



FRENSHAM

Educational & Financial Report 2019

(1 September 2020)

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

Theme 1: A Message from the Key School Bodies

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

This year was one of consolidation and planning for the Board of Governors of Frensham Schools. We supported the Executive in its preparation of Development Applications for several major projects, consistent with our 2035 Master Plan for all three schools – Frensham, Gib Gate and Sturt – including the Holt Project – residential facility in the Lower Holt, a two-court Sports Hall, and staff housing. Core to this preparation was the Board's commitment to preserve our magnificent campus sensitively, upholding the philosophy of Winifred West in believing that the beauty of our natural environment is fundamental to wellbeing. During this planning phase, we also completed important Capital Expenditure Projects: a major refurbishment of the Mathematics classrooms, the installation of solar panels on the roof of The Centenary Pool and a major renovation of the bathrooms and laundry at Hartfield, with re-carpeting of Hartfield to take place over the Christmas vacation.

As beautiful as our campus is, our School is nothing without its people, and a truly great school such as ours is only great because we have great staff. We are indeed fortunate that the professional quality of teachers and all staff working in the care of our students is extremely high, but also that our staff embody Frensham's core values: service, generosity, kindness and humility, tolerance and respect.

This year was also a significant milestone for Fellowship as it celebrated 100 years since it was founded. The Fellowship Centenary Weekend in April brought hundreds of Old Girls here for a Service and Celebration. To mark the occasion, Presidents of Fellowship (past and current) donated a grove of trees and a stone seat for the St Francis Courtyard. The School commissioned a choral and orchestral work by Mr Michael Spencer and installed a sandstone and bronze Cazneaux tribute outside White Cottage, as well as a photographic collection in Cooper Hall.

I would like to say a special thanks to our rural families for their continued support, despite suffering from the worst drought this country has ever seen. The rural community has always been the backbone of this School and I sincerely hope the new year brings the rain everyone so desperately needs.

Winifred West Schools Foundation Ltd

Led by Chair, Mr Alan Watson, and supported by Ms Michele Scamps, Appeal Director, and Ms Barbara Shannon, Coordinator of Events, Foundation maintained keen focus on strategies to build the level of financial support required to meet the Schools' long-term goals.

With the appointment of Ms Jackie Dalton as Director of Philanthropy, first steps were taken to act on Foundation's comprehensive Review undertaken in 2017 to engage current and past students and parents through collaborative efforts of the Board and Foundation.

Foundation Staff Scholarship support (awarded 2018 for 2019) enabled Mrs Merrilee Harris, Head of Faculty (Jamieson Programme) to attend the Cambridge International Schools Conference, Creating the Conditions for Success, in Cape Town, South Africa (March 2019).

2019 Foundation Staff Scholarships were awarded to Mrs Alison Andrew, Head of Faculty (Science); Mrs Wendy Fawbert, Director of Character Education; Dr Ruth Phillips, Academic-in-Residence; and Ms Jenny O'Rourke, Gib Gate Teacher (Year 3) to attend the Harvard Graduate School of Education, Project Zero, Education that Matters Conference in Melbourne (May 2020). [Owing to COVID-19 restrictions, this conference was cancelled.]

The two major fundraising events for the year were highly successful: the Foundation Annual Dinner and the Bush Dance.

Frensham Fellowship [Alumni]

Fellowship in 2019 was led by President Mrs Annette O'Connell and, together with the Fellowship Committee, they continued to inspire connection of Old Girls to School events and offered generous support to the School for the Back to Frensham Weekend (6-7 April), which acknowledged the Centenary of the formation of Frensham Fellowship (1919-2019). Ms Barbara Shannon, Foundation Coordinator of Events and Fellowship Liaison, worked with Old Girl representatives of specific year groups to organise and host the many on-campus Reunions, as well as supporting the organisers of other Fellowship events held off campus. See the Introduction on the first page of my Report summarising the extremely active contribution of Fellowship to 2019 events.

Registration and enrolment of daughters, granddaughters, great-granddaughters and, most recently, great-great-granddaughters of Old Girls continue to set Frensham apart, on all national and international benchmarks. Word-of-mouth marketing by Old Girls is one of the top two reasons we are approached by families, with the other catalyst being commentary from our current parents and students.

The Service led by the Fellowship Committee on Year 12's last school day in Term 3 is now embedded in our annual Calendar. Annette O'Connell, Fellowship President, and members of her Committee again offered a warm welcome to Year 12 to join Fellowship.

Frensham Parent Advisory Committee

The Frensham Advisory Committee (Chair, Ms Jo Thomson and Secretary, Mrs Nic Robertson) met once each term and agenda items included general queries re School communication and operations and opportunities for students, as well as topics for deep focus:

- Newsletter, new format
- Student Leave: planning to move to digital processes
- Activities: competing times for music and other activities (owing to increase in riding and music)
- Sport Team selection and IGSSA (Sport) Review
- Catering: explanation of processes to determine Dining Room menu
- Parent Surveys: information gained re reasons for choosing Frensham, personal safety (safety of others/child protection)
- Continuous Reporting (presentation by Janene van Gogh, Director of Studies – in Residence)
- Technology in the Houses (endorsement of updated Policy)
- Drug Education: Frensham's approach
- Strategies to Deal with Stress / Mental Health resources
- Move (trial) of Year 9s to Linden Turner House to re-balance Years 7 to 10 numbers in Hartfield and Kennedy House

Committee members also offered generous support to parents of new students and led in the planning of Year Group functions and Parent Weekends.

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 2019, 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]*

Theme 2: Contextual Information About the School

Unique in Australia, Frensham is a boarding school not a school with boarders, with at least 70% of the 350+ 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 and 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 2019 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.

Nearly 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:

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

<https://www.myschool.edu.au> (MySchool website)

Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN 2019

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

Theme 4: Senior Secondary Outcomes

In all academic results recorded, the value-added component was analysed. For Year 12, 2019, 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 15th year in succession and confirmed the trend of Frensham students making significant gains in academic results over the final two years of schooling.

In 2019, 14% of the Frensham cohort achieved an ATAR above 95, 36% above 90 and 50% above 87. (A full analysis of these results is available in a) the Studies section of the 2019 Chronicle and b) the HSC 2019 Flyer available from the Registrar or c) on the website: <https://www.frensham.nsw.edu.au/learning/academic-excellence/higher-school-certificate>)

Language Studies, individual support and differentiated teaching programmes for Years 7 to 10 contribute to value-adding in the areas of Literacy and Numeracy.

Higher School Certificate 2019

In 2019, a significant overall achievement of the cohort was linked (as in 2016, 2017 and 2018) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2020, many also gaining highly competitive scholarships to support their studies.

The high number of students undertaking Extension courses (English, Mathematics, Science, History, Music and Languages – the only courses where Extension subjects were offered by NESA in 2019) continues to reflect the endeavour and aspiration which are 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, this was particularly true for the new Science Extension course]

Media analysis of the 2019 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.

AUSTRALIAN TERTIARY ADMISSIONS INDEX (ATAR)

- at least 14% of students achieved an ATAR of 95+
- at least 36% of students achieved an ATAR of 90+
- at least 50% of students achieved an ATAR of 87+

Further information is available in **HSC Results 2019** on the School's website:

<https://www.frensham.nsw.edu.au/learning/academic-excellence/higher-school-certificate>

The School did not have any students that required the award of a Record of School Achievement.

Year 12	Qualification/Certificate
2019	HSC
2019	VET qualification

Senior Secondary Outcomes are documented on the *MySchool* website: <https://www.myschool.edu.au>

Theme 5: Teacher Professional Learning, Accreditation and Qualification

Professional Learning/Professional Development Activities

Professional development activities undertaken by Frensham Schools staff throughout 2019 are noted below:

No of Staff Involved	Course and Focus
80	AIS Child Protection annual training for all staff at Frensham Schools: Creating Safer Independent Schools
2	InitialLit2 two-day training programming for implementation in Year 2, MultiLit Research Centre Macquarie University
15	Cabling and Wireless Interactive Whiteboards Workshop, Gib Gate
45	Character Education Information and Planning for 2019-2020 Workshops
1	Heads of Science Meeting: 'What science teachers really need to know from the world of Educational Psychology'
15	Gib Gate TLC, 22 October
45	Frensham TLC, 21 October
15	PDHPE K-6 Syllabus Familiarisation Workshop: planning for the mandatory implementation of the K-6 Syllabus in 2020 K-6. AIS Consultant
1	ISTAA Higher Levels Assessment Panel for 2019 applicants of the accreditation level: Professional Excellence. Included specific training on the additional Standard 8 for accreditation at Highly Accomplished Teacher.
3	ISTAA Experienced Teacher Assessment Panel 2019
1	Educate Plus NSW Committee 2020 Planning Day. Jackie Dalton is a Fellow of Educate Plus and sits on the Executive for the NSW/ACT Committee (the NSW/ACT 'Chapter').
2	Exploring STEM Through Sensory Play with Tom Bedard. Creating a Dynamic Sensory Table to develop STEM thinking skills in Preschool children.
2	2019 School Nurses Conference. Speakers addressed medical aspects of school nursing both in the acute/emergency scenario and the broader scope of more effective management of chronic conditions.
80	Frensham Schools PL Day Term 3, Friday 27 September: Fostering Frensham Schools Culture of Thinking 2019. Led by Simon Brooks of the Project Zero at Harvard Graduate School of Education. Sessions included: Core Principles of a Culture of Thinking – further exploration for professionals at Frensham Schools; Characteristics of learning Opportunities; How 'language' can be deployed in our culture of thinking at Frensham Schools.
5	Health Centre staff participated in a workshop presented by Medtronic to instruct on use of insulin pumps. Staff also completed their annual CPR certification through Surf Lifesaving Australia.
2	The Landscape Painting of Brett Whitely. Two-day Painting and Drawing Masterclass at the National Art School
2	Mathematics: The Greatest Show: 2019 Mathematics NSW Association Conference.
2	AIS Enhancing your Child Protection Investigation Skills. Anne Graham and Geoff Marsh are classified as Accredited Investigators for the purpose of undertaking investigations as referred to in the Class or Kind Determinations under Section 25CA of the Ombudsman Act 1974.
1	Educate Plus Conference. Plenary sessions in Fundraising, Marketing, Alumni and Admissions.
1	Pompeii and Herculaneum HSC Study Day at USYD
1	Japanese Teachers Association of NSW. Primary Teach-Meet
1	Australian School of Gardening; Head Gardeners Group: Event on site 'Oldbury' Sutton Forest.
1	History Teachers' Association State Conference, USYD. Variety of Keynote speakers and workshop presenters including Dr Steve Clarke on 'A Reassessment of the Delian League'.

No of Staff Involved	Course and Focus
5	Frensham Executive worked with Richard Newton: Professional Expert, UACEL [Centre for Educational Leadership at the University of Auckland], discussing ways in which UACEL resources could enhance Frensham Schools outcomes and investigating Frensham School's vision, values, practices and processes as part of the initial scoping exercise.
60	Frensham Schools PL Day, Monday 22 July: Specialist Consultant, James Anderson, author of 'The Agile Learner: Where Growth Mindset, Habits of Mind and Practice Unite'.
1	REAIE 2019 Biennial Conference: Landscapes of Transformation: changing education for changing times
2	Drama Teacher Professional Development Tour 2019: London, Paris and Berlin. 13 day programme designed to enhance knowledge and classroom skills in the key areas related to the teaching of senior students of HSC Drama.
1	22nd AFMLTA International Languages Conference in Hobart. Languages – Breaking through Walls
1	Award Administration Training (Level 2) The Duke of Edinburgh's International Award - Australia (NSW Division) Prior to attending mandatory requirement to be completed: Level 1 - Online Award Leader Training Level 1 Online Award Leader Training.
1	Working party to develop policies, procedures and resources for Experienced Teacher Inquiry Method Accreditation proposed for 2020 implementation by ISTAA Council. AIS
1	Cambridge University Literature Summer School (2 weeks): King Lear, Keats and Poetry through the ages
1	Sturt Winter School course: Wood Carving: one small tree with Jeff Donne.
2	Inquiry Learning: The Whats, the Whys and the Hows. Kath Murdoch. Homebush
60	Frensham Schools PL Day Term 2, Friday 28 June: Meeting the Needs of Gifted Students: Dr Ruth Phillips and Ms Kate Chauncy
1	HSC 2019 Science Extension Exam Roadshow. Hurlstone Agricultural High School
1	Proficient Teacher Accreditation Induction, AIS Consultant: Hadley Johnston
1	2019 ASME (Australian Society for Music Education) NSW Composition Day
1	Learn how to build and use drawing machines to explore mark-making, composition, colour, geometry, abstraction and non-objective imagery. Presenter: Gary Warner. National Art School.
1	Science Extension workshop, Part 1, AIS.
60	Frensham PL Day, Friday 7 June. Meeting the Needs of Individual Students: Disability Provisions
60	Frensham Schools Mid Term TLC 4. Monday 3 - Tuesday 4 June: 2.5 hours school-based NESA accredited PL
2	The Leading Edge: Women in Education Conference
1	Strengthening Your School's Culture of Data Utilising MAP Growth - EDUBUILD: Professional Learning Opportunities - Australia
2	AIS NSW Annual Briefing
1	Learning and Teaching for Understanding 1-day conference. Aims: explore the nature of understanding and why it should be a central goal of contemporary education; consider what we should teach to foster understanding and how to prioritise the content that is most important for students to understand.
1	Australian Learning Tracks: Simple, meaningful documentation and programming. Presented by Niki Buchan at Gib Gate.
2	State Drama conference 2019: Creative Connections – the currency of the future
1	AIS Annual PDHPE Conference 2019: On Track with PDHPE K-10. Leading the implementation of the NSW Syllabus for the Australian curriculum PDHPE K-10.

No of Staff Involved	Course and Focus
1	ALIA (Australian Library and Information Association) Schools: What does the 21 st century school library collection look like?
4	Planning and Programming for Stage 6 English: Karen Stapleton, AIS NSW Consultant
1	Clarity What Matters MOST in Learning, Teaching, and Leading: Dr Lyn Sharratt
4	PDHPE 7-10 Syllabus Familiarisation and Programming Workshop. Implementing new units of work 7-10 for PDHPE teachers. Nicky Sloss, AIS Consultant
1	Sydney Suzuki Festival. Lectures attended include: Piano Technique for the advanced student; Chopin Tone and Technique; Creative Ability Development
80	Frensham Schools PL Day Friday 12 April: Individualised sessions for: Teaching staff - Writing Project sessions led by Dr Ruth Phillips for teachers K-12; Boarding and House staff - Developing a Growth Mindset; Health Centre staff - meeting the individual needs of teenage girls.
1	CASE Asia-Pacific Advancement Conference
1	Synergetic NSW Regional Summit
15	Learning Support Essentials course conducted by AIS NSW Senior Education Consultant: Student Services: Leanne Woodley.
1	Teacher Masterclass: Drawing the Dobell Prize. National Art School
1	Foundation Scholarship 2019: Cambridge Assessment International Education Conference. Somerset College, Capetown, South Africa. The Conference theme, Creating the conditions for success explored how school leaders and teachers can create the right conditions for success - starting in the classroom and achieving impact across the whole school.
2	Science Extension workshop, Part 2. AIS
20	Applying a Growth Mindset: AIS Consultant Jo McLean (Senior Assistant Division Head of Professional Learning AIS NSW). The session for senior staff looked more deeply at growth mindset and how this can be explicitly applied at Stage and Faculty levels, in planning and programming and within individual classrooms.
3	Educate Plus Workshop. Chevalier College
1	Introductory Robotics Workshop: Coding made Easy with LEGO Education EV3
60	Highly Accomplished Teacher (NESA)/Professional Excellence (ISTAA. Information Session: AIS NSW (as TAA for Frensham Schools). Session delivered by Hadley Johnston (AIS NSW consultant)
2	Workshop for teachers working towards Accreditation at Proficient Teacher level 2019-2020. Workshop conducted by AIS NSW specialist consultant Hadley Johnston.
1	Collaborative Professionalism - Evidence, Examples and Application. Presented by Andy Hargreaves. Strategies for effective collaboration with depth, focus, boldness and purpose.
60	Frensham Schools Teacher Learning Community. Frensham Monday 18 February, Gib Gate Tuesday 19 February. Designing and implementation of Frensham Schools Inquiry Acton Research Projects 2019.
1	AMEB Teacher Workshop: 2019 Piano Syllabus and Piano Series 18.
1	Student Voice - The Key to Unlocking Schools Potential. Presented by Dr Russell J Quaglia
80	Frensham Schools PL Day Tuesday 29 January: <i>Mindset as a basis for teaching and learning</i> . Presented by Jo McLean (Head of Professional Learning AIS NSW)
1	Choral Ideas Symposium 2019 [including Festival of Summer Voices evening concerts] Gondwana National Choral School, UNSW
1	Sturt Summer School: Angharad Rixon's lecture gave valuable insight into textiles as an important commodity; driver of migration and cultural exchange - not just 'women's work'.

In 2019, the average expenditure per teacher on professional learning, including mentoring (per *Full Time Equivalent)

was \$2,679 (**2015** - \$2,331; **2016** - \$2,197; **2017** - \$2,506; **2018** - \$2,086; per *FTE teacher) reflecting differing approaches and needs, reviewed annually.

Teacher 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.	42
(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.	1
(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

Teacher Accreditation

Teaching Standards Category	Number of Teachers
Conditional	0
Provisional	3
Proficient Teacher	40
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	43

Theme 6: Workforce Composition

School Staff 2019	Number of Staff
Teaching staff	43
Full-time equivalent teaching staff	38.4
Non-teaching staff (includes House Staff)	41
Full-time equivalent non-teaching staff (includes House Staff)	32.6

Aboriginal and Torres Strait Islanders on staff (NIL)

Details of workforce composition can be found on the MySchool website: <https://www.myschool.edu.au>

Theme 7: Student Attendance and Retention Rate and Post School Destination

For student attendance rates please refer to the school data on the *MySchool* website: <https://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 [2017/2019]:

97% (all but three students) who completed Year 10 in 2017 continued on to complete Year 12 in 2019.

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

Attendance Rates 2019

Year	Rate
7	96.04%
8	96.04%
9	97.37%
10	96.07%
11	97.68%
12	98.06%

Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2019 HSC cohort:

The listing highlights the diversity of interest and significant achievement by individuals and by the group as a whole (39 different courses within a cohort of 60 students):

<ul style="list-style-type: none"> • B Agriculture • B Agriculture B Business • B Agriculture B Laws • B Animal Science • B Applied Science (Occupational Therapy) • B Applied Science (Physiotherapy) • B Arts • B Arts B Laws • B Biomedical Science • B Commerce • B Communication (Public Communication) with CII • B Design in Architecture • B Design in Interior Architecture • B Design in Visual Communication • B Design in Visual Communication and B International Studies 	<ul style="list-style-type: none"> • B Flexible Dble Arts, Social Science, Business and Science • B Global Studies • B Humanitarian and Development Studies • B Journalism and B International Studies • B Laws • B Media (Screen and Sound Production) and B Arts • B Media (Communication and Journalism) and B Arts • B Management (Sports Business) • B Medicine MD • B Music and Sound Design • B Nursing • B Pre Medicine and Health Science • B Project Management • B Property Economics • B Politics, Philosophy and Economics
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<ul style="list-style-type: none"> • B Exercise Physiology • B Engineering and B Commerce • B Engineering Materials Science and B Biomedical Engineering • B Engineering and B Science 	<ul style="list-style-type: none"> • B Psychology (Hons) • B Primary Education • B Social Science • B Science • B Visual Arts
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Tertiary Institutions included:

University of Sydney	University of Canberra	University of Technology Sydney
Australian National University	University of Wollongong	RMIT – Victoria
University of New South Wales	Macquarie University	University of Melbourne – Victoria
University of New England	Australian Catholic University	Monash University
Charles Sturt University		

One student (Francesca Milner) accepted a place at *Polimoda Institute of Fashion Design and Marketing* in Firenze, Florence Italy.

[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.]

Theme 8: Enrolment Policies

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 Education Standards Authority (NESA). 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 **350** students [as at December **2019**] of whom **73.6%** 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 2019 the demographic of the School was:

Rural	43%
Southern Highlands	40%
Sydney	15%
Overseas/Interstate/Other	2%

See MySchool website for 2019 details: <https://www.myschool.edu.au>

Theme 9: 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 2019:

Policy	Changes 2019	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 Amended 2019	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 2019 Reviewed by all Staff	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 2019 Reviewed by all Staff	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 2019	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 5 & 6 amended in 2019	Stages 4 and 5: Information Book plus year-specific correspondence. Stage 6: all students issued with a copy.
Sexual Discrimination Policy Frensham is committed to providing all staff and students with a working environment free of sexual harassment.	Reviewed 2019	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.	Reviewed and amended 2019	Parent Information Book available on School Portal (Schoolbox)

Policy	Changes 2019	Access to full text
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.	Reviewed 2019	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 2019	Parent Information Book available on School Portal (Schoolbox)
Fire Regulations Policy Information and instruction sessions are held once per semester.	Reviewed 2019	Staff Handbook Fire Log available on School Portal (Schoolbox)
Lockdown Policy Information and instruction sessions are held once per year.	Reviewed 2019	Staff Handbook available on School Portal (Schoolbox)
Communications Policy Communication with parents is achieved through: <ul style="list-style-type: none"> • Yearly Calendar • Newsletters • Variation to routine forms • Parent Weekends • Reports • Schoolbox • Year group emails • Online parent surveys Protocol for communications is outlined in the Parent Information Book.	Reviewed and amended 2019	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 2019	Staff Handbook
Security Policy Outlines the security arrangements for the campus.	Reviewed and amended 2019	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 and amended 2019	Parent Information Book and Studies Policy available on School Portal (Schoolbox)
Daily Routines including <ul style="list-style-type: none"> • Student absence • General movement • Maintenance • Standby lessons • Prep supervision and Lunch supervision 	Reviewed and amended 2019	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 2019	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 2019	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 2019	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 2019	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 Portal (Schoolbox).

Policy	Changes in 2019	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 2019	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 2019	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes in 2019	Access to full text
Recruitment Policy Frensham is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.	Reviewed 2019	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 and amended in 2019	Staff Handbook available on School Portal (Schoolbox)

Theme 10: School Determined Areas for Improvement

Teaching and Learning

- Academic Excellence: Coaching plan for Sport Coaches implemented, to upgrade skills and consistency of approach at Frensham and Gib Gate; data confirmed for Board Reporting re Academic Excellence; cross-faculty approach to improvement of academic writing implemented across Frensham; Growth Coaching process implemented for all of Year 10 as a pilot project; results for Year 9, in the Cambridge International Examination 'Global Perspectives' were outstanding (30% of our cohort gaining A* and 32% gaining A – in a world context of more than 100 countries, with 10% gaining A* and 20% gaining A).
- Professional Learning: Frensham Schools gained accreditation as an Endorsed Provider of Professional Learning (2018-2022); 'Learning Rounds' (collegial observations and 'Action Learning Sets') continued to be central to our approach to achievement of whole-school professional learning goals for teachers.
- Data Analysis: Director of Teaching and Learning and Director of Studies provided progressively collected data for teacher analysis prior to all Parent Teacher weekends, to inform and guide discussion; preliminary work completed to support 'on time' reporting of student achievement and progress

Innovation and Adaptation ~ all about learning

- Two new electives were trialled in Stage 5*
An iSTEM is an elective course was offered as Year 9 elective. The course covered a number of modules in the fields of technology and engineering, they included; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and a Major Research Project.
- The Creatable Project*, aligned with Stage 6 of the Australian Design and Technology Syllabus but offered to Years 9 and 10, this 12 month project, was based on a learning curriculum that involved ideation, production and marketing. Delivered by FINCH, a film production Company. The school-industry link aimed to expose the students to the technicalities and commercial realities of the design process.
Both courses contributed to the development of a Frensham based STEM elective, which will be offered in Stage 5 in 2020.
- Personalised Learning Plans (PLP's)*
The Frensham PLP elective (Personalised Learning Plan) provided an opportunity for students, with support and oversight of a staff member, to personalise their own learning pathway and develop a customised and rigorous course of study to meet their specific learning needs.
In 2019, Students wishing to undertake a PLP met with a senior staff member (Director of Studies, Director of Teaching and Learning, Deputy Head) to develop a programme . PLPs were allocated seven lessons per cycle and were fully supervised by a staff member.
PLPs took many forms but some examples included:
 - an academic project of interest that linked to an existing area of study.
 - structured support for a targeted learning need.

- acceleration for highly able students.
- extra tuition or instruction in an area of passion (eg, music).
- an on-line course delivered by an external provider.

d. *Continuous Reporting*

Continuous reporting refers to the practice of reporting in regular instalments. Typically, at key moments throughout a Term, teachers provide updated assessment information to an on-line system, which is then made visible to students and parents through a school management system.

Throughout 2019 we have increased the amount of information continually made available to students and parents on Schoolbox. Parents can now access termly assessment task data as well as all formal reports on-line. It is envisaged that the amount of data made available to parents will increase throughout 2020.

e. *Extended Jamieson Programme Year 9* was trialled in the last two weeks of Term 4. The broad aim of the programme was to provide opportunities for Year 9 to finish the year together, focusing and building on core skills, celebrating their growth, and forecasting expectations for the year ahead.

f. *Character Education*

The Character Education Programme, led by Wendy Fawbert, continues to break new ground in ensuring essential character traits are at the forefront of our thinking, planning and learning. Working with external consultants (Circle Education), Frensham is one of twenty schools world-wide adopting a whole school, action research based approach to Character Education.

Other areas of note

In preparing our students for essential competency as global citizens in a 21st century context, we know that 'learning to thrive in a transforming world' is not just about ticking off lists of what students need to learn... and that 'character' is an essential, unifying competency.

Through our commissioned character education research, referenced internationally, we are noting the synergy between *current research findings about the optimal environment for character building and what we have always strived to achieve for students through their 'Frensham Schools experience'.

Futurists say 'what the world needs most is high-functioning young people', emotionally intelligent, with strong self-management skills and respect for others' points of view.

We are describing our expectations of character-in-action beyond school in terms of a set of core graduate outcomes:

Throughout their lives our graduates will demonstrate the skills and willingness to make a positive difference in the world: confident and self-assured, a willing contributor, a curious and adaptive learner, a respectful and active citizen, a grounded future-builder and a solution architect.

[*Valerie Hannon – Thrive, 2018, re Harvard 75-year research]

Student Achievement

In 2019 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, was studied by all of Year 10 in 2019.

NAPLAN Results

Year 7 Cohort = 48 students

Reported in Bands 4-9

- Reading: 52% in top 2 bands [State = 32%]
- Writing: 31% in top 2 bands [State = 32%]
- Spelling: 43% in top 2 bands [State = 35%]
- Grammar & Punctuation: 38% in top 2 bands [State = 33%]
- Numeracy: 40% in top 2 bands [State = 38%]

Year 9 cohort = 59 students

Reported in Bands 5-10

- Reading: 64% in top 2 bands [State = 25%]
- Writing: 29% in top 2 bands [State = 14%]
- Spelling: 29% in top 2 bands [State = 26%]
- Grammar & Punctuation: 37% in top 2 bands [State = 22%]
- Numeracy: 37% in top 2 bands [State = 29%]

Higher School Certificate and ATAR

- 69% of Frensham students (compared to 10% in NSW) gained a 'top Band' result in at least one course
- 50% of Year 12 achieved an ATAR above 87.2

NB: Outstanding individual achievements in all curriculum areas are acknowledged in fortnightly Newsletters published on the School's website (<https://www.frensham.nsw.edu.au/community/news-events/news>), the school portal ([Schoolbox](#)) and highlighted in the Frensham Chronicle 2019.

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.

Priorities:

The professional learning goals for Frensham Schools teachers: 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.

- (i) The improvement of teaching practice through research-based action remained the priority for Teaching and Learning development at Gib Gate and Frensham and the Teacher Learning Community (TLC) process for professional learning was enriched and inspired by international consultants working on campus with our teachers.
- (ii) Frensham Schools gained certification as an Endorsed Provider of New South Wales Education Standards Authority (NESA) Registered Professional Development to NSW Teachers, for the period 1 November 2017-30 October 2022.
- (iii) The Academic Writing project (a whole-school approach to academic writing for Years 7 to 12) was implemented under the direction of Researcher-in-Residence Dr Ruth Phillips.
- (iv) Professional Association representation of Frensham Schools by the Head included: re-election to the Board of the Association of Independent Schools NSW Ltd and continued membership of the Association of Heads of Independent Girls Schools (AHIGS) Executive and the IGSSA Standing Committee.

Facilities and Resources

Frensham Schools Master Plan 2035

The Executive worked with Tanner Kibble Denton (TKD) Architects and an independent planning consultant to complete submission of Development Applications for four major projects.

Submission to Council was achieved for the Holt Project, a new Sports Hall (two indoor courts) and additional Staff Accommodation. Planning for the fourth project, an Equestrian Undercover Arena, was progressed to final stages of development by the end of 2019, for further review prior to submission in 2020.

For the Holt Project, we extended our partnership with the University of Wollongong to work with their Sustainable Building Research Centre (SBRC) on all elements of design and operation.

Refurbishment and upgrade

Across Frensham Schools, the following projects were also undertaken:

Sturt

- Complete refurbishment of Sturt Metalwork and part-time Wood Studios
- Commencement of upgrades in Sturt Pottery

Gib Gate

- Completion of refurbishment of the Gib Gate Games Field
- First stage in redevelopment of the Gib Gate ICT room connected to the Library and Year 6 Classroom
- Gib Gate Playground equipment installed (Stage 1)
- Assembly Hall refurbished
- Landscaping and Fencing of Bowral Road frontage, including remote control front gates and pedestrian gate
- Central Courtyard – additional planting and upgrade of seating

Frensham

- Mathematics: four classrooms (West Wing) and one PDHPE classroom (West Wing) fully renovated to provide latest technology and write-on surfaces
- Rooms 4-5 renovated to create a new Collaborative Learning Space (72 students) (West Wing)
- Fiction Library refurbished in North Wing to create an Administration office
- Hartfield House bathrooms, laundry and drying room fully refurbished
- Central Pathway from Drama Studio to Main Drive (Stage 2) entirely rebuilt and resurfaced
- Frensham Kitchen: total renovation of servery and kitchen with addition of an expanded cool room
- Extension and refurbishment of Bryant McCarthy Year 11 Kitchen / Common Room (commenced December 2019)
- Re-carpeting of Hartfield House and refurnishing of Duty Room and Common Room
- Reconfiguration of Languages area to create an additional classroom on the top floor of West Wing
- Renovation of all student bathrooms on all levels of North West classroom block
- Upgrade of the main entry to North Wing offices
- Company Office reconfiguration and refurbishment to create extra offices, including refurbishment of IT Manager's office
- Board Room re-carpeting and addition of under-floor insulation
- Fellowship Centenary installations:
 - Games Field Bubblers and Seats (named)
 - Sandstone/bronze installation in recognition of Harold Cazneaux (The Frensham Book, 1934) in the courtyard in front of White Cottage
 - Topp Gates (gift of WWS Foundation)

Across Frensham Schools – Projects in Progress

- Frensham: fencing of rear entry to Dining Room – works planned
- Frensham: consultant engaged to report on next steps to improve cooling of Houses, classrooms and Clubbe Hall
- Gib Gate: Staff Common Room – planning for re-furnishing
- IT projects being progressed: increase in capacity; upgrade of personal devices for teachers; upgrade of video-conference options.

Planning to Development Application status of six Master Plan projects, set as a 2019 priority:

- Holt Bush Accommodation
- Two-court gymnasium
- Equestrian Centre
- Staff Accommodation

Theme 11: 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 2019:

Teaching and Learning

- Frensham Registration and Accreditation (NESA) - Frensham met all requirements for Registration and Accreditation and was granted the maximum compliance period of five years: 1 January 2020 to 31 December 2024. Frensham was also granted approval (CRICOS) to provide Years 7-12 courses for overseas students (not to exceed twelve students) from 1 January 2020 to 31 December 2024.
- As a NESA Endorsed Provider of Professional Learning for Teachers, Frensham gained accreditation for three School-developed professional learning courses: Frensham Teachers course – Academic Writing Project; Teaching of Gifted and Talented Students – Primary Teachers; Teaching of Gifted and Talented Students – Secondary Teachers.
- The Frensham Schools Teacher Learning Communities (TLC programme) 2019-2020 was successfully submitted and approved as a NESA-accredited course for teacher accreditation.
- Gib Gate Preschool, Assessment and Ratings: all accreditation requirements were met. Two areas rated as 'Exceeding Expectations'

People

- AISNSW – Experienced Teacher Inquiry Method Pilot: We accepted an invitation to participate in the 2021 Experienced Teacher Inquiry Method Pilot (for Teacher Accreditation), and nominated three teachers to participate in the Trial: Miss Emily Sinden (Music), Ms Rebecca Theodore (English) and Miss Jackie Pawl (Gib Gate Class Teacher). The Trial provides full financial support to Frensham Schools for training of applicants and for teacher release for our nominated supervising teacher.
- Ms Jackie Dalton, Frensham Schools Director of Philanthropy, gained accreditation as a Certified Fund Raising Executive (CFRE).
- NGS Super Scholarship Awards – Mr Andrew McMillan (Design & Technology) gained one of two IGS Teacher Scholarships (awarded annually) and was invited to undertake curriculum evaluation at a national STEM Conference.
- Tennis Squad training: a pilot programme was implemented to nurture and inspire students who demonstrate particular skill and/or potential (a 12-month squad).
- Cross Country: an accredited coach was employed to train and develop a programme for advanced Cross Country runners (aligned to the Tennis Squad programme).
- Learning Rounds (collegial observations and 'Action Learning Sets') continued to be central to our approach to achievement of whole-school professional learning goals for teachers.
- New staff positions were created in HSIE (Innovation and Analytics), House Assistant / Teacher (Graduate positions including Music and Mathematics as target areas).
- Frensham Schools Marketing Manager worked with our Creative Director to develop new websites for Gib Gate and Sturt.
- Gib Gate and Frensham Advisory Committee Meetings and involvement in targeted areas for review continued to inform development of School processes and policies in key areas of our operation

Culture

- *Addresses and Talks*, Winifred West, was reprinted to include images from the Harold Cazneaux collection.
- Character Education embedded in practice – CIRCLE (international consultancy) continued to support our Character

Education research designed to articulate our approach, and guide our programming and measurement of outcomes against world standards.

- Two groups of teachers and Principals from Hangzhou, China, were hosted for one-day study tours:
 - i. Seventeen primary and secondary teachers visited both Gib Gate and Frensham, as part of their investigation of best practice teaching of English.
 - ii. The focus for twenty-five teachers and Principals from secondary schools was Career Education.
- Twenty students (Years 8 and 9) and two staff from Paya Lebar Methodist Girls' School (Singapore) were hosted for a six-day cultural visit as part of Frensham Schools International Partnership focus.
- SHORE at Frensham – based on an enquiry from local Gib Gate parents seeking Sydney boarding school experience, an information evening was organised to host Shore School at Frensham in September.
- The WWS Foundation's Director of Philanthropy completed her first year in the role, developing WWS Foundation's approach to giving. Progress included: policy writing for Foundation; WW Legacy innovation developed - with Bequest Committee; development of database to include 'in kind' giving and establish easily accessible donor profile; development of approach for Capital Campaign.
- Focus of AISNSW Principals Dialogue Tour of China, Shanghai and Hangzhou (visiting Primary, Middle and High Schools) was STEM education. Tertiary specialists from universities in China contributed, sharing educational goals they are setting for young people, aligned to the changes we are seeing in Australia. Leading the tour was noted consultant Dr Phil Lambert.
- Development of Personalised Learning Plans for Years 9 and 10 and move to Continuous Reporting for Years 11 and 12.

Operations and Governance

Special Reports to the Board:

- Professional Learning
- Personalised Flexible Learning
- Curriculum Innovation
- Academic Excellence (Academic Writing Project, Growth Coaching)
- Staffing in Boarding
- Fundraising Strategy (Director of Philanthropy)
- IT Innovation Systems
- Future of Education (International Consultant Dr Phil Lambert)
- Gib Gate – Strategic Planning
- Master Plan Priorities (Facilities) and Financial Modelling
- Marketing – completion of Gib Gate website; development of new website for Sturt
- Curriculum Innovation (Strategic Learning Team Report)
- Character Education
- Sturt Strategic Review

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.

Theme 12: Parent, Student and Teacher Satisfaction

In 2019, 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 Arts 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 2019, 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.

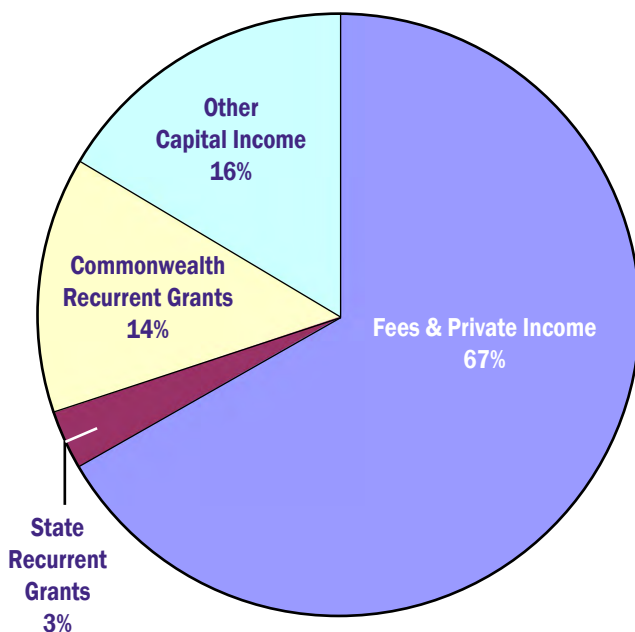
- Additionally, members of the Executive met formally with small groups of students in Year 10 (in the House), Year 11 (at Leadership Camp) and Year 12 (through Form Meetings) throughout the year, to reinforce core elements of the leadership and peer mentoring programmes and to gain formal and informal 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.

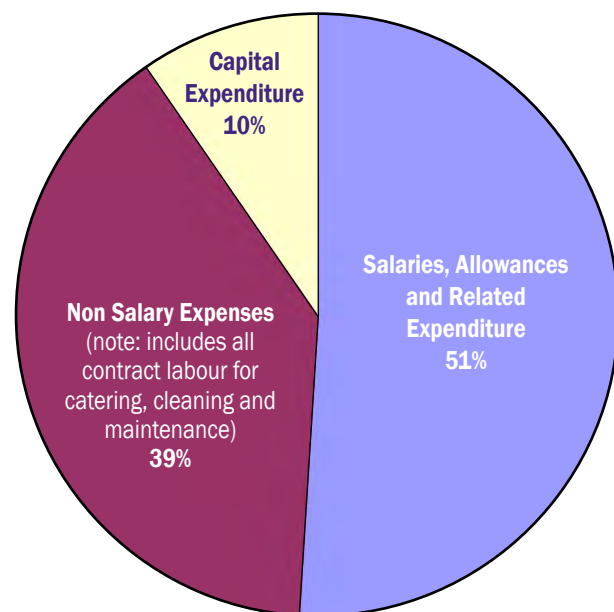
Information offered by students in confidential surveys and informally through their commentary to those enquiring about the School reflects general satisfaction with the School by students. High student retention rates and overall involvement in School activities and events support that view.

Theme 13: Summary Financial Information

Frensham 2019 Summary Financial Information



(a) Recurrent/Capital Income



(b) Recurrent/Capital Expenditure



FRENSHAM SCHOOLS

GIB GATE · FRENSHAM · STURT

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