



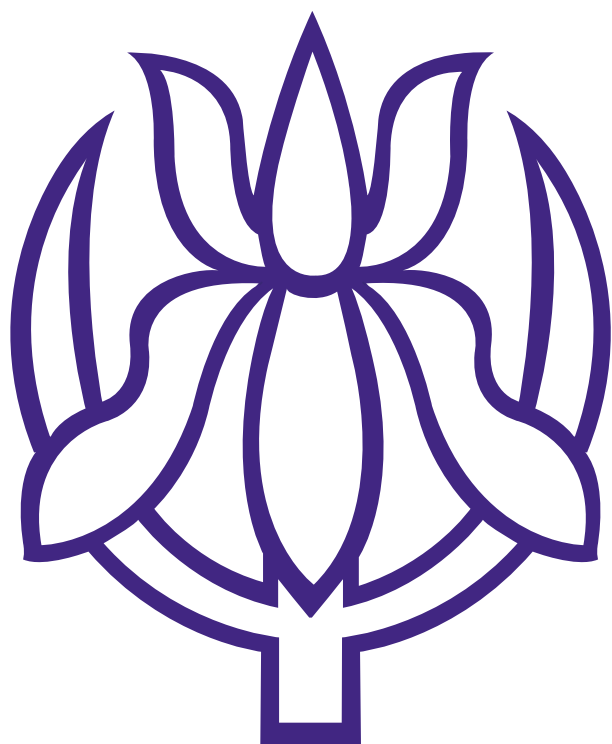
Guiding Values

- > emotional and physical health and happiness
- > unselfish pursuit of excellence
- > individual growth
- > service to others
- > broad experience
- > innovative and adaptive approaches



FRENSHAM SCHOOLS

GIB GATE · FRENSHAM · STURT

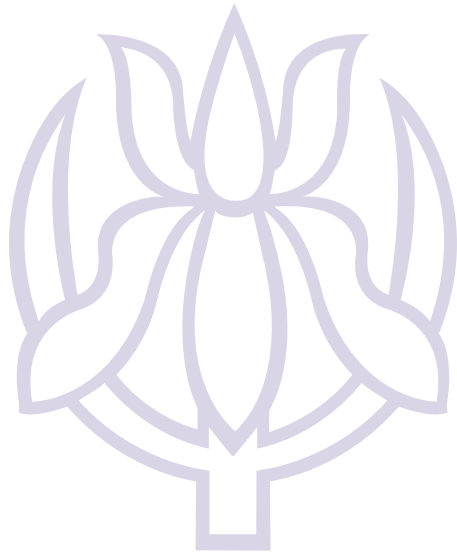


FRENSHAM

Educational & Financial Report 2017

(1 July 2018)

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



Area 1: A Message from the Key School Bodies

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

In 2017, through collaborative effort by the Board and Executive to set strategic priorities for 2018-2022, clarity of purpose and inspiration for innovation and adaptation were evident. There has been a sense of excitement which flows from the breaking of new ground, and highlights Frensham's position as a school leading in the development of solutions to current educational challenges shared globally, and to those on the horizon.

2017 saw the completion of a Master Plan taking the School to 2035, as well as detailed strategic planning for all three Schools, and the commencement of major facilities upgrades. In the July vacation, construction commenced on Kennedy House, with renovation and extensions to provide a new duty room and student common rooms, enhanced staff accommodation and fully renovated bathrooms. In the September vacation, construction commenced on the Dining Room for completion by Term 3, 2017.

Winifred West Schools Foundation Ltd

Led by Chair Mr Rob Dulhunty and supported by Ms Michele Scamps, Appeal Director, and Ms Barbara Shannon, Coordinator of Events, Foundation had an outstanding year on all levels.

2016 Foundation Staff Scholarship recipient Ms Kate Chauncy (Director of Teaching and Learning, Gifted and Talented Programmes K-12) appreciated her major overseas programme of professional learning by completing a Harvard Project Zero course of study. Dr Tristan Burg's approved scholarship to complement his work as Director of Research and Innovation was deferred at his request owing to his acceptance of the Acting Deputy Head position for eleven weeks of Terms 2-3.

The 2017 Foundation Staff Scholarship (for 2018) was awarded to Mrs Trudi Spencer, Ms Sally Fennell, Mrs Tanya Vaughan and Ms Amanda Graham (Boarding Executive and Year Coordinators) to attend the AHISA National Conference: Leading Learning Caring to consider our welfare, well-being and leadership structures for Years 7 to 9.

The Iris Country Fair led by Foundation Appeal Director Ms Michele Scamps, supported by Coordinator of Events Ms Barbara Shannon and volunteer coordinators, was a resounding success on all measures. At least 75% of the parent community contributed directly and our Schools united in significant effort.

Frensham Fellowship [Alumni]

Led by President Mrs Annette O'Connell, Fellowship and Old Girls maintained strong interest in involvement in School events and were highly involved in Reunions hosted by the School. Of particular note is the direct support of the School by our Old Girls through both the enrolment of their daughters and granddaughters and through their generosity philanthropically. Frensham Old Girls continue to make an extraordinary contribution in areas crucial to the on-going success of our School.

In October, Fellowship acknowledged and said farewell to Fellowship Liaison Officer (and current parent) Ms Natasha Wainberg (1986) after ten years of dedicated service to the position. Ms Barbara Shannon, WWS Foundation Coordinator of Events, moved into this role to maintain essential continuity.

Frensham Parent Advisory Committee

Chaired in 2017 by Mr John Hayes, the Advisory Committee met four times during the year and worked with the Head of Winifred West Schools to discuss policies and procedures within the School.

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

- New academic programmes (2017-2018)
- Travel – weekends – Annual Calendar
- Year 10 Work Experience

- IT presentation to the Committee re support of academic excellence and measures in place to enhance safety and communication
- Pixivity photo access – presentation to the Committee
- Fitness, Health and Wellbeing update including strategies to deal with bullying
- Academic Excellence – discussion about proposed new areas of the curriculum, including: Year 9 Personalised Learning plans.
- Development of a ‘Shadow Book’ to support parents joining the School – re policies and processes

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

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

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

In 2017, 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]*



FRENSHAM SCHOOLS

GIB GATE · FRENSHAM · STURT

Branding of the Schools changed on 1 June 2018 from Winifred West Schools: Gib Gate, Frensham, Sturt to **Frensham Schools: Gib Gate, Frensham, Sturt.**

Area 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 2017 the surveyed key drivers for parent selection of Frensham for their daughters were:

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

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

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

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

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

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

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

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

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

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

For further information see:

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

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

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

In all academic results recorded, the value-added component was analysed. For Year 12, 2017, 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 13th year in succession and confirmed the trend of Frensham students making significant gains in academic performance, over the course of their high school years.

In 2017, 19% of the Frensham cohort achieved an ATAR above 95, 38% above 90 and 66% above 80. (A full analysis of these results is available in a) *the Studies section of the 2017 Chronicle* and b) *the HSC 2017 Flyer available from the Registrar* or c) *on the website: 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. For value-added information in NAPLAN tests, see the information available on the My School website: <http://www.myschool.edu.au>

Higher School Certificate 2017

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

The high number of students (52%) undertaking Extension courses (English, Mathematics, History and Languages - the only courses where Extension subjects are offered by NESA) continues to reflect the endeavour and aspiration which is core to the culture of HSC Studies at Frensham. [The percentage of Frensham students studying at Extension level is well above the mean in state and independent schools in NSW.]

Media analysis of the 2017 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)
19% of students achieved an ATAR of 95+
38% of students achieved an ATAR of 90+
66% of students achieved an ATAR of 80+

Further information is available in **HSC Results 2017** on the School's website: <https://www.frensham.nsw.edu.au/learning/academic-excellence/higher-school-certificate>

NAPLAN 2017

As an established pattern at Frensham, the academic growth of students from Years 7 to 9 (per NAPLAN measures) is statistically extraordinary. The same pattern continues from Year 9 to Year 12. Full NAPLAN test results for Years 7 and 9 can be found on the MySchool website: <http://www.myschool.edu.au>

Area 4: Senior Secondary Outcomes

Year 12	Qualification/Certificate
2017	HSC
2017	VET qualification

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

Area 5: Professional Learning and Teaching Standards

Professional Learning/Professional Development Activities

Professional development activities undertaken by WWS staff throughout 2017 are noted below:

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
90	Child Protection Online Module: <i>Obligations in Identifying and Responding to Children and Young People at Risk</i> , AIS NSW	Friday 8 – Monday 11 December	Mandatory requirement of WWS for all teachers (casual, part time and full time), Boarding staff, Health Centre, tutors, support and admin staff as directed to complete this course prior to end of year. Time set aside on WWS PL day 11.00am – 12.30pm
90	Winifred West Schools Professional Learning Day	Monday 11 December	1.5 hour session presented by K Chauncy for P-12 teachers entitled: <i>The Australian Professional Standards for Teachers: Identifying and planning for individualised Professional Learning 2018</i> . Concurrent 1.5 Hour session presented by A Wansey and C Weaver for House and Health Centre staff.
1	<i>InitiaLit Implementation</i> MULTILIT Unit Macquarie University	Thursday 6 - Friday 17 November	2-day instruction on implementing new Kindergarten Literacy programme in January 2018 at Gib Gate. Course included full instruction and study of all materials and resources required for implementation.
1	Term 4 Conference@ Microsoft	Monday 13 November	Developments in Business Intelligence
1	HSC Drama Individual Project NSW Drama	Friday 27 October	Focus of course was on the HSC Individual project component and developing knowledge and understanding of the rubric/marking criteria and its application to the variety from which students can choose – Performance, Design, Scriptwriting, Critical Analysis and Video Drama. Masterclass attended in: Design.
55	Teacher Learning Community (TLC) Meeting Mid-Term 4	Monday 23 October [Frensham] and Tuesday 24 October [Gib Gate]	The focus of teacher discussions was the cultural force of 'Modelling' – Chapter 5 from R Ritchhart <i>Creating Cultures of Thinking</i> . The meeting included discussion of pedagogical learning during full-day sessions with Mark Church and through our reading. Term 4 goal setting and collegial observations scheduled for Weeks 4 to 9.
1	PDHPE TA Annual State Conference, North Wollongong <i>Captivate, Innovate and Engage</i>	Friday 13 - Saturday 14 October	Keynote Speakers included: Karen Ingram (NESA) on <i>The New PDHPE syllabus and Stage 6 Assessment Requirements</i> ; Stacey Quince on <i>Future-Focused Learning</i> , Nathan Spencer on <i>Improving the Performance of Elite Athletes</i> and Jo McLean (AIS NSW) on <i>Wellbeing</i> .
10	<i>Masterclasses</i> with Mark Church	Tuesday 10 October	All staff involved in a variety of PL opportunities throughout the full day. Teachers P-12 worked with US-based consultant Mark Church developing knowledge and skills in pedagogy that continue to influence and shape classroom culture the make 'thinking' the central aspect of classroom life for all learners at WWS.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
3	2017 School Nurses Association of NSW 18 th Annual Conference Sofitel Sydney Wentworth	Thursday 28 - Friday 29 September	The two-day conference covered a range of health subjects and treatments including: concussion and head injury, sudden cardiac death, haemophilia, diabetes, thunderstorm asthma, immunisation, juvenile arthritis. A highlight was meeting and studying with 150 school nurses from all over Australia, New Zealand, Asia and Pakistan.
1	Assessment Panel for Experienced Teacher Applicants (Action Research Pathway) 2017	Thursday 28 - Friday 29 September	Teachers' digital portfolios of evidence for 2017 Accreditation at Experienced Teacher Level through the Action Research Pathway assessed by a panel of highly experienced teachers and AIS consultants and recommendations then made to the ISTAA for final judgement.
1	<i>Best Practice in Artistic Research in Music Symposium</i> at the Sydney Conservatorium	Thursday 28 September	Keynote address: Liza Lim (Sydney Conservatorium, University of Sydney): <i>How to make a woodblock sing: Using composition to experiment with thought</i> <u>Lectures attended:</u> Jeanell Carrigan (Sydney Conservatorium, University of Sydney) on: <i>The Piano Music of Meta Overman</i> ; Anna Goldsworthy (University of Adelaide) on <i>Traversing creative disciplines: Anna Goldsworthy's Piano Lessons</i> ; Liam Viney and Anna Grinberg (University of Queensland) on <i>Updating the four-handed monster: New Australian Music for two pianists</i> <u>Industry engagement:</u> Cat Hope (Monash University): <i>Funding artistic research: The arts as an industry partner</i>
3	Assessment Panel for Experienced Teacher Applicants (Standards Based Pathway) 2017 ISTAA, AIS NSW Sydney	Monday 24 - Wednesday 26 September	Teachers' digital portfolios of evidence for 2017 Accreditation at Experienced Teacher Level through the Standards Based Pathway assessed by a panel of highly experienced teachers and AIS consultants and recommendations then made to the ISTAA for final judgement.
80	Winifred West Schools Professional Learning Day	Friday 22 September	Health Centre, House and Preschool staff completed the annual CPR certificate update. Teachers K-12 worked in two groups on school-based projects designed and led by Kate Chauncy and Ruth Phillips: Unpacking NAPLAN Data to improve student achievement Years 3 to 6 and for Years 7 to 9 and beyond. The afternoon session was devoted to TLC Group meetings and the sharing of teachers' work with students throughout Term 3 which documented the learning journeys of our students from Preschool to Year 12.
2	GERRIC Mini Certificate of Gifted Education UNSW Kensington	Day 2 of 2-day course 7 September	GERRIC's Mini Certificate of Gifted Education (Mini-COGE) provides 16 hours of NESA-accredited professional learning at Proficient Teacher level. The course covered all areas of identification of gifted students, curriculum models and strategies to ensure differentiation and appropriate challenge is provided for high ability learners. All teachers at WWS participated in this training in 2014.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	NESA Briefing: NESA 117 Clarence St Sydney	Friday 18 August	Information presented to schools who wish to prepare a submission for the accreditation of school-based Professional Learning courses and activities not accredited by NESA as 'Registered Courses'. WWS has identified the need to have the quality courses provided by the school as 'accredited school-based courses' from 2018.
2	GERRIC Mini Certificate of Gifted Education UNSW Kensington	Day 1 of 2-day course Thursday 17 August	GERRIC's Mini Certificate of Gifted Education (Mini-COGE) provides 16 hours of NESA-accredited professional learning at Proficient Teacher level. The course covers all areas of identification of gifted students, curriculum models and strategies to ensure differentiation and appropriate challenge is provided for high-ability learners. All teachers at WWS participated in this training in 2014.
55	Teacher Learning Community (TLC) Meeting Mid-Term 3	Monday 14 - Tuesday 15 August	The focus of teacher discussions was the cultural force of 'Time' – Chapter 4 from R Ritchhart <i>Creating Cultures of Thinking</i> . The meeting included discussion of pedagogical learning through the Collegial Observation lessons conducted in Weeks 1 to 5 of Term 3 and additional Term 3 observations were scheduled for Weeks 6 to 10.
1	Project Zero Classroom Harvard Graduate School of Education Boston USA	Wednesday 19 July - Sunday 23 July	5-day intensive training in Project Zero's ongoing research including plenary sessions, mini courses, and study group work investigating the following questions: <i>What does it mean to understand and how does understanding develop? What are the roles of reflection and assessment in learning? How can we nurture critical thinking and creativity? How can we design for and with, a variety of learners and contexts?</i> Project Zero is an umbrella research group based at the Harvard Graduate School of Education.
80	Winifred West Schools Professional Learning Day	Monday 17 July	Full-day programme for all staff including TLC 6 meeting for teachers P-12 and Boarding staff; focus on the cultural force of 'Language'. Faculty-based sessions with AISNSW consultants and Heads of Faculty developed units of work for Stages 4 to 6 with a focus on implementing new syllabuses mandated by NESA for 2017-2018. Gib Gate teachers focused on exploring text concepts in the English K-6 syllabus led by AISNSW specialist Consultant, Kelly Borg.
1	Reggio Emilia Australia Information Exchange (REAIE) Annual Conference <i>Landscapes of Identity</i> International Convention Centre, Sydney	Thursday 13 - Sunday 16 July	4-day programme included national and international plenary speakers: Megan Mitchell (National Children's Commissioner), Dr Stefania Giamminuti (Curtin University WA), Maddalenna Tedeschi and Maura Rovacchi (Reggio Emilia, Italy). Early Learning Centre visits, workshops and seminars.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
80	Winifred West Schools Professional Learning Day	Friday 23 June	Full-day programme for all staff including TLC 5 meeting for teachers P-12 and Boarding staff; focus on the cultural force of 'Language'. Faculty-based sessions with AISNSW consultants and Heads of Faculty commenced development of units of work for Stages 4 to 6 with a focus on implementing new syllabuses mandated by NESA for Stage 6 2017-2018. Gib Gate teachers focused on STEM Education in the K-6 classroom as a cross-curricular approach to learning, to engage students in real world, relevant learning experiences, led by specialist AISNSW Consultant, Philippa Miller.
1	Fundraising Institute Australia (FIA) Gifts in Wills Fundamentals Course, Sydney	Tuesday 20 June	Course examined tools that can be used for designing programmes to provide organisations with a long-term financial future. The specific focus was implementing and managing an effective bequest programme.
1	PreLit Training MULTILIT Centre Macquarie Park	Monday 19 June	Full-day course to train Gib Gate Preschool Coordinator to deliver the PreLit programme. PreLit is a skills-based, early literacy preparation programme for Preschool children in the year before school and is designed to complement a play-based learning environment, providing children with a sound foundation for learning to read.
1	Synergetic Training Day Payroll Canberra	Friday 16 June	Payroll configuration and maintenance of HR and Staff records and their integration were covered. All aspects of the Payroll in Synergetic were discussed, including Superannuation, Leave, Awards, etc, all of which are necessary to convert the WWS payroll across from Delta-Link as at 1 July 2017.
1	Synergetic Training Day Introduction to MS Query Canberra	Wednesday 14 June	MS Query is used to obtain, extract and report on data from Synergetic. The course covered the Synergetic data structures, recognition of views and base tables to extract data and write specific reports. MS Query integrates with Word and Excel to create mail merges, pivot tables and pivot charts for data analysis, summaries and graphs.
1	Careers Advisor's Association of NSW Tertiary Update Day	Friday 9 June	Information from a number of tertiary providers including those in Sydney, Melbourne, Queensland and regional centres across NSW. Included was information from Torrens University – a new concept for university study and provider who run courses in teaching, nursing and health-based areas including Teach NSW and Health Information Management Association.
2	Synergetic Management Systems User Group Meeting Trinity Grammar Summer Hill	Tuesday 6 June	Details re the upcoming release of v68 and updates on uniting of Synergetic and SEQTA to create Education Horizon Groups the largest wholly Australian owned school administration, teaching and learning software.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
1	AIS NSW TAS Conference 2017 <i>IspirED: Levering Technology for 21st Century Students</i> Knox Grammar Wahroonga	Tuesday 30 May	The conference focus was ways in which we can inspire students across all technology fields to study, work and thrive within the new global marketplace. The day provided a number of opportunities to explore how to prepare, support and encourage students to showcase their ideas and take advantage of their creativity and ingenuity.
55	Teacher Learning Community (TLC) Meeting Mid-Term 2	Monday 22 - Tuesday 23 May	The focus of teacher discussions was the cultural force of 'Language' – Chapter 3 from R Ritchhart <i>Creating Cultures of Thinking</i> and included additional reading of his recent article <i>10 Things to Say to Your Students Everyday... and Why They are Important</i> . Collegial Observation lessons reviewed and additional Term 2 observations scheduled.
1	<i>4Cing the Future</i> 2017 Drama NSW State Conference The King's School, Parramatta	Friday 5 - Saturday 6 May	Plenary sessions, lectures and workshops explored the conference question: how does Drama respond to the 4C's of communication, collaboration, critical thinking and creativity to develop 21 st century skills in our students?
2	<i>Disrupt – Adapt – Transform</i> AIS ICT Management and Leadership Conference 2017 Canberra	Wednesday 3 - Friday 5 May	Premier event for ICT professionals in school education exploring how schools are leveraging ICT to support school improvement and learning outcomes. Sessions covered innovative solutions and technologies, addressed questions surrounding ICT structure, governance, leadership and management, and there were opportunities for delegates to exchange experiences and ideas with other ICT management professionals.
1	<i>Pinchas Zukerman Masterclass</i> Sydney Conservatorium	Friday 21 April	This Masterclass was designed to specifically develop participants' skills as String accompanists.
1	<i>Teaching Suzuki Method in the 21st Century: creating environments that allow the growth of fine musicians with noble hearts</i> Sydney Suzuki Festival 2017	Tuesday 11 - Wednesday 12 April	Plenary session address by Judith Glaister (Director of Teacher Training) and Koen Rens (Belgium). 2-day programme included sessions by international lecturers including: Communication (Prue Page); Group repertoire - Sight Reading Skills for Suzuki piano students (Ruth Miura); Teaching Teenagers – finding creative ways to inspire teenage Suzuki students and their parents (Koen Rens) and concluded with a Forum: Maintaining Professional Standards (Koen Rens, Carey Beth Hockett (USA), Ruth Miura)
1	<i>Engaging Students in the early years</i> Classic Languages Teacher's Association, Sydney	Saturday 8 April	Presented by Steven Hunt, President of the Association for Latin Teaching UK, lecturer at Cambridge for post-graduate teacher training in classics, and author of <i>Starting to Teach Latin</i> , a guide to Latin pedagogy, published in 2016. The topics covered included: differentiation, literacy and cross-disciplinary initiatives.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
80	<i>Creating a Culture of Thinking at WWS</i> Mark Church Winifred West Schools Professional Learning Day	Friday 7 April	International consultant to Project Zero at Harvard Graduate School of Education delivered two sessions on the 'Cultural Force of Time' and the 'Cultural Force of Language' and how we can develop our skills, use routines and practices to enable students to develop their ability to think with clarity and purpose in any subject area. The PL day also included a 90-minute TLC meeting for teachers P-12, and specialised sessions for House and Health Centre staff.
1	<i>Accreditation at the Higher levels</i> Webinar BOSTES	Thursday 6 April	Online interactive 2-hour course to develop in-depth understanding of changes to the requirements for teachers to apply for and achieve accreditation at Highly Accomplished and Lead Teacher level in order to advise and supervise and/or mentor teachers at WWS who would like to take this career pathway and to support those teachers who are 'maintaining' their accreditation at HA level currently.
1	<i>Art Matters: Collaboration in Contemporary Arts Practice</i> Professional Development Workshop	Saturday 1 April	Panel discussion moderated by National Art School (NAS) curator Judith Blackall and involving three artist collectives including established and emerging artists. A practical workshop in immersive form, light and scent, run by NAS tutor, Ally Indermuhle.
1	<i>Becoming Accredited at Highly Accomplished and Lead Teacher</i> AIS NSW	Thursday 23 - Friday 24 March	Designed for teachers applying for accreditation at Highly Accomplished and Lead Teacher to gain an understanding of the Australian Professional Standards for Teachers, how to demonstrate the descriptors and how to collect and submit evidence. Participants engaged in a range of workshop activities that will assist them to demonstrate the descriptors and gather evidence of their achievements.
1	<i>MINILIT Programme</i> Professional Learning Workshop MULTILIT P/L (Liverpool, NSW)	Monday 20 - Tuesday 21 March	2-day programme to explain the research base, testing process and explicit teaching programme for those students identified in Kindergarten and Year 1 requiring additional small group support to develop age and stage appropriate reading skills.
15	<i>Student care – Anaphylaxis, Asthma and Diabetes</i> Highlands First Aid	Tuesday 14 March	Refresher session for all Gib Gate teachers on their response to and emergency care of students identified with: Anaphylaxis, Asthma and Diabetes.
1	<i>Highly Accomplished and Lead Teacher Summit</i> Australian Institute for Teaching & School Leadership (AITSL) Sydney	Friday 17 March	Plenary speakers feature Professor John Hattie (Board Chair AITSL) on <i>Collective Evidence of Feedback</i> , and Professor Carol Dweck (Stanford University) <i>Growth Mindset</i> . Opportunities to work with colleagues from around Australia to share expert practice and contribute to leadership in education.

No of Staff Involved	Course Name and Focus	Course Dates	Benefit
4	<i>Cultures of Thinking: Puzzles of Practice</i> Dr Ron Ritchhart SHORE, Sydney	Saturday 25 February	Project Zero Sydney Network Professional Learning day featuring Plenary session by Dr Ron Ritchhart, Principal Investigator for the Cultures of Thinking Project, and Senior Research Associate of Project Zero at the Harvard Graduate School of Education. A wide variety of workshops led by senior teachers from school across sectors were chosen by participants throughout the day.
1	<i>2016 HSC Feedback and Advice Day</i> Macquarie University, Sydney	Saturday 25 February	Annual Mathematics Association NSW (MANSW), feedback sessions on each course by senior markers of the 2016 examinations. Participants will be given advice about teaching strategies that strengthen student ability to write coherent solutions under examination conditions.
1	<i>University of Sydney Career Advisor's Conference</i>	Friday 24 February	Updates on changes within the University including new courses, entry criteria, and scholarships for 2017 Year 12 students applying for University entry in 2018. This conference provides our Career Advisor with knowledge and expertise to provide information to assist students make considered subject selections and career plans for Years 11 and 12. UNSW and USYD remain the highest course preference for Frensham students 2017.
55	Teacher Learning Community (TLC 2) Meeting Mid-Term 1	Monday 20 February	Teachers worked in small groups: Professional Teams of Three (PTT's) to discuss the key points raised in the introductory chapters of Dr Ron Richardt's book 'Creating Cultures of Thinking'. Action plans for independent investigation into developing challenging thinking opportunities for students within their classrooms were designed and opportunities for colleagues to work together in classroom visits scheduled collaboratively.
		Tuesday 21 February	
1	<i>UNSW Career Advisor's Conference</i>	Friday 17 February	Updates on changes within the University including new courses, entry criteria, scholarships for 2017 Year 12 students applying for University entry in 2018.
80	Winifred West Schools Professional Learning Day	Friday 27 and Monday 30 January	Variety of presentations and workshops prior to the first teaching day for 2017. Plenary sessions on <i>Child Protection, Strategic Planning and Major Projects 2017</i> were delivered by Head of WWS, Ms Julie Gillick. Sessions were also presented by senior staff including M Viner: <i>Sturt Summer School Success</i> , C Williams: <i>Tertiary Pathways chosen by students of Year 12 2017</i> , T Burg: <i>Innovative Teaching & Learning Projects for 2017</i> , G Marsh: <i>ICT Development and Infrastructure</i> and K Chauncy: <i>Professional Learning Goals for 2017: Creating a Culture of Thinking at Winifred West Schools</i> .

1	Suzuki Institute: Certificate 3 Refresher course. Suzuki Institute, Sydney	Tuesday 24 - Wednesday 25 January	Topics covered: Tonalisation; Aims of individual lessons; Making a lesson plan; One point lessons; The Studio Environment; Observation skills; Book 1 repertoire.
35	Winifred West Schools Professional Learning Days	Monday 23 - Tuesday 24 January	Planning and discussion sessions including a specialised session on new software management systems for our schools. The <i>New Staff Induction Programme</i> was conducted over the two days for colleagues who have joined WWS in senior teaching and class teaching positions P-12 for the commencement of Term 1 2017.
1	ACHPER (Australian Council for Health, Physical Education and Recreation) 2017 International Conference Canberra: <i>Participation in an Active and Healthy Life – Valuing the Participant Voice</i>	Monday 16 - Tuesday 17 January	Internationally and nationally recognised experts in their fields gave keynote addresses on child and adolescent contemporary health and wellbeing issues including: Sean Slade, Director of Outreach at ASCD, USA; Professor Donna Cross, University of Western Australia (Faculty of Medicine, Dentistry and Health Sciences) and the Telethon Kids Institute (AUS) ; and Professor Philip Morgan, University of Newcastle on <i>Empowering Girls through Physical Activity and Father Involvement</i> .
1	NSW Agriculture Teachers Association Biennial Conference <i>'Farming on the Fringe'</i> Sydney Olympic Park	Sunday 8 - Thursday 12 January	Showcase of innovative farming practices taking place on the fringes of Sydney. Workshops and presentations on Literacy & Numeracy in Agriculture, eSTEM in action, meat Science, drones and new technologies and 'Animals in Schools' – resources and regulations.

In 2017, the average expenditure per teacher on professional learning, including mentoring (per *Full Time Equivalent) was \$2,506 (**2012:** \$1,905; **2013:** \$1,927; **2014:** \$2,404; **2015:** \$2,331; **2016:** \$2,197 per *FTE teacher) reflecting differing approaches and needs, reviewed annually.

Teaching Standards

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

Area 6: Workforce Composition

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

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

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

Policy and Procedure re Non-Attendance:

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

Retention Rates [2015/2017]:

98.44% of the students (63/64) who completed Year 10 in 2015 continued on to complete Year 12 in 2017.

Comment: There is an extremely high retention rate at Frensham.

Area 8: Post School Destinations

Courses included are those which were offered to, and/or undertaken by, students from the 2017 HSC cohort:

The listing highlights the diversity of interest and significant achievement by individuals and by the group as a whole (46 different courses within a cohort of 62 students):

<ul style="list-style-type: none"> • B Advanced Science / B Creative Intelligence and Innovation • B Applied Science (Exercise & Sports Science) • B Arts • B Arts / B Fine Arts • B Arts and Social Sciences • B Arts (Media and Communication) • B Arts (Psychology) • B Arts / B Advanced Studies • B Business • B Business / B Arts in International Studies • B Business (Management) • B Business in Sports Management • B Commerce (Dean's Scholar) • B Communication (Advertising, Public Relations) • B Communications (Public Communication) • B Communication (Media Arts Production) / B Arts in International Studies • B Communication (Digital and Social Media) • B Communication (Social, Political Science) / B Creative Intelligence and Innovation • B Design (Hons) • B Design (Hons) / B Media (Public Relations and Advertising) • B Design (Digital Technologies) - UMELB • B Design in Architecture • B Design in Interior Architecture / B Creative Intelligence and Innovation 	<ul style="list-style-type: none"> • B Exercise Science and Rehabilitation • B Education (Primary Education) • B Education (Early Childhood) • B Engineering (Hons)/ B Science • B Engineering (Hons) Aerospace/Mechanical and Manufacturing/Mechanical • B Exercise and Sports Science • B Fine Art • B Fine Arts / B Arts • B Flexible Double Arts, Social Science, Business and Science • B International Studies • B International and Global Studies / Advanced Studies • B Liberal Arts and Science • B Landscape Architecture (Hons) • B Media Arts (Hons) • B Music and Sound Design • B Nursing • B Psychology (Hons) B Human Sciences • B Science / B Fine Arts • B Science / B Advanced Studies • B Science (Medical Science) • B Science (Psychology) • B Urban and Environmental Planning • B Veterinary Biology / B Veterinary Science
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Tertiary Institutions included:

University of Sydney	La Trobe University – Victoria	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	

Three students planned to take up studies overseas – Royal Agricultural University, Cirencester, UK and St Andrews, Scotland.

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

Area 9: Enrolment Policies and Characteristics of the Student Body

Frensham is a boarding and day school for girls, Years 7-12, providing an education based on the School's ethos and operating within the policies of the NSW 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

As at December **2017**, the School enrolment was **342** students, including **73%** 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 2017 the demographic of the School was:

Rural	35%
Southern Highlands	41%
Sydney	15%
Overseas/Interstate/Other	9%

See MySchool website for 2017 details: <http://www.myschool.edu.au>

Area 10: School Policies

Student Welfare

Frensham seeks to provide a safe and supportive environment which:

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

To ensure that all aspects of Frensham's mission for providing for a student's welfare are implemented the following **Policies and Procedures** were in place during 2017:

Policy	Changes 2017	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating 'reportable conduct' • investigation processes • documentation 	Policy takes into account current legislation Reviewed by all Staff	Available on request by contacting the School
Positive Peer Relations Policy encompassing <ul style="list-style-type: none"> • all members of the community • promotion of personal growth and self-esteem • building positive relations by managing and eliminating unacceptable behaviour 	Reviewed 2017	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 2017	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 2017	Studies Policy available to parents on request by contacting the School and available on School Portal (Schoolbox)
Stage Handbooks <ul style="list-style-type: none"> • Studies and Curriculum information for Stages 4 and 5 is published in the Information Book and Studies Policy and parents are informed of changes throughout the academic year. • The Stage 6 Handbook is a reference guide for students undertaking Preliminary and Higher School Certificate Courses. 	Stage 6 amended in 2017	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 2017	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 2017	Parent Information Book available on School Portal (Schoolbox)

Policy	Changes 2017	Access to full text
<p>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.</p>	Reviewed 2017	Parent Information Book available on School Portal (Schoolbox)
<p>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.</p>	Reviewed 2017	Parent Information Book available on School Portal (Schoolbox)
<p>Fire Regulations Policy Information and instruction sessions are held once per semester.</p>	Reviewed 2017	Staff Handbook Fire Log available on School Portal (Schoolbox)
<p>Lockdown Policy Information and instruction sessions are held once per year.</p>	Reviewed 2017	Staff Handbook available on School Portal (Schoolbox)
<p>Communications Policy Communication with parents is achieved through:</p> <ul style="list-style-type: none"> • Term Calendar • Yearly Calendar • Newsletters • Variation to routine forms • Parent Weekends • Reports • Year group emails • Online parent surveys <p>Protocol for communications is outlined in the Parent Information Book.</p>	Reviewed and amended 2017	Parent Information Book and Staff Handbook available on School Portal (Schoolbox)
<p>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.</p>	Reviewed 2017	Staff Handbook
<p>Security Policy Outlines the security arrangements for the campus.</p>	Amended 2017	Staff Handbook
<p>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.</p>	Reviewed 2017	Parent Information Book and Studies Policy available on School Portal (Schoolbox)
<p>Daily Routines including</p> <ul style="list-style-type: none"> • Student absence • General movement • Maintenance • Standby lessons • Prep supervision and Lunch supervision 	Reviewed 2017	Staff Handbook available on School Portal (Schoolbox)
<p>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.</p>	Reviewed and amended in 2017	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 2017	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 2017	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 2017	Staff Handbook Parent Information Book available on School Portal (Schoolbox)

Complaints and Grievances

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

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

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

Policy	Changes in 2017	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 2017	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 2017	Staff Handbook available on School Portal (Schoolbox)

Policy	Changes 2017	Access to full text
<p>Recruitment Policy Frensham is an Equal Opportunities employer. All staff must consent to employment according to the conditions in the Child Protection legislation.</p>	Reviewed 2017	Staff Handbook
<p>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.</p>	Amended 2017	Staff Handbook available on School Portal (Schoolbox)

Area 11: School Determined Improvement Targets

Teaching and Learning

Key elements of our preparation for the 2017 school year included refurbishment and upgrade of our facilities and intensive review of strategic plans. Above all, we prepared rigorously to provide world-class professional learning for our teachers. The prescribed text by Senior Research Associate at Harvard Project Zero, Ron Ritchhart, *Creating Cultures of Thinking – The 8 Forces We Must Master to Truly Transform Our Schools* – was homework for all of us, prior to the start of the year. To assist with thinking about what makes a quality education, Ritchhart challenges us to consider five belief sets which facilitate a culture of thinking (focusing students on the **learning** vs the work, teaching for **understanding** vs knowledge, encouraging **deep** vs surface learning strategies, promoting **independence** vs dependence; developing a **growth** vs a fixed mindset) and he poses a question to focus our attention: *What do you want the children you teach to be like as adults?*

Innovation and Adaptation ~ all about learning

In 2017 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:

Jamieson Year 10 – Three Areas of Innovation

- a. Year 10 study of **Cambridge International’s AS Level General Paper** was added to the mandatory curriculum in 2017 (after successful trial in 2015-2016 as an optional extra Elective for Year 10). The course was delivered at Frensham by a cross-Faculty team of teachers and external experts during dedicated class time and on Jamieson-10 evenings, with subject matter drawn from three sections of study:
 1. historical, social, economic, political and philosophical topics;
 2. Science, including its history, philosophy, general principles and applications; environmental issues; mathematical topics;
 3. Literature and language, arts and crafts.

[*Cambridge International AS and A Levels are recognised around the world by schools, universities and employers and the qualifications are accepted as proof of academic ability for entry to universities worldwide.]
- b. The specialist teaching resources for Year 10 Personal Development, Health and Physical Education were expanded in 2017 to enhance the authenticity of context for content delivery in the areas of mental health and well-being, adding to the successful units of work already embedded in the course.
- c. The **Frensham Drone Academy** project for Year 10 involved every student in the assembly of a micro-drone and a remote control, the installation of Arduino software and drivers to programme their remote and drone, and test-flights to assess the quality of the unique coding for their drone. Advanced achievement included students able to customise colour and sound effects and master flight commands for their drone.

Other areas of note

- Year 12 Biology worked with Emeritus Professor Dr Rakesh Kumar MB BS All-India IMS, PhD, MD UNSW, FRCPA (Hon), FFSc (FRCPA) (School of Medical Sciences, UNSW) from mid-year;
- Year 8 Mathematics teachers trialed team-teaching in Term 4, adding a teacher to all three classes for increased opportunity to work with students 'at point of need';
- Years 5 to 8 Curriculum was reviewed to identify opportunities for increased personalised academic opportunity and rigour, and leadership development;
- Our Studies team explored options for development of a growth-coaching process, building on our established focus on intellectual and emotional growth in maturity (independence vs helplessness);
- Embracing the on-going challenge to meet the current and future needs of our 21st century 'digital native' students, a team of staff worked on strategies for improvement of Academic Writing aiming to enhance our pedagogy so that all students acquire the best possible writing skills to communicate effectively in any context and with the skillset to assess their own progress and drive improvement of their skills;

In accordance with our Mission and Guiding Values, we remained committed to developing in staff and students a spirit of enquiry and a love of learning, with a future focus and the capacity to discern.

Student Achievement

In 2017 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 2017.

NAPLAN Results

See *MySchool* website for 2017 details: <http://www.myschool.edu.au>

Higher School Certificate and ATAR

- 62% of Frensham students (compared to 10% in NSW) gained a 'top Band' result in at least one course
- Four students gained a Premier's Award for 'top Band' results in at least 10 units studied Extension studies were undertaken by 52% of Year 12 (extremely high %) [English, Mathematics, History, Languages and Music are the only Extension courses offered]
- Mathematics and Science-based subjects accounted for 38% of all courses studied by Year 12 - taking mandatory English out of the calculation

NB: Outstanding individual achievements in all curriculum areas are acknowledged in fortnightly Newsletters published in Current Happenings on the School's website, the school portal (Schoolbox) and highlighted in the Frensham Chronicle 2017.

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:

Improvement of teaching practice through research-based action remained the priority for Teaching and Learning development at Frensham and the Teacher Learning Community (TLC) process for professional learning was strongly endorsed by teachers. For 2017, the TLC process underpinned the implementation of studies to enhance student thinking facilitated by internationally acclaimed educator Mark Church of the Harvard Project Zero team, who led three full-day workshops on campus and continued to provide ongoing consultancy throughout the year to sustain high staff interest and momentum.

WWS teachers greatly value the **international standard of our professional learning** programme driven by the Strategic Learning Team: Ms Kate Chauncy, Mr Geoff Marsh, Ms Janene van Gogh, Ms Sally Robson, Dr Tristan Burg, Ms Julie Gillick and guided by consultants: Mr Frank Crawford (Educational Futures, Scotland), Dr Phil Cummins (CIRCLE, Sydney) and Harvard University Project Zero Team member, Mr Mark Church.

Facilities and Resources

Long-term Facilities Plan

In accordance with the WWS Master Plan 2035 (endorsed in principle 17 February 2017) and the annually reviewed Five-Year Capital Expenditure Priorities, progress was achieved in the following areas:

- Kennedy House – refurbishment and expansion to add staff accommodation, student common rooms and study areas, duty room and mud room; works commenced at the end of Term 3, 2017. Kennedy House students moved by 9 November 2017 to Linden Turner for final weeks of Term 4 to bring forward completion date from June 2018 to March 2018. Interim occupancy was achieved for the start of Term 1, 2018;
- Dining Room – expansion and refurbishment commenced in Term 4, 2017 (including installation of a new electrical substation to serve this project and meet future needs of the School). The Parker Gymnasium was set-up as the temporary Dining Room, serviced by Alliance from the existing kitchen. Additional facilities were installed in the adjacent rooms of the Gym to service the space and food-transport vehicles were purchased;
- Health Centre – total refurbishment was completed, including external ramp access;
- Hartfield House – accessible entry planning was completed for 2018 works.

Refurbishment and upgrade

Across WWS, the following projects were also undertaken:

- Gib Gate Preschool – planning for new fencing was completed for 2018 works;
- Gib Gate Fencing – planning for new fencing on Bowral Rd and Lyall St frontages was completed;
- Frensham IT Centre upgrade in Schavemaker Centre for Science and Technology – refurbishment was completed to create a Collaborative Learning Space (CLS) with latest technology and new visual connection to the mezzanine floor. Refurbished space was designed to facilitate high-tech-supported group work and evening Prep for Year 9;
- Frensham Security – CCTV cameras were installed to enhance campus security for residents;
- Frensham’s Central Pathway from Topp Gates to front drive – Stage 1 replacement was completed;
- Frensham Mathematics – planning for upgrade of four classrooms was undertaken;
- WWS – switch and cable upgrade was completed on all three campuses.

WWS Master Plan 2035

The Executive worked with Tanner Kibble Denton (TKD) Architects and an independent planning consultant to gain advice on all aspects of the Holt Project, a WWS Master Plan 2035 project, to progress to planning stage by the end of the year. A needs analysis and status report on staff accommodation was also developed as part of the Master Plan for 2018 Board consideration.

Area 12: Initiatives Promoting Respect and Responsibility

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

Initiatives and ongoing practices undertaken in 2017:

- Character – showing ‘grit’ and ‘practising gratitude’ were set as essential character traits to be developed in 2017.
- The Form Programme for each year included age-appropriate units, designed to foster respect and responsibility in studies and community life.
- Morning Prayers provided a daily opportunity for promotion of the School’s Christian values.

Ongoing responsibilities and programmes for Years 7 to 12 include:

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

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

- Years 7-12 participated in cross-age groups to support the Red Shield Appeal and the Red Cross Door Knock;
- Participation in the Mittagong ANZAC Day Service and in Legacy, Lions Club and Rotary fundraising initiatives;
- Years 7-12 worked together to provide funds for major charities and to maintain ongoing commitments such as: knitting blankets for the Hamlin Fistula Foundation, collection of food and blankets for the local Animal Shelter and Blood Donation through the Blood Bank;
- The whole School formed into six Choirs to sing Carols at local Nursing Homes in the final week of Term 4;
- From the proceeds of the School’s Charities initiatives, the Community Service team allocated funds to Charity Organisations – local, national and international;
- Year 9 all enrolled in the Bronze level of the Duke of Edinburgh’s Award and most completed their Service component through support of local Nursing Home visits or participation in environmental projects;
- 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.

Area 13: Parent, Student and Teacher Satisfaction

In 2017, 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 2017, 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.

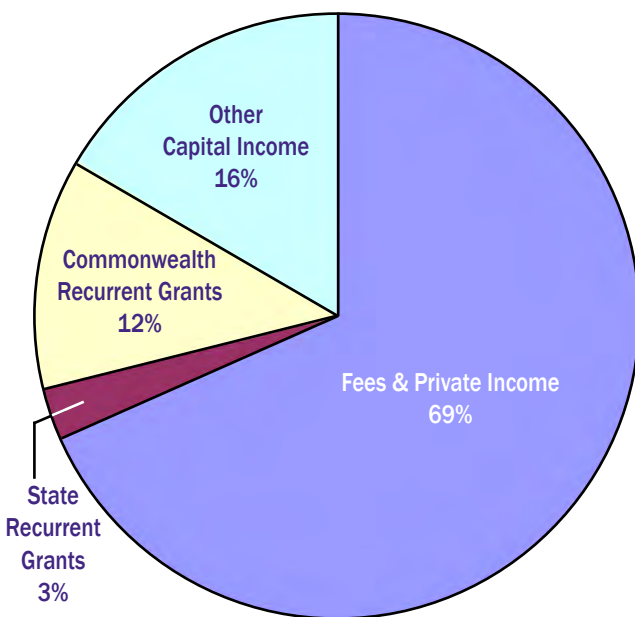
- The Head conducted workshops with Years 7 and 8 and forums with students in Year 9 and followed up with interviews for individual students, where requested by students or where requested on behalf of others. The workshops and forums were designed to ascertain student satisfaction with academic progress 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 acknowledged the positive response to the School offered by students whom they meet during the process of consideration of Frensham as the school for their own daughter.

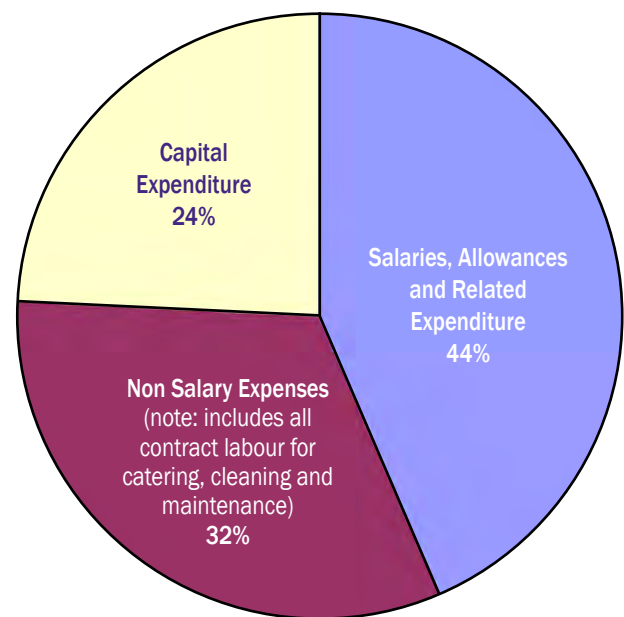
Information offered by students in confidential surveys and informally through their commentary to those enquiring about the School reflects general satisfaction with the School by students. High student retention rates and overall involvement in School activities and events support that view.

Area 14: Summary financial Information

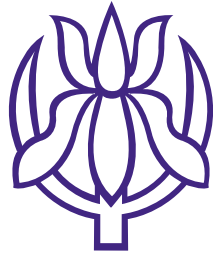
Frensham 2017 Summary Financial Information



(a) Recurrent/Capital Income



(b) Recurrent/Capital Expenditure



FRENSHAM SCHOOLS

GIB GATE · FRENSHAM · STURT

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