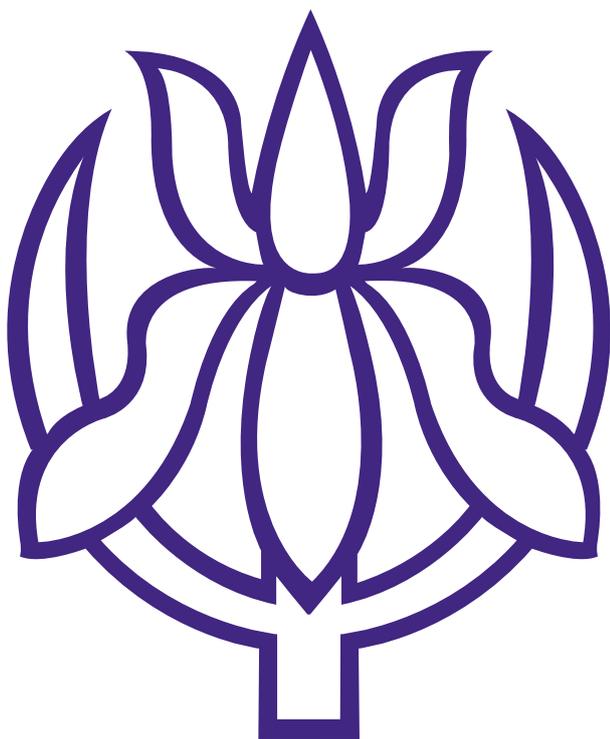




WINIFRED WEST SCHOOLS

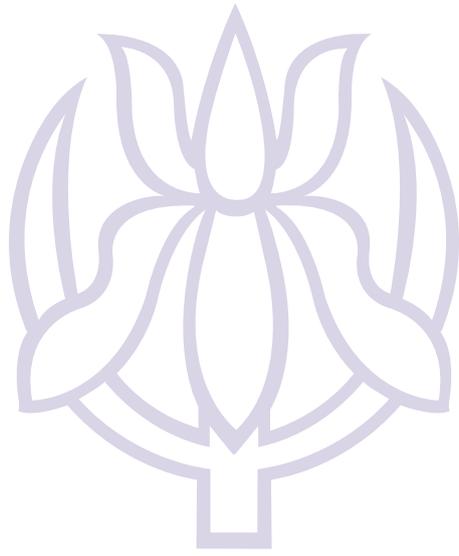


FRENSHAM

Educational & Financial Report 2015

(1 July 2016)

This report is prepared
for the purpose of compliance.
(Education Act)



Area 1: A Message from the Key School Bodies

Board of Governors of Winifred West Schools – Message from the Chair of Governors

In her Report to the School community at the close of 2015, Chair of Governors, Ms Gabrielle Curtin reported some of the year's highlights, including:

- Transformation of facilities at Sturt to create three Sturt Design Studios, and the emergence of inventions and creations by students;
- Opening of The Centenary Pool;
- Upgrade of Clubbe Hall and Cooper Hall;
- Commencement of the Linden Turner renovation, inspired by the living spaces and quality of life in Bryant McCarthy;
- Inspirational achievements in a variety of fields of endeavour, by recent past students;
- Outstanding professional leadership of student learning by dedicated teachers.

Ms Curtin noted that at Frensham we remain clear about living out our purpose – *to develop girls to go out into the world and lead – with humility, courage, self-discipline and a spirit of service to others.*

Winifred West Schools Foundation Ltd

In 2015, under the chairmanship of Mr Rob Dulhunty and supported by Ms Michele Scamps, Foundation Appeal Director, the Winifred West Schools Foundation continued to work energetically.

The focus of Foundation's activities in 2015, on completion of The Centenary Pool Appeal was to redirect Foundation's fundraising objectives, to achieve the School's goals in particular areas, including:

- i. Upgrade of boarding facilities – aligned to the Long Term Facilities Plan for Boarding.
- ii. Second Stage of Clubbe Hall upgrade.
- iii. Expansion of Scholarship and Bursary Fund to assist enrolment of students whose families would not otherwise be able to fund fully their place at the School.
- iv. Staff Professional Learning Scholarships.

Fundraising efforts included:

- The Cattle Herd project, *Raising Capital by Raising Cattle* and the Cattle Rustle event
- The Annual Appeal
- A Progressive Dinner at Frensham
- Iris Touring activities
- Fundraising Dinners in Sydney and Mittagong.

The School community acknowledged, with appreciation, Foundation's ongoing support of enrolments through the Bursary Fund (Rural Educational Grants), the Staff Professional Learning Scholarship programme and the funding of new facilities, in accordance with its mission to provide *Excellence in Education*.

Frensham Fellowship [Alumni]

Many Day Schools provide boarding facilities, but Frensham is primarily a Boarding School with facilities for day girls [Day Boarders]. Part of the uniqueness of a Frensham education comes from the strong sense of belonging and of shared responsibility for each other's welfare, engendered in Frensham girls and carried with them for the rest of their lives.

Frensham Fellowship [Old Girls] continued to be an important part of the School in 2015, its aims being to carry on Frensham's tradition of love and service and to keep members in touch with each other.

Reunions held on campus throughout the year were extremely well attended and hosting by the School was warmly acknowledged by participants.

Reports of the events of the year, along with the Fellowship President's Report for 2014-2015, are published in the 2015 Chronicle.

Frensham Parent Advisory Committee

Chaired in 2015 by Mr John Penton, the Advisory Committee met four times during the year and worked with the Head of Winifred West Schools to discuss policies and procedures within the School.

Topics where particular reports or presentations were prepared included but were not limited to:

- Sports Uniform – additions to existing uniform for Snowsports, Swimming and Equestrian
- Frensham Sport (via a Question and Answer document)
- Schoolbox – the School's communication management tool, now fully operational
- 2016 Calendar – timing and purpose of Travel days
- Menu planning (nutritional value, variety, service)
- Personalised Learning (Mentors/Tutors)
- WWS Mission Statement and Guiding Values
- SchoolSnaps (photo sharing system) presentation

The Head of Frensham attended all meetings and Minutes of Advisory Committee Meetings are provided to the Board of Governors of the School.

Prefects, Student *Forum Representatives and Student Leaders of Activities and Houses

Student leaders address the School, organise events and meet regularly with staff mentors, including the Head of School, to strengthen the value of student leadership and shared responsibility, and to maintain clear communication lines between students, staff and parents.

In 2015, all members of Year 12 again accepted leadership roles within the School, including elected Prefects, responsible for each year group, and *Forum Chair and Secretary working with elected representatives from each Form and activity leaders to cover every area of the School's operation.

The Jamieson Programme, implemented in 2010, has four components, one of which focuses on service, community responsibility and leadership. For each of Years 7 to 10, students were appointed to share responsibility within the School for areas such as House duties, Dining Room duties, Farm Management, team captaincy and peer support and, beyond the School, all girls are involved in an annual programme where they contribute to areas such as: Riding for the Disabled, Nursing Home visiting, environmental projects and charity fundraising including Salvation Army and Red Cross Doorknock Appeals.

*[*Forum is Frensham's Student Representative Council]*

Area 2: Contextual Information about the School

Unique in Australia, Frensham is a boarding school not a school with boarders, where 71% of the 340 student population board. A school of choice for Australian families living and working overseas, and for the Sydney and rural communities of New South Wales, Frensham's reputation for and commitment to 21st century boarding are such that many local students also choose to board.

Frensham is outward-looking and forward-thinking, providing a rigorous and personalised academic programme, meaningful, lifelong and valued connections. In an inspiring culture and spectacular living and learning environment, girls are challenged and supported to develop the skills and willingness to make a difference in the world.

Frensham's academic programme and studies environment are focused on best-practice and 'next practice' in a global context. We expect to be measured by our strength in three key areas: quality of teachers, quality of professional learning and resources for teachers, and quality of the personalised approach to the support and guidance of students.

In 2015 the surveyed key drivers for parent selection of Frensham for their daughters were:

Character / leadership development ~ Values and culture of the school ~ Academic standards ~ Teacher quality
~ High expectation of students ~ Fitness and wellbeing focus ~ Personalised approach ~ Recommendations from past students and current or past parents

The School's values and educational ethos are founded on the philosophical position that our moral purpose in life is to develop our talents and use them for the common good - to make a contribution to the world. This ethos is embedded in the School's daily life and is encapsulated in the motto 'In Love Serve One Another'.

For students, there is a strong sense of challenge to be 'the best you can be', which involves care and respect for others and sound decision-making; Frensham girls are prepared for university studies and for a purposeful life beyond high school.

Through the Jamieson Programme, students are actively engaged in physical, intellectual and emotional challenges to develop global citizenship, critical, ethical and flexible thinking and environmental and community responsibility. The structure of the week facilitates independent academic studies and involvement in a rich co-curricular and extra-curricular life.

With historic and state-of-the-art facilities on 180 hectares, the beauty of the environment is protected and celebrated and the latest technology is designed to enhance teaching and learning in all classrooms.

Fixed study times, a culture of mutual support and extended access to learning resources and teachers facilitate a strong, positive academic focus.

Frensham is fully involved in the Sydney-based Independent Girls' Schools sporting and cultural fixtures, and the School's expansive sporting, performance and arts facilities (including the Sturt Campus for Contemporary Design) are used widely by the local community.

300 Private Lessons as Extra Subjects in Instrumental or Vocal Music are conducted weekly, with practice supervised for boarders and AMEB Music Examinations conducted twice annually.

Our Equestrian and Snowsports teams compete at state and national levels and our Show Cattle team competes in local and Sydney Royal shows, all coordinated by the School.

A non-denominational, independent school based on Christian principles, Frensham is a contributing member of The Alliance of Girls' Schools, Australasia, the Association of Heads of Independent Schools of Australia, the Association of Heads of Independent Girls Schools of Australia and the Boarding Schools' Association of the United Kingdom.

For further information see:

<http://www.frensham.nsw.edu.au> (Frensham website)

<http://www.myschool.edu.au> (My School website)

Area 3: Student Outcomes in National and Statewide Tests and Examinations

In all academic results recorded, the value-added component was analysed. For Year 12, 2015, the Higher School Certificate results when compared to their Year 10 Examination results maintained significant value-adding. These results were analysed by an external consultant for the 11th year in succession and confirmed the upward trend of Frensham students making significant gains in academic results over the final years of schooling.

Frensham's 'median' Australian Tertiary Admissions Rank (ATAR: the rank used to determine which students gain access to tertiary courses) was 87.65 (New South Wales median ATAR = 71). This means that 50% of Year 12 gained an ATAR of at least 87.65. (A full analysis of these results is available in *a) the Studies section of the 2015 Chronicle* and *b) the HSC 2015 Flyer available from the Registrar* or *c) on the website in Current Happenings.*)

Language Studies, individual support and differentiated teaching programmes for Years 7 to 10 contribute to value-adding in the areas of Literacy and Numeracy. For value-added information in NAPLAN tests, see the information available on the *My School* website: <http://www.myschool.edu.au>

Higher School Certificate 2015

In 2015, a significant overall achievement of the cohort was linked (as in 2014) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2016, many also gaining highly competitive scholarships to support their studies.

The high number of students undertaking Extension courses (English, Mathematics, History and Languages - the only courses where Extension subjects are offered by BOSTES NSW) continues to reflect the endeavour and aspiration which is core to the culture of HSC Studies at Frensham. [The percentage of Frensham students studying at Extension level is well above the mean in state and independent schools in NSW.]

In a very high number of HSC courses, the results of the full class were well above the NSW mean – i.e. at least five marks above: Agriculture (11.10+), Ancient History (7.81+), Chemistry (7.25+), Design and Technology (8.07+), Drama (5.63+), English Standard (6.01), Geography (7.12+), History Extension (5.61) Mathematics General 2 (18.11+), Mathematics (9.95+), Modern History (6.58+), Music 1 (12.93+), Physics (5.41+) and Visual Arts (7.68+).

Media analysis of the 2015 Higher School Certificate credited Frensham with excellent results within New South Wales on the basis of top band results as a percentage of all courses studied and percentage of all-round achiever results, compared to listings of girls' schools, non-selective schools and boarding schools out of Sydney (again ranked 1st in this grouping in 2015).

AUSTRALIAN TERTIARY ADMISSIONS INDEX (ATAR)

42% of students achieved an ATAR of 90+

63% of students achieved an ATAR of 80+

80% of students achieved an ATAR of 70+

Further information is available in **HSC Results 2015** on the School's website: <http://www.frensham.nsw.edu.au/ch-hsc-overview>

NAPLAN 2015

Results in NAPLAN tests for Years 7 and 9 can be found on the *My School* website: <http://www.myschool.edu.au>

Area 4: Senior Secondary Outcomes

Year 12	Qualification/Certificate
2015	HSC
2015	VET qualification

Senior Secondary Outcomes are documented on the *My School* website: <http://www.myschool.edu.au>

Area 5: Professional Learning and Teaching Standards

Professional Learning/Professional Development Activities

Professional development activities undertaken by WWS staff throughout 2015 are noted below:

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
80	<i>Child Protection Legislation: Reportable Conduct and Allegations Against Employees</i> AIS Online Learning Module	Tuesday 8 December	Completed by all staff online. The course explained what constitutes reportable conduct in NSW and what legislative responsibilities schools have in relation to allegations against employees. Included was an overview of the context in NSW, how the NSW Ombudsman defines the categories, identified the behaviours defined as reportable conduct and who employees should report reportable conduct concerns to in their schools.
76	Winifred West Schools Professional Learning Day Plenary Session Keynote Speaker: Simon Breakspear <i>LearnLabs</i>	Monday 7 December	International speaker, founder and CEO of <i>LearnLabs</i> (global learning research and design agency) presented two sessions on applied contemporary research including: Session 1: <i>An education worth having</i> : How rapid globalisation & new technologies are changing what and how we learn. Session 2: <i>Digilearn</i> : How to design deeper learning in a digital age.
66	<i>Teachers talking about teaching</i> Presented by four WWS class teachers		Culminating session for professional learning programme for 2015 on <i>Making Thinking Visible</i> where practising teachers shared teaching and learning activities that promote high level engagement in thinking in WWS classrooms in Term 4 2015.
4	Plenary Session <i>Adolescent Mental Health Care</i>		Delivered by specialist medical practitioner, Bowral.
1	<i>Analysing Business Performance</i> AIS NSW Leadership Centre	Monday 23 November	This Masterclass covered the key topics: understanding what the recipients of analysis need; understanding the business and business drivers; finding out about what has and is happening in the business; analysing financial and non-financial data and other information; writing clear, concise analysis and formatting it to be easily read; using tables and charts effectively

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	<i>Timetabling Solutions</i> Level 8, 500 Collins Street Melbourne VIC	Tuesday 17 - Friday 20 November	3-day instructor led modules designed for experienced timetablers to learn to allocate classes, rooms and teachers in a clash-free timetable according to curriculum and school constraints using the latest in specialist timetabling software, The Timetabler V8.
1	<i>Career Avenues</i> <i>Annual Training & Review</i> <i>Meeting 2015</i> Stamford Plaza Sydney	Wednesday 11 November	Participation in feedback and review of testing program implemented with Year 10 students at Frensham.
1	AIS/ BOSTES Briefing <i>Transition to Teacher</i> <i>Accreditation Regulatory</i> <i>Framework</i>	Monday 9 November	Briefing re BOSTES regulatory framework for the approval of TAA's. Responsibility for managing processes for teacher accreditation 2016 onwards.
1	<i>Scientific Inquiry and the Design</i> <i>Process in K-6</i> AIS Conference Centre York Street.	Wednesday 4 November	The NSW Science and Technology Syllabus for the Australian curriculum centres on the skills of Working Scientifically and Working Technologically. These key processes were studied closely and teachers' and students' roles at each stage in the process examined. Appropriate resources, contexts and strategies to enhance the teaching of Science and Technology were explored in detail.
14	Mid Term TLC Meeting 4:00-5:30 pm	Tuesday 27 October	Scheduled Teacher Learning Community (TLC) collaborative group meetings examined student thinking using work samples brought to the meeting by each teacher. Teachers and Chairs use the LAST (Looking at Student Thinking) Protocol designed by the Making Visible Thinking Project at Harvard Graduate School of Education.
42		Monday 26 October	
1	2015 Careers Advisors Annual Conference	Wednesday 21 - Friday 23 October	2015 Annual Conference Included tours to UNSW, Actuaries Institute, Karl Von Busse Institute of Design, Billy Blue College, Macleay College. Variety of speakers, seminars & workshops chosen to gain information about changes to pathways, new courses and Career Advisers Best Practice.
3	<i>AISNSW STEM Symposium</i> UNSW Kensington	Thursday 22 & Friday 23 October	2015 STEM Symposium Day 1 Round 1 Project Showcase. During 2014-2015 AISNSW funded school based STEM projects - these projects were showcased and leading STEM pedagogy and practice was shared. <u>Day 2, Friday 23 October - STEM exhibition and launch of Round 2 Projects:</u> Leading STEM speakers, exhibitors and workshops, together with 25 AIS NSW Round 2 STEM schools introducing their 2015-16 funded projects.
5	<i>Frank Crawford</i> <i>International Consultant to WWS</i>	Monday 19 October	Frank Crawford working throughout the day with teams and individual members of Executive on planning and priorities for 2016.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	<i>Accreditation at Experienced Teacher 2015-2016 Information Session</i> ISTAA at AIS York Street Sydney	Monday 19 October	After the successful completion of the online module applicants are able to view examples of previously successful applicants' Digital Portfolios and learn how to create and upload their own portfolio of evidence by Friday 9 September 2016.
1	<i>HSC Latin Examination format 2016</i> Classical Languages Teachers Association (CLTA)	Friday 16 October	Detailed information about the 2016 BOSTES HSC Latin Examination in preparation for the writing of new programmes for the Year 12 course commencing in Term 4 2015 at Frensham.
1	<i>Reading Tutor Programme Workshop</i> MultiLit Research Unit Macquarie University	Thursday 15 October	Professional Training to deliver the MultiLit Individualised reading programme implemented for students in Years 2-6 who are low progress readers.
1	<i>MiniLit Workshop</i> MultiLit Research Unit Macquarie University	Tuesday 13 - Wednesday 14 October	Professional Training to deliver the MiniLit programme used in Years K-2 at Gib Gate to support low progress readers in small group sessions.
1	<i>Challenging Minds, Changes Lives</i> PDHPE Teachers' Association Annual State Conference Sydney	Friday 9 - Saturday 10 October	The programme included a variety of interactive workshop presentations including practical workshops and keynote presentations by: Michael Crossland; Paul Dillon: <i>Alcohol & other drugs: What do teachers need to know?</i> ; Karen Ingram: <i>The state of play for PDHPE</i> ; Melinda Tankard Reist: <i>The sexualised world of the 21st century child</i> ; Prof David Lubens: <i>Re-engaging teens in physical activity</i> .
2	<i>2015 MANSW Conference</i>	Wednesday 30 September - Friday 2 October	Frensham Mathematics teachers attended a variety of keynote presentations, workshops and seminars on contemporary issues including presentations by Assoc Prof Just Anderson USYD, Prof Dianne Siemon RMIT, John Ley (UWS), Peter Osland (BOSTES) and a variety of teachers from schools in NSW. Resources for differentiating across all levels of ability will be shared with all Frensham Mathematics teachers and implemented into programmes.
1	<i>Christopher Norton Teacher Workshop</i>	Tuesday 29 September	Internationally acclaimed composer and educationalist Christopher Norton presented this 3-hour workshop for teachers to develop their improvisation skills, explore strategies for teaching improvisation and examined ways to incorporate modern music into music studios.
3	<i>2015 ISTAA Experienced Teacher Panel</i> AIS NSW	Monday 28 - Wednesday 30 September	Teachers were invited to participate as assessors of the digital portfolios of evidence submitted by teachers across independent schools in NSW seeking accreditation at the level of Experienced Teacher 2015. The panel is trained and overseen by the TAA (Teacher Accreditation Authority) for ISTAA (Independent Schools Teachers Accreditation Authority NSW). The experience gained by our teachers assists those teachers at WWS seeking to gain accreditation at the higher levels and accrues the professional learning hours needed to maintain their own accreditation at Experienced Teacher and Highly Accomplished teacher level.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	<i>Orff Schulwerk Teacher Certification Course Level 3</i>	Monday 21 - Friday 25 September	This 5-day (36 accredited BOSTES PL hours) course immerses participants in developing skills and techniques specific to the Orff approach to teaching music actively and creatively. Six 75 minute sessions were attended per day in six subjects: Pedagogy, Vocal, Technique & Improvisation, Orchestration, Movement and Recorder. Level 3 focused specifically on High School music pedagogy.
1	<i>Executive Personal Assistant Training</i> AIS Conference Centre	Monday 21 September	The key focus of the program was developing the knowledge and skills that are critical for an Executive Personal Assistant and enhancing the practical application of the knowledge and skills within a school setting. Participants shared practical strategies and explored the many possible models for building successful professional relationships.
66	Winifred West Schools Professional Learning Day <i>Making Thinking Visible: In Our Classrooms, In Our School. What is the Story of Learning at WWS?</i> Mark Church International Consultant	Friday 18 September	All teachers P-12 full day programme with international consultant to Harvard Project Zero, Mark Church.
14	<i>CPR Training and Certification</i> Australian Lifesaving Academy	Friday 18 September	Session conducted by registered trainer: Stuart Massey. Participants familiarised themselves with SLSNSW Academy Handbook, RPL Guide for Applicants and Participant Code of Conduct online prior to the session.
1	<i>AIS NSW Heads of Department Mathematics Education Conference Day</i>	Friday 28 August	Speakers: Assoc Prof Judy Anderson USYD, Peter Osland Inspector of Mathematics at BOSTES, researchers, classroom practitioners, and AIS consultants explored issues around mathematics curriculum, technology, resources and pedagogy.
2	<i>F1 in Schools Technology Challenge Regional Final</i> St Gregory's Campbelltown	Thursday 3 September	Opportunity for our teachers to be part of a select judging panel for regional final 2015. Miss Piper judged presentations given by teams in the 'Development Class' and Dr Burg was one of two judges for the Posters of the 'Cadet Class' competition and of the portfolios and team displays for the 'Development Class' competition. Contacts were made with competition sponsors, professionals and teachers running the competition in other schools.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
2	<i>The 5th Cultures of Thinking Conference</i> Bialik College Melbourne	Sunday 16 & Monday 17 August	This biennial conference brings together schools and teachers implementing the Harvard Graduate School of Education Project Zero research project across Australia at Bialik College which was one of the original participants in Australia. Key note speakers included: David Perkins, founding member and senior co-director of Project Zero and author of numerous books including 'Future Wise: Educating our children for a changing world', Ron Richhardt, senior research associate at Harvard Project Zero, fellow at the University of Melbourne and author of 'Creating Cultures of Thinking' and Mark Church, research consultant to Project Zero, author of 'Making Thinking Visible' and current consultant working with WWS throughout 2015. A feature of the conference was the opportunity to view the research in action in real classrooms by real teachers at Bialik College, an independent, non-selective day school, working with Project Zero since 2005.
1	<i>Teacher Librarian's Conference 2015</i> Visible Libraries	Thursday 13 August	Conference held at Abbotsleigh with keynote speakers Kate Sweetapple and Zoe Sadokierski (UTS) on <i>Visible libraries featuring design-led projects</i> . Of special interest was the continuing discussion on considering the question: <i>What is the relevance of a physical library in a digital age?</i>
14	<i>Mid Term TLC Meeting</i>	Tuesday 11 August	Scheduled Teacher Learning Community (TLC) collaborative group meetings examined student thinking using work samples brought to the meeting by each teacher. Teachers and Chairs use the LAST (Looking at Student Thinking) Protocol designed by the Making Visible Thinking Project at Harvard Graduate School of Education.
42		Monday 10 August	
1	<i>Spell-It Professional Learning Workshop</i> MULTILIT Research Unit Macquarie Park	Monday 10 August	The Spell-It programme has been developed by MULTILIT Research Unit, Macquarie University is the most recent research based programme that adds to the PreLit, MiniLit and MultiLit teacher resources currently in use at Gib Gate from P-6. This full day workshop trained one teacher to implement the programme for individual students in Years 4-6.
1	<i>Developing staff capacity in creative writing</i> Webinar 5 Matthew Bentley	Wednesday 22 July	This webinar provides opportunities for teachers to examine the experience of themselves as writers and to reflect on the way they teach writing. The session focuses on topics such as invention strategies, coaching the writing process and revision.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
80	WWS Professional Learning Day Gender Policy & Report on NCGS Annual Conference (Focus on STEM) WWS Ed Talks on Teaching & Learning activities that successfully integrate ICT to engage 21 st century learners	Monday 13 July	All staff attended the plenary morning session with presentations by Head WWS and teaching staff. Teachers 7-12 worked in faculties developing units of work that incorporate Making Thinking Visible routines and Teachers P-6 compiled and discussed data collected to assess children's skill level in reading and numeracy. All teachers met in their TLC to share routines implemented in classrooms through student work samples in Term 2 and forward plan for Term 3.
42	Faculty meetings led by Faculty Heads on Making Thinking Visible (MTV) Routines TLC Meeting teachers 7-12		
14	TLC Meeting teachers P-6		
14	21 st Century Boarding – Policies and Practices for WWS		House and Health Centre staff worked with Head WWS on 21 st century approaches to Boarding with reference to international research and WWS current, contemporary policies, practices and procedures.
2	<i>Game-Changer – Innovating Education through Creativity and Drama Practice</i> NIDA Theatres, Sydney	Thursday 9 - Sunday 12 July	Drama New South Wales (NSW) combined Drama Australia and Drama New Zealand International Conference 2015. The conference created a new narrative for Drama education through creativity, innovation, collaboration and transformative action and encouraged delegates to embrace new ideas, and new ways of thinking, teaching and learning. The generation of new knowledge and understanding needed for future-focused and student-centred educational practices in Drama, the Arts and across the curriculum, was a feature of the presentations given by keynote speakers and workshops.
1	<i>Stepping Up: The Australian Ceramics Triennale</i> National Ceramics Conference Canberra	Thursday 9 - Saturday 11 July	<i>Stepping Up</i> is Australia's premier ceramics event for the ceramics community. The programme was designed to showcase ceramics by presenting important discourses with recognised Australian and international speakers to expand skills and ideas. The areas of particular interest included new approaches to education and new technologies.
1	<i>Landscapes of Imagination 2015 Biennial Conference</i> Reggio Emilia Australia Information Exchange (REAIE) Melbourne	Tuesday 2 July - Sunday 5 July	The REAIE Biennial Conference provided an opportunity for educators from Australia and overseas to explore and discuss the Reggio Emilia pedagogy bringing together teachers from the Early Childhood, Primary, Secondary and Tertiary sectors. The Conference featured presentations from internationally recognised keynote speakers from Reggio Emilia, Italy and additional presentations on Australian interpretations exploring the conference theme of 'Curiosity and Imagination'. School visits to Reggio Emilia schools in Melbourne and Geelong were an additional key feature of the conference.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
66	WWS Professional Learning Day <i>Creating a Culture of Thinking</i> presented by Mark Church	Friday 19 June	All teachers P-12 full day programme with international consultant to Harvard Project Zero, Mark Church.
10	<i>Contemporary Professional Readings and Discussions on Residential Care</i> Head WWS		House staff worked with Julie Gillick discussing a variety of recent research articles relevant to 21 st Century boarding.
4	Adolescent Mental Health Coordinator WWS Health Centre		Health Centre RN's were led by Health Centre Coordinator in recent research on Adolescent Mental Health issues.
1	<i>Marking and Feedback</i> Webinar Session 3	Tuesday 26 May	This session covered tools for assessing student work for, as and of learning according to syllabus requirements. It included strategies for smart marking as opposed to lots of marking, processes for working collegially to develop criteria, corporate marking practices and strategies for explicit feedback.
6	Frank Crawford International Consultant	Monday 25 May	Full day/evening sessions to discuss 2015 Strategic Plan implementation, progress and future goals.
1	<i>Meet the Markers Day</i> Science Teachers Association of NSW (STANSW) UNSW Kensington	Saturday 23 May	STANSW's accredited flagship event held annually and endorsed by the Board of Studies, Teaching and Educational Standards (BOSTES). MTM provides teachers with the opportunity to gain valuable insight into the setting of HSC examinations, as well as the marking processes and implementation of the HSC marking guidelines. Experienced markers gave insight into 2014 senior secondary HSC papers in Physics, Chemistry and Biology.
66	Mid Term TLC Meeting	Monday 18 - Tuesday 19 May	Scheduled Teacher Learning Community (TLC) collaborative group meetings examined student thinking using work samples brought the meeting by each teacher.
1	<i>AHISA Directors' of Studies Conference 2015</i>	Sunday 17 - Monday 18 May	Annual 2 day AHISA Director of Studies conference entitled <i>Education in the Next Decade - Changes and Challenges</i> . A variety of speakers including BOSTES executives and Mr Robert Randall, CEO of ACARA shared the latest information available for school leaders.
1	<i>STEM Leadership - Taking teachers and students above and beyond</i> AISNSW Leadership Conference	Monday 4 May	Annual AIS K-12 conference - 2015 focus on strategies, approaches, initiatives, and resources to drive engagement and achievement in STEM. Keynote presentation by internationally renowned speaker, Jeff Utecht.
1	<i>Preparing Students for Using Dictionaries in the HSC Latin Exams Course.</i>	Friday 1 May	Registered information evening, accredited by NSW BOSTES course on new allowances for Stage 6 Latin Continuers and Extension courses in examinations from 2016.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
4	<i>Stage 6 English 2015</i> AISNSW English Consultants via AIS Hub at Frensham	Thursday 30 April	Full day consisting of three Workshops for teachers of Stage 6 English on the new HSC Texts and Modules for 2015 including <i>Henry IV</i> , <i>Imaginative Writing – Romanticism, Vindication and Frankenstein</i> .
15	Mark Church International Consultant with Harvard Project Zero's <i>Making Thinking Visible</i> and <i>Cultures of Thinking initiatives worldwide</i>	Monday 20 - Tuesday 21 April	Mark Church worked with Executive and senior staff, representatives from faculties at Frensham and with Gib Gate teachers in a variety of specialised workshops. This was the first 2-days of our continued consultancy with Mark throughout 2015.
1	<i>Fostering Student Engagement: Game Mechanics and Games Based Learning</i> AIS NSW Self-paced Online Learning module	Self paced online course completed Saturday 11 April	Introduction to Game-Based Learning (GBL) theory, pedagogy and practice. Practical strategies to harness growing student interest in games and gaming and making it work for them in the school context to complement teaching and learning.
80	WWS Professional Learning Day	Thursday 2 April	Full programme of workshops for WWS teaching, House and Boarding staff including; a plenary session to introduce all staff to <i>Making Thinking Visible</i> , School Box practical workshops, reading and review of Boarding Policies and Procedures and Anaphylaxis training for Health Centre RN's.
1	<i>Effective teaching of Stage 6 English Teachers Association (ETA) NSW Webinar 2</i>	Tuesday 31 March	The focus of this session was on leading teachers to develop ways to improve the engagement, confidence and learning outcomes of Stage 6 students through practical strategies, current research and relevant resources. Strategies included: setting high expectations and ambitious targets; strategies to improve imaginative and analytical writing; strategic feed-forward; collaborative student learning; nurturing a growth mind set.
1	<i>Using Action Research to foster faculty development</i> and compiling the Action Research Report. ETA NSW Webinar 1	Thursday 19 March	The ideas and information in the introductory webinar enabled teachers to develop an Action Research Project in their faculty for ongoing work throughout 2015.
1	<i>UTS Careers Advisor's Seminar</i>	Thursday 19 March	Essential source of information from UTS on new courses, scholarships, alternate entry pathways and entry procedures for 2015 Frensham students to enter tertiary studies at UTS in 2016.
1	<i>Yale RULER</i> information session: presented by Professor Marc Brackett (Yale University, New Haven, Connecticut)	Tuesday 19 March Breakfast Meeting	Codeveloper of the RULER model of emotional literacy teaching children and adults to Recognize, Understand, Label, Express, and Regulate emotions to contribute to positive development. Includes presentation from Girton Grammar, Bendigo re how the programme has worked there over the past five years.
1	<i>Tournament of Minds Facilitator Training</i> South Coast Region	Tuesday 17 March Berkeley West PS	Workshop with regional colleagues to explore the skills and strategies students require to be successful in ToMs and ways to teach those skills. Presented by South Coast Region Facilitators ToMs NSW.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	<i>IPSHA Teacher/Librarian Umbrella Group</i> Term 1 2015 Meeting	Thursday 12 March	TeachMeet forum: an opportunity for professional educators to share good practice, practical ideas and personal insights into teaching and learning. TeachMeet topics for this meeting were: KOALA Awards: giving young readers a voice and Teacher Librarian's role as a facilitator of implementing creative and critical thinking pedagogical practice into the school curriculum.
2	<i>Webinar: The Latest in Languages</i> at AISNSW – New Online Language Resources	Wednesday 11 March	Showcase of the new Languages website that makes available the latest resources, provides advocacy support and offers networking opportunities. An update on important state and national developments in Language teaching will also be provided.
14	Mid Term TLC Meeting	Tuesday 10 March	Final meeting for teachers to share and reflect on their learning through GERRIC UNSW Certificate of Gifted Education course undertaken throughout 2014. Differentiated strategies and tasks developed specifically for gifted learners in mixed ability classes, designed, delivered and observed by a colleague were evaluated using specific criteria developed in 2014.
42		Monday 9 March	
1	MultiLit Reading Tutor Program Training Day	Thursday 5 March	The methods used by MultiLit are based on over 30 years of research undertaken by the MultiLit Research Unit. The Reading Tutor programme delivers high-level one-to-one instruction to children identified as low progress readers by a trained MultiLit tutor at Gib Gate.
1	<i>2015 HSC Economics Day</i>	Friday 27 February	Essential source of up to date information for teaching and learning in Stage 6 Economics 2015.
1	<i>Career Adviser's Seminar</i> UNSW Kensington	Friday 27 February	Essential source of information from UNSW on new courses, scholarships, alternate entry pathways and entry procedures for 2015 Frensham students to enter tertiary studies at UNSW in 2016.
1	<i>Learning Across the Curriculum in Science</i> Webinar Series delivered through AISNSW	Tuesday 24 February	First session of 3-part webinar series exploring aspects of the 'Learning Across the Curriculum' content authentically integrated into the Science 7-10 Syllabus.
1	<i>Career Advisers and Teachers Conference</i> USYD	Friday 20 February	Essential source of information from USYD on new courses, scholarships, alternate entry pathways and entry procedures for 2015 Frensham students to enter tertiary studies at USYD in 2016.
1	<i>IPSHA G & T Meeting Term 1 2015</i>	Tuesday 17 February	Presenter by Programme Co-ordinator for Learning Labs UWOLL, a gifted and talented holiday programme for students from Year 1 to Year 10. Students from Gib Gate and Frensham attend these workshops in school vacations advertised to parents through the WWS fortnightly Newsletters.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	<i>Charles Lovitt Mathematics Consultant</i>	Tuesday 17 February	Private, internationally and nationally renowned Mathematics educator – full day intensive training programme to design units of work for Stage 4 mathematically gifted students learning in mixed ability Year 6 classroom.
80	WWS Professional Learning Day	Wednesday 28 January	Full programme included Plenary Session delivered by J Gillick and tour of new facilities including <i>Sturt Studios for Design & Fabrication</i> and The Centenary Pool and preparation for New Student Orientation.
80	WWS Professional Learning Day	Tuesday 27 January	Full programme included New Student Profiles and Data Review for 2015 and TLC 1 for 2015 focusing on Gifted Education (continuing from 2014) in afternoon session.
20	WWS Professional Learning Day <i>Senior Staff and New Staff Induction Programme</i>	Wednesday 21 - Thursday 22 January	Programme included introduction to Senior Staff and mentors, familiarisation with all WWS Policies & Procedures in Teaching, Learning and Boarding, ICT Network access and appropriate use, student care and management.
5	<i>2015 Strategic Planning</i>	Tuesday 20 January	SKYPE Session with Frank Crawford to discuss WWS Strategic Goals and Priorities 2015.
4	<i>3D Printing and Router Operation</i>	Monday 19 - Tuesday 20 January	Workshop facilitated by Brett Sizeland Technical Support Manager Re-Engineering Australia Foundation.
2	<i>The Practicals of School Nursing 2015 Conference for School Nurses</i>	Monday 19 - Tuesday 20 January	Workshops and seminars covering sports injuries, diabetes and natural therapies.
1	Sturt Summer School <i>Drawing Fantastic Flowers</i>	Monday 5 - Friday 9 January	Experimentation with contemporary drawing techniques including: layering drawings of object, realistic representational drawing of natural forms and techniques used to abstract imagery.

In 2015, the average expenditure per teacher on professional learning, including mentoring (per *Full Time Equivalent) was \$2331.00, (**2011:** \$2,302.00; **2012:** \$1,905; **2013:** \$1,927.00; **2014:** \$2,404.02 per *FTE teacher) reflecting differing approaches and needs, reviewed annually.

Teaching Standards

	Teaching Standards Category	Number of Teachers
(i)	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	41
(ii)	Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	2
(iii)	Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content.	0

Area 6: Workforce Composition

Details of workforce composition can be found on the *My School* website: <http://www.myschool.edu.au>

Area 7: Student Attendance and Management of Non-attendance, secondary retention

For student attendance rates please refer to the school data on the *My School* website: <http://www.myschool.edu.au>

Policy and Procedure re Non-Attendance:

- Unexplained absences result in a phone call from the School on the first day of the absence.
- All absences require written documentation from parents or guardians.
- If written documentation is not received a letter requesting justification for the absence(s) is sent to parents or guardians and there is follow-up discussion with an Executive Staff member.
- All records of correspondence are kept on file.

Retention Rates [2013/2015]:

98.3% of the students who completed Year 10 in 2013 continued on to complete Year 12 in 2015.

Comment: Given the overall number of students, there is a very high retention rate at Frensham.

Area 8: Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2015 HSC cohort.

The listing highlights the diversity of interest and significant achievement by individuals and by the group as a whole (42 different courses within a cohort of 62 students):

B Agriculture	B Engineering (Honours) – Photovoltaics and Renewable Energy
B Agribusiness	B Communications (Social, Political Sciences) with B Creative Intelligence and Innovation
B Agriculture with B Business	B Construction Management and Property
B Agricultural and Resource Economics	B Economics with B Arts
B Animal Science	B Communications with B Communication in Public Relations
B Applied Science (Exercise & Sports Science)	B Engineering (Honours) Civil (Construction)
B Architecture and Environments	B Fine Arts (Honours)
B Arts	B Flexible Arts, Social Sciences, Business and Science
B Arts and Social Sciences	B Hospitality Management
B Arts with B Economics	B Industrial Design (Honours)
B Arts with B Fine Arts	B International and Global Studies
B Biological Sciences	B Laws (flexible double degree)
B Biomedical Science	B Medical Science
B Business	B Nursing
B Business (Management)	B Pharmacy
B Business Leadership and Commerce (GLEP)	B Pre-Medical Science and Health

B Communications Creative Writing with B International Studies	B Political, Economic and Social Science
B Combined Laws	B Science (Advanced)
B Commerce / B Engineering	B Science with B Arts
B Communications in Digital and Social Media	B Social Science
B Communication (Radio)	B Visual Arts

Tertiary Institutions included:

University of Sydney	University of Canberra	University of Technology Sydney
Australian National University	University of Wollongong	Charles Sturt University
University of New South Wales	Macquarie University	University of Melbourne
University of New England	International College of Management Sydney	University of Otago
La Trobe University	University of Tasmania	

[NB: The above courses and/or career paths have been advised to the School and are obviously subject to change. Where a number of students have been offered the same course, the course is listed only once.]

Area 9: Enrolment Policies and Characteristics of the Student Body

Frensham is a boarding and day school for girls, Years 7-12, providing an education based on the School's ethos and operating within the policies of the NSW Board of Studies, Teaching & Educational Standards (BOSTES). The application process takes into account siblings already attending the school, former student/family connections and date of registration with the school. Given the School's commitment to boarding education, there are more weekly and full boarder places than day boarder places available.

Once enrolled, students are expected to adhere to the School's ethos and comply with the School rules to maintain their place in the School.

Procedures

1. All applications are processed within the School's Enrolment Policy with the student and family invited to interview. A guided tour of the campus is also offered to provide a first-hand view of facilities.
2. Each applicant, with a parent or guardian, is interviewed by the Head of Frensham and the responses regarding her ability and willingness to support the School's ethos are considered.
3. Each applicant's education needs are considered at the time of interview, through discussion with the student and her family, with the student's most recent school report being made available at the time of interview. In the case of Year 7 students, the NAPLAN Reports for Numeracy and Literacy are also requested, at the time of interview. Further information may need to be garnered from an appropriate source.
4. In some instances, prior to an offer of a place being made, any necessary strategies which may be required are discussed and considered.
5. A letter offering a place is sent to the parent/guardian with the Enrolment Form. The return of the completed Enrolment Form, with the requisite Enrolment Fee [non-refundable], confirms the place.

Student population

The School has around 340 students [as at December 2015] of whom 71% are boarders [either weekly or full boarders]. Students come from a diversity of socio-economic backgrounds, with demographics a major factor in the school's population. We draw on Sydney, rural New South Wales, interstate, overseas and the Southern Highlands [local area].

In February 2015 the demographic of the School was:

Rural	34%
Southern Highlands	42%
Sydney	17%
Overseas/Interstate/Other	7%

Area 10: School Policies

Student Welfare

Frensham seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programmes which develop a sense of self-worth and foster personal development

To ensure that all aspects of Frensham's mission for providing for a student's welfare are implemented the following **Policies and Procedures** were in place during 2015:

Policy	Changes 2015	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating 'reportable conduct' • investigation processes • documentation 	Policy takes into account current legislation Reviewed by all Staff	Available on request by contacting the School
Positive Peer Relations Policy encompassing <ul style="list-style-type: none"> • all members of the community • promotion of personal growth and self-esteem • building positive relations by managing and eliminating unacceptable behaviour 	Reviewed 2015	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
Behaviour Management Policy In accordance with the School motto 'In love serve one another', Frensham aims to encourage students to take responsibility for their own behaviour and assist each other to do the same.	Reviewed 2015	Staff Handbook Parent Information Book available on School Portal (Schoolbox)
Studies Policy is prepared as a guide for Staff regarding policy and practice at Frensham. It encompasses <ul style="list-style-type: none"> • Values, Aims, Objectives • Models for teaching practice • Differentiated Learning • Faculty Programming • Standards Policy • Approach to Learning • Assessment Policy 	Policy amended in 2015	Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)
Stage Handbooks <ul style="list-style-type: none"> • Studies and Curriculum information for Stages 4 and 5 is published in the Information Book and Studies Policy and parents are informed of changes throughout the academic year. • The Stage 6 Handbook is a reference guide for students undertaking Preliminary and Higher School Certificate Courses. 	Stage 6 amended in 2015	Stages 4 and 5: Information Book plus year-specific correspondence. Stage 6: all students issued with a copy.

Policy	Changes 2015	Access to full text
Sexual Discrimination Policy Frensham is committed to providing all staff and students with a working environment free of sexual harassment.	Reviewed 2015	Staff Handbook Summary and explanatory notes of the Act are available from the Head.
Policy on School Uniform School uniform is worn for all daily lessons/activities and at most school functions.	Amended 2015	Parent Information Book available on School Portal (Schoolbox)
Dealing with critical incidents This policy outlines a procedure to list responses in order of priority and develop an effective management plan to address the immediate, short term and long term needs of those affected by a 'traumatic Incident' involving school staff and students.	Amended 2015	Parent Information Book available on School Portal (Schoolbox)
Accident Management Procedures This policy grades injuries into categories and outlines the steps to be taken at each level. It is based on the principle that the safety and welfare of students is paramount.	Reviewed 2015	Parent Information Book available on School Portal (Schoolbox)
Fire Regulations Policy Information and instruction sessions are held once per semester.	Reviewed in 2015	Staff Handbook Fire Log available on School Portal (Schoolbox)
Lockdown Policy Information and instruction sessions are held once per year.	Amended 2015	Staff Handbook available on School Portal (Schoolbox)
Communications Policy Communication with parents is achieved through: <ul style="list-style-type: none"> • Term Calendar • Yearly Calendar • Newsletters • Variation to routine forms • Parent Weekends • Reports • Year group emails • Online parent surveys Protocol for communications is outlined in the Parent Information Book.	Reviewed and amended 2015	Parent Information Book and Staff Handbook available on School Portal (Schoolbox)
Work Health and Safety Policy In order to implement the general provisions of the policy, a programme of activities and procedures is in place and is continually updated and acted upon.	Reviewed and amended in 2015	Staff Handbook
Security Policy Outlines the security arrangements for the campus.	Reviewed 2015	Staff Handbook
Policy on the use of ICTs Refers to all computer hardware, software systems, databases, telecommunications and electronic data transmissions used in gaining access to information, locations and people.	Reviewed 2015	Parent Information Book and Studies Policy available on School Portal (Schoolbox)

Policy	Changes in 2015	Access to full text
Daily Routines including <ul style="list-style-type: none"> • Student absence • General movement • Maintenance • Standby lessons • Prep supervision and Lunch supervision 	Reviewed 2015	Staff Handbook available on School Portal (Schoolbox)
Boarding Manual for Staff This document seeks to explain how community life works at Frensham. We believe that the strong sense of community created through our boarding ethos enables us to provide an exceptionally rich and exciting education in its broadest sense for the benefit of each student in our care.	Reviewed and amended in 2015	Boarding Manual available on School Portal (Schoolbox)

Student Discipline

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted under any circumstances.

All disciplinary action which may result in any sanction against the student, including suspension, expulsion or exclusion, provides processes based on procedural fairness.

The full text of the School's discipline policy and associated procedures is provided to all members of the school community through the Staff Handbook and the Information Book.

Policy	Changes in 2015	Access to full text
Behaviour Management Policy encompassing <ul style="list-style-type: none"> • a process for managing unacceptable behaviour • a process that aims to develop self-discipline in students; discipline is therefore based on a trust system • a general expectation that students will be polite, punctual and tidy at all times • an understanding that all drugs, including alcohol and cigarettes are forbidden • an understanding that school property will be treated with care 	Reviewed 2015	Staff Handbook Parent Information Book <i>(Managing Unacceptable Behaviour flowchart)</i> available on School Portal (Schoolbox)
Positive Peer Relations Policy encompassing <ul style="list-style-type: none"> • all members of the community • promotion of personal growth and self-esteem • building positive relations by managing and eliminating unacceptable behaviour 	Reviewed 2015	Staff Handbook Parent Information Book available on School Portal (Schoolbox)

Complaints and Grievances

Frensham's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students and staff. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of Frensham's policy and processes for complaints and grievances resolution is provided in the Staff Handbook.

An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary and on the School's intranet.

Policy	Changes in 2015	Access to full text
Grievances and Disputes Policy This document sets out the procedures to be followed at Frensham where a problem arises within a teacher's performance of duties.	Reviewed	Staff Handbook available on School Portal (Schoolbox)
Grievance Handling – Best Practice Policy This policy sets out the procedure for handling discrimination/harassment grievances at Frensham. In summary, grievances are handled <ul style="list-style-type: none"> • confidentially • impartially • fast • according to clear policy/procedure 	Reviewed	Staff Handbook available on School Portal (Schoolbox)
Recruitment Policy Frensham is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.	Reviewed	Staff Handbook
Privacy Policy This policy outlines how Frensham uses and manages personal information provided to or collected by it. Frensham is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.	Reviewed	Staff Handbook available on School Portal (Schoolbox)

Area 11: School Determined Improvement Targets

Teaching and Learning

Personalised Academic Pathways – Flexible academic progression for students studying ahead of their year cohort or studying additional subjects continued, with customised academic pathways undertaken in Biology, Chemistry, Drama, French, French Extension, Latin, Mathematics and Mathematics Extension and by ten Years 9 and 10 students completing an Open High School Language course (other than French and Latin) to replace the Elective options studied on campus.

Flexible academic progression and personalisation of the curriculum for students involved in training and competing at an elite level in specialist activities were also provided and in 2015 included modified programmes and/or support for state and national level equestrians and athletes, and for musicians studying at an extremely advanced level. Ms Sabine Madden, Coordinator of Music Tuition, mentored selected individual students within the Gifted and Talented programme for musicians.

STEM/STE(A)M – the opening in Week 3 of Term 1, 2015 of the refurbished Sturt Studios equipped with essential new technology, facilitated the implementation of a STE(A)M project in Year 8 as well as a greater level of technical support for Design and Technology and Visual Arts across the school. Coding was embedded as a central part of the Year 8 STE(A)M project.

Student Achievements

In 2015 we witnessed high level scholarship, evidenced by endeavour, independent management of studies and commitment to improve skills and understanding by girls of all ability levels. To note:

The Jamieson Programme – The Cambridge AS General Paper, an advanced course studied internationally, as an extension option following the IGCSE Global Perspectives course introduced in 2014 for Year 9 (AS General was studied by a large pilot class of Year 10 students who opted to enrol in what was offered as an additional subject in 2015).

Australian Curriculum Assessment and Reporting Authority [ACARA] – Analysis of the 2015 NAPLAN results revealed significantly higher growth from Year 7 to Year 9 in Reading, Persuasive Writing and Numeracy skills, compared to ‘like ICSEA (Index of Community, Social and Educational Advantage) schools’ and ‘schools with same Year 7 outcomes’ (i.e. same level of achievement in Year 7). In Year 9 Numeracy, as well as outstanding growth being achieved (the cohort started in Year 7 half a Band below average results for ‘similar schools’ and matched average results of similar schools by Year 9), 28% of the cohort achieved the top Band result (Band 10) vs 9% nationally. Overall results in Years 7 and 9, as published on the *My School* website, placed Frensham as the top-ranked school in the Southern Highlands for both year levels.

NB: Outstanding individual achievements in all curriculum areas are acknowledged in fortnightly Newsletters published in Current Happenings on the School’s website, the school portal (Schoolbox) and highlighted in the Frensham Chronicle 2015.

Student Welfare

Ongoing improvement of Student Profiles and communication of information amongst colleagues responsible for student welfare was achieved through weekly meetings focused on particular students or year groups, and through use of a shared database accessible to Teaching and House staff.

Ongoing improvement of overall management of student health and well-being within Houses was achieved through workshops for juniors and mentoring by seniors.

Phone contact by senior staff of whole year groups was undertaken as a proactive means of gaining and providing feedback about student welfare and progress.

Confidential electronic surveys of students and parents were conducted to gain feedback about the quality of our policies, procedures and communication.

Staff Development

[See summary of professional learning programmes in **Area 5 of this Report**]

Revised annually, the professional learning goals for WWS teachers remained as below:

- To meet the individual learning needs of all students by personalising programmes, experiences and outcomes;
- To develop a growth mindset in every student and member of staff;
- To develop leadership capacity in all students and staff;
- To create a learning community that is world class and embraces innovation, inspired by evidence-based research and external critique.

Improvement of teaching practice through research-based action remained the priority for Teaching and Learning development at Frensham and the Teacher Learning Community (TLC) process for professional learning was strongly endorsed by teachers. For 2015, the TLC process underpinned the implementation of studies to enhance student thinking facilitated by internationally acclaimed educator Mark Church of the Harvard Project Zero team, who led four full-day workshops on campus and provided ongoing assistance throughout the year to sustain high staff interest and momentum.

Facilities and Resources

In accordance with the Master Plan re future Boarding needs:

- The Linden Turner House refurbishment and expansion commenced in November 2015 with the project staged to maintain current student accommodation capacity throughout the building process, for completion by Term 4, 2016 (adding sixteen new twin rooms, laundry, common room, duty room, mud room, staff accommodation and landscaping). [TKD Architects and Quasar Constructions Pty Ltd]
- Planning for Kennedy House and Dining Room expansion and refurbishment continued. [TKD Architects]
- Major works were completed in Boarding Houses to upgrade accommodation for staff in Bryant McCarthy (two flats), Linden Turner (one flat) and Hartfield (one flat).

Works completed:

- Cooper Hall timber stage and flooring were replaced.
- Clubbe Hall Stage 2 renovations were completed, including replacement of stage floor, upgrade of sound system, replacement of stackable chairs, renovation of fixed seating, renovation of bathrooms and dressing rooms.
- Information Technology upgrade was completed to add data capacity and improve controls on student data access and data security.
- Landscaping and fencing of the car park areas adjacent to The Centenary Pool were completed and Frensham Games Field upgrades focused on the replanting of eroded grassed areas and overall improvement of the playing surface.

Area 12: Initiatives Promoting Respect and Responsibility

At Frensham, the ethos and values underpinning the operation of the School are based on the belief that all have a right to work and live in a secure environment where they are treated with respect, through the development of positive relationships between students, teachers, parents and other members of the School community. Our practices reflect the School motto: *In Love Serve One Another*.

Initiatives and ongoing practices undertaken in 2015:

- Character – showing ‘grit’ and ‘practising gratitude’ were set as essential character traits to be developed in 2015.
- The Form Programme for each year included age-appropriate units, designed to foster respect and responsibility in studies and community life.
- Morning Prayers provided a daily opportunity for promotion of the School’s Christian values

Ongoing responsibilities and programmes for Years 7 to 12 include:

- Year 7: Frensham Studies, a 25-hour course taught by senior staff and designed to introduce Year 7 to the ethos and values of the School;
- Year 8: Peer support for Year 7, as appointed *Shadows*; *Presentation Skills* (Communication);
- Year 9: Heads of Dormitory and Captains of Junior Sports teams and *Global Forum*;
- Year 10: Heads of House, Peer Support for Year 7, Heads of Dining Room for lunch and dinner and mentors to Year 7 on a one-to-one basis;
- Year 11: Support of Year 12, support of Years 7-10 in all areas, shared responsibility for support of Games Field Pavilion operation on Saturday mornings;
- Year 12: Shared overall responsibility for student management and involvement in activities.

In addition to School-based expectations, opportunities for students to work together to share responsibilities and promote respect for others, included:

- Years 7-12 participated in cross-age groups to support the Red Shield Appeal and the Red Cross Door Knock;
- Participation in the Mittagong ANZAC Day Service and in Legacy, Lions Club and Rotary fundraising initiatives;
- Years 7-12 worked together to provide funds for major charities and to maintain ongoing commitments such as: knitting blankets for the Hamlin Fistula Foundation, collection of food and blankets for the local Animal Shelter and Blood Donation through the Blood Bank;
- The whole School formed into six Choirs to sing Carols at local Nursing Homes in the final week of Term 4;
- From the proceeds of the School's Charities initiatives, the Community Service team allocated funds to Charity Organisations – local, national and international;
- Year 9 all enrolled in the Bronze level of the Duke of Edinburgh's Award and most completed their Service component through support of local Nursing Home visits or participation in environmental projects;
- Year 10, 11 and 12 shared overall responsibility for student management and involvement in the above activities;
- A Frensham-inspired Senior Studies and Leadership programme was conducted for Years 11 and 12 at the same time as Years 7 to 10 completed Outdoor Education challenges and involved Year 12 in conducting a full day programme for Year 7 and formal leadership skills training.

Area 13: Parent, Student and Teacher Satisfaction

In 2015, parents, students and staff were involved (as noted below) in a variety of measures to gauge concerns about and/or satisfaction with the School:

Parents

- The Frensham Advisory Committee, representing all regions and year groups and chaired by an elected parent, met each term with the Head of School to discuss policies and procedures. Practice within the School is that matters of parent concern are directed to the School immediately by the individual parent, for response by staff. Additionally, matters of parent concern are discussed at the Advisory Committee Meetings for action, including clarification of policies with individual parents, change of procedure and/or communication of outcomes to the School community.
- Minutes of Advisory Committee Meetings were provided to the Board of Governors of the School.
- Written Reports documenting student progress were provided at the end of each semester, with an invitation to parents to contact the School for further explanation or to raise a concern.
- Parent/Teacher discussions were held for each year group, with full support of parents through either attendance on the day or advance phone contact to apologise for inability to attend. On these occasions, in addition to the opportunity for a meeting with each class teacher, all senior staff were available for consultation with parents.
- In the week following the Parent/Teacher discussions a staff meeting was conducted to share feedback from parents and commitment by staff to follow-up and further checkpoints were scheduled to ensure that promised follow-up was actioned.
- Parents of Years 8 and 9 were contacted by phone by one of: Deputy Head, Director of Studies, Director of Teaching and Learning, Director of Languages or Year Coordinator in Terms 2/3 to gain general feedback and to invite questions about the School's support of the particular student.

- Surveys were formally conducted across the entire School with feedback collated and action taken to follow-up on concerns or to share positive feedback with teachers, House staff and Health Centre staff. In general, parents identified themselves in the survey, despite the opportunity for confidentiality and their comments were constructive.

Through formal and informal feedback parents appeared, in general, to be very satisfied with the School. High student retention rates and word-of-mouth recommendation to others support this judgement.

Teachers

In 2015, formal and informal feedback from teachers, and discussions with senior staff, indicate that the majority of staff were very satisfied with the general operation of the School, particularly in terms of professionalism displayed by colleagues, quality of teaching, relationships amongst colleagues, support for and management of students and whole-school professional development opportunities.

Opportunities for staff to convey matters of concern at meetings or through confidential surveys remained core to the Staff Meeting programme, as a formal means of sustaining and building upon the very strong professionalism evident within the Frensham learning community. These included staff surveys following professional development programmes and surveying of attitudes to administrative practices and structures.

Frensham Staff speak favourably to others about the high quality of the School.

Students

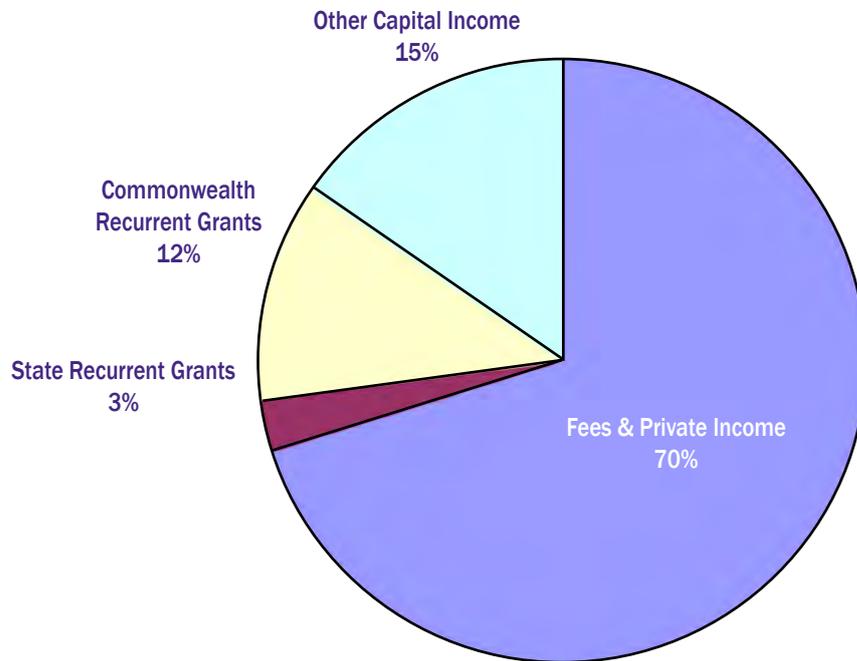
- Formal student feedback is invited on a regular basis by Form Tutors and by members of the Executive as part of the planning process for studies and activities.
- Heads of Forum [Student Representative Council] meet regularly with year groups and Forum Representatives to convey concerns and requests to the Head of School.
- Prefects responsible for a particular Year group meet weekly with the Head to plan activities for students, report issues of student concern and share in discussion about student-related policies and management.
- Weekly Meetings of Staff [House and Academic Staff] focus on student issues, to consider concerns raised by students, parents or teachers, in relation to student welfare.
- The Head conducted workshops with Years 7 and 8 and forums with students in Year 9 and followed up with interviews for individual students, where requested by students or where requested on behalf of others. The workshops and forums were designed to ascertain student satisfaction with academic progress and with the operation of the School and to gauge students' sense of personal safety and enjoyment of being at School.
- Additionally, members of the Executive met formally with small groups of students in Year 10 (in the House), Year 11 (at Leadership Camp) and Year 12 (through Form Meetings) throughout the year, to reinforce core elements of the leadership and peer mentoring programmes and to gain formal and informal feedback about peer relations and senior student support of juniors.

Parents at interview acknowledge the positive response to the School offered by students whom they meet during the process of consideration of Frensham as the school for their own daughter.

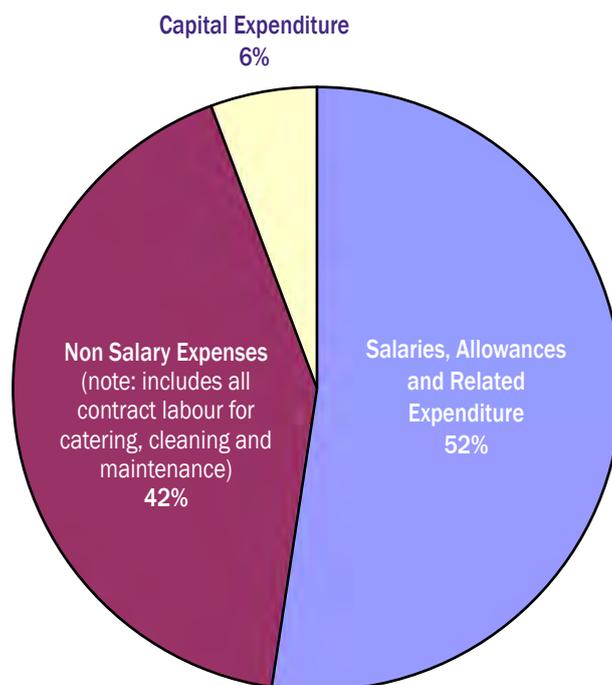
Information offered by students in confidential surveys and informally through their commentary to those enquiring about the School reflects general satisfaction with the School by students. High student retention rates and overall involvement in School activities and events support that view.

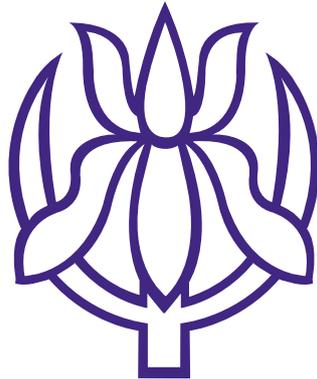
Area 14: Summary financial Information

Frensham – 2015 Summary Financial Information (a) Recurrent/Capital Income



Frensham – 2015 Summary Financial Information (b) Recurrent/Capital Expenditure





GIB GATE . FRENSHAM . STURT
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