much more complex and difficult with a greater age range, [therefore] some type of audit would certainly help.
This would be] the only way to really monitor and develop comprehensive structures for all-round safety and well-being.

I believe it is the responsibility of everyone concerned to help make life easier for all boarding students – ie, government, teachers, staff, BoT, supervisors, whānau, and the students themselves.

With government regulating operations they could appraise and moderate residential situations.

Counsellors who answered that they would like to see only ‘some’ aspects come under regulation

I don’t know what aspects of ‘student safety and well-being’ is envisaged by government regulations. Diversity of school communities/cultures should, I believe, allow for some autonomy. Guidelines rather than regulations preferred initially.

Boarding houses do not receive government funding [therefore] inappropriate to fully control. Need some flexibility to respond to own contexts. However it is appropriate to regulate to safeguard health and safety.

Some aspects are so essential to student safety and well-being that they shouldn’t be left to chance occurrence. Enormous responsibility to look after boarding students.

I believe this school is doing an excellent job without regulation but I imagine some schools would improve boarding life if they were obliged to adopt some safety strategies – eg, clear guidelines for establishing caring relationships between students at different levels and strategies for acting if bullying occurs. Boarding staff should be experienced and caring, food should be healthy and plentiful, buildings should be secure from the outside, contact with families should be regular and easy (eg, enough phones).

Every school has a particular ‘character’ which makes it different. Total government control would affect this.

If regulations are too constrictive there is a chance that boarding institutions will lose their independence (atmosphere created over a period of time).

Some areas are [already] addressed to a level above simple regulation. Broad overview policies/ regulations are probably more useful than too many specifics – unless there is also additional funding.

Flexibility allows individual schools to interpret the needs of their particular community. Too many regulations without financial support for them would cause issues for an independently-owned hostel such as ours. While the environment must meet building codes, etc, for their use, those aspects taken to extremes could well force smaller hostels to close. Our hostel is a valuable extension of our school community which is a model of cross-cultural interaction. We are very proud of the students and take maternal care of them. Our hostel manager is [also an] HOD [at the school] and is a mother herself. The support is exceptional.

Do need some leeway to respond to individual situations/circumstances – first option [ie, having all aspects regulated] could take that away. But my answer [ie, only ‘some aspects to be regulated] is dependent on having top quality staff.

Excessive paperwork doesn’t necessarily improve provision of services; only a few broad areas should be covered by regulation.

Would like to think that there was some sort of body that could be appealed to from either staff/school or parent/student side if differences couldn’t be resolved satisfactorily.

My initial response was ‘no change’ but I can see that student safety is too important an issue to leave to chance. As schools are becoming more regulated, with an emphasis on professionalism, so too is the need to ensure a similar standard of professionalism for staff behaviour in boarding schools. Certainly the level of bullying between students and between staff and students in some boarding schools (especially boys boarding schools) has been particularly bad.

There needs to be some room for individual hostels to operate under their own systems as they are all unique in their make-up of students, and character of school.
It is important that boarding houses retain any ‘special character’ and those that are operating well be encouraged to do ‘what works’ rather than be marginalised by too many regulations which could easily disrupt their ‘special character’.

Each school is probably best placed to determine how best to meet the needs of its students within its region and another layer of bureaucracy from people less familiar with the particular systems in place, could be less than useful.

Some safety and well-being aspects are not about regulations but about atmosphere and understanding – often unsaid but clearly evident when lacking.

There are some aspects such as the buildings, the setting out of particular space/areas for the student [that should be regulated].

Would consider that a general policy which requires boarding houses to operate for the safety and well-being of students would suffice – government regulations would need to be very detailed to cover all aspects of hostel life, especially considering it is the ‘home’ of these students, and government does not regulate conditions in homes.

I believe there should be a quota of staff-to-students put in place and this resourced properly. [There should also be] extra training and professional development [for staff], and support for appropriate supervision put into place to improve the running of boarding schools.

Because of the widely diverse range of residential living in schools, may be difficult to regulate in a general sense.

Consistency! Also, the opportunity to have a national body of residential staff members to discuss issues. ‘Some’ aspects only, as that allows for the special nature of the schooling/students to be met.

Every school has a particular ‘character’ which makes it different. Total government control would affect this.

Counsellors who answered that they would like to see ‘no change’

I believe our boarding house would fulfil the criteria regarding student safety and well-being which a government would be likely to put in place.

In my experience hostel staff, parents and school staff work together to maintain a safe and well-run boarding situation. Regulations can rarely taken into account all the unique needs of different communities.

We are an independent school, government regulations cannot change key ingredients of attitudes. Would prefer to see government promoting models of good practice, offering training, encouraging employers to set appropriate working conditions, etc.

Bureaucracy would stifle flexibility and change an already healthy system.

The success and popularity of our hostel speaks for itself. The parents are an important part of this. Over-regulation is a fear. A school’s own character needs to be respected.

If it is working why change it?

Schools do a good job at present without a set of ‘regulations’ to be adhered to.

Current system appears to be working well.

Do not change for change sake.
Parents

A total of 309 (67%) of the 459 parents who took part in the study offered explanations for their views regarding the need for government regulations. As shown in Table E11 (p.130), the greatest proportion of parents (45%) wanted to see ‘no change’ – no regulations introduced. Of the remaining parents, 14 percent felt that ‘all’ aspects of the way boarding houses operate in relation to student safety and well-being should come under government regulation, while 32 percent felt that only ‘some’ aspects should be subject to any regulations. The reasons parents gave are catalogued below. It can be seen that there was a great deal of consistency in the sorts of responses made.

Parents who answered that they would like to see ‘all’ aspects come under regulation

As they are children living in someone else’s care they need protection.

So that other establishments that may not be up to standard are brought up to standard.

Then all schools would be under the same ‘rules’. The school we are involved in is very good. However if staff don’t seem to even like children there should be some rule where they can be accountable for their behaviour.

I think the boarding house system right now is excellent, so I feel it is already in a good order. But if they need change I don’t mind. The school has already had my vote (excellent).

I think all aspects should be improved as there is room for improvement.

So that everyone is aware of strengths and weaknesses that can exist within the boarding school system.

I believe all boarding houses need to follow the same safety and health regulations.

What happens within the school itself is different to the boarding environment. Our son has had his best year at [the school]. He has matured and improved greatly. He would return happily if he did not have to board. More time is spent in the boarding environment than the school environment. The boarding environment shapes the social attitudes and skills of all those students and therefore should be regulated and audited even more than the school staff, curriculum and environment.

More uniformity and greater communication.

Need for a ‘matron’ who is always available at the house and not in a teaching role within the school.

All people have the right to feel safe and secure wherever they are. Students living away from home must have the safest possible environment.

I think all hostels need to have strict and uniform guidelines.

If the boarding houses have to come under ‘government regulations’ better conditions might eventuate.

I like to do everything possible about the care of my daughter while she is away from home.

As parents who have children away you need to know they are where they should be and safe, well-fed and cared for.

As a parent I would like to know that the boarding house is functioning as it should be as it is difficult to know when you are distanced from the school.

The experience with this hostel operating without a clear mandate or consistent policies means many decisions are based on discretionary authority.

I believe all schools should be answerable to regulations to protect the safety of our children.

Open accountability and self-review systems would be somewhat reassuring to a parent.

If it became government regulated then there should be no problems in other boarding schools.
However, if this occurred it would require a different calibre of staff. Hostel matron positions are not seen as career moves.

[To stop] employment of staff with no experience – eg, women responsible for student health with no qualifications or basic, intelligent abilities in health care (eg, staff member withholding antibiotic prescribed by GP for reasons that ‘he only had the flu’). Clearly didn’t know that pupil was suffering secondary bacterial infection for which antibiotics prescribed as opposed to the viral infection that is influenza). Getting a student to a GP consultation was also a considerable difficulty – inconvenient for staff and only ever indulged in at their whim and not student need.

All boarding houses would then be accountable to a set standard of regulations and policy and procedure issues would not be open to interpretation or the inclination of the staff at the time.

Government should set minimum standards for all safety and well-being and schools should strive to better them and add their own ‘spirit’, ‘character’ and ‘flavour’.

Because this would ensure that minimum standards are met in all boarding establishments.

There appears to be quite a difference in treatment of boys at different boarding establishments and [this establishment] is definitely not near the top.

I am happy with [this particular] boarding house, although government regulations may be helpful to other boarding houses.

Because I think it is not run properly.

Not all cases are followed up if a student complains – ie, missing clothing.

I don’t have any complaints but see no harm in having a second party conduct regular checks.

I know that there are some boarding schools that do not operate with the safety and well-being of students as their first priority.

Stability and consistency across boarding schools.

Without regulation and review there are no safeguards to ensure that students are being cared for in an appropriate manner.

The school needs to change.

This would ensure the boarding house meets criteria and will be reviewed annually. Would ensure standards are maintained at all times.

Regulations would have to be followed with no room for individuals to modify them (safety net and accountability).

I believe if all boarding establishments were subject to government regulations my daughter would not have been treated the way she has been.

If if is regulation set down in legislation then it must be complied with. This would eliminate the possibility of ‘we can put that off’ attitudes.

So students get variety in menu, better living space (privacy).

It is essentially important that students’ safety and well-being be monitored at all times, so as to benefit their growing up and for their self-esteem in later years.

Parents who answered that they would like to see only ‘some’ aspects come under regulation
[This particular] house we feel is doing the right thing academically and in a home environment for our son. Boarding schools need to be funded by the government – if they are doing the right thing by the children.

Problems have been reported and nothing changes – ie, staff that bully, even assaulting students but can’t seem to be fired. Lack of communication with parents needs to change – we are still the parents.

I would like the school to form a ‘hostel parent’, not BoT, committee to support, assist, promote aspects of the hostel – recommend, set-up, etc.

All boarding schools are different and it would be a shame if regulations made the school too regimented and impersonal.
Should be minimum standards for physical environment and student-to-staff ratio – [but] some flexibility for local needs should be available.

Some aspects may not be suitable for this boarding school and over-regulation can be deleterious.

Special character schools should be allowed to develop their own specific regulations to best complement their philosophy.

As with rest homes for the elderly we think there is always room for government regulation to a certain degree to set a regulatory standard so parents and caregivers are ensured of a consistent standard nationwide.

Individual schools need to maintain own philosophy/culture according to their academic, cultural, ethnic catchments, socio-economic environments.

I am not sure that regulations would encourage housemasters and mistresses to spend more time with the children in their care, get to know the dynamics of their group better and in so doing, be able to intervene constructively where needed. I think the staff members’ personality and dedication are more important than a government-imposed directive. Some aspects (eg, fire safety, absence of alcohol and other substances) [however] could be subject to enforceable regulations.

Obviously building safety regulations need to be enforced, but allow schools to identify other issues of their own and implement strategies in keeping with other school systems – eg, anti-bullying, etc.

If possible, each school has to be assessed. Blanket regulation could prove too costly for some schools. Regulations have a way of infringing on the rights of individuals, whereas a common-sense approach should prevail, nine times out of 10. Let schools govern schools, let government govern the country.

It would be beneficial for the school and parents to maintain some aspects of operation in the sense that government regulations would restrict the running of the boarding houses.

I would like to see regulations set, yet still allowing for the individual philosophy/difference of schools to exist.

[Only some aspects to be regulated so] schools can then retain a certain amount of individuality and innovation to meet current needs.

I think there should be some uniform regulations nationally given that there have been a number of boarding schools having problems with bullying and abuse of students.

Each boarding school has a unique area (physically) it is situated in, with inherently different risks and zones. Also the different areas students have come from – eg, really isolated, city, suburbs, etc, that each bring a uniqueness in supervision and exposure.

This would give protection – ie, set rules for students (and staff) but allow for negotiation and terms between students and staff. This country (New Zealand) is becoming far too over-regulated in areas where people do cooperate but too ‘soft’ in areas where people need protection, ie, crime – eg, [in cases of] physical abuse and theft in hostels [there is] not enough ‘teeth’ in legislation to combat that because of children’s ages.

Make minimum standards compulsory – but because of variations I would like to see some aspects left to the discretion of hostel management/committees so they can meet the specific needs of their students/hostel/school.

You have not mentioned boarding allowances. I have had or have four children attending boarding schools since 1994 and the allowance of $1,900 has not changed at all since 1994. Surely with the cost of things, school fees, cost of living, the boarding allowance should be increased.

I think that it is significant to mention that the government does not provide any tax rebates if your child is at boarding school. Effectively our taxes are paying for state-run schools of which none of our children are using. I find that to be very unfair. So therefore I feel that boarding houses should only have some aspects subject to government changes.
Some of the important aspects of a successful boarding house are not able to be regulated.

A certain type of fairness must be established between the house staff and students.

I have no problem with my child’s school. But I suppose there are some which need to be controlled by regulations for the well-being and safety of the students.

Each school needs to retain its own identity and be able to provide different opportunities for different types. Too much government interference could increase the cost and therefore make boarding out of some people’s reach.

There are already enough regulations about buildings, preparation of food, cleanliness, fire, etc. The main problem is the skill level of staff. There should be a certificate (training) for all staff which includes child/adolescent development, group dynamics, conflict resolution, developing self-discipline, respect and support for cultural diversity, for gender issues, effective communication skills, etc. There should be a code of ethics/behaviour for staff. If you ‘over regulate’ you will drown the diversity/uniqueness of each institution but these staff could go through some kind of appraisal system to ensure they have/are working at a level of skill which would eliminate or reduce the main safety concerns that can occur.

I don’t think that our boarding house should be totally governed by the government, when there are people that do an excellent job in the care and well-being of other people’s children.

I believe it is the individual school’s responsibility to implement the regulations alongside the school, BoT, parents and the education policies. Joint [responsibility], not solely from an office in Wellington.

Each boarding establishment has a ‘unique’ place in the community and as such may have individual requirements.

Each school/area has individual needs due to location, students, etc, so everything cannot be fixed nationally.

If it was governed under government regulations totally it would lose the close-knit family feeling and become regimented.

There needs to be a basic expectation of care and well-being for the children.

The hostel runs very well but Education Law is ambiguous and there are many gaps that need correcting.

Some boarding hostels are run extremely well, by having top leadership and hostel masters/matrons and have their own traditions. Hostels in smaller places and girls’ hostels seem to have more problems attracting good staff.

Over-regulation may increase costs of boarding. This may deprive country children of educational opportunities, taken for granted at town schools.

School needs to have flexibility so it can maintain special character of school.

[This] collegiate is a special school, especially in regard to its church side. I would not like to see this possibly being objected to and not able to function in that area. Otherwise probably would agree that good general safety and overall guidelines be brought in.

The hostel needs to be able to set/develop its own standard, atmosphere, culture of their board. The facility is an extension of the school – should not be over-regimented.

Would like to see inspections guidelines, like ERO for schools. But the hostel must be able to manage itself, but within guidelines.

I have concern over regulations. Some government agencies forget what is practical. The hostel currently is run very well and doesn’t need legislation to improve it. They constantly aim to improve all aspects.

In areas of privacy, student rights, etc, some clear procedures need to be set out and standardised for all, but still leave room for the individuality of both the school and student to come through. Students need to learn responsibility for self and consequences of actions.
I think it is very important that each school hostel retains some tradition and identity and over-regulation can kill this.

Would like to think that school boarding houses could retain some individuality and make use of their local environment.

Extremely concerned if we become over-regulated and who is going to cover the costs. The boarding bursary has not gone up for a while and hostels have to follow fire safety upgrades and numerous other regulations and who is going to cover the cost – current boarders?

[Don’t want all aspects of boarding life to come under regulation as] some situations are unique to the particular incident.

Over-regulation destroys initiative and individual responses to differing personalities.

Definitely for basic health and safety issues but hostels also need room to develop own character and be able to adapt to change. Basic/minimum standards should be set to cover those who don’t meet this level.

Most aspects are fine. But with government regulations I think the accommodation standard would be raised. Seventh-formers have lovely accommodation but sixth-formers’ accommodation leaves a lot to be desired.

There needs to be some basic guidelines but also room for board of trustee’s discretion as these are vulnerable human beings with varying issues that may arise with varying types of people. My views on [the] house [where my child is] are that they are very open and provide a very good environment for the girls. I have no concerns and would recommend [this particular] house to anybody looking for a boarding facility with no hesitation.

I am not sure of the new government regulations. The college my daughter attends caters extremely well in relation to safety and well-being of the students.

It depends on what you call well-being. The questionnaire is not specific enough. Government regulations should cover fire/earthquake situation as they do in other accommodation (ie, hotels, etc). All school boarding houses are different. Ours runs extremely well at present and I wouldn’t like to see any government interference in the general running/organising of [this school’s] boarding house. My daughters have lots of friends in other boarding situations and it would seem to be that there is a difference between private boarding schools’ accommodation and that of state school boarding hostels – the latter seeming to be quite loosely run and organised.

I am sure that if new policies were put in place by the government, that these would already be in practice at this school. The boarding facility is run to a very high standard.

[Regulations] would take more money than any government is willing to spend. Some boarding houses might need to be made to improve. [Staff at this] house have policies and motivation and are always looking at ways to improve. Have a very good track record.

Can see a need for some government regulations but individual hostels need to be able to create their own policies according to the unique circumstances which inevitably arise.

As I’m not sure what form this new system would take I can’t answer this question with any knowledge for or against. But our hostel has done well so far – but may benefit from some aspects of new regulations.

It is important that boarding establishments have some say in their running as all operate differently. Some aspects need to be mandatory.

It is good to have standard regulations for all students but individual schools also have developed their own standards and effective methods.

Schools need some flexibility to enable their students’ needs are to be met. Ensures choice and options for students.
Would be good to have some basic rules, but not over-regulated, so there is a little bit of flexibility. The school does a very good job but some things should be standard in all schools.

The government should give broad guidelines so that both parents and the hostel know where they stand but I don’t see the need for all aspects to be governed as common sense should prevail and does at [this school].

I believe each boarding establishment should have its own character, rules, etc, but perhaps fire safety requirements and police checks on staff.

I believe aspects relating to safety should be regulated, although [my child’s school] does already have very high standards. As all schools are different, with girls/boys from varying circumstances, ages, etc, it would be impossible to regulate fully.

I think things at [this school’s boarding house] are well run and the senior master is a very caring, fair person and has the boys’ interests at heart.

This particular school has an excellent record of operation so minimal government regulation would be necessary whereas our daughter at [another school’s] hostel would require a higher level of regulation but all schools do not need to be over-regulated. Guidelines would be appropriate with minimum requirements in regard to safety and well-being with annual review.

I’m not in favour of excessive ‘PC’ regulation of every aspect of our lives – but a core baseline of basic conditions perhaps needs to be laid down in regulations to prevent stories of dysfunction and barbarism which periodically surface in the media.

Private school boarding has worked without government intervention. Therefore (possibly) not all government regulations will be appropriate.

The government can set out regulations but who is going to see that they are being upheld. I would say that the way in which [this college’s] boarding houses are being run, that they wouldn’t have to change much as they are on the whole run extremely well.

I think there is always room for improvement, but I am generally pretty happy with [my son’s boarding school].

I feel that the boarding school needs to be able to be adaptable to individual areas and why change something that is going well. Some aspects should be under government control to ensure safety in other schools. But I would like to see no changes to my own kids’ school.

Having had three children at five different houses, each very different, would not like to see individual aspects and programmes legislated out or in.

Not all schools have the standard of facilities, behaviour and staff that should be expected. Those that do have nothing to lose and the ‘don’ts’ have everything to gain.

[Regulation to be] limited to physical ‘specification’ of space/privacy and number of students per room. Early warning systems and fire protection.

Different boarding establishments have their own special character which provide some of their uniqueness but the provision of competent, qualified staff is absolutely critical if real crisis situations are to be prevented.

Fire regulations. Food standards. Overcrowding. Needs to be some allowance for flexibility to meet individual needs.

I don’t have any concerns with regards to the safety and well-being issues at the school/hostel I am concerned with, but I guess some boarding establishments require stricter regulations.

Regulations should concern only health and safety aspects.

I think each boarding house is different and policies should be made accordingly.

I am concerned that if a problem becomes too big for the school, then there should be a mechanism that means government can intervene to resolve.

Feel all boarders should be in one house that can be monitored by housemasters – on duty house masters should be sleeping close to boarders, not in a separate building.
Not sure what sort of regulations is meant here. I think most boarding houses do try to put the safety and well-being of the child as top priority and it is up to the parents to make sure their child is getting a good deal, if not do something about it. If regulations are put in place does this mean the boarding house will be ‘inspected’ to make sure they are carried out? Maybe this would be a good thing so parents can be assured that standards are acceptable before sending a child there. Maybe there should be a course available for matrons to be ‘qualified’ – ie, have appropriate skills in counselling, first-aid, activities, etc, but this would probably lead to higher fees!

I would like to see some aspects looked at, because it depends on the hostel. Sometimes it is not the hostel’s fault – it could be the child.

I think different schools must be allowed different rules, thus catering for different types of students and offering different aspects of education. Apart from the safety issue, I think each school should have the right to choose how they operate and should not be subject to government regulations.

As long as the policy is made available to prospective parents, it is their right to choose a school with a boarding hostel to suit their child.

A little lateral thinking and individual hostels’ meeting of needs could be stifled by full government regulations being too strict.

Not every place is the same. Cultural, regional and environmental factors need to be taken into consideration.

Like every home, every hostel or boarding facility may have different needs and issues. These facilities need the freedom to structure their rules to suit their needs. Also as time passes (years) these policies need to be reviewed regularly.

Although some aspects such as maximum numbers in hostels and space per child should be government regulated, in the main I feel that a good management committee and hostel manager should be in a better position to judge what needs there are, particularly at a more personal level.

Because every school and area are different. So to make it [regulations] New Zealand-wide may not work everywhere. A little individuality for hostels can’t be bad.

I feel every boarding establishment must be able to be run for and by the people it represents – eg, every area has a different type of community with different issues. Child safety is always paramount to any parent.

My concern is that the government having rules can make the boarding facility very inflexible. I feel the parents and boarding house should be able to make the rules.

There needs to be input at a local level to give school individuality, whilst adhering to basic government guidelines.

Over-regulation would be a bad thing, the school needs flexibility but I would hope that boarding schools have basic legislation covering the care of children.

Because student health and safety must always be a top priority.

I think all staff – ie, matrons, cooks, gardeners and bus drivers should be responsible for student safety and the manager of the hostel held accountable in any situation of mismanagement.
I feel school principals (boarding) should have some flexibility in setting the regulations as they pertain. I would like the school to form a ‘hostel parent’, not BoT, committee to support, assist, promote aspects of the hostel – recommend set-up, etc, to their establishment, providing the basic regulations for safety, etc, are met.

It is nice to keep a certain level of individuality but safety could be regulated by government.

Our special character school needs assistance to upgrade the hostel premises, new paint, furniture. We have whānau committees and continue to fundraise to give further support.

More interested in building safety codes – use of safe materials in bedding, dormitory walls, fire safety, etc. Believe the school does well in physical/emotional/academic areas but due to lack of funds, dormitory areas could be made safer.

Each school is unique and some of the school’s ways and rules are extremely good.

Parents who answered that they would like to see ‘no change’

Currently our hostel has a good safety policy and procedures. Has spent a lot of money on security and fire safety this year.

They currently do an excellent job.

It’s working fine the way it is at [this] college.

I am very happy with the way boarding masters interact with the parents, the school, and the hostel. The hostel gives the boys a wonderful place to grow, physically, mentally and spiritually and develop into being strong young men. I love the boarding aspect at [this] college.

This school has the basics covered already.

I believe the [school] and boarding council run an excellent school and boarding hostel with their own rules and regulations.

Government regulations that were enforced would be detrimental to the hostel running an otherwise simplistic straightforward service. Rules, regulations should be left to the hostel management/staff/parent charter process – it has operated well in our view in the past. Every boarding establishment has their own policies stating safety issues, etc, that are reviewed and lines are always open for communication between parents and students should they have difficulties in any of these areas.

Boarding schools with problems ... are a governance problem for those schools – ie, they don’t have the skills to run them. They need help, not government rules or regulations. For example, ERO is already involved in policing education.

So far as this establishment is concerned there is no need whatsoever for government intervention.

Keep the government out. Send your child to a government school if that’s what you want. An element of choice in the system is to be clung to.

Very happy with the way things are. The staff are very committed and try to do their best for all students.

All is well.

It is a church school and therefore staff try to help students live church principles. They want them to succeed and be more Christ-like. I am happy with all they do to help our child.

As a parent I have been extremely happy with the way [my child’s] boarding house has operated.

[The boarding] house works very well and I would hate to see this disturbed by the government.

Very happy with the way things are – can’t see how legislation will help – only more paperwork and red tape.

I think the current situation works well.

We are happy with the safety and well-being side of the hostel and see no reason to change.

They need to be run by the school and the parents only, because they have first-hand knowledge and interest in the boys’ welfare.
I can’t see that just by making government regulations, that it will change the way students should automatically be cared for and treated.

For this boarding facility it is extremely well managed and has great systems within it to support personal growth, responsibility and the development of independence in the girls.

I feel the hostel is doing a good job in relation to the safety and well-being of my daughter.

The boarding house is run by the school and school board consisting of parents of boarders – people who are on hand and really know what is happening.

This is a well-run establishment that meets the needs of most, if not all, its students. The school is capable of using its own initiative to set standards without any more government policies and wasting more of tax-payers’ money.

This is between the school, the students and the parents. The government should not regulate.

Why tinker with something that is working so well. But I’m struggling to afford it. Government should abolish the tax in trusts with minors as beneficiaries. Also [I feel this school] should integrate.

The school has very good systems in place now. Would be hard to improve on.

Each boarding establishment is unique and has its own requirements depending upon backgrounds of the children, culture, etc.

If it’s not broken why try and fix it. No more bureaucracy please. This hostel self-regulates pretty well overall.

People choose certain schools for their individuality, having total government control would take this away.

We chose this school because of its policies. We are extremely satisfied with the care our boys receive.

We are very happy with how [the school] runs its boarding establishment and find everything at [the school] has exceeded our expectations for our son’s education.

Student safety and well-being is fine. Having more regulations just makes life more difficult for everyone concerned.

Government regulations are open to ministerial (political) interference and therefore do not necessarily reflect the wishes of parents.

I feel the safety and well-being of the boys is well regulated as it is and the hostel runs very effectively with present system in place. We have a very good principal and support staff who are running the school.

We have been very happy with the hostel, and are sending a younger son there next year.

In relation to [this] college I can see no need for change. It is as near to perfect as any parent could expect.

Government regulations are often found to have hidden agendas. This boarding school is very effectively run.

I am not aware of the specific government regulations already in place as opposed to those set in place by the school already. I am totally happy with the level of care our child receives.

Boarding facilities are presently a very safe and friendly place for the girls to live.

We are happy with the way the hostel is operating at present, and have no concerns.

We have far too much government regulation in New Zealand already.

This Christian school is fine the way it is.

The school is well run with the boys’ moral, social and academic well-being its ‘top priority’. No need for extra, cumbersome, government regulations.

Not happy with government interference. We are more than happy with the way the school manages boarding. The boys wouldn’t be there otherwise.

Regulations could force school closures in the case where compliance comes at a huge cost.
Government intervention and ‘do gooders’ lead to the most ridiculous, over the top rules and regulations and usually far from common sense. Please keep out of it. As I mentioned earlier, quality of teachers and teacher training need looking at urgently and being able to rid schools of these second-rate citizens much more easily – then there would be no need for government regulations. A school is only as good as its staff. This school is excellent, unlike our local high school.

I think that there is sufficient control. Prescriptive regulations would not help create a culture of support. This can only be achieved by parents knowing what is going on, by a board that is prepared to ask questions and good management of people resources.

Government regulations often mean huge costs to comply. Our hostel is safe and protective without regulations.

The system in place at our hostel seems to be appropriate. We have been lucky that our children have fitted into the system and enjoyed their years at the hostel.

Things are working well at the moment. Government regulations will only create more paperwork which will take time away from the kids.

We are more than happy with the way the boarding is run at this particular college.

[This boarding establishment] is run exceptionally well and up to a very high standard under the current ‘managers’. Therefore I see no need for the extra regulations which will mean extra paper work for these people – they have enough to do now without adding more paper trail to their demanding schedules. If a manager wasn’t up to scratch then perhaps government regulations might knock them into shape better.

Policies and procedures of [the boarding school] are transparent and readily available for prospective parents.

Would prefer hostels to have own regulations allowing for situation, environment, culture, school and students – allows flexibility and more responsiveness if hostel has its own regulations.

I thought the health and safety issues were already under government control under OSH regulations. How would you regulate the support level for learning and achieving well and how would this be measured?

There is no need for more government regulations. Open communication between the establishment, school, parents is more effective to ensure complete safety and well-being of any student.

[The school] runs its boarding establishment very well in my opinion without the need for government regulations. The safety and well-being of all students seems to be top priority.

I feel [the school] runs a relatively smooth boarding house, catering for all boys. I personally would be prepared to pay a little extra to have activities provided and organised for the boys out-of-school time.

I have no real objection to some regulatory procedure, but would like to know what it is first. The boarding hostel with which I am associated is very efficiently managed with no real safety and well-being issues and hence I am somewhat hesitant to see interference. With other hostels it may be necessary.

We are more than happy with the way they are currently running things.

Quite happy with the way [this school’s] boarding house is run at present. If we have any concerns they are always addressed by the principal and those concerned in the boarding house so why would we need government interference?

This school/boarding house works well. Regulations require policing; would mean schooling resources being spent on bureaucracy rather than education.

I feel that the student safety and well-being in [the] house is of a high standard and has all the necessary procedures in place without being subjected to government regulations.
It is up to individual boarding establishments to set their own rules and regulations without government interference.

This school was our choice. We pay a lot for the choice and special character of the school. If we don't like it we change, not the school.

Filling in extra forms takes people away from caring for the students. In boarding houses like ours on which I was invited to comment, there is no need.

Fee-paying parents will dictate by enrolment at. Based on performance of levels of attained achievement.

I have no information to help me choose here. As far as I can tell [the school] does the boarding part of the school exceptionally well.

The boarding house operates very efficiently running under its own control, and needs to be flexible in its decision-making, not under any government control.

Trust and confidence have to be in place for management and staff from parents. Without input/interference from ‘chiefs’ in Wellington who often don’t fully understand the situation.

We do not see any need for change at a government level. Most of our concerns are adequately dealt with.

Balance between costs, fees, and general well-being of students paramount.

I feel this establishment sets a very high standard. It is supportive, caring and responsible. The girls’ needs and safety are their top priority.

This boarding school has a strong parent involvement and works well. I don’t think government regulations are necessary.

Boarding is tops [at this school]. Government regulation would smother.

I would hate to think that the government would interfere with something that works so well. One of the reasons our daughters were sent to boarding school was to reduce the amount of petty political correctness/interference in their lives, and to get an education with the support of our beliefs and standards which we tried to impart. I think [the] school and [the boarding house] Trust did just that. Wouldn’t change a thing.

I like the fact that our school can adopt their own personal procedures which I consider is what makes it a good boarding school.

Legislation leads to increased cost. I am currently satisfied with the governance of the boarding house.

I believe [this] college has already proven its ability to provide excellent boarding for students, through from the past and on into the future.

I feel that the policies and systems in place now are very effective and I have had no concerns over safety or well-being in the five years of boarding our son has had (after the initial settling in period, of course).

The boarding house works well and is safe and happy.

Our school is doing really well. The culture of the school suits our needs.

Surely parents paying for their children’s education would not send them anywhere unsafe? New Zealand is a small place, reputation a strong deterrent. The house where my son is has all safety, fire, etc, precautions. Why spend government money on enforcing more rules?

When the public are paying they make sure they get their money’s worth.
APPENDIX F: RESPONDENTS’ VERBATIM COMMENTS

STUDENT SAFETY AND WELL-BEING IN SCHOOL BOARDING ACCOMODATION

I believe this is a matter for individual choice. If you do not like the way the boarding houses are run do not send your children there. No regulations are required.

[The] college is doing a fantastic job, it doesn’t need ‘meddling’ in by the government.

I am happy with the way this boarding house operates. Otherwise I would remove my son from the environment.

It seems to be working very well as it is.

When governments past, present or future start meddling, it changes the atmosphere, etc, in place now. Why fix it if it isn’t broken?

The government should look more at kids and teenagers who are not in school boarding accommodation.

Until we know what changes would take place we would like to see no change.

Our experience is that the school is capable of improvements by themselves without the need of government regulations.

Very happy with the system at present. The government of the time would impact on my answer.

Feel each school has to work with the environment and situation of the school and the students it caters for. Therefore the students’ needs are tailored, for individuals and their safety.

Schools must be allowed to develop their own cultures – common sense is the best regulator. Please no more red tape/regulations.

When not broken don’t fix it.

Each school has its own culture and rules to abide by. Parents accept these when enrolling their children. Government regulations could change this. Schools need to be free to ‘mould’ a special character. [The school] will be opening a new boarding house in 2002, so there will be some changes.

If the school is responsible for boarder safety then it is already well regulated. Extra regulations could be unnecessarily expensive.

I am extremely happy with [the] boarding house. My daughter is confident and very happy with her second home – if she’s happy, I’m happy.

There should be an audit process but not regulations.

More government regulations are only going to increase costs – to the taxpayer.

As I see it, the hostel is an extension of home and I would not like to see it become regulated. I would like to see the government continue to provide funding for this wonderful life experience.

I feel that this boarding house is well run and if I had concerns I could contact them. There is no need for government interference.

There are enough rules and regulations in place already by government departments. Boarding houses need their own individual identity and are better run by a board.

Happy with status quo.

This school and the house in question have developed systems and procedures which could not be improved upon by external regulation. That is not to say that these systems and procedures could not form the basis of external regulation – if that were desired by other respondents.

I doubt you could improve this boarding house.

I feel at present there is adequate student safety and well-being regulations in place.

Each school should be able to function autonomously as they do at present. Too many regulations could take away the individuality of each school which has attracted us for a start.

I don’t think legislating will solve problems. A boarding house is only as good, strong, successful as the people running it. It’s their expectations that make changes and make for consistent success and happiness.

Government regulations equals paperwork. There is a lot to be said for common sense.

As the parent of a short-term boarder I see no problems with the way the boarding hostel is run as students are treated with respect at all times.
I feel each boarding establishment has its own identity and that is why we chose to send our child there.

Local authorities in an area should be responsible for the safety standards just like a rest home or hospital. People in the ministry are not qualified to regulate on boarding institutions re safety issues. But they could have an input to standards required for staff in an establishment.

I am happy with my child’s safety and well-being or she would not be there. So why interfere with regulation, with something that is well-run.

[The] college is running fine just the way it is so why bring government regulations into it? More bureaucracy does not necessarily mean better.

Under present systems good schools should be able to provide the care parents require for their children. Most boarding establishments do not thrive if they don’t meet certain standards, so either they improve or close. My experience is that parents expect such different standards for their children while choosing the same school for them to be educated at. Government policy may lift a few aspects of lower performance but will never make hostels aim for the highest possible levels. Good luck.

Every school has its own culture, and where it is working well and indeed excelling, regulation can bring mediocrity. Horses for courses. What suits one group and socioeconomic group will not necessarily suit another.

We had no concern for the safety and health of both of our children during their stay at [the] school. We are well satisfied.

The boarding house is working well and is very safe and user-friendly.

When an organisation seems to have it operating satisfactorily and with commitment that focuses on the student at its forefront, I see no reason to change.

The school does an excellent job of running its boarding house(s) and we see no need to interfere if all is well.

Keep the government out of it. There’s enough government rules already.

As far as I am concerned I am pleased with the way the hostel is run and my daughter is very happy there and doing very well at school.

I feel the school and the parent committee are very good at ensuring the safety of the girls. I’m not sure what the government would do to improve this.

I feel that my child is very safe in the school and dorm environment.

I believe the boarding hostel is doing all it can to make a safe, happy environment. I don’t believe government regulations will make any difference.

The market dictates – ie, quality is rewarded with demand. Regulations create extra costs. The better schools’ boarding arrangements are naturally rewarded with patronage over time while the poor ones will fade away.

The boarding regulations that are in place make the house more of a family orientation rather than competitive and people are more comfortable. Home away from home.

I am happy with the way my grandson is being looked after and cared for in all ways.

I feel that this school operates at a level that exceeds any regulations that government could implement, and perhaps the government could learn from this school how to meet the needs of residential students with different needs in a safe and supporting environment.

From my son’s point of view, who has begun to like and respect himself and others, why change a concept that is working perfectly well. (If it’s not broke, don’t fix it.)

Happy with status quo. The less government regulation the better.

The boarding houses are run very well indeed, by dedicated, caring staff, experienced in working with these girls.

More than happy with the school as it is. [The school] already has a very tight structure.
The boarding school seems quite safe to me. Legislation does not take into account the special character of the school. Who would police the legislative requirements and to whose standard would this be set?

Government regulations may not consider our school and hostel’s special character: commitment, responsibility, respect, whanaungatanga, are but a few. Therefore we become under the umbrella of mainstream. Try living in a boarding house for one year to identify if any regulations should be made.

Having been involved with this school for a number of years I feel that most if not all aspects in the running of the house and school are regulated very well and have no need for government regulation.

Why fix something that’s not broken?

I do believe that this school is and has an excellent environment and the teachers/ houseparents do a fabulous job with our tama/ wahine.

(7) Students’ Views on Whether There Should be Government Regulations Concerning Student Safety and Well-being

Two hundred-and-twenty-one (61%) of the 362 students who took part in the study offered comment to explain their answers to the question: ‘Do you think there should be government regulations concerning student safety and well-being in school boarding houses?’

Students who said yes, they would like to see regulations

Because some ‘houses’ may have different views, [there need to be] rules on the matter so if there is one set law, everybody will be clear about it.

So that the board of trustees won’t have such a hard time making rules/regulations.

There should be a general standard, and any complaints can be taken to a government department or authority.

Yes, because some hostels do not have adequate safety.

If these regulations are not covered by the government they may not be taken care of by the hostel.

Because the government can make it even safer for the school, such as [having] compulsory smoke alarms.

The rules and regulations for students [at all boarding houses] would be the same.

Because at this age, students need protection when away from parents, and parents are paying for this protection.

I believe that not all boarding houses are as nice and well looked after as the one I’m in and there should be a specific standard to ensure that students are safe and secure in the hostel environment.

There must be a fair few boarders throughout the country living at school – their needs differ from those in the day school, thus government regulations need to specifically cover them too.

If the regulations concerning student safety and well-being in school boarding houses were not met, then the government should enforce regulation of the school’s boarding system.

I personally believe that there should be government regulations to ensure that the safety of the students is regarded as one of the most important aspects for a boarding school.

Not at [this college], however I’ve heard some bad stories from lesser schools and yes perhaps some guidelines need to be drawn up.

[Yes, because] I don’t think some things in our house are hygienic enough, such as unwashed dishes.

To make students feel as safe as possible in the boarding environment.

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Table E12 (p.131) in Appendix F provides the numerical data on the number of students who were or were not in favour of government regulations and the number of those who were unsure.
Yes, just to act as a formal guideline, so students and staff know the boundaries exactly.

Because obviously student safety needs to be a major concern no matter what hostel it is.

There should be regulations for the standard of training a house supervisor has, condition of buildings, standard of food.

There should always be regulations regarding others’ well-being in my opinion, especially as they are not being cared for by their parents.

There should be laws to do with safety and well-being in the hostel because everyone needs to be kept as safe as possible and hostels should know how safe the place really is and what needs to be fixed – if necessary.

To make sure all students’ needs are being met and that they are happy in the boarding house.

To ensure people are well cared for.

There are a lot of loopholes, and as a student I feel I can’t approach ‘big’ staff about them. If the government stepped in, everyone would have to comply.

So then it will be a good place to live and no-one will be afraid to live there.

Because that way, students will be treated the same everywhere in New Zealand and if not then government can take action.

Because there are a lot of girls, it is important to make sure everyone is safe.

So that students feel more protected within the house and to protect the house from accidents.

To make sure things are done well.

Keeps all boarding houses consistent and up to date with the times and issues that need to be introduced to make it a better place. It also ensures things are being done in places that might not be fully equipped for students’ needs.

Managers complain to students that the hostel is not treated the way it should be – as a home. I feel that students need to be treated as they would be in their own home in order for them to treat the hostel as a home.

To ensure there are consistent levels of safety and student well-being in all school boarding houses in New Zealand.

There should be general outlines but specifics should be left to the school. Independent schools should have the right to determine their own policy.

To make sure the standards are kept up.

Hostels are generally pretty well regulated when it comes to student safety – ie, locks, alarms, fire alarms, fire procedures, etc. The well-being of students is generally well looked out for but if government regulations could make things that little bit better then yes.

Just to set a standard for boarding houses to live up to.

Staff often think it is not their job to be with students but don’t think what the consequences may be if something does happen so don’t really care about their safety.

To create some consistency amongst hostels and staff.

To a certain extent as it would ensure students’ safety and there would then be some definite guidelines and regulations in place.

Yes, to a certain degree. [But] each hostel is different and should deal with the problems as they see fit.

Boarding houses are second homes for many students therefore they must provide a high standard of living and have a positive atmosphere to help students adjust and not suffer in any way related to the houses.

So students are treated equally.

To protect students and staff.

If there are regulations concerning schools/colleges, there must be for boarding houses as it is part of our learning culture/experience.

I believe there should be something to regulate the schools but I am not sure if it should be done by the same people that do the day school.
Students should feel safe when they are entering a new environment and the government should set standards so all boarding houses follow and ensure a safe environment for their students.

Having government regulations ensures that specific procedures are followed and not in just some houses. This would ensure that every house in the country would have all the same procedures.

To make sure students are all treated with fairness and safety is a big issue that should not be overlooked.

Yes but guidelines only. Good management on the spot should make rules for their area.

The manager needs some strict guidelines so that the supervisors are more consistent.

The hostels should hire cleaners, there should be monthly inspections for heating and safety.

I think there should be a solid set of regulations for every hostel so all boarding students can enjoy the same treatment.

So boarding houses are fairly equal in status with safety around the country so comparisons can be achieved effectively.

To ensure that hostels consistently put the needs of students first.

Hostels must have guidelines as to how to operate safely.

(With regulations), that way, people [would] know that a certain standard is being maintained and upheld.

I think there should be regulation drills for fire, earthquake, etc, and a certain number of staff on, depending on number of students.

Students need to know what their rights are in boarding school because in some situations when you get in trouble, the staff may punish you unfairly or make up unfair rules. We as students need to know what rights we have living in hostels, to keep us out of trouble in some instances.

To keep a close eye on students living away from home and how they like it.

Everyone’s family should be ensured that their son/daughter is in a safe living environment.

So all the standards are consistent.

Because it would be very good to ensure that all students are cared for and their well-being is put forward in all boarding schools.

Because in some houses I can see how conflicts could start and rules be broken.

Because the students need to be taken into consideration, and there should be one set of rules that everyone sticks to.

Just, like, minimum health and safety requirements – ie, clean buildings, good food, etc. But leave most rules, etc, to each school’s discretion.

So that there are standards and that all boarding students are safe and well looked after.

To make sure that all boarding houses are a safe environment.

Without particular set standards expected for boarding houses, the inhabitants of the house have no support to keep boarding houses at an acceptable standard.

Regulations are required to make an institution work. However the degree of these regulations should complement student comfort. This is our home away from home!

This boarding house I feel is very safe but I can imagine others aren’t – ie, bullying, etc. Just general health, food checks, etc, [here] should be ensured.

Because in a boarding house there is a capability for students to do many things [ie, to harm themselves or others].

Because all boarding facilities need guidelines as a benchmark to operate by.

So no one gets hurt.

There needs to be a standard for all hostels, to wipe out bullying; [although] our hostel is lucky in this regard.
I think if they were actually laws instead of being rules then the kids might obey them or abide by them instead of doing the opposite.

It’s important [i.e., regulations] because so many children go to boarding school. They must be safe just like there are rules for safety in a normal school.

There has to be some [regulations], but not overly politically correct ones.

So that the safety standards are kept and reinforced.

To ensure the safety of all students. To make everybody feel comfortable.

A boarding house needs to be constantly safe.

Because some houses may have strict conditions providing an unpleasant and unsafe environment for the students.

Because there are systems in place here at the moment but they are constantly changing and it seems that different people get dealt with in different ways.

So students are safe and staff are to be responsible.

Because if someone gets hurt, the hostel would get blamed for it.

So that we are all definitely safe from harm and that no one will be hurt in any way as it will be law.

To be consistent throughout and having no good or bad standards.

So we all get treated the same.

To keep people safe.

To a certain extent as it would ensure students’ safety and there would then be some definite guidelines and regulations in place.

Students who said no, they would not like to see regulations

No, not really, because different hostels are designed to achieve different things for students.

The hostel that I am in is very well run, good management, very much better than the school.

From my past five years’ experience I feel that the current regulations made by staff are more than enough. If it ain’t broke, don’t fix it.

Government people have not lived in the hostel when I am here so they do not know what happens.

I think the board of trustees or whoever inspects the hostel will have a better knowledge of the place.

I think the matrons, students and manager are sensible enough to handle safety within their own hostel.

No, because our hostel is run really good and I don’t want anything to change.

No, because the supervisors’ rules suit the living conditions and everyone obeys them.

Because the hostel is separate from the school, which should have the regulations.

No because it would become too pedantic and petty, and after a while we won’t be able to do anything.

The manager makes suitable rules that fit the lifestyles of the people at the hostel.

It’s good the way it is.

There’s no need, everything is fine.

I think the houses [here] are running very well and don’t need any outside influence. (It’s a very good boarding house.)

No, because whatever the government implements it stuffs up badly, making the situations they’re trying to legislate against worse.

We already have so many rules and regulations, the last thing we want is more.
There should be certain regulations – eg, like fire procedures – but any other regulations – eg, disciplinary regulations, etc – should only be left up to those who run the house.

[Don’t want to see regulations] because each boarding establishment is different, and it would be very difficult to make a set of regulations that covered every hostel equally well. The hostels I know are working well currently and as the saying goes, ‘if it ain’t broke, don’t fix it.’

I think every boarding house is different and I think the BoT should be able to come up with a suitable set of regulations that best suits the hostel’s needs. However, I think the government should produce very brief guidelines and check on the policies made by the BoT.

I don’t think any ‘regulations’ will solve any of the problems.

Every situation is different.

I find that each establishment is unique and it would be impossible to govern! Our boarding house is very safe and students feel secure and happy within its environment.

Because it is meant to be like a home away from home.

I think that the housemaster and duty masters should decide that.

Because each school has different needs for regulations.

Because generally the school has to come up with a system themselves that works in their situation, so they don’t get in trouble if anything goes wrong. So they pretty much have everything covered already without any regulations.

Because it is already under control.

Waste of time because it makes things more strict and less fun.

Because the school makes the regulations already and are already enforced by staff.

I think it’s good as it is – students are very safe.

It [government] should stay out of boarding.

Boarding should be like home where you have the freedom to take risks in the name of adventure. If you wrap us in cotton wool, sure, no one will get hurt, but no one will get to experience the outdoors.

I think each boarding house should make its own regulations depending on its situation. This, in fact, is one reason for the uniqueness of each hostel.

I think that the hostel should make up their own rules to suit the hostel.

Because government rules would not be followed and all houses are run differently so that’s why ‘own house’ rules are needed.

The way the hostel is run should already be up to standard or they wouldn’t be attracting boarders.

I don’t think the government should have any say in it.

Because I think most of the areas are quite well managed.

I don’t feel it is necessary. There are already enough rules without bringing in the government.

I think that the hostels should be run how the master and parents want them run.

I think it is up to the staff not the government to look after the well-being of the people.

The hostel is independent and should not have forceful regulations imposed on it by left-wing governments.

Hostels/boarding houses are losing tradition and the younger generation are too soft, a bit of rough and tumble will do them some good.

No, as each different hostel has its own regulations according to each hostel’s different character and situation.

Only because I see very little problem within my own community of boarders, but I haven’t experienced other places.

It is fine how it is.

Conflicts in the house must be resolved by those involved or people involved will never learn.
Should be left private.

There are enough rules enforced as it is, more safety rules especially from the government would make it a prison rather than a hostel.

There wouldn’t be a law concerning safety and well-being for a family, would there? We should be all right—ups and downs but basically we’re sweet.

Boarding house communities should be able to deal with their problems reasonably.

Because there will always be conflicts within large groups and I think each hostel has its own effective way of dealing with it.

Because the boarding school builds a sense of family in a community of a Christian background, therefore staff within the college don’t need government regulations to make everything safe.

Because it is meant to be like a home and home doesn’t have safety regulations.

Every hostel has its own little concerns that can be taken care of within the hostel and it is unnecessary for government regulations to be imposed.

No! because if we bring in government regulations we would all have to do things that are compulsory. We have ways in a hostel to take care of concerning students.

Because every boarding house needs its own separate rules and regulations.

No, as most people here live in harmony with each other and we sort each other on our own.

Not really because the current system works quite efficiently on safety. Those who are endangered are usually those who break the rules.

I feel that the way our hostel operates is up to a good enough standard.

The hostel is good as it is, and government regulations may complicate things more even though their concern is just to help.

Because it restricts things.

Different schools need different rules, for different students.

I’m not sure because the government might put regulations on when its students might think it’s not necessary.

I think that the hostel is as good as it can be.

I think there’s enough caution and responsibility in the house—it’s well managed as it is.

The young men that come out of boarding school have a sense of pride and understanding of rules. The system is good so why change something when it is going well.

There isn’t need for them to interfere as it has been successful for so many years.

No, because the hostel is running very well itself and it is already a great place to be.

I think the government should stay out and let the respective boards of trustees run the hostel the way they see fit.

It should be left to people that are on the job, not outside influences that don’t know what goes on in the hostel.

Because all boarding houses have different cultures and rules.

Because they could possibly stop us from doing certain activities.

Teachers know basic rules/regulations concerning student safety, wouldn’t really change anything we don’t already have.

No point, just a waste of time—no one will obey the regulations.

The boarding houses already have rules of their own so students are safe in the boarding house.

Because we live together as a family unit, we are able to communicate and be honest with each other and share with the house parents any problems.

Every house is different and has different people who may not suit one general set of regulations.

Because all things are fine and dealt with at the time.
Students who were ‘not sure’ about the need for regulations

I’m not really sure what these regulations would be – but yes, it would be fairer.

Some minimum standards should be set but it’s up to the house to maintain them and add any other rules they feel are needed.

I haven’t experienced any problems in my time at the hostel so I’m not sure if government regulations are needed.

I am not really too sure what the government are allowed to do and what they aren’t allowed to do concerning hostels.

I’m not sure – but I think there are too many government regulations as it is.

Don’t know – we have no problems in our hostel.

The current situation suits us fine but to see government regulations being involved would be interesting.

I don’t know as if they did have government regulations then the hostel and the government that gave them would get confused and the rules would not be clear.

I am uncertain whether the issues or problems with boarding houses is necessary for government regulations.

In our hostel there really is no need for change or guidelines from the government but I’m not sure about other hostels.

These would vary greatly between boarding houses – but would probably do more good than harm.

I don’t know whether or not it [having regulations] would be effective.

Would depend on what the regulations are and how they would affect general hostel life.

Well in our hostel safety and well-being is not a concern because you know you’ll be well looked after but other hostels may not be as good!!

Regulations for some issues, however, I don’t want bloody bureaucrats who don’t know anything about the environment waltzing in and changing things because they think it’s right, a possible problem of being too politically correct. Also, if regulation occurs, and changes are required, who funds these changes? Government? School?

It really depends what the regulation states.

It may create very negative externalities [sic] by regulations on the students and boarding house.

There should be some but not too many.

I don’t think the government should be involved because it is personal.

Because we are looked after by staff.

I think that there should be some regulations, not for our boarding school particularly but other boarding schools who don’t give their boarders as much respect.

I don’t know bro.

I’m not sure. Perhaps [necessary] in a larger boarding house [than ours].

It depends who the government is at the time.

I thought there already would be [regulations].

Every place and school is different.

Not sure – because it’s a good and bad idea all together (there’s good and bad).

Because I don’t know what the regulations would be.

I don’t know what you’re on about.

Some government regulations are ludicrous – like forts only being allowed a certain height. Maybe it’s best if they keep out, though it does place more responsibility upon the manager.

There should be some regulation, but not so much you can’t have fun.

I am not sure because we have no problems in this house.

I am not really sure because in our hostel I feel it is not needed but I don’t know about other schools and what goes on there so I am not sure.
How can you make rules for safety and know that people are abiding by them?

I don’t know whether government regulations could benefit the safety of the students.

Different hostels need different rules.

This is a wide question and needs to be better defined, safety can be anything and well-being is very open too.

This question is ambiguous – I have no idea what the definition of student safety is. Is it safety from other students, or safety from illnesses or accidents?

The way the hostel is running at the moment is good relating to student safety.

The hostel I am at is doing well without the government but maybe other hostels need the government’s help, regulations.

Because I feel that our boarding house maintains the safety and well-being of boarders but I cannot be sure that all boarding schools are the same.

There are different boarding schools with different settings, etc. So it depends on why the safety regulations would have to be there for each school.

It really depends on the school.

[I’m not sure.] I don’t know how these things could be policed without taking all freedom away from the boarders.

If we do, well then it depends on whether we abide by them.

Because there are some regulations that the school takes care of very well but there are some that the school does not.

I’m not sure what effects government regulations will have on the environment of our school.

(8) Principals’, Managers’, and Staff Members’ Views on Factors that should be Taken into Account when Considering the Possible Development of Government Regulations

Principals’ views

Forty-nine principals (82%) commented when asked:

‘What particular factors do you think should primarily be taken into account when considering the possible development of government regulations in relation to school boarding accommodation?’

Common sense; [regulations to be] easy to implement, practical and realistic.

Size of hostel. Location – does it serve a rural community? How many days per week [does the hostel operate] – four nights or seven nights?

The safety and well-being of the students and the opportunities available to them in academic, sporting, cultural and social areas.

Each boarding establishment is entitled to its autonomy – size, number of boarders, ethos of school, all need to be considered.

Physical health and safety issues.

Buildings, systems, appropriate quality of staff.

Common sense, practicality. Any regulations must be developed by those who have been involved in this complex area for many years. Over-regulation should not be the law of the land. Intervention by central government must be minimal, if at all. By all means use ERO to review but leave institution to establish their own ethos. Over-regulation has got in the way of education. Warning: this is a very complex issue and needs experts – hands-on people, not policy-makers and statisticians.

If problems are uncovered, obviously checks need to be in place. But don’t punish all hostels with extra accountability and paper wars for the sake of a few who do an appalling job.

Over-legislation is of concern. Too much red tape and paperwork is so damaging.

Don’t just add to the enormous form filling we already do in our job. Any regulations need to be reasonable and attainable.
We currently operate under a myriad of regulations – all of which impact on our operation. There is no need to have any more, particularly as the government does not provide resources to any great extent.

Don’t over regulate or, like schools, it will become harder and harder to get staff. Ensure students are safe and happy and have clear guidelines for behaviour, and that the school and hostel are working together to ensure best outcomes for students.

Boarding staff training and professional development – they [staff] come from such a diverse range of occupations. [Need to have] effective appraisal systems that make hostel people accountable [and consider] staff–student ratio, pay rates (appropriate and standardised).

There is sufficient compliance legislation in place to make additional legislation unnecessary. It just needs to be followed and the government already has an agent in place – ERO – to do this.

Safety of students. Enjoyment of students.

Why would the government regulate for/against something that, at this school, is operating very well. What is the rationale? Are schools now going to have to appoint more administrative staff to cope with an extra set of rules. Learn from the British experience.

The government does not have a policy for the funding of property – neither new buildings nor maintaining existing buildings under their proprietorship. The government leaves hostels to fend for themselves in the area of property maintenance. They are expected to be self-funding and self-supporting. Some hostels are past their ‘use by’ date and need replacing. This required concerted pressure on the Ministry of Education Property Division. When the problem is fixed schools are told to go away and not come back – ever. Some have signed a document to this effect. Hostels should be required to attend to their own maintenance but when major maintenance or capital works or replacement is required they should be able to approach the government as proprietor or landlord for funding.

They must not be draconian or make huge amounts of work for anyone. They must be reasonable, sane and sensible.

A system that is not obse and is sustainable.

The variety of kinds of boarding establishment [must be taken into account] – not a ‘one size fits all’ approach.

To remember the importance of decentralisation in the introduction of ‘Tomorrow’s Schools’. This move tends to run counter to this philosophy.

Common sense and reasonable compliance; whether the aspect is already covered by legislation; the role of the Boarding House Association [NZBSA] in self-review; a focus on best practice; physical and emotional safety need to be assured.

The cost/manageability [of regulations] in a boarding house with less than 30 girls.

Must not be excessive accountability/bureaucracy. Must be room for individual establishments to retain/promote their own ethos.

Workable, least intrusive, no increase in paperwork.

At present we don’t have a problem except for one or two poorly managed hostels (mainly boys’) which have been identified and improved. Put your efforts into them as all the regulations in the world cannot create better human beings, and good hostels have good staff, good boarders and good parents. The real improvements – eg, to quality of staff and facilities, will only happen if the Ministry puts money into hostels. I suspect the intention is to be hands-on with regulating and hands-off with resourcing. Just stop being such nervous Nellies, let us get on with the good job we are doing now and send in ERO occasionally to check up.

Remember that boarding schools can be quite dissimilar. Remain flexible.

There should be a level of ‘administration efficiency’ to ensure that the meaningful documentation of procedures takes place.

Health and safety.
Provision in state schools of money for maintenance and refurbishment of facilities. The buildings are crown property but we receive no money for maintenance or upgrading. Parents’ fees pay for everything.

Allow for flexibility and independence but maintain an overview on standards – eg, ERO-type standards.

Independent schools with no financial assistance from government should be treated differently from state schools, or schools where there is a taxpayer accountability.

As an independent school our parents vote with their feet. If they do not like the service they go elsewhere so it is already always in our interest to ensure the appropriate environment, resources and culture are provided.

The needs of students. The financial reality of running a hostel. The huge time commitment given by school principals already.

We want support but with flexibility which enables us to meet the needs of students without having to use huge resources on paper accountability.

Student welfare.

Be very careful. To endeavour to legislate for such a vastly different group of boarding schools would be a nightmare. Keep it simple and safe.

A general consensus from all housemasters/managers so that we are not reinventing the wheel. To provide a definite plan that everyone uses.

Student well-being. Vital not to treat all boarding establishments as identical in purpose or in action.

It must be broadly-based to take into account the wide range of establishments that exist. The benchmarks will need to be flexible enough to allow schools to meet the standards, yet robust enough to get schools that are ‘below’ the national average of acceptability up to par.

Templates with samples of acceptable regulations, policies, procedures to be made available for boarding establishments as user-friendly resources.

Costs – we should be attempting to provide the best service within cost constraints. Boarding schools are not homes, yet must provide a warm, friendly environment. All staff should receive/ work towards a professional qualification at whatever level. Bullying should never be acceptable, even in boys’ schools.

A set of basic guidelines.

The wide variety of types of boarding establishments could mean there is a core of basic considerations – eg, freedom from victimisation, easily followed and accessed complaints procedures, etc – which would cover all establishments. Over and above that, there could be requirements for schools to address ‘local’ issues through their charters and boarding schools (establishments) may benefit from the development of a ‘code of practice’ or ‘principles of care’ which could address the rights and responsibilities of the school, the staff and the pupils.

[Any regulations would need to take into account] the reasons students are in the facility as this may require some variations.

Student safety systems audit; minimum standards of acceptable facilities management; evidence of linkage between residential and education programmes.

Some private schools may well have tradition supported by the parent community. Many regulations may well be ineffective in bringing cultural change. Monitoring of these regulations (if any) could be through various agencies, not just ERO.

For residential schools there needs to be a ministry position dedicated to monitoring and supporting achievement of appropriate standards and advocating for appropriate resourcing.
Managers’ views

Of the 62 managers who took part in the study, 48 (77%) gave their views on what should be taken into account when considering the possible introduction of government regulations concerning the safety and well-being of students in school boarding establishments.

Size of our hostel. Where we are situated (students travel weekly). Time of stay (our students only stay four nights per week).

ERO reports; student safety.

The safety and well-being of boarders and the opportunities provided for them, taking into consideration the culture of the school or educational facility it [the boarding establishment] belongs to.

The safety and well-being of students at all levels. The ability of students to learn and grow in a supportive environment. These things are paramount.

Some factors should be the school’s history in becoming actively involved in its community, and results of this survey.

Private schools should also be fully included.

That hostels do not become over-regulated. An experienced body set up to go in and provide help for hostels that are struggling in key areas. Full rolls and parent satisfaction are the key indicators that a hostel is operating successfully. A number of hostels are filling their empty spaces with Asian students which presents another set of factors that should be checked and regulated. As manager of the best co-ed hostel in the North Island there is a set of clear guidelines that hostels need to follow.

Any regulations must be developed with significant input from practitioners – not by people in offices with absolutely no experience of dealing on a daily basis with groups of teenagers in a residential environment.

Safety of students, the provision of facilities. Input from boarding personnel and the New Zealand Boarding Schools Association.

That the special character is not lost by enforcing regulations that are not applicable to certain boarding establishments.

Care of students. Care of staff. Working with ‘boarding practitioners’. Working with people with EOTC-type [Education Outside the Classroom] knowledge.

The government cannot set itself up as the ‘big brother’ of boarding school systems. A ‘one size fits all’ approach is doomed to failure.

Fees (boarding), policies on health and safety, discipline, leaves, appropriately qualified and experienced staff with salaries/wages being the same.

That boarding schools should be managed by a manager and run as a boarding establishment and not run by school staff-type people/policies. Homely, friendly environment encouraged, not too institutionalised, the title ‘matron’ must go. The position I am in here I have held for 12 years. During this time I have seen major changes take place in favour of the boarders.

Consult all parties.

Don’t over regulate. Every system is different and needs local flexibility.

Ensure that policy in safety is adequate and appropriate to age groups – eg, that all areas of student welfare are covered.

The health and welfare of the student. That a thorough review is completed before setting anything in place as many of the hostels have completed the groundwork and time could be saved by being aware of what is available already.

The fact that the hostel is supported to take the place of ‘home’ and as such cannot be necessarily run according to a set of guidelines or regulations.

What is trying to be achieved? [Need to question] whether regulations are an effective tool to drive a boarding hostel to reach what is being tried for.

The view of the present managers, not necessarily principals.
Discussion with NZBSA. Practice principles and guidelines rather than regulations, which may hamper rather than promote progress, through tying up of human resources.

We are capable of running a boarding institution without having the government telling us what or how to do it.

If the government were prepared to help finance some of our up-grades a private establishment such as ours would be able to undertake more major maintenance. The government needs to fund the National Certificate to help train staff who care for boarders. It should be considered like an NCEA certificate with levels 1, 2 and 3.

Keep it basic: buildings safe and adequate; training opportunities for staff on a nationally recognised system.

Financing the regulations. At present there is no ‘fat’ in the budget for extra costings.

That every school hostel and student is different.

That all schools have their own unique qualities – these must not be lost through a rigid set of regulations.

The funding and implementation [of any regulations].

[Regulations would need to take into account] the actual standards already in place being adhered to by establishments that are being responsibly run.

Sensitivity to peoples’ needs, tolerance, tact, patience, financial viability of some boarding schools, time frame.

That a safe and caring environment is established for all involved in boarding hostels – students and staff.

Each school may have its unique quality and mission statement. Government regulations must allow flexibility for such schools – eg, private schools – to develop, implement and manage its own charter.

If there has to be imposed regulations they should not take staff away from their prime function, namely caring for their students. The worst thing that can occur is for carers to be so flooded by paperwork that they do not have time for their primary role.

Assessment of whether students are safe and secure in the establishment, and how this is monitored, what strategies are being used and are they effective. Does the establishment support the school with effective study, homework supervision and conditions.

Listen carefully to those who work in boarding schools. There is a huge resource available and many capable people who could be employed or deployed to help develop the regulations.

Any regulations should be realistically achievable. Funding may be an issue for regulations to be complied to, therefore government funding should be available for major capital expenditure or staff training.

A salary scale should also be introduced to attract the ‘right’ people into this environment.

That all schools cannot be placed under the same umbrella. There are some very caring schools when it comes to their boarding students. The schools experiencing difficulties should receive management assistance, regulations will not assist if structures, etc, are not in place.

Look at overall effectiveness of hostels to date. Don’t judge all on a few. We are becoming over-regulated in New Zealand. What happened to common sense?

Costing is a big issue – along with the degree of autonomy each school should have!

Student safety. Quality of care.

Tikanga Māori consultation with all stakeholders. Funding – if government want to regulate, are they going to fund hostels? Set criteria for employment of staff, minimum qualifications for hostel staff, commitment to professional ongoing development, performance criteria.
Sufficient funding to enable realistic numbers of responsible people to be available for supervision/monitoring of systems.

Health and safety, students’ rights, educational opportunities.

Better staff–student ratios.

The well-being of children – how they can still be an individual; work with families.

Staff members’ views

One hundred-and-thirteen (60%) boarding house/residential staff members offered their opinions on what should be taken into account when considering any government regulations.

Staff training in behavioural management and motivational factors when dealing with young men and women is needed.

[Boarding establishments] should regulate themselves.

Difficult to regulate hostels in general, they are all different – eg, age/sex of students, type, character and ethos of schools. What works/suits one environment will not necessarily suit/be beneficial for others. It is important that boards are able to administer hostels to take these things into account.

You must realise that all hostels are different. Hostels with a large number of students need to cope with different issues than small hostels. Co-ed hostels will need to have different systems in place than boys-only or girls-only hostels.

Not over-regulating the system as has happened in educational institutions – this has caused an increase in workload for no good result.

They won’t work, they will cause resentment, they will not improve the living environments of students/pupils. The less ‘government’ we see in provincial New Zealand the better!

Care must be taken not to over-govern with regulations – common sense needs to be used.

Get away from the ‘school’ environment idea, except for the homework tuition.

The welfare of the hostel students.

School size – hostel part of the school grounds.

The cooperation and input of all parties involved.

Is it going to be an advantage for the students?

Some more money so we can staff our hostels better and have more to offer the boys and girls in our boarding houses.

The welfare of the student and not the welfare of the system.

Will the government assist financially with improvements? Such an investment will ensure future prosperity of all involved.

Managers and staff to be paid – so job is a monetary one and not done free for cost of living and accommodation.

Basically all students’ well-being and health and safety.

Ongoing inspections, no interference when things are going smoothly.

More staff.

The safety, care, welfare, and academic development of students to be our number one priority in providing a boarding facility for students. A home away from home.

Leave issues – this may allow for a mid-term break which allows students time to recover and rest. Need for lockable cupboards. Lockable cupboards to have some form of security for personal effects and the rights staff would have to search the area. Fire alarm procedures – to ensure all establishments follow the same procedures.

That all schools, their ethos, standards, expectations and students are different and how the boarding house is run is a major part of the school’s life and shouldn’t be regulated so much that it cannot reflect that.

Health and safety.
Legislate for the common basic areas, leaving room for diversity and special character.

I think the majority of hostels have managed very well without government regulations. There’s always the exception to the rule, but is that reason to inflict government policy on everyone?

Staff should be encouraged to get qualified in all aspects of caregiving in a boarding environment.

Staff should be encouraged to study for a qualification. [Regulations should] provide a set of guidelines for hostel accommodation.

Best care and safety regulations for each school.

Support for staff and students from government would be appreciated.

The special character of the school – male hostels are different to female hostels, the school’s catchment area. Health and safety is the most important issue.


Supervisors should be more carefully selected for reliability and maybe a police check.

Students’ health: as in well-balanced meals. Their safety: there needs to be a proper balance so that they are not over-regulated and made to feel like they are in a prison but on the other hand we need to know exactly where they are so we know they are safe.

Remuneration for staff appropriate with stress levels; supervisors should be student-orientated, not just in it for the money; politicians should view hostels more often.

Physical environment – regular updates.

That experienced people actually doing the job be an integral part of developing any regulating. It would be so easy to stifle all sense of adventure and self-reliance by heavy-handed bureaucratic decisions made by people who have no idea how to run these places.

Parental expectations of boarding, balanced with staffing issues and education outside the classroom considerations.

Privacy for all year groups. I strongly believe there should be no more than five boys to a dorm.

EOTC regulations need to be taken into account, which means more staff supervision – and tracking of students in weekends. Staff hours should be in stints of no more than eight hours.

At present we do Friday 6–10.30pm, Saturday 8.30am–11pm, and then Sunday 8.30am–10.30pm. This is a huge responsibility for one person on duty. Staff qualifications: need more qualified tutoring staff and staff also need to have an understanding of the emotional needs of students. Performance appraisal system for staff.

Accommodation: private shower and toilet facilities; separation of junior and senior dorms; security of boarding house, such as video surveillance cameras, swipe cards or PIN numbers; storage facilities for boys’ gear, heating, ventilation. I believe there needs to be opportunities for staff to have time away from the boarding (more time off duty) when those staff are also full-time teachers. Also there needs to be adequate cover given to staff when ill so they do not have to make up time!

The standard of the accommodation, safety of electrical appliances and wiring. Privacy of students, particularly shower rooms, toilets, bathrooms. Safety of buildings.

The individual differences and character of some schools.

Staff training and effective communication training, and there should be regular assessment of all staff.

Staff support, staff–child ratios. Staff salaries – traditionally very poorly paid, need to be reviewed in order to employ staff with appropriate qualifications and of a high moral calibre.

Kids will be kids, let them be able to live their life. Safety; study facilities.

Good accommodation suitable for learning and achieving at a high level.

Consult all parties.

Safety and health factors.
Is there any real need for further legislation? How can you legislate for basic morality? Personal rights are too often used as an excuse (defence) for anti-social behaviours.

Security and safety.

Regular inspection of health and safety.

Be aware, giving too much control to the students could result in problems in clear guidelines.

Bullying, drugs, welfare of staff and students, guidelines for acceptable forms of discipline.

Not a government issue. Hostels are set up for the well-being of students related to a school or tertiary institution. Governing bodies of these institutions should be allowed to govern under policies and mission statements outlined.

The differing needs of each establishment, given the area they service – ie, country, religious, ethnic, academic requirements.

Cost, area, student intake.

Health and safety.

Location – small town or city; cultures – overseas students; strong liaison with school.

Need to look at different types of boarding houses and ensure regulations won’t interfere with the running of life-skills type establishments such as ours.

Primarily to ensure the safety and well-being of students and staff.

That views are taken from all sources (parents, trusts, staff and students). Also the need to be aware of each individual hostel. What may be good for one may not work for another.

The guidelines should be reasonably flexible so that they may be utilised effectively to aid the personal and academic development of individuals. They should focus more on the ‘boarding’ principles, as education is covered in schools and establishments need to support the school.

Be able to have better links between other hostels. This would allow better uniformity between the various establishments.

Why do the government feel they need to regulate in a mandatory fashion? At all? What areas do they intend to regulate that are not already regulated by (a) common laws/public laws or (b) in loco parentis status, etc.

Food, sickbay, care of sick girls, safety as in policies on bullying and support for troubled girls. Water temperature in laundry set warm enough to kill bacteria (boils).

The government should take responsibility for the maintenance of buildings so that they can be kept to a high standard. Also to give guidelines and professional development for caregiving special needs students.

Ratio of staff-to-students for safety and health reasons. Immunisation of staff and girls (flu and hepatitis). Washing of students’ sheets and clothes in hot water and by staff not students.

I have no strong views on what should primarily be taken into account.

This is a small 25-student hostel and it will not have the problems of a larger hostel.

Any boarder who is excluded should lose his place at school. Problem of boarders enrolling then withdrawing after a few weeks to secure a place in the school from out of zone.

Staff workload and remuneration.

If a student is expelled/suspended from the boarding house they must be expelled/suspended from the school. Currently a student may be accepted into a boarding house and therefore offered a place in a school. Parent then withdraws the student from the boarding house after a very short time – eg, a matter of weeks – but the school cannot de-enrol the student under current legislation. Some parents are already using this type of deliberate fraud to bypass current zoning legislation and get kids into schools of choice. This removes a place for another student and puts a considerable financial burden on the boarding house. My school/hostel has already made submissions to the Ministry–Government on this issue. Suffice to say, little has happened, hopefully this [present exercise] won’t also be more wasted time.
Safety regulations, the suitability of supervisors. Too many regulations stifle effective living and working with the students. Enough satisfactory guidelines should be given so each boarder feels safe, happy and secure.

Allow boarding houses to develop their own set of regulations with the government being allowed to advise where necessary.

The differences between public/private, girls/boys boarding establishments, – eg, gender, culture, traditions.

Adequately run establishments can learn from each other’s experiences and can help to influence those that may fall short of prescribed standard.

Safety and providing a home away from home for boarders.

That a safe and caring environment is established for all involved in boarding hostels (students and staff).

That the government doesn’t take too much control or power. Ultimately we have to make these rules enforceable, therefore they should be realistic.

Each school should have a manual and boarding schools policy in place which is reviewable by Ministry of Education.

Supervision requirements. Quality of staff/managers. Systems to ensure safeguards in place. Audits.

More than regulation. I feel there should be supervision and support.

Well-being of the students, ability of masters to work under such regulations.

The number of girls. The age of the girls.
Are they going to subsidise the hostels’ maintenance costs? Give us a union we can belong to and call our own.

All boarding establishments should be able to function independently but regulations should be in place for safety, buildings, etc.

Ensuring students live in a safe, happy and secure environment (both physically and emotionally) and are therefore able to learn and grow.

All students to have their own room.

That hostels have a special culture to themselves and this could be damaged if the government was to change aspects without looking into them first and then seeking advice.

[There should be] none [ie, regulations]. Each school has its own character and its hostel has been developed and maintained accordingly. Government regulations may be restrictive but most probably pathetic. Our academic record of achievement concerning hostel boys is outstanding. The hostel is a strong school house with strong spirit. Very famous in fact.

Changing attitudes of parents to boarding.

Standard policies nationwide, that Māori boarding establishments are able to permeate and fervently apply tikanga.

Each school’s ability to preserve their own special character.

More funds available to be able to give the students the necessary help they need. Very poor resources make it difficult for the students to achieve.

That those who are to determine these regulations experience and see what school boarding accommodation is like. Start from the bottom up. Experience the lifestyle for one’s own self.

Be prepared to acknowledge those boarding schools which provide special needs and holistic life-long learning. This can only be carried out in schools that are designed and structured with policies that meet that need of our society.

Because of the contentious aspects of residential schools, these [ie, any regulations] need to be workable and practical.

I feel adequate and professional staffing needs to be fostered, through adequate payment structures to recruit professional staff.
The health and safety of children – physical, emotional, spiritual and educational. The effective employment of the many highly trained professional staff who work in these schools through implementing good practice/sound regulations.

Having safe staff-to-child ratios.

Student safety. The needs of the family, not just the individual student. Qualifications of staff. Safety of the environment. Policies and networking between government departments in cases of students’ complaints or disclosures of any forms of abuse.

Ratio of students to staff. Privacy for students. Safety.

Funding available for residential schools should not be based on ‘bums on beds/seats’.

Increased trained staffing. More funding, decent sized rooms, provision for privacy, small numbers per unit.

That students with disabilities have needs that are very different to the mainstream students.

The government should not take away the family’s responsibility for the student.

That physical buildings are up to scratch, and that lack of funding does not detract from what we are able to deliver.

Students’ safety and well-being. Adequate and consistent measures for dealing with students’ misbehaviour (guidelines should be clear and practical). Staff safety. A process of monitoring students’ progress.

Emotional needs of the students need a lot more emphasis.

Individual rooms for each child.