



FRENSHAM

Educational & Financial Report 2018

(1 July 2019)

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 has been extremely successful and rewarding for Frensham Schools – Gib Gate, Frensham and Sturt – with *Strategic Priorities 2018-2022* published to the community in May clarifying the Board's vision for the immediate future, in the context of our enduring guiding values.

For the purposes of this Report, the Board is pleased to note significant achievements at Frensham.

Frensham has continued to have strong enrolments and it is important to note the expansion of boarding numbers, with growth evident in all areas: rurally and regionally across New South Wales and interstate, from all suburbs of Sydney - extending to the South Coast, and within the Southern Highlands. We have also enrolled a number of Australian boarders whose families are living in Asia and Europe.

In response to our strength in boarding numbers, we have continued to prioritise the development of our existing facilities and infrastructure. One of the most significant events in the School's calendar this year was the official opening in August of the new Dining Room and acknowledgement of the completion of the expansion and refurbishment of Kennedy House. The transformation of these two indispensable facilities has enhanced Frensham's campus immeasurably.

As part of the opening of the Dining Room, Foundation hosted the first community function to be held in the new building – the Annual Foundation Dinner – extremely well attended by supporters of Frensham spanning several generations, giving attendees an opportunity to experience for themselves a celebratory meal in the elegant new (and beautifully heated) dining space.

Fortunately at Frensham we have an enormously talented and dedicated staff. Our girls are able to flourish here because their teachers create an environment which enables and encourages them to do so, one which is inspiring and challenging, inclusive and engaging, nurturing and safe.

Winifred West Schools Foundation Ltd

Throughout 2018 Foundation maintained keen focus on strategies to build the level of financial support required to meet the Schools' long-term goals.

Foundation Staff Scholarship support (awarded in 2017 for 2018) enabled key staff to attend the AHISA National Conference, Leading Learning Caring, to consider our welfare, wellbeing and leadership structures for Years 7 to 9. 2018 Foundation Staff Scholarships (for 2019) were awarded to the Head of Faculty (Jamieson Programme), to attend the Cambridge International Schools Conference, Creating the Conditions for Success, in Cape Town, South Africa (March 2019), and to the Coordinator of Agriculture and Head of Holt Farm for a personalised study tour (2019) of ground-breaking use of technology in Agriculture.

The major fundraising event for the year was Foundation's Annual Dinner, linked to the Official Opening of the Frensham Dining Room. To enhance the celebration, past Chairs of Foundation were special guests for the evening and current parents were joined by longstanding Foundation Members and friends of the School – and the financial outcomes of a most enjoyable evening reflected the generosity and support of the School community.

Owing to the ongoing drought conditions affecting regional NSW, operation of Foundation's Livestock Enterprise was suspended for 2018, with a clear commitment that the project will be reignited 'when it rains'.

A major achievement strategically was the Frensham Schools' appointment of a Director of Philanthropy – responsible to the Head and to the Chair of Foundation, for commencement in January 2019.

Frensham Fellowship [Alumni]

President Mrs Annette O'Connell and the Fellowship Committee continued to inspire connection of Old Girls to School events and offered generous support to the School for our planning of a 2019 Back to Frensham Weekend, to acknowledge 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 on-campus Reunions: 2013 (5 Year), 2008 (10 Year), 1998 (20 Year), 1988 (30

Year), 1978 (40 Year), 1968 (50 Year), 1958 (60 Year) and 1948 (70 Year). Ms Shannon also supported the organisers of the 1959 (69 Year) Reunion. In total, these formal Reunions brought together 236 Old Girls.

Registration and enrolment of daughters, granddaughters and great granddaughters of Old Girls continues to exceed national and international levels. With the opportunity to join Fellowship on their last day of formal classes, Year 12 was warmly welcomed by the Committee to become part of a global network of women keen to contribute to the world beyond School.

Frensham Parent Advisory Committee

The Frensham Advisory Committee (Chair, Ms Jo Thomson and Secretary, Mrs Angela Macken) met once each term and agenda items included general queries re School communication and operations and opportunities for students, as well as topics for deeper focus: Sport coaching and team selections; IT policies and mechanisms in place for protection; Frensham's holistic approach to student Mental Health and Wellbeing; Parenting – why saying 'no' or 'not yet' is so important; Technology in Houses – updated policy for 2018.

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

Year 9 Parents Sarah Clutton and Sarah Byrne volunteered to be responsible for our hosting at the Games Field Pavilion for Saturday morning IGSSA Competition, rostering Year 9 parents across the year.

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 2018, 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]*



Official Opening of the Frensham Dining Room Sunday 12 August 2018

in honour of **Dr Catherine Hamlin (1940)**
AC, MBBS, FRCS, FRANZCOG, FRCOG

By **Elizabeth Stuart,**
Chair of Governors, Frensham Schools

& Acknowledgement of completion of the
Kennedy House Project

Theme 2: Contextual Information About the School

Unique in Australia, Frensham is a boarding school not a school with boarders, where at least 70% 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 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 2018 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 2018

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, 2018, 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 14th year in succession and confirmed the trend of Frensham students making significant gains in academic results over the final two years of schooling.

In 2018, 15% of the Frensham cohort achieved an ATAR above 95, 30% above 90 and 50% above 85. (A full analysis of these results is available in a) the Studies section of the 2018 Chronicle and b) the HSC 2018 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 2018

In 2018, a significant overall achievement of the cohort was linked (as in 2015, 2016 and 2017) to the fact that 100% of students achieved offers of places in tertiary courses of their choice by the completion of offers in January 2019, many also gaining highly competitive scholarships to support their studies.

The high number of students undertaking Extension courses (English, Mathematics, History, Music and Languages – the only courses where Extension subjects were offered by NESA in 2018) 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.]

Media analysis of the 2018 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 15% of students achieved an ATAR of 95+
- at least 30% of students achieved an ATAR of 90+
- at least 50% of students achieved an ATAR of 85+

Further information is available in **HSC Results 2018** 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 |
|---------|---------------------------|
| 2018 | HSC |
| 2018 | 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 2018 are noted below:

| No of Staff Involved | Course and Focus |
|----------------------|--|
| 6 | Exploring the new Year 12 English Modules |
| 1 | National Symposium of Japanese Language Symposium 2018: Bigger, Broader, Better. UTS |
| 1 | Viewpoints and Composition Teacher Training workshop. The Arts Unit in Lewisham. |
| 3 | Familiarisation with new Language K-10 syllabuses (AISNSW consultant) |
| 8 | Navigating SCOUT (Software) to analyse School NAPLAN Data |
| 1 | 39 th Annual Australian Garden History Society (AGHS) Conference |
| 1 | Supervising Professional Experience: Australian Professional Standards for Teachers (APST) and Mentoring 2018 (UOW School of Education) |
| 1 | Registration Requirements for All Schools (AISNSW) |
| 1 | Writing the Future: Transforming the Writing Culture in your school (PETAA - Primary English Teaching Association Australia) |
| 1 | 'Disco et Doceo' Classical Wisdom K-12 and beyond conference (Classical Languages Teachers Association Inc.) |
| 1 | Sydney Piano Teacher's Festival (Sydney Conservatorium) |
| 1 | Practical Marking of the HSC Major Design Project (NESA) |
| 2 | Assessment Panel for Highly Accomplished Teacher (AISNSW) York Street |
| 1 | 'Correct, but not beautiful' – 19th century notation, for performance (Sydney Conservatorium Symposium) |
| 44 | International Presenter: Sara Wilkie Head of Learning Design, November Education (BOSTON) – including Teacher Learning Community TLC Meeting (9) |
| 14 | House Staff, IT policy implementation and Health Centre Staff, Health Care Reviews |
| 1 | Cambridge Primary Global Perspectives online Professional Development training commenced 26 September 2018 |
| 1 | Early Childhood Australia National Conference Be the Difference for Children and Families |
| 5 | Familiarisation of the Stage 6 Science Extension Course |
| 2 | MANSW 2018 Annual Conference: 'New Horizons' (Mathematics Association, NSW) |
| 1 | Exploring STEM: Inspiring Childhood (Early Childhood Regional Umbrella Group) |
| 60 | Teacher Learning Community TLC 8: Collegial Observations feedback and discussions on 'Interactions' in prescribed text: Creating Cultures of Thinking by Ron Ritchhart |
| 1 | NESA Registration Briefing Monday 27 August, AIS NSW York Street |
| 1 | AIS NSW Science and Technology Syllabus 2019 implementation |
| 1 | Teachers Leading Educational Reform: Collaborative Professional Learning with Impact |
| 1 | Effective Practices for Stage 6 Assessment Workshop: delivered by NESA |
| 1 | AIS Enhancing Your Child Protection Investigation Skills National Education Forum – ICSEA-AHISA (Canberra) |
| 1 | IPSHA Teacher Meeting Term 3, Thursday 2 August Implementing the InitialLit Program. |
| 1 | Reflective practice: beyond a naval gaze. A critical component of the NQS and A&R. |

| No of Staff Involved | Course and Focus |
|----------------------|---|
| 80 | Frensham Schools PL Day Term 3, Monday 23 July Plenary Session: Julie Gillick - Strategic Themes and Priorities 2018-2022 Individualised sessions for all Boarding, House and Teaching staff. Included TLC 7 for Teachers and 2018 Writing Project sessions led by Dr Ruth Phillips for teachers K-12 |
| 1 | Inaugural Australian Rusticatio conference [spoken Latin] |
| 3 | Annual School Nurses Association of NSW Conference |
| 80 | Frensham Schools PL Day, Friday 29 June Individualised PL sessions for House, Health Centre and Teachers P-12. Teachers engaged in a full day with international consultant Mark Church: Creating Cultures of Thinking at Frensham Schools. (included TLC 6 for Teachers P-12) |
| 1 | Career Advisers Association Tertiary Update. UTS Sydney |
| 1 | Languages K-10 Framework and Syllabus Familiarisation and Planning Workshop 2018 for the Implementation of New Syllabus for 2019 |
| 1 | Unpacking Maths Advanced and Extension 1 for 2019 |
| 1 | Career Advisers Association Tertiary Update. UTS Sydney |
| 1 | Pompeii and Herculaneum HSC Day 2018 |
| 1 | School Law Conference: Legal Risks and Practical Solutions |
| 1 | IPSHA Deputies Umbrella Group Meeting |
| 1 | 2018 STANSW Meet the Markers |
| 1 | Independent Schools Heads of Science Group |
| 1 | IPSHA K-2 Umbrella Group Meeting - Benefits of Maker Ed in Mathematics in shifting student attitude towards maths throughout the preschool and early years of school. |
| 1 | AHISA Directors of Studies Conference |
| 60 | Frensham Schools Teacher Learning Community Session (TLC) 5 2018 Frensham Teachers 7-12: Monday 21 May 4:00pm-5:30pm; Gib Gate Teachers P-6: Tuesday 22 May 4:00pm-5:30pm. Focus: Feedback on collegial observations: Opportunities; Generating ideas for writing – focus question: Why are we writing?; Goal setting for observation lessons and work sample collection: Writing Opportunities to provoke student thinking. |
| 1 | State Drama NSW Conference Imagine the Creative Revolution |
| 1 | Tournament of Minds (ToMs workshop) |
| 2 | Fearless Girls. Strong Women. Adelaide 2018. Alliance of Girls Schools Australia |
| 80 | Frensham Schools Professional Learning Day: Friday 13 April Consultant Dr Ruth Phillips led a session entitled: The WWS Writing Project: How do we improve the academic writing of students across many different academic contexts using a shared standardised writing criterion? (Cambridge International Writing Rubric) |
| 4 | AHISA (Association of Heads of Independent Schools of Australia) Leading Learning and Caring Conference 2018: Hobart. Winifred West Schools Foundation Scholarship 2018 |
| 1 | Planned: Principal's Dialogue Tour AISNSW (China) 18-25 April |
| 80 | Frensham Schools Professional Learning Day, Thursday 29 March Teachers P-12 and House Staff: Creating Cultures of Thinking – led by Mark Church, International consultant to WWS; Health Centre staff led by Cathie Weaver (Coordinator Health Centre) full day re Health Centre Policies and procedures. |

| No of Staff Involved | Course and Focus |
|----------------------|--|
| 1 | The AIS History Conference 2018 - Reanimating History: Leading Learning, Embedding Understanding |
| 2 | Annual IITSL HALT (Highly Accomplished Teacher and Lead Teachers) Summit |
| 1 | University of Technology, Sydney (UTS) Career Advisor Conference |
| 8 | Proficient Teacher Accreditation, Thursday 15 March on Frensham Campus Induction session for senior staff (supporting) and newly accredited teachers (working towards) accreditation at Proficient Teacher Level - using the Australian Professional Standards for Teachers. Delivered by AIS Consultants |
| 1 | IPSHA Early Childhood Umbrella Group Term 1 meeting: Incorporating STEAM into the Early Childhood Environment |
| 60 | Creating Cultures of Thinking: The 8 Forces We Must Muster to Truly Transform Our Schools (From the pre-reading section required) |
| 1 | NESA School Based Newly Endorsed Information Session. NESA Head Office |
| 1 | MiniLit Early Literacy intervention program. MiniLit Research Centre, Macquarie University |
| 1 | Australian Council for Educational Research (ACER: Using and interpreting data in schools (Online). |
| 1 | Reading Tutor Program PD eLearning Modules: MultiLit Research Centre Macquarie University. Provides quality professional education in how to effectively deliver each component of the MultiLit Reading Tutor Program comprising eight 30-minute modules. |
| 80 | Frensham Schools Professional Learning Days, Monday 29-Tuesday 30 January All staff involved in a variety of PL opportunities including Plenary sessions presented by Ms J Gillick: Strategic Planning/Major Projects 2018, Ms K Chauncy: PL Highlights 2017 and 2018 Programme; Personalising Learning Programmes 2018; Mrs C Williams: Year 12 2017 HSC Highlights; Mr G Marsh: ICT Planning 2018 |
| 40 | Frensham Schools Senior Staff Professional Learning Days and NEW STAFF INDUCTION, Tuesday 23 and Wednesday 24 January Sessions for Senior Staff led by Ms J Gillick and Mr G Marsh on all areas of Strategic Planning and personal goal setting for 2018. Sessions for new staff and their mentors involved sessions presented by Executive staff on Business Management, ICT Management, School and Studies/Curriculum Policies, classroom management and Personalised Learning Programmes |
| 1 | Teachers' Toolkit Improvisation 3-day Workshop. Sydney Workshops conducted by Lyn Pierse, a highly experienced theatre practitioner, actor and trained teacher. Lyn was part of the founding movement of Theatre Sports in Australia and has written the book Improvisation: the guide, which is used by the majority of Drama Teachers in their work with young people. |

In 2018, the average expenditure per teacher on professional learning, including mentoring (per *Full Time Equivalent) was \$2,086 (**2014** - \$2,404; **2015** - \$2,331; **2016** - \$2,197; **2017** - \$2,506 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. | 44 |
| (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 |

Teacher Accreditation

| Teaching Standards Category | Number of Teachers |
|---|--------------------|
| Conditional | 0 |
| Provisional | 3 |
| Proficient Teacher | 43 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 46 |

Theme 6: Workforce Composition

| School Staff 2018 | Number of Staff |
|--|-----------------|
| Teaching staff | 46 |
| Full-time equivalent teaching staff | 38.6 |
| Non-teaching staff (includes House Staff) | 37 |
| Full-time equivalent non-teaching staff (includes House Staff) | 30.7 |

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 [2016/2018]:

94.2% (all but three students) who completed Year 10 in 2016 continued on to complete Year 12 in 2018.

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

Attendance Rates 2018

| Year | Rate |
|-----------|--------|
| 7 | 97.22% |
| 8 | 94.03% |
| 9 | 97.04% |
| 10 | 96.42% |
| 11 | 98.62% |
| 12 | 97.63% |

Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2018 HSC cohort:

The listing highlights the diversity of interest and significant achievement by individuals and by the group as a whole (33 different courses within a cohort of 50 students):

| | |
|---|---|
| <ul style="list-style-type: none"> • B Advanced Computing • B Advanced Science (Hons) • B Applied Science (Speech Pathology) • B Arts • B Arts/B Advanced Studies (Media & Communication) • B Arts/B Advanced Studies (Political & International Relations) • B Arts/B Business • B Business • B Commerce • B Commerce (Dean's Scholar) • B Communication (Public Communication) • B Design (Visual Communication) • B Design Architecture (Hons)/M Architecture • B Design Photography | <ul style="list-style-type: none"> • B Event & Tourism Management • B International Studies/B Laws • B Laws/B Arts International Studies • B Liberal Arts and Science • B Medical and Health Sciences • B Medical Science • B Music [Conservatorium Scholarship] • B Nursing • B Psychology Science • B Psychology Science/B Criminology & Criminal Justice • B Science/B Advanced Studies (Taronga) • B Science/B Advanced Studies (Animal & Veterinary Bioscience) • B Sport & Exercise Science • B Visual Arts |
|---|---|

| | |
|--|---|
| <ul style="list-style-type: none"> • B Economics/B Advanced Studies • B Engineering (Hons)/B Arts • B Engineering (Hons)/B Laws | <ul style="list-style-type: none"> • Diploma Digital Media Design • Flexible Double Arts Social Sciences Business Science |
|--|---|

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 |
| La Trobe University - Victoria | | |

[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 **345** students [as at December **2018**] of whom **74.5%** 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 2018 the demographic of the School was:

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

See MySchool website for 2018 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 2018:

| Policy | Changes 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | 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 4, 5 & 6 amended in 2018 | 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 2018 | 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 2018 | Parent Information Book available on School Portal (Schoolbox) |

| Policy | Changes 2018 | 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 2018 | 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 2018 | Parent Information Book available on School Portal (Schoolbox) |
| Fire Regulations Policy Information and instruction sessions are held once per semester. | Reviewed 2018 | Staff Handbook Fire Log available on School Portal (Schoolbox) |
| Lockdown Policy Information and instruction sessions are held once per year. | Reviewed 2018 | 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 2018 | 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 2018 | Staff Handbook |
| Security Policy Outlines the security arrangements for the campus. | Reviewed and amended 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | 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 2018 | Staff Handbook available on School Portal (Schoolbox) |

| Policy | Changes 2018 | 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 2018 | 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. | Amended 2018 | 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, 2018 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 – for implementation in 2019 with Year 7.

Innovation and Adaptation ~ all about learning

- Curriculum Personalisation: Implementation of Personalised Learning Plans (PLPs) as an additional Year 9 Elective and planning for extension of this opportunity into Year 10, 2019; targeted, personalised sporting and music tuition programmes for high achieving students in these areas; planning for two additional Electives from 2019: The publication of a Character Education statement for Frensham (supported by CIRCLE international consultancy)
- A new Drone Project trialled for Years 9-10 and delivered by JAR Aerospace (UNSW)
- Partnering with University of Wollongong Science and Innovation Centre (Year 10 Science)
- New Stem-based Elective courses – iSTEM (Years 9-10) and the industry-based Enterprise Project (Years 9-10) – 'from ideation - to pitching - to rapid prototyping - to commercialisation'
- Partnership with the University of Wollongong (Teacher Education students).
- Global Focus – global standards: through character education research, goals were set for establishment of a structure for measurable progress in the areas of well-being and leadership. Character Education was identified as a major area of strength within Frensham Schools.
- Harnessing technologies to inform curriculum development: exploration of opportunities to enhance our competitive advantage in STEM education continued.

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 2018 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 2018.

NAPLAN Results

Year 7 Cohort = 43 students

Reported in Bands 4-9

- Reading: 56% in top 2 bands [State = 41%]
- **Writing: 51% in top 2 bands [State = 23%]**
- Spelling: 51% in top 2 bands [State = 42%]
- Grammar & Punctuation: 55% in top 2 bands [State = 40%]
- Numeracy: 57% in top 2 bands [State = 43%]

Year 9 cohort = 56 students

Reported in Bands 5-10

- Reading: 56% in top 2 bands [State = 33%]
- **Writing: 50% in top 2 bands [State = 19%]**
- Spelling: 57% in top 2 bands [State = 32%]
- Grammar & Punctuation: 70% in top 2 bands [State = 33%]
- Numeracy: 54% in top 2 bands [State = 40%]

Higher School Certificate and ATAR

- 61% 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 85

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 2018.

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

Completed prior to the start of Term 1, 2018:

- IT Centre: IT Centre upgrade completed to create *Collaborative Learning Space* with latest technology and new visual connection to the mezzanine floor. Refurbished space facilitates high-tech-supported group work and evening Prep for Year 9.
- Health Centre – total refurbishment of office, overnight and day rooms, treatment room, bathroom and kitchenette facilities. Accessible ramp entry and private room for counselling or student studies was added.
- ‘Big Tree’ front lawn: removal of stone under tree to construct new stone walls and edging to new planting.

Completed during 2018:

- Lighting of brick pedestrian pathway from Dining Room to Main Entry Road at the northern end of front lawn.
- Planning for December 2018-January 2019 projects (see notes below re completed works)
- Planning for Solar project – (for 2019 installation)

Works commenced in 2018, for completion prior to start of Term 1, 2019:

- Mathematics and PDHPE classrooms (Rooms 13-17), Collaborative Learning Space (North West) – complete renovation to provide highest quality learning environment
- Fiction Library refurbishment in North Wing (to create Administrative Assistant Office)
- Main pathway from Clubbe Hall to the Main Drive
- North West student bathroom upgrades (Stage 1 completed)
- Company Office refurbishment, including creation of a new meeting room and an office for the Director of Philanthropy, and providing a new separate entry for students to gain IT support.

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 2018:

- Character – showing ‘grit’ and ‘practising gratitude’ were set as essential character traits to be developed in 2018.
- 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 Legacy, Lions Club and Rotary fundraising initiatives;
- 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;
- Years 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.

Theme 12: Parent, Student and Teacher Satisfaction

In 2018, 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 2018, 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.

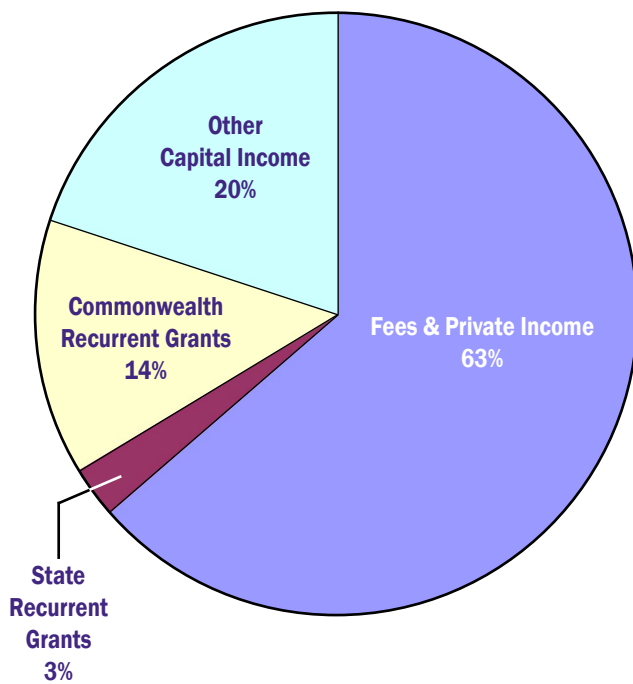
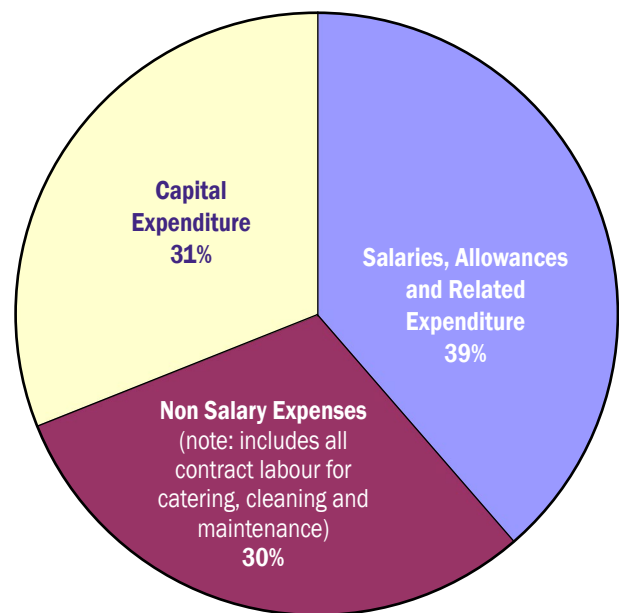
Students

- 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 2018 Summary Financial Information****(a) Recurrent/Capital Income****(b) Recurrent/Capital Expenditure**



FRENSHAM SCHOOLS

GIB GATE · FRENSHAM · STURT

Winifred West Schools Limited

ABN 14 000 025 267

Frensham*

PO Box 34 Mittagong NSW 2575

Phone: +61 2 4860 2000

Email: frensham@frensham.nsw.edu.au

www.frensham.nsw.edu.au

*A member of the UK Boarding Schools' Association